

## Expanded Learning Opportunities Grant Plan

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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.

During the past month, OCS has reached out to all stakeholder groups in order to have discussions and elicit feedback for how to spend the Expanded Learning Opportunities Grant money. Our Reopening Task Force consisting of parents, teachers, support staff, administration, and OCS Board, met to discuss the options for how this funding could be used. Parents had opportunities to share in our weekly Campus Update Q&A sessions via Zoom. Teachers and support staff had an opportunity to provide feedback to pre-generated list as well as an opportunity to meet to share ideas. Our Admin team met weekly discussing the funding while working with our back-office provider. Lastly, our Finance Committee and Board of Directors have been informed of these funds and the potential impact they will have on OCS.

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

OCS will be offering a Summer School program to all students interested. Teachers were also asked to recommend students that would benefit from this additional learning opportunity. Many parents chose to enroll their students in this offering as a way to assist their child

to fill any gaps they may have from the unusual school year. Some students who will be in attendance were already attending school in-person during the hybrid model, and for some this will be their first return to in-person instruction. Many families understand the importance of working on ELA and Math, as well as, social-emotional learning. OCS teachers are currently assessing their students using IXL in Math and ELA to see their growth from the beginning of the school year. The younger grades also use RAZ Plus to assess growth in reading. These assessments combined with teacher input based on students' grades, attendance and engagement throughout this school year will assist in identifying students needing supports beyond our core instruction and social emotional supports when the students return in the 2021-22 school year.

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

Our Community School uses ParentSquare as our communication platform for parents. ParentSquare provides information in English and Spanish and 100% of parents are registered to use the platform which can be accessed on a computer or smart phone very easily. OCS will use ParentSquare to communicate opportunities throughout the year for supplemental instruction and support, and to document and share activities and outcomes, including student data, videos, photos, and summary reports. For programs such as Summer School, parents will receive registration materials via ParentSquare as well. OCS will also make phone calls to families who may have missed the communication or need assistance. In addition, OCS has been effective using Zoom to hold our weekly Campus Updates, Town Hall meetings, weekly newsletters, and more, which has significantly increased parent participation and for which we have received very positive feedback.

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

OCS will be offering a 4-week summer school consisting of four hours per day for all five days of the week. This summer school is open to all students in grades K-7<sup>th</sup> grade. Teachers and school admin have also connected directly with families to encourage those students to attend who have an extra need. This summer school will be inclusive and incorporate our ESY students who traditionally attend a personalized Summer Bridge program. This year they will be joined by our general education students to learn together focusing on strengthening math and ELA skills to recover any gaps they may have acquired throughout the pandemic. OCS is planning on offering this summer school model in the summer of 2021 and again in 2022.

We'll also expand our student support staff through additional paraprofessionals and counseling support. Being able to provide a more personalized approach will allow the students to have their needs met directly. The additional paraprofessionals will be able to work with the students during the summer school program as well as during the 2021-22 school year. We will also have augmented social emotional support in the form of programs and staff and a sustained focus to ensure we're building on our typical Responsive Classroom practices like morning meeting/advisory, PLCs, and creating a classroom community to ensure staff are supporting all students with the transition back and systematically identifying struggling students for additional support. Bringing counselors in to assist in this transition that can work with whole class, small group and one-on-one is essential.

## 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	[\$ 180,000]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$ 51,933]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 25,000]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[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	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 256,933]	[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.

Our Community School is coordinating the use of both ELO grant funds and federal ESSER funds (multiple rounds) to strategically support school reopening and systematically approach recovery from learning loss. OCS has analyzed the timelines and allowable expenses for each stream of funding and partnered with school staff, school leaders and our parent community to understand how best to deploy funds over time to best support students. Initially, that meant targeting funds to needed facilities upgrades and securing PPE and other supplies and staffing for safety. It's also about providing additional programming and staffing to assess and identify our highest need students and work to mitigate learning loss through both whole school approaches and efforts targeted to the highest need students. These include working to grow staff's capacity through professional development, and investing in high quality

assessments and intervention programming. It also includes providing additional support staff and programming to address students' academic and SEL needs and to provide additional supplemental extended learning time during summer breaks. Through all of this, we are centering our efforts on addressing students' immediate needs and planning for sustainability and consistency into the future.

