

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Winship Community School	Julie Haycock-Cavendar, Executive Director	<a href="mailto:Julie.haycock@winshipcommunity.org">Julie.haycock@winshipcommunity.org</a> , 916.241.8664

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.

Before developing the process of ELO Grant Plan, our school initially conducted several meetings with different departments within our school. We began this process by gaining insight and perspective to what our teachers and staff felt our areas of focus should be within each department. We also sent our surveys to our community, staff, parents, and students in order to receive feedback regarding what they feel our school strategies, policies, and areas of focus within academic and social-emotional wellness should include for implementation. The surveys we received from our stakeholders were analyzed thoroughly in order to gain insight on what overarching supplemental instruction and support strategies should be for our school and within those goals how we can create actions to meet the needs of our community.

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

Internal benchmark diagnostic assessment data gathered from a computerized adaptable test, taken each fall and spring, for grades TK-12, pinpoints the proficiency level of students across a range of subjects. The benchmark diagnostic assessments are specifically

designed to provide meaningful information for gauging student progress toward mastery of the skills measured by the summative assessments. Grades 3-12 in the Winter will also take an interim benchmark assessment. This data along with learning styles are used to build the individualized learning path for each student to target specific learning objectives and standards. Students will be identified from their prior year benchmark assessment data and the fall benchmark assessment to address areas of academic need. Teacher and parent referral (based upon academic need with grade level work and prior benchmark assessments), ELPAC results, 504 and IEP's are also examples of ways the school will identify student need.

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

Parents and guardians of students will be informed within established communication avenues between the school and families. For example, communication will be presented in a weekly newsletter, social media, school's website, general information at Governing Board meetings, and if needed, translated into languages other than English. Our communication will be presented to be read and understood to our stakeholders with contact information ,if questions arise.

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

WCS plan's to provide supplemental instruction and support for our students in a variety of ways. A focus on in-person support with expanded learning sessions with an emphasis on academics, health, and social-emotional wellness. WCS will increase support for students through expanding our community learning hubs that provide students with access to technology, high-speed internet, and other academic support. Our students will have a small group and 1:1 intervention to address learning loss. Our small group/1:1 will be focused mainly on supporting language arts and math. WCS will purchase curriculum and support that will maximize staff efforts to support all students including those in a tutoring, small group, 1:1, or community learning hub. The ability for our students to access curriculum with technology/internet access proves to be a continued support for students in the 21<sup>st</sup> Century. Professional Development and Conferences will also be a focus for staff to continue to learn as educators how to support learning loss and the social emotional wellbeing of themselves and their students.

## 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	\$ 3,960	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 40,367	[Actual expenditures will be provided when available]

Integrated student supports to address other barriers to learning	\$ 14,350	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 11,494	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 0.00	[Actual expenditures will be provided when available]
Additional academic services for students	\$ 0.00	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 500	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 70,671	[Actual expenditures will be provided when available]

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

The ELO Grant plan was created as a collaborative process with our LCP, 21-22 LCAP, ESSER, and other emergency relief funds. The actions within the ELO support the LCAP goals and actions by expanding on the existing supports and services. The ELO actions also support the staffing and technology needs in order to support the implementation of expanded learning opportunities for students.