

Board Office Use: Legislative File Info.	
File ID Number	21-1006
Introduction Date	5/12/21
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Diana Sherman, Coordinator of the Local Control Accountability Plan

Meeting Date May 12, 2021

Subject AB 86 Expanded Learning Opportunities Plan for Oakland Unified School District

Ask of the Board Please review the attached plan released by the CDE to create the Expanded Learning Opportunities Plan under AB 86. This is the first read for this item which will come back for adoption on May 26, 2021. Please provide your questions and feedback so as to ensure the Expanded Learning Opportunities Plan reflects our Districts’ vision and values for investing in our students, families, and staff.

Background The CA Legislature passed AB 86 in March 2021. AB 86 calls for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports. The plan will explain how OUSD will use the funds we receive 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.

Discussion The ELO outlines the stakeholder engagements we held to inform the plan, the services planned, and the expenditures for each plan area. Additionally, the ELO explains how Federal COVID Relief Funds will be used in collaboration with AB86 Funds to implement our recovery and response to school closures due to the COVID-19 Pandemic.

Fiscal Impact AB 86 allocated Oakland Unified School District with \$27,029,247.00 for the Expanded Learning Opportunities Grant Plan and an In-Person Grant for \$11,388,940. The plan reflects the Expanded Learning Opportunities Grant Plan

portion of AB 86 funding, or \$27,029,247.00 of services. These funds are set to expire August 30, 2022.

Attachment(s)

- 2021-2022 OUSD Expanded Learning Opportunities Grant Plan
- 2021-2022 OUSD Expanded Learning Opportunities Grant Plan Presentation

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Unified School District	Sondra Aguilera, Chief Academic Officer	sondra.aguilera@ousd.org 510.879.4289

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 support, 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.

Multiple stakeholders were engaged to provide their input on how these additional funds should be used to enhance and expand current work. Engagement about the content of the Expanded Learning Opportunities Grant Plan was conducted in conjunction with engagement for the overall 2021-2024 Learning Continuity and Attendance Plan (LCAP), and included a combination of districtwide and small group meetings and sessions to facilitate participation, share information, and gather feedback on needed investments. This engagement included:

- A meeting with All City Council (ACC) high school student leaders to gather student perspectives;
- Engagements with the LCAP Parent and Student Advisory Committee (PSAC) and its subcommittees: District English Learner Advisory Committee, Community Advisory Committee for Special Education, Foster Youth Advisory Committee (FYAC), and the Committee to Empower Excellence in Black Students' Education (CEEBSE);
- Meetings with teachers, classified school and Central Office staff, District academic leaders, and principals; and

- A districtwide survey on priorities for the use of one-time COVID relief funding, including the Expanded Learning Opportunities Grant. Because the timing of the ELO Grant Plan meant that it would be reviewed and approved a month ahead of the overall LCAP, which includes additional investments in expanded learning, the ELO Grant Plan includes a subset of expenditures that surfaced as among the highest priority across multiple stakeholder groups.

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

The following students will receive additional support: low-income students, English Learners, foster youth, unhoused students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, students who are below grade-level, students that did not attend kindergarten, students who are credit deficient, high school students at risk of not graduating, and students identified through our Multi-Tiered Systems of Support and referred to the Coordination of Services Team on our school campuses.

The data sets that will be used within our Multi-Tiered Systems of Support to identify students who should access additional social emotional and academic support considers the whole child. The following data sets will be considered for social emotional needs: 1) Chronic Absenteeism; 2) Participation in our Free and Reduced Lunch Program; and 3) 504 Plans. Similarly, the following data sets will be considered to inform the academic needs of our students 1) Local Reading Assessments; 2) Local Math Assessments; 3) language learner screeners; 4) High School Graduation Rates, A-G Completion and Pathway Participation; and 5) 504 Plans. Data sets that will be used are located on our ousdata.org website.

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

Families will access supplemental instruction and support at the school level. Each school will share the Multi-Tiered System of Support (MTSS) process with their school community, including the referral process and the resources available at each school site. Each school site has a Multi-Tiered Systems of Support Plan that clearly displays the resources available at each school site. The MTSS Plan is an additional step within the School Plan for Student Achievement (SPSA). Additionally, each schools' SPSA is posted on their school website so that families can access the details within the school plan.

Also, our Equity Office will hold information sessions to support families to be advocates for their children's needs. We will also use our existing Parent Student Advisory Committee (PSAC) and the subcommittees to hold information sessions for families to know how to access additional support at school sites.

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

We are providing supplemental instruction and support to students based on key metrics and qualitative data. The following data sets will be considered for social emotional needs: 1) Chronic Absenteeism; 2) Participation in our Free and Reduced Lunch Program; and 3) 504 Plans. Similarly, the following data sets will be considered to inform the academic needs of our students 1) Local Reading

Assessments; 2) Local Math Assessments; 3) language learner screeners; 4) High School Graduation Rates, A-G Completion and Pathway Participation; and 5) 504 Plans. Data sets that will be used are located on our ousddata.org website. Below are the key investment areas associated with this plan.

Additional Tutoring Services through After-School Programming

Schools will be able to create additional tutoring support to take place within the school day and connected to our after-school programs. The following description provides the ways in which our schools will be able to enhance and expand their current plans to support students as we return to in-person instruction. Expanded Learning Providers will work alongside an OUSD teacher (Quality Support Coach) to increase the capacity of after-school staff to provide early literacy and math support to students in K-8th. After-school staff will participate in literacy and Math institutes to access training on Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) and Math. All tutoring supports will align and supplement school day instruction. Students will demonstrate increased literacy and math skills as a result of intensive acceleration focused on language, literacy and math. After-school staff will continue with these skills into the future and lead to long term sustainable instructors in OUSD. Expanded Learning programs will create tutoring space for students needing additional academic support. In addition, afterschool providers can assist with the credit recovery program for High School students. They will work with the school to identify an interested OUSD teacher to provide this course or contract with a subcontractor. Schools will also have access to contracted tutoring providers in multiple subject areas to address the school and student specific needs.

Additional Student Days: Saturday School

We will enhance and expand the ability for school sites to provide additional learning spaces to provide social and emotional learning spaces. Saturday school will provide students that are in need of additional instructional support with the time beyond the traditional school week. We began to implement Saturday School as an acceleration program for students needing an opportunity to make up high school credits toward graduation prior to school closures due to COVID-19. This program would be expanded to include more students and enhanced to provide more opportunities for credit recovery. In the lower grades, students will be able to access small group instruction focused on language, literacy and math.

Summer Learning Program

Increase quality, dosage, and access to existing summer learning programs. To increase access to summer acceleration learning opportunities, OUSD will enhance its current summer program offerings.

Family Engagement: Implement priority enrollment supports to insure families with the highest need get priority for summer enrollment. Increase accessibility and support for outreach to our highest priority families for summer. Use tech platforms to manage registration,

enrollment #s, waitlists. Expand Early Literacy and English Language Development programs to include home visits, weekly family engagements and incentives for reaching literacy goals. Home visits for 5,000 summer students. Home visit training 275 teachers.

Teacher Development: Intensive training for summer teachers in the district adopted small group literacy instruction. Develop specialized curriculum and content units for summer. This will include providing professional learning support to teachers with content coaches during summer learning to support teacher development and connect with teacher pipeline programs embedding student teachers from bay area universities.

Supporting Transitions: Expand bridge to 6th and 9th grade programs, integrating SEL and community building alongside academic preparation for middle school and preparation for high school career experience, college tours, guest speakers, in addition to academic instruction. Increase recruitment of providers to fund extended day enrichment for all k-8 summer learning program sites, so families can count on a 6 hour program. This will include aligning career pathway experiences with middle school enrichment and outdoor experiences for older youth and providing internship and mentoring opportunities.

Attendance Improvements and Incentives

To support students and families in meeting our district's enrollment/attendance expectations when returning to school in the fall, OUSD will utilize the following strategies:

Connections with families: Increase the number of caring adults able to actively connect with families in their neighborhoods to make sure they are enrolled in school and understand attendance expectations. Schools will have an opportunity to choose from a list of student support positions / partners to implement the work including academic mentors, after school agencies, family engagement partners or attendance specialists. The additional adults will provide community based door to door connections of support and participate in site based attendance teams.

Marketing: Pay for radio, tv, AC transit busses, bus stops and billboard advertisements about re-opening and attendance information for starting school in the fall

Attendance Incentives: Vouchers for students who have one or fewer absences a month (for targeted schools with high numbers of chronic absence rates and in low economic areas). Incentives will appropriately reflect attendance expectations in a pandemic. Age appropriate incentives specifically for secondary students will also be identified.

City & District Wide Attendance Campaign: All sites will participate in the District sponsored attendance campaigns. Incentives will be provided to encourage site participation.

Mental Health

In order to address the mental health impacts of the global pandemic including depression, social isolation, grief, anxiety, anger, hopelessness, apathy, despair, suicidal ideation, and substance abuse we will provide access to mental health staff at all schools. The

menu of services available will include 1) Contracted therapists to provide unrestricted mental health services via agencies currently serving at school sites; 2) Tier II Intervention Specialists to provide groups, check in-check out mentoring, skills coaching, and behavioral support as an alternative to discipline; 3) Para educators to provide classroom support to elementary school students experiencing behavioral challenges impacting their learning; 4) Peer mentors to provide social and emotional support to high school students; 5) COST leads at every school site to ensure that students are quickly connected with services and that services are appropriate and effective to meet the identified need; 6) MTSS Coach per Network to train and facilitate development of MTSS plans at every site; 7) MTSS Team leader for school site culture and climate teams to ensure tiered interventions are in place to address academic and mental health needs of every student.

Restorative Justice

In alignment with the police free schools resolution and in order to increase the experience of safety and of relational support of students and staff at each school site, funds will be utilized for the following: 1) Site based restorative justice facilitators at every secondary school, 2) Elementary school staff member with dedicated time to lead training, peer RJ, and facilitate restorative practices, 3) Student (Peer) RJ leaders at secondary schools to expand access to RJ circles for peers experiencing conflict, 4) Contracted staff to provide restorative circles for adults experiencing debilitating conflicts at school sites.

Educational Technology Platforms

To support students learning during in-person learning, after-school program and while at home, OUSD is investing in the following instructional technology platforms district-wide: Google Workspace for Education; i-Ready ELA and Math; Seesaw for TK-2; Newsela for elementary social studies and language arts.

Credit Recovery Plan

In order to increase the amount of students on track to graduate and graduating A-G eligible, the High School Linked Learning Office (HSLLO) will provide resources and strategies for timely school based credit recovery and prevention along with a comprehensive central credit recovery model that provides equitable access to all schools regardless of size or resources. The HSLLO will provide the following:

Centralized Credit Recovery Program: Centralized credit recovery opportunities will be provided during the evenings and/or Saturdays for students across the district in 10th-12th grade for students who received a D or an F in a course required for graduation and/or A-G eligibility. Additionally, dual enrollment and concurrent enrollment opportunities will be enhanced to support students to accelerate and advance their learning.

9th Grade Algebra 1 Summer Credit Recovery Pilot: Centralized summer credit recovery opportunity focused on rising 10th grade students who earned a D or an F in Algebra 1 during their 9th grade year in order to increase the amount of students entering 10th grade on-track for math.

Site-Based Prevention and Credit Recovery Pilot: This pilot is focused on supporting sites to develop comprehensive, quality and/or innovative site-based approaches to preventing student credit loss and offering credit recovery. Target schools will be invited to submit a proposal with data elements, program outcomes, and costs for a pilot credit loss prevention and recovery program to be reviewed by High School Linked Learning Office leadership.

CSI: As part of the overall Credit Recovery Plan, Alt Ed and Comprehensive CSI high schools will provide additional academic and wellness supports targeting 11th-12th grade students needing recovery courses to be on track to graduate. These supports will include intensive case management, outreach, 1:1 intervention, and home visits. Additionally, students at identified comprehensive high schools will have increased opportunities for credit recovery courses outside of those already programmed into their school's master schedule.

Literacy Improvements

In reviewing local literacy assessments, we anticipate the need to expand and enhance our tiered literacy strategies so students, due to school closure, have access to more literacy acceleration strategies. In order to support a coherent tier 1 instructional system that provides students with strong skills in the core components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension), we will need to provide additional curriculum based training and Professional Development grounded in the Science of Reading to our teachers, leaders, paraeducators, and tutors. We will provide Professional Development in core Tier 1 instructional strategies as well as assessment administration and analysis to an expanded staff. To support implementation of tier 1 instructional strategies and MTSS, we will have Early Literacy Coaches support site leaders with observation and feedback, Professional Learning Communities(PLCs) facilitation, and site-specific training, as well as Early Literacy Coaches supporting Reading Tutors with PLCs, coaching, and data analysis. Tutors will support additional Tier 2 instruction (see below). Instructional Support Specialists trained in multisensory literacy strategies will use the Spire/i-Spire curriculum to provide Tier 3 interventions to small groups of students at focal schools with a greater need.

TK-2 Early Literacy Tutors

TK-2 Early Literacy Tutors will be assigned to schools to support reading acceleration for students identified by literacy data (i-Ready, DIBELS/IDEL, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) Mastery Tests). TK tutors will implement SEEDS interventions and progress monitor students' progress at least monthly, if not more frequently, to ensure students are making progress in key reading indicators (e.g. alliteration, letter naming fluency, letter sound fluency, rhyming fluency, etc.). K-2 Reading Tutors will implement SIPPS or small group Letter Naming and Phonemic Awareness support in English. Dual Language sites will have tutors support both English and Spanish reading intervention.

Paraeducators (Jenine/Lisa G.D.)

Paraeducators will be supported to build their capacity in providing small group literacy instruction through training in Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS), our foundational literacy curriculum. Additionally, paraeducators will be able to access therapeutic behavioral training to work more closely with students on their behavior plans (see Mental Health section above).

Parent Teacher Home Visits

The Parent Teacher Home Visit (PTHV) model builds teacher capacity for meaningful two-way communication and academic family partnership by focusing on foundational relationship building. Our PTHV training team will train teachers on the model, and will stipend teachers for their time on home visits. Teachers will explore core values and equity mindset prior to conducting visits, understand conditions necessary for successful visits, practice and debrief with colleagues on how to integrate student and family assets with instruction. Training will take place during back to school and buy back PD offerings, and as requested by site leaders for all staff. We consider this model of family-student-school support to increase our ability to provide social and emotional support as well as academic support for our students as they return to in-person learning.

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 <ul style="list-style-type: none">• Additional Tutoring Services through After-School Programming \$2,000,000.00• Additional Student Days: Saturday School \$1,300,000.00• Summer Learning Program \$2,000,000.00	\$ 5,300,000.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none">• Case Management: Attendance and Access Improvement \$1,000,000.00• Attendance Incentives \$2,000,000.00	\$ 3,000,000.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning <ul style="list-style-type: none">• Mental Health \$3,000,000.00• Restorative Justice \$2,000,000.00	\$ 5,000,000.00	[Actual expenditures will be provided when available]

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports <ul style="list-style-type: none"> Education Platforms \$93,122.00 	\$ 93,122.00	[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 <ul style="list-style-type: none"> Credit Recovery Plan \$2,000,000.00 	\$ 2,000,000.00	[Actual expenditures will be provided when available]
Additional academic services for students <ul style="list-style-type: none"> Literacy Improvements \$3,500,000.00 TK-2 Reading Tutors \$2,500,000.00 Paraeducators \$2,636,125.00 	\$ 8,636,125.00	[Actual expenditures will be provided when available]
Training for school staff on Tier 1 family partnership strategies. Focus on foundational relationship building with students and families in addressing students' social-emotional health and academic needs <ul style="list-style-type: none"> Parent Teacher Home Visits \$3,000,000.00 	\$ 3,000,000.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 27,029,247.00	[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 funds a portion of the academic and social and emotional supports being identified to provide targeted services to students as they transition into in-person learning. School closures have unfortunately impacted our school communities greatly and potentially in ways that we have yet to identify. The services we aim to provide in coordination with all funding sources, including Local Control Funding Formula (LCFF) funds, federal Title programs, local tax measures, and state and federal COVID relief funds, will be organized through our Local Control and Accountability Plan (LCAP). Our LCAP is organized in four goals: 1) All students graduate college, career, and community ready. 2) Focal student groups demonstrate accelerated growth to close our equity gap. Targeted strategies are implemented for African American, English Language Learners and Unhoused Students. 3) Students and families are welcomed, safe, healthy and engaged. 4) All staff are high quality, providing optimal service to our students, families, and staff. Additionally, we are adding a fifth goal: 5) COVID-19 Pandemic Response. Our LCAP includes a description of how we plan to utilize our Federal Grants through the Federal Addendum, and planned investments funded by ESSER and GEER are highlighted within our LCAP actions.