

Expanded Learning Opportunities Grant Plan

[INFORMATION LINKED HERE](#)

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

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

Oakland Unity Middle School (OUMS) parents, families, and staff were surveyed regularly throughout school building closures and Distance Learning to determine potential learning models and supports necessary to further student learning--particularly for students furthest from opportunity. Students with disabilities, foster youth, homeless youth, chronically absent students, students in need of mental health support, and English Language Learners were determined using monthly survey results, grade-level team meetings, Wellness team meetings, and academic data. Identified students are invited to participate in small group learning on campus to support their mental health and offer more robust academic support.

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

Student needs were identified using parent, student, and staff survey results. In addition, Wellness team meetings, grade-level team meetings, and family consultations helped determine the roster of students who would first be prioritized to return to campus in small group cohorts. Student needs were assessed using academic data and social-emotional health data gathered in conversation with students and advisors.

3. 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 using parent-guardian-teacher-student conference, web posting, phone conference, email, text, newsletter, weekly online/Zoom meeting with the principal, and the social media of Facebook and Instagram.

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

Our plan to provide supplemental instruction and support include:

*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 by:

- Offering robust in-person learning opportunities for students regularly.
- Offering full-day (8:30am-3:00pm) support to students 4x/week and half-day support to students 1x/week.
- Offering a 2-week summer school for students who need more intervention-level support. This program will be focused on foundational reading, writing, and math skills specifically.

*Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including:

- Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
- Providing a month-long foundational skills-focused program specifically for students who have struggled throughout Distance Learning, have been identified by families or the Wellness team as needing social emotional support, or whose academic data shows a need for support.
- Offering individually-tailored on campus learning opportunities to students who are unable to or uncomfortable with returning to school in person with a small group cohort.

*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.

*Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.

*Student progress will be assessed weekly by a teacher or designated staff-led conference with students to review progress, teachers will then share with parents and guardian student progress afterward.

*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.

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	[\$ 30,000.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$ 25,000.00]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 25,00.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, distance learning, and other academic supports	[\$25,000.00]	[Actual expenditures will be provided when available]
Summer school programming	[\$ 30,00.00]	[Actual expenditures will be provided when available]
Additional academic services for students using paraprofessionals	[\$ 25,000.00]	[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	[\$ 1,244.99]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$161,244.99]	[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 ELO Grant funds are used in close alignment with priorities and targeted needs of students identified in our LCAP, SPSA, and Title 1 plans that are supported by grants, such as CARES ACT ESSER I and II, LLMF, Corona Relief and GEER Fund.]

California Department of Education
March 2021