



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2021-2022 Expanded Learning Opportunities Plan

May 12, 2021 First Read



Sondra Aguilera, Chief Academic Officer

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Ask of the Board

- Review the 2021-2022 Expanded Learning Opportunity Plan and provide feedback for adoption on May 26, 2021.
- Consider allowing staff to move forward with the proposed investment areas so that schools can begin planning implementation, hiring.

Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.



Mission

Oakland Unified School District (OUSD) will build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



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Overview

We will:

- Provide background of the 2021 Expanded Learning Opportunity Plan and how this funding is connected to the Local Control Funding Formula, Local Control Accountability Plan and ESSER Funds; and
- Share Expanded Learning Opportunity Plan investment descriptions and details.



COVID Funds Support Ongoing Efforts

Local Control Funding Formula (LCFF), **Ongoing Revenue**



Site One-Pagers
Enrollment & Need Driven

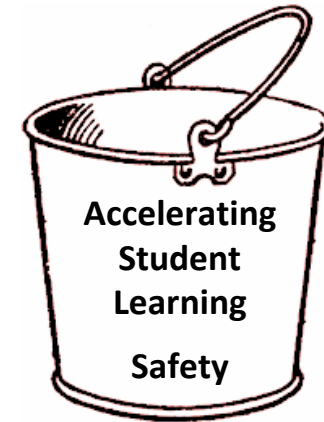


LCAP
Site & Central
Strategic Supplemental
Investments

COVID-Related Funding

One-Time

CARES
ESSER
GEER
AB 86



LCAP
COVID Investments + Bridge

COVID-Related One-Time Funds

Fund (Legislation)	[Start] - Current	Deadline	Summary of Allowable Uses
LLMF CA GF (CARES Act*) State General Fund - Resource 7420	[\$3.3M] \$2.3M	Jun 2021	Activities that directly support pupil academic achievement and mitigate learning loss related to COVID-19 school closures. (See details)
LLMF CR (CARES Act) Coronavirus Relief - Resource 3220	[\$33.2M] \$0.0M	Dec 2021	Activities that directly support pupil academic achievement and mitigate learning loss related to COVID-19 school closures. (See details)
LLMF GEER (CARES Act) Governor's Emergency Education Relief - Resource 3215	[\$2.6M] \$2.1M	Sep 2022	Activities that directly support pupil academic achievement and mitigate learning loss related to COVID-19 school closures. (See details)
ESSER I (CARES Act) Elementary and Secondary School Emergency Relief - Resource 3210	[\$14.5M] \$11.1M	Sep 2022	Any activities authorized by the ESEA - 1965, ESSA -2000, IDEA, the Adult Education and Family Literacy Act, the Perkins CTE Act, or the McKinney-Vento Homeless Assistance Act. (See details)
ESSER II (CRRSA Act) Elementary and Secondary School Emergency Relief	[\$57.9M] \$57.9M	Sep 2023	Any activities authorized by the ESEA - 1965, ESSA -2000, IDEA, the Adult Education and Family Literacy Act, the Perkins CTE Act, or the McKinney-Vento Homeless Assistance Act. (See details)
GEER II (CRRSA Act) Governor's Emergency Education Relief	ESTIMATE \$3,296, 760	Sep 2023	Current Status
AB86 In-person Instruction & Expanded Learning Opportunities Grants	[\$39.5M] (estimate)	August 2022	\$27.3M for strategies to accelerate learning and address student needs. 85% must support in-person activities. \$12.5M specified for and contingent on defined in-person reopening criteria.

Other One-Time Funds

Fund (Legislation)	[Start] - Current	Usage Deadline	Summary
SB 117 State General Fund - Resource 7420	[\$0.4M] \$0.4M	None	Expenses in support of continued activities as required by law during closure of schools due to COVID-19.
AB 1840	[\$16.0M] \$16.0M	None	Bridge funding to minimize negative impact to students as District makes ongoing spending reductions to stabilize its finances.
American Rescue Plan (ARP) ESSER [aka ESSER III]	[\$127 M]	Sept. 2024	COVID-19, similar to ESSER 1 and ESSER 2

Timeline for Board Approval

Due Date	by June 1, 2021	by June 30, 2021	by June 30, 2021
Funds	<u>AB 86</u> <div> Expanded Learning Opportunities Grant OUSD: \$27,029,247 </div> <u>In-Person Grant</u> OUSD: \$11,388,940	LCFF, Federal Addendum, Local Tax Measures	ESSER, GEER
Plan	AB 86 Expanded Learning Opportunities Plan	Local Control Accountability Plan (LCAP)	Local Control Accountability Plan (LCAP)
Activites	COVID Response to support supplemental instruction and support strategies.	On-going Investments	COVID Response

Budget Development Priorities: LCAP Goals & Actions

Goal 1: All students graduate college, career, and community ready.	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.
Proposed Actions <ul style="list-style-type: none">1.1 Instructional Program1.2 Curriculum, Materials & Training1.3 Equitable Access to High Quality Programs1.4 Student Support Services1.5 Interim & Summative Assessments	Proposed Actions <ul style="list-style-type: none">2.1 Strategies for racial & ethnic student groups2.2. Specialized Academic Instruction & Individualized Education Programs2.3 Services for transitional students & families2.4 Supports for reclassification2.5 SEL supports
Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.
Proposed Actions <ul style="list-style-type: none">3.1 Multi-tiered support for positive school culture3.2 Supports to improve attendance3.3 Student health, safety & wellness programs3.4 Enrichment & leadership programs for students3.5 Engage students & families in district partnerships & decisions making3.6 Increase communication in accessible formats	Proposed Actions <ul style="list-style-type: none">4.1 Recruit, retrain & develop high quality diverse teachers4.2 Recruit, retain & develop strong school & District leaders & managers.4.3 Recruit, retain & develop high-quality, diverse classified employees.



School Process to Access Funds

- Identifying Targeted Student Groups: View metrics through an equity lens when evaluating support gaps. Equity will be evaluated by the Local Control Funding Formula Unduplicated Pupil Percent, Local reading measures, previous Smarter Balanced Assessment Consortium (SBAC) scores, High School Graduation Rates, A-G Completion, and Chronic Absenteeism;
- Review Site Plan for Student Achievement (SPSA) with the Network Superintendent. SPSAs have been created with School Site Councils;
- Review the Multi Tiered Systems of Support (MTSS) Plan to understand the tiered support the school has planned; and
- “Expand and enhance” existing plans and use one-time funds to interrupt support gaps.

Investment Themes for an Equitable Education

Ideas generated from stakeholder engagements, Board Members, Black Reparations and Mental Health/Credit Recovery Resolutions:

- Restorative Start for Restorative Schooling
- Coherent, Instructionally Focused, Systemwide Plan
- Building Safe, Inclusive School Environments
- Literacy Investments, Means to Accelerate Learning
- Mental Health and Wellness
- Listen to Students
- Relationships between students and families with school staff
- Attendance Improvements
- Credit Recovery
- Build Adult Capacity to develop Cultural Responsiveness and Identify-Safe, Affirming Learning Environments

Expanded Learning Opportunities Grant

Plan Descriptions

- A description of how parents, teachers, and school staff were involved in the development of the plan.
- A description of how students will be identified and the needs of students will be assessed.
- A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.
- A description of the LEA's plan to provide supplemental instruction and support.
- Expenditure Plan
- A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Investment Areas Overview

Area 1: Extending instructional learning time	Amount	Details
<ul style="list-style-type: none">Additional Tutoring Services through After-School Programming	<ul style="list-style-type: none">\$2,000,000.00	<p>Menu of options to accelerate learning:</p> <ul style="list-style-type: none">Targeted small group tutoring and 1:1 tutoringLeverage community members to provide learning supportPotential pipeline for aspiring educators
<ul style="list-style-type: none">Additional Student Days: Saturday School	<ul style="list-style-type: none">\$1,300,000.00	<ul style="list-style-type: none">Saturday school will provide students that are in need of additional instructional support with the time beyond the traditional school week.
<ul style="list-style-type: none">Summer Learning Program	<ul style="list-style-type: none">\$2,000,000.00	<ul style="list-style-type: none">Increase quality, dosage, and access to existing summer learning programs. Focus on Family engagement, teacher capacity building, and supporting transitions

Investment Areas Overview

Area 2: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	Amount	Details
<ul style="list-style-type: none">• Case Management: Attendance and Access Improvement	<ul style="list-style-type: none">• \$1,000,000.00	<ul style="list-style-type: none">• Support students and families in meeting our district's enrollment/attendance expectations by focusing on connecting with families, marketing, attendance incentives and attendance campaign. Potential to hire parents and community members as case managers or similar positions.
<ul style="list-style-type: none">• Attendance Incentives	<ul style="list-style-type: none">• \$2,000,000.00	

Investment Areas Overview

Area 3: Integrated student supports to address other barriers to learning	Amount	Details
<ul style="list-style-type: none">• Mental Health \$3,000,000.00	<ul style="list-style-type: none">• \$1,000,000.00	<ul style="list-style-type: none">• 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 range: therapists, peer mentors, and intervention specialists among others.
<ul style="list-style-type: none">• Restorative Justice (RJ)	<ul style="list-style-type: none">• \$2,000,000.00	<ul style="list-style-type: none">• Site based Restorative Justice Facilitators, Peer RJ, Expand Elementary Lead, Partnership with agencies for adult to adult conflict.

Investment Areas Overview

Area 4: Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	Amount	Details
<ul style="list-style-type: none">Education Technology Platforms	<ul style="list-style-type: none">\$93,122.00	<ul style="list-style-type: none">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.


Investment Areas Overview


Area 5: Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	Amount	Details
<ul style="list-style-type: none">• Credit Recovery Plan	<ul style="list-style-type: none">• \$2,000,000.00	<ul style="list-style-type: none">• Increase the amount of students on track to graduate and graduating A-G eligible through a centralized credit recovery program and a Site-Based Prevention and Credit Recovery Pilot.


Investment Areas Overview


Area 6: Additional academic services for students	Amount	Details
<ul style="list-style-type: none">• Literacy Improvements	<ul style="list-style-type: none">• \$3,500,000.00	<ul style="list-style-type: none">• 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. Additional curriculum based training and Professional Development grounded in the Science of Reading to our teachers, leaders, paraeducators, and tutors.
<ul style="list-style-type: none">• TK-2 Reading Tutors	<ul style="list-style-type: none">• \$2,500,000.00	<ul style="list-style-type: none">• TK-2 Early Literacy Tutors will be assigned to schools to support reading acceleration for students identified by literacy data.
<ul style="list-style-type: none">• Paraeducators	<ul style="list-style-type: none">• \$2,636,125.00	<ul style="list-style-type: none">• Build their capacity in providing small group literacy instruction and therapeutic behavioral training to work more closely with students

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Investment Areas Overview

Area 7: 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	Amount	Details
<ul style="list-style-type: none">Parent Teacher Home Visits	<ul style="list-style-type: none">\$3,000,000.00	<ul style="list-style-type: none">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.

Expanded Learning Opportunities Plan

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 \$2,000,000.00Additional Student Days: Saturday School \$1,300,000.00Summer Learning Program \$2,000,000.00	\$ 5,3000,000.00	[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 \$1,000,000.00Attendance 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 \$3,000,000.00Restorative 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]

Expanded Learning Opportunities Plan

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
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 \$3,500,000.00TK-2 Reading Tutors \$2,500,000.00Paraeducators \$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]

Ask of the Board

- Provide feedback on the Expanded Learning Opportunities Grant Plan.
- Consider how we can assist schools to begin the hiring process and allocate AB86 funds as soon as possible.



Appendix

LCAP: Under Construction

Goal 1: College, Career & Community Readiness

Ongoing Action Areas

1. Comprehensive and cohesive instructional program (e.g., PreK; STEM [Science-Technology-Engineering-Math] programs)
2. Quality standards-aligned curricula with appropriate materials, guidance and foundational training (e.g., curriculum pilots)
3. Equitable access to high quality programs for all students (e.g., Alt Ed)
4. Services that support students to reach high levels of academic and social emotional achievement (e.g., counseling)
5. System of assessment to support school teams in monitoring student progress towards standards (e.g., data dashboards)

Goal 1: College, Career & Community Readiness

Current **COVID-19** Response Areas of Investment:

1. Supports for in-person instruction (e.g., staffing for physical distancing, ventilation, facilities cleaning)
2. Distance Learning Leads
3. Instructional technology and support
4. Hands-on materials to support distance learning
5. Foundational professional development for distance learning

Goal 1 College, Career & Community Readiness New One-Time Investments: Current Staff Thinking

All items highlighted in green show alignment between staff and board proposals

<i>Action/Service</i>	<i>Rationale</i>
Credit Recovery	Enhance credit recovery to provide students additional credit recovery opportunities.
Additional Student Days	Students can benefit from 5 days of additional instruction.
Provide Hybrid Support to School Sites	Sites will need Hybrid Support
Additional take home supplies	Students cannot share materials and need their own set of school supplies.

Goal 2: Targeted Supports for Focal Student Group

Ongoing Action Areas

1. Student achievement strategies to address the specific & unique needs of focal racial & ethnic student groups
2. Specialized Academic Instruction (SAI), social supports & resources for students with disabilities in our Special Education Program.
3. Services for transitional students and families (unhoused students, migrant students, foster youth, & refugee/asylee youth)
4. Quality integrated & designated English Language Development (ELD)
5. Newcomer instruction & social emotional support
6. Summer learning opportunities for high need students

Goal 2: Targeted Supports for Focal Student Group

Focus on African American, English Language Learner, and Unhoused Students.

Current **COVID-19** Response Areas of Investment:

1. One-to-one tutoring and mentoring
2. Learning hubs for high-need students
3. English Language Learner (ELL) distance learning supports
4. Expanded translation and other supports for ELL families
5. Expanded engagement supports for foster youth
6. Expanded engagement supports for unhoused students
7. Expanded summer learning opportunities

Goal 2 Focal Student Group New One-Time Investments: Current Staff Thinking

All items highlighted in green show alignment between staff and board proposals

<i>Action/Service</i>	<i>Rationale</i>
Interventionists: TK-8 (ELA & Math)	Support with unfinished learning
Increase School Access to TK-2 Reading Tutors	Increase small group instruction opportunities
After-School Contract Gaps for In-Person Tutoring	Additional small group instruction will benefit students to have access to strategically trained tutors to accelerate learning.
Summer School Program	Accelerate learning to bridge students into the next school year.
Case Management for Foster Youth	Support for mental health and accelerated learning

Goal 3: Student & Family Engagement

Ongoing Action Areas

1. Systems of support to foster positive school culture (e.g., restorative justice processes, behavioral health)
2. Programs to improve attendance and reduce chronic absence (e.g., attendance teams)
1. Student health, safety, and wellness programs (e.g., nurses, Coordination of Services Teams [COST])
2. Enrichment and leadership opportunities for students (e.g., All City Council)

Goal 3: Student & Family Engagement

Ongoing Action Areas

5. Student and family engagement in learning partnerships and site/district level decisions (e.g., Community School Managers)
6. Communication to the broader Oakland community (e.g., website and social media)

Goal 3: Student & Family Engagement

Current **COVID-19** Response Areas of Investment:

1. School Equity-Family Navigators & School Safety Leads
2. Nutrition services and meal delivery
3. Expanded case management
4. Student incentives
5. Mental health and social-emotional supports
6. Student Program for Academic & Athletic Transitioning (SPAAT)
7. Expanded family engagement resources (e.g., Family Central, family learning sessions, mailings, parent hotline)

Goal 3 Student & Family Engagement New One-Time Investments: Current Staff Thinking

All items highlighted in green show alignment between staff and board proposals

<i>Action/Service</i>	<i>Rationale</i>
Engage and Support Students and Families	Sustain community positions at every site so schools have support in coordinating services for schools and families.
Increased Mental Health Services	Invest in mental health providers at particular sites and staff training for positive school culture.
Additional Noon Supervisors	Implement our hybrid model and safety guidelines.
Technology	Ensure all schools are 1:1 for devices and have a staffing model to support hybrid learning structures.
School Sanitation	Ensure that we have the staffing, equipment and supplies necessary to ensure that schools are prepared for full in person instruction.

Student & Family Engagement New One-Time Investments (continued): Current Staff Thinking

All items highlighted in green show alignment between staff and board proposals

<i>Action/Service</i>	<i>Rationale</i>
Child Nutrition	Ensure that schools have the staffing and equipment required to feed children while allowing for social distancing and appropriate public health guidance including Noon Supervisors at school sites to supervise lunch.
Facilities	Ensure that all upgrades to HVAC systems continue to improve ventilation in classrooms.
Communication	Ensure that OUSD upgrades its family communications systems at school sites and districts to provide improved communications.

Goal 4: High-Quality Staff

Ongoing Action Areas

1. Recruitment, retention, and development of high-quality, diverse teachers
2. Recruitment, retention, and development of high-quality, diverse school and District leaders and managers
3. Recruitment, retention, and development of high-quality, diverse classified employees

Goal 4: High-Quality Staff

Current **COVID-19** Response Areas of Investment:

1. Expanded professional development (e.g., distance learning PD)
2. Jabber phone software to facilitate working from home
3. New Talent and Labor positions to support staff during pandemic (e.g., increased sick leaves)
4. Expanded substitute funding to ensure substitutes are available when teachers are sick or participating in professional learning

Goal 4 High-Quality Staff New One-Time Investments:

Current Staff Thinking

All items highlighted in green show alignment between staff and board proposals

<i>Action/Service</i>	<i>Rationale</i>
Additional Professional Development (PD) Days	Ensure staff is receiving PD to support new ways of delivering instruction.
Foundational PD Increases: Includes anti-racist professional development	Ensure staff is receiving PD to support new ways of delivering instruction that includes anti-bias and anti-racist training
Teacher Support	Supporting new teachers and new hires with training to support hybrid instruction. Supporting new and current teachers with credentials.
Mental Health & Training Supports for Staff	Building a team to support the onboarding of new candidates, mental health supports for staff and HR training for staff.
STIP Substitutes	Centralized STIP subs to support the needs for additional subs at all sites.
Provide temporary staffing for 2021-22 school year	Provide assistant principals and teachers through a supplemental allocation process to provide one-time staffing to support hybrid instruction, safely reopening and developing systems to support students re-engage in school.

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