



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Sequoia Union Elementary School met several times with staff, parents, and community members on how best to use the expanded learning opportunities (ELO) funds to meet the needs of our students. The Expanded Learning Opportunities Grant was discussed and feedback from stakeholders given at School Site Council Meetings in February, March, and April of 2021. The Expanded Learning Opportunities Grants was discussed and feedback from stakeholders given at Regular Board Meetings and Special Board Meetings in February, March, and April of 2021. The Expanded Learning Opportunities Grant was discussed and feedback from Stakeholders was given by Certificated and Classified Staff members at Monthly All-Staff Professional Learning Community Meetings in February, March, and April of 2021. The discussions with stakeholder groups centered around explaining the goal and parameters of the use of the ELO funds. Stakeholder groups shared ideas to

provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents ,and how to report results of the implemented plan. The last step was to get input on the completed plan before taking it to the Board. This plan has been written in conjunction with the LCAP/SPSA plans. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

A description of how students will be identified and the needs of students will be assessed.

Students will be identified through the data from the STAR Reading, STAR Math, iReady Reading, iReady Math, and through the CAASPP Reading and Math assessments. If students are below reading level, or below grade level in math they will receive intervention through supplemental instruction and support. An individual learning plan will be written by the Student Success Center Teacher in collaboration with the General Education Teacher on each student who is reading below grade level or who is below grade level in math. Ongoing formative assessments will be used by the Student Success Center Teacher and shared with the General Education Teacher on learning gaps and the closing of learning gaps after intensive interventions are provided through the Student Success Center.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Sequoia Union Elementary School has successfully communicated with parents through the use of the Remind App, Social Media, Web site, Email, phone calls, as well as meetings with the Superintendent-Principal. Sequoia Union will use these same methods to get information out to all parents, as well as individual parents. Parents will receive information on student supplemental instruction and support through flyers, phone calls, meetings, emails, and through the District website portal. Feedback to parents will be provided by progress reports, end of trimester report cards, and ongoing reports generated through the iReady learning platform and the STAR Reading and Math assessment system.

A description of the LEA's plan to provide supplemental instruction and support.

During the 2021-2022 school year, Sequoia Union Elementary Charter School will provide supplemental instruction and support through the Student Success Center. The Student Success Center will have one full time Certificated Intervention Teacher and one full-time Classified Instructional Aide to provide push-in and pull-out supplemental instruction and support K-7 for students who are reading below grade level or for students who are below grade level in math. Ongoing formative assessments will be used by the Student Success Center Teacher and shared with the General Education Teacher on learning gaps and the closing of learning gaps after intensive interventions are provided through the Student Success Center. Materials and Supplies will be purchased for the Student Success Center. Supplemental curriculum will be purchased for the Student Success Center. These interventions were the main areas addressed for supplemental instruction and support, however all stakeholders understand that a need may arise that we had not thought of, so this list of interventions is by no means exhaustive. A Learning Hub will be offered by Certificated Teachers and Classified Staff after school for additional support and intervention for students who are below reading level or below math level and also for student enrichment beginning in the 2021-2022 school year. Technology, high-speed internet and other academic supports will be provided. Materials and Supplies will be purchased for the Learning Hub. Supplemental Intervention Curriculum and Supplemental Enrichment Curriculum will be purchased for the Learning Hub. Transportation will be offered for students participating in the After School Learning Hub who need transportation. A teaching position will be funded primarily with Expanded Learning Opportunities funds in order to not have to have combination classes. This increase in teachers to students will allow expanded learning opportunities to increase student achievement and close learning gaps. A Learning Hub will be offered by Certificated Teachers and Classified Staff after school for additional support and intervention for students who are below reading level or below math level and also for

student enrichment beginning in the 2021-2022 school year. Technology, high-speed internet and other academic supports will be provided. Materials and Supplies will be purchased for the Learning Hub. Supplemental Intervention Curriculum and Supplemental Enrichment Curriculum will be purchased for the Learning Hub. Transportation will be offered for students participating in the After School Learning Hub who need transportation. The possibility of a multi funded Learning Director position with ELO, ESSER and LCAP would provide Professional Development to teachers on response to intervention strategies to help students close achievement gaps in reading and math. The Learning Director would also help counsel students and provide social and emotional supports for students and teachers through 504 intervention plans. The Learning Director would act as an Instructional Strategies Coach and help new teachers with demonstration lessons on instructional strategies to help expand learning opportunities for all students, but especially for English Language learners, foster youth, homeless students, and students with special needs.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time		
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$20,000	
Integrated student supports to address other barriers to learning		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$5,602	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies	\$25,602	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Expanded Learning Opportunities Grant funds will be used in conjunction with Elementary and Secondary School Emergency Relief (ESSER) Funds to have an Expanded Learning Opportunities School during June of 2021, and to create the Student Success Center, beginning in August of the 2021-2022 School Year. The Student Success Center will identify students who are reading below grade level or who are below grade level in math through the data from the STAR Reading, STAR Math, iReady Reading, iReady Math, and through the CAASPP Reading and Math assessments. If students are below reading level, or below grade level in math they will receive intervention through supplemental instruction and support. An individual learning plan will be written by the Student Success Center Teacher in collaboration with the General Education Teacher on each student who is reading below grade level or who is below grade level in math. Ongoing formative assessments will be used by the Student Success Center Teacher and shared with the General Education Teacher on learning gaps and the closing of learning gaps after intensive interventions are provided through the Student Success Center. The E.L.O. grant will go hand-in-hand with our ESSER funds that will help Sequoia Union target students for learning loss, especially students disproportionately affected by the coronavirus and school closures, including: low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The ESSER funds will be used to purchase materials and supplies, curriculum, and supplemental supports for the Student Success Center, in order to address learning loss and close achievement gaps for all students, especially low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. Expanded Learning Opportunities (ELO) grant funds will be used in conjunction with Elementary and Secondary School Emergency Relief (ESSER) funds to provide a Learning Hub woffered by Certificated Teachers and Classified Staff after school for additional support and intervention for students who are below reading level or below math level and also for student enrichment beginning in the 2021-2022 school year. Technology, high-speed internet and other academic supports will be provided. Materials and Supplies with be purchased for the Learning Hub. Supplemental Intervention Curriculum and Supplemental Enrichment Curriculum will be purchased for the Learning Hub. Transportation will be offered for students participating in the After School Learning Hub who need transportation. Expanded Learning Opportunities (ELO) grant funds will be used in conjunction with

Elementary and Secondary School Emergency Relief (ESSER) funds and with LCAP funds for the possibility of hiring a multi funded Learning Director that would provide Professional Development to teachers on response to intervention strategies to help students close achievement gaps in reading and math. The Learning Director would also help counsel students and provide social and emotional supports for students and teachers through 504 intervention plans. The Learning Director would act as an Instructional Strategies Coach and help new teachers with demonstration lessons on instructional strategies to help expand learning opportunities for all students, but especially for English Language learners, foster youth, homeless students, and students with special needs.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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