Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2024-25

Date of Board Approval
June 13, 2024

LEA Name
Oak Grove School District

CDS Code:
43 69625 0000000

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The following data serves to justify Oak Grove School District's 2024-25 federal funds expenditures to improve basic programs operated under federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in our LCAP.

After a three-year gap in CA Dashboard results that indicate both status and change, the results from the 2023 Dashboard served as a new baseline and presented both challenges and successes for Oak Grove School District.

Math results overall indicated growth, with a Yellow level (level 3), which was an improvement on the previous year's level 2 status. None of our schools had Red levels overall for math, and there were no district-wide student groups in the Red level. We did have some schools who achieved the green or blue level in math: Frost Elementary, Herman Intermediate, Indigo Program, Ledesma Elementary, Santa Teresa Elementary, and Taylor. While there were successes in growth and status, we also experienced challenges. Across the district, we had four student groups at the red level on the dashboard for the following schools: English Learners (Christopher Elementary, Bernal Intermediate, Davis Intermediate), Socioeconomically Disadvantaged (Christopher Elementary, Davis Intermediate), Students with Disabilities (Ledesma Elementary, Bernal Intermediate, Herman Intermediate), and Hispanic Students (Christopher Elementary, Davis Intermediate). Actions to address improvement in this area for these student groups are: 1.1, 1.2, 1.3, 1.5, 1.6, 3.1 and 3.2. Our 2023-2024 SBAC math scores for students who met or exceeded standard maintained at 41%. Math will continue to be an area of focus for continuous improvement, supported by a new curriculum adoption along with professional development in the areas of math frameworks, Universal Design for Learning, English Learner support, and understanding and implementing the new curriculum.

The Dashboard results for English Language Arts (ELA) was at the Orange level, which was also reflected in the decrease in overall students who met or exceeded standard on the 2023-2024 SBAC ELA assessment from 50% the previous year down to 48%. Despite this decline, we had schools with Green or Blue dashboard levels in ELA: Herman Intermediate, Indigo Program, Santa Teresa Elementary, and Taylor Elementary. District-wide, our Homeless Youth student group was at the Red level for ELA and Christopher Elementary School's overall level was Red for ELA. Additionally, there are four student groups across the district at the red level on the dashboard for the following schools: English Learners (Christopher Elementary, Davis Intermediate), Socioeconomically Disadvantaged (Baldwin Elementary, Christopher Elementary), Students with Disabilities (Anderson Elementary, Ledesma Elementary, Bernal Intermediate, Davis Intermediate, Herman Intermediate), Hispanic Students (Christopher Elementary, Edenvale Elementary, Stipe Elementary). Actions to address improvement in this area for these student groups are: 1.1, 1.2, 1.3, 1.5, 1.6, 2.2, 2.6, 3.1 and 3.2 We continue to shore up our Tier 1 Language Arts instructional program as part of the district's Multi-Tiered Systems of Support (MTSS). Tier 1 includes core curriculum that supports foundational literacy skills, such as phonemic awareness and phonics, writing across genres and content areas, and reading, analyzing, and discussing both literature and non-fiction texts. Training and materials for Tier 2 support are provided that can be implemented in small groups, online, and in pull out settings. Christopher School, as part of their Comprehensive Support and Improvement Plan will provide targeted intervention with a Literacy Intervention Specialist.

Technology use will continue to be an essential component to teaching and learning in the core content areas. EdTech Specialists will provide support across the learning communities by providing coaching and training to all classroom teachers on technology tools, guiding technology-based instruction, and researching and implementing effective tools to keep students safe and engaged in 21st century skills.

Several schools in the district had Blue or Green on the Dashboard English Learner Progress Indicator (ELPI), including Anderson Elementary, Bernal Intermediate, Edenvale Elementary, Hayes Elementary, Parkview Elementary, Santa Teresa Elementary, and Stipe Elementary. Overall the district was at was at Orange, showing that 51.1% of English Learners made 1 or more levels of progress on the English Language Proficiency Assessment for California. Christopher Elementary, Oak Ridge Elementary, and Sakamoto Elementary were all at level Red. Specific actions to address improvement in this area for these student groups are: 2.1 and 2.6 By January of 2024, 7% of our district English Learners were Reclassified Fluent English Proficient (RFEP), which was a lower rate than the previous year's rate of 11% in January 2023. With the data pointing to the need for improved growth for English Learners, we aim to expand our SEAL model, adding on implementation at two additional sites and strengthening our existing models in TK-3rd and 4th-6th. To support the expansion and provide systemic coaching cycles, we will increase our English Learner Teaching Partner staff by 2.0 FTEs so that each school site is well-supported, according to need. Professional development for

teachers and staff will focus on supporting English Language Development across content areas and engaging English Learners in differentiated learning activities.

Developing Pre-K through 3rd grade academic alignment is a priority for Oak Grove. Through the SEAL model, the focus is not only on developing early academic language, but also implementing a comprehensive approach to literacy - engaging students in real-world context and integrating foundational language and literacy skills in science, math and social studies content. Starting with our youngest learners in TK, teachers will use thematic, age-appropriate curriculum, and receive training and coaching that supports play-based, language-rich learning environments. This support will continue through the primary grades to build foundational reading and writing skills. While all students benefit from strong early learning instruction and development, our focus continues to be raising the achievement of our student groups and schools with the lowest dashboard level on academic indicators, as well as English Learners, Socioeconomically Disadvantaged Students and Foster and Homeless Youth.

The district overall suspension rate on the CA Dashboard was at the Orange level, but Black/African American Students and Foster Youth were at Red. Additionally, Bernal Intermediate School, Davis Intermediate School and Christopher Elementary School's overall level was Red for suspension rate. We had the following three student groups at level Red at the indicated schools: English Learners (Davis Intermediate), Socioeconomically Disadvantaged (Christopher Elementary, Davis Intermediate, Bernal Intermediate), Students with Disabilities (Ledesma Elementary, Bernal Intermediate). Actions 3.5 5.1 will address improvement in this area for these student groups. One of the ways that we address the need for behavior support is by bolstering the MTSS Tier 1 implementation. For example, we will strengthen PBIS systems at schools, with individualized PBIS training at four sites. Training in restorative practices for student discipline and building classroom community will be provided to additional cohorts of teachers, as well as ongoing de-escalation training. During the 2024-2025 school year, Oak Grove School District will be enacting our Comprehensive Coordinated Early Intervention Services (CCEIS) plan to address significant disproportionality of Hispanic, Black/African American and English Learner student referrals to special education. The research conducted during the root cause analysis pointed to a need for cultural awareness and unbiased guidance for behavior resolutions. As such we will create a culturally responsive and equitable behavior matrix for all three MTSS behavior tiers.

Higher rates of chronic absenteeism have continued to be a focus area. As a district, our overall level was at Orange for chronic absenteeism with a rate of 25.6%. This rate reflects a decrease of 3% from the previous year, but nearly three times the average rate from pre-pandemic years. Engaging students in school and creating welcoming and affirming environments has continued to be a focus for our district. Pacific Islander students were at Red for Chronic Absenteeism and the following schools had an overall level of Red: Baldwin Elementary School, Bernal Intermediate School, Christopher Elementary School, Davis Intermediate School and Ledesma Elementary School. The following six student groups across the district were at Red at the indicated schools: English Learners (Baldwin Elementary, Hayes Elementary, Oak Ridge Elementary, Sakamoto Elementary, Taylor Elementary, Bernal Intermediate, Davis Intermediate), Students with Disabilities (Del Roble Elementary, Hayes Elementary), Asian Students (Parkview Elementary), Hispanic Students (Baldwin Elementary, Ledesma Elementary, Sakamoto Elementary, Taylor Elementary, Indigo Program), White Students (Anderson Elementary, Del Roble Elementary, Hayes Elementary, Parkview Elementary, Bernal Intermediate), 2 or More Races (Hayes Elementary). Actions to address improvement in this area for these student groups are: 5.4 and 5.7 Social-emotional learning and student wellness continue to be a priority, according to feedback from our educational partners, and we will provide support for students in this area. Social work interns, mental health interns, and Community Liaisons are among the services that will be provided to schools. Additionally, SEL based instructional activities and high-interest learning opportunities will be provided to students, including increased Visual and Performing Arts (VAPA) instruction due to Prop 28 funding. Music, art and/or drama classes will be offered in all elementary school sites and additional resources for elective arts and music will enhance the middle school VAPA programs.

With a focus on supporting our student populations that have the highest need, and addressing our lowest Dashboard levels, we will continue to monitor progress and assess LCAP actions for effectiveness.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our district LCAP plan encompasses over 96% of our district's total budget and documents all activities funded by federal funds, state and local funds and also lays out how different federal grant programs work together in support of our 6 district LCAP goals:

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.
Key Features:
*A strong induction program and residency program partnership with SJSU to develop and retain highly qualified teachers
*Core and supplemental curriculum support in academic instructional content areas
*Preparation for a math curriculum based in diverse stakeholder feedback, a collaborative process, focus on culturally relevant and engaging pedagogy and guidance from the CA Department of Education (CDE) and Santa Clara County Office of Education (SCCOE)
*Diverse program options for district students and parents
*Relevant and supportive professional development for teachers in academic curriculum and standards
*Enrichment activities and a well-rounded diverse educational experience for students that includes electives (at the intermediate level) and visual and performing arts
*Foundational technology hardware and software to support students and staff in academic instructional content areas
*Coaching, development and support of teachers, staff, and parents to access technology as a tool for intervention, teaching, and engagement for all students, but with a focus on supporting traditionally underserved students and families
*A commitment to student data privacy guidelines and laws to ensure vetted programs and software for students, parents, and staff
*Actions and services for accessible and reliable internet access for students and families, both at school and at home

Goal 2 - We will employ equitable practices to accelerate the academic and language achievement for traditionally underserved student groups, specifically English learners, socioeconomically disadvantaged students, foster youth, homeless you, and students of color.
Key Features:
*Implementation of research-based best practices to support academic language development for all students, but with a focus on accelerating achievement for English language learners
*Relevant and supportive professional development for teachers in supporting equitable teaching and learning practices for students in need of timely intervention and support based on data
*Equitable staffing supports for students in need of focused, tier 2 or tier 3 intervention and support, with a focus on English language newcomers
*Coaching, development, and support of leadership to develop goals, equity vision, theory of action, scope and sequence and cycle reviews to systematically review student data for needs and opportunities for intervention for traditionally underserved students
*Site instructional leadership team support to engage in school transformation through data-driven improvement cycles--including the development of site-based, equity-driven theories of action and professional learning plans
*Extended day and extended year learning and enrichment opportunities to support students with academic, behavioral, and socioemotional needs based on data
*A district commitment to increasing diversity, equity, inclusion, and belonging (DEIB) practices system-wide through actions and services that promote DEIB and a commitment to curriculum that reflect the diversity of our experiences of Oak Grove students

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional, and academic development.
Key Features:
*Supplemental curriculum support to address the unique academic, behavioral, and social-emotional needs of our students with disabilities
*Relevant and supportive professional development for teachers and staff in supporting equitable teaching and learning practices for students with disabilities
*Equitable staffing supports for students with disabilities and their needs for focused and unique intervention and support

Goal 4 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.
Key Features:
*District social workers supporting parents and families based on need
*Regular and relevant district communication to staff, parents, and community
*Opportunities for community engagement through enrichment events, both academic and culturally relevant, at sites and district-wide
*Parent information nights and community nights focused on engaging parents and families in their children's academic and social-emotional progress

*Translation, interpretation, and childcare support for parents' accessibility to information and involvement

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.
Key Features:
*Relevant and supportive professional development for teachers and staff in supporting positive, safe, and supportive learning environments for students, including de-escalation training and training on restorative practices
*Supporting physically safe campuses and buses for students and staff
*Safety mitigation practices implemented system-wide with attention and adherence to California Department of Public Health (CDPH) guidelines
*Support of social-emotional learning, wellness, and interventions through curriculum, professional development, mental health counseling, academic counseling, screening, and staffing

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Requirements for this provision met in CARS. Oak Grove's CARS report will be submitted August 2024.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Oak Grove School District Human Resources Department collects data on teacher credentialing and qualifications to teach specific grades and subject matter as well as years of experience. The minority percentage comes from the 2023 CBEDS report and the 2023 Free/Reduced percentage is manually determined using our informational system.

The following data includes the following items in order: School Name, # of No Credential and # Teaching Out of Field as reported on the most recent 2022-23 School Accountability Report Cards, # with 2 Years or Less Experience from 2023-23, and the Minority Percent and Free/Reduced Student Percentage from October 2023 CBED data collection.

Oak Grove is awaiting the release of the # of Ineffective/Misassigned teaching staff from CDE.

Anderson	0, 0.5, 2, 91%, 54%
Baldwin	1, 0, 3, 91%, 39%
Bernal	0.6, 0, 0, 85%, 38%
Christopher (Title I)	0, 0, 4, 95%, 63%
Davis	0, 1.9, 2, 96%, 61%
Del Roble/TWBI	0, 0, 3, 95%, 39%

Edenvale (Title I)	0, 0, 2, 99%, 64%
Frost	0, 0, 1, 84%, 35%
Hayes (Title I)	0, 0, 2, 95%, 55%
Herman	0, 0.2, 4, 82%, 35%
Indigo	1.6, 3.1, 1, 68%, 14%
Ledesma	0, 0, 1, 87%, 33%
Oak Ridge	0, 0, 1, 81%, 32%
Parkview (Title 1)	0, 0, 4, 95%, 56%
Sakamoto	1, 0, 1, 73%, 24%
Santa Teresa	0, 0, 0, 83%, 26%
Stipe (Title I)	0, 0.5, 1, 96%, 61%
Taylor	0, 0, 3, 79%, 22%

Our data indicate that low-income or minority students are NOT taught by teachers without credentials or out-of-field teachers at higher rates than other students.

Four of our Title 1 funded schools (Edenvale, Christopher, Parkview and Hayes) have 2 or more teachers with 2 years or less experience. Six of our non-Title 1 schools also have 2 or more teachers with 2 years or less experience.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**

Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Not Applicable

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All elementary schools participate in the Sobrato Early Academic Language (SEAL) model where parent engagement is a priority. The schools offer parent workshops and classroom gallery walks to inform and engage parents around classroom strategies, curriculum, and home connections. Parent workshop topics center around reading strategies and routines at home, the benefits of bilingualism, orientation to SEAL strategies, oral language development, "How to Navigate the School System," "How to Support your Student and School," and "Advocacy-Your Voice Matters" in addition to various other topics.

Additionally, Community Liaisons (Level I) are available for every site, with more hours at Title 1-funded schools. Furthermore, one additional Community Liaison (Level II) specifically focus on mental health needs as well as School Linked Services (SLS) Program services, and with school principals implements mental health support services and family engagement strategies that will assist students to achieve academic goals in the Single Plan for Student Achievement (SPSA). Community Liaisons provide another important support to low-income families, Homeless families, Foster Youth, and English Learners. They link students and families with services within the school, and across Santa Clara County such as housing, clothing, food shelters, and the many agencies available to families. They also provide information regarding A to G college entrance requirements, Common Core State Standards, and annual CAASPP testing.

A Parent Compact is distributed in three languages annually through our District handbook.

Oak Grove works jointly with a large section of parent educational partners and solicits parent feedback in a variety of ways. Our school sites all have Community Liaisons who connect regularly with families and then communicate that feedback to the district office as well as to site principals. This feedback, in addition to feedback regularly received at district meetings, is taken into consideration when developing parent and family engagement policies. Our district parent and family engagement policy are distributed to families annually via our Student Behavior and Parent Information Handbook. A copy is also always available on our district website and a paper copy is available in every school's front office.

Schools work with their varying parent groups which also have teacher/staff representatives on them to collaborate on school goals. Volunteer opportunities are usually shared as well as parent nights, school events, etc. Parents are engaged and informed about school events and activities through School websites, robocalls, social media, newsletters, and meetings with principals. Parents also participate in LCAP input sessions as well as parent groups that target a specific population such as HABLA for our Hispanic families and Koffee Klatch for our African American families.

Oak Grove coordinates a wide variety of programs to engage parents and communicate regarding available resources. Programs include Parent Workshops with topics that range from:
Back to School Resource Fair (8/11/23)
Under the Influence Vaping Presentation (9/13/23)
Socktober Kick-off (10/9/23)
LGBTQ Parent Night (10/17/23)
Social Media: Digital Safety (11/7/23)
Project Cornerstone: Virtual Stress Management (11/28/23)
Prevention and Education (1/17/24)
Comprehensive Sexual Health Education (2/26/24 and 2/29/24)

Celebration of Biliteracy (4/16/24)
Cinco de Mayo (5/3/24)
TK Parent Info Night (3/23/24)
VLA Parent Info Night (3/4/24)

Information is sent in a variety of methods phone, text, and online. Parent Square streamlines all communications and translates into 21 languages.
Parents have the option to receive updates through email, text, or through the Parent Square application. Parents are able to respond or ask questions to any posting directly to improve communication.

Oak Grove utilizes Bilingual Community Liaisons to connect with parents of English newcomers to help them answer any questions or to guide them through school processes that they may be otherwise unfamiliar with. Site English Learner Teacher Partners (ELTPs) and their Instructional Assistants work with site principals to hold regular Site English Learner Advisory Committees to foster communication regarding resources and policies for English

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Not Applicable

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

OGSD uses funds to provide the following services:

1. We provide transportation through mileage refunds, bus tokens, monthly bus passes, or taxis.
2. We provide school materials and supplies such as backpacks and PE dress clothes or "uniforms."
3. Plan for providing any fees for graduation costs (ie. robes) and field trips.
4. Short-term, temporary housing

OGSD also provides additional staffing support to coordinate services for district homeless and foster youth students. Oak Grove has a dispute resolution process for parents to appeal their status under the McKinney-Vento Homeless Assistance Act.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Not applicable

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Services Provided to Facilitate Effective Transitions for Students from Middle to High School and Elementary to Middle School Include:

1. We communicate with the high school administration and counselors to identify students going into the high school who may need extra support, focused especially on our English learners and our students from socio-economically disadvantaged backgrounds.

2. We coordinate communication between sixth-grade teachers at our elementary sites with the support staff of the middle schools to identify students and families, with a focus on our English learners and our students from socio-economically disadvantaged backgrounds, who may need extra support via class placement, academic or mental health counseling, etc.

3. Middle school administrators invite all incoming 7th-grade students to an orientation before the first day of school to familiarize students and parents with the campus as well as inform them of some important guidelines and expectations that may be different from the elementary experience.

4. Parent meetings targeting socioeconomically disadvantaged students.

5. Provide a "shadow day" for socioeconomically disadvantaged sixth-grade students to attend their feeder middle school in the Spring with the objective of frontloading the experience to better prepare them for the transition.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Gifted and talented students are identified through an evaluation process in third grade. Once identified the students are flagged on our informational system as GATE and that information is shared with all school sites and is monitored at the District Office.

Our Educational Technology coaching team provides one-hour staff training at each of the school sites and has half an hour appointment slots for individual support. Each school site has a Tech Mentor that helps resolve any technology-based issues at the site as the first step in intervention. We are currently at a one-to-one student allotment for Chromebooks and we offer a wide variety of programs throughout the district which include Dream Box, Reading A-Z, Raz Kids, Newsela, Screencastify, as well as the components of Google Suite. Through available software, we are able to monitor the usage of specific programs and review through a cost analysis. Our Ed Tech team also reviews and analyzes new tech programs and makes recommendations for future purchases.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Oak Grove takes a systematic approach to professional development for our district's teachers, principals, and other school leaders.

For district teachers:
Teachers in Oak Grove receive monthly professional development at their sites focused on needs and areas for improvement based on data. Professional development at the sites can be focused around supporting student academic needs, socioemotional needs or behavioral needs.

Additionally, all teachers receive three-day-long professional development days that focus on the needs of our English learners, foster youth students, and homeless students. These days are differentiated for teachers based on experience and grade level placement.

Professional development is also provided to teachers throughout the year tied to the goals and actions of the LCAP. These goals and actions are tied to district data. As a district, we analyze SBAC and benchmark data to make decisions on the type of professional development to provide to teachers. The data points to a need for professional development in implementing strong Tier 1 scaffolding and supports for all learners as well as targeted Tier 2 interventions for students who are not performing at grade level standard.

Teachers in their first or second year of teaching receive comprehensive professional development support their our induction program. They are assigned an experienced mentor who meets with them regularly to conduct cycles of inquiry around teaching and learning. Growth is measured through survey data and evidence of meeting CSTPs through work samples. They also participate in an exit interview at the conclusion of induction.

Growth and improvement are measured for teachers through regularly occurring evaluation cycles, informal observations by the administration and in reviewing student summative and formative data for growth and progress.

District teachers are given advancement opportunities through participation in being site teachers-in-charge in the principal's absence, release days to shadow administrators, and regular communication of administrative credential course offerings through the County Office of Education.

For district principals and other school leaders:
New principals and other school leaders are given a mentor to support them through questions, processes, challenges, and responsibilities. New administrators meet regularly with the Director of ESD as part of an Onboarding program for the first year of their position in administration. They also have regular thought partner meetings with an assigned ESD Manager at the site for ongoing support.

All principals and school leaders attend professional developments on an average of six hours monthly. Professional development topics range based on need, state requirements, data, and accountability. They are tied to an annual focus as laid out in our district LCAP.
District principals and school leaders also receive opportunities to attend professional development and training outside of the district as relevant opportunities become available through organizations such as ACSA, CABE, SEAL, Partners in School Innovation, County Office of Education, etc.

District principals and other school leaders are evaluated annually either by their direct supervisor or by the Executive Team. Growth and improvement are measured by a variety of factors such as state summative data, teacher evaluation review, attainment of goals set at the beginning of the year, documentation of PLC implementation, etc.

District principals and other school leaders are given advancement opportunities through participation in special project opportunities at the district office level. Examples include opportunities to learn and participate in union negotiations, lead principal openings, the district MTSS team, new principal mentoring, district communications projects, district committees, etc.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Based on annual data and our district's curriculum focus based on LCAP goals and actions, Oak Grove looks at professional development and training needs to effectively prepare our teachers and staff in providing best practices in the classroom. In prioritizing needs based on data, Oak Grove uses Title II funds to Implement:

1. Training and materials for teachers on Comprehensive Sexual Health Education.
2. Core curriculum training for new teachers to education and new teachers to Oak Grove in Math, ELA, History-Social Science, and Science.
3. Professional development for administrators and teachers to support dual language programs.
4. Release time to train TK teachers in Preschool Learning Foundations.
5. Professional development for new teachers to education and new teachers to Oak Grove in Universal Design for Learning and district benchmark assessment.
6. District-wide professional development for certificated staff on meeting the needs of English learners, foster youth, and socioeconomically disadvantaged youth.
7. Special education team attending F3 Special Education Symposium to keep special education practitioners current on the legal parameters that shape their work, the Symposium helps provide clarity on special education legal expectations so that the resources can be focused on student needs.
8. Training and professional development for special education teachers in academic, behavioral, and social-emotional tier 2 and 3 supplemental curriculum.
9. Regular analysis of PBIS site data to improve instruction and set goals around increasing positive behavior. Restorative practices and student de-escalation training for school teachers to strengthen Tier 1 and Tier 2 PBIS practices.
10. Training and materials for teachers on Core Knowledge of Language Arts, Expeditionary Learning, Social Studies, and Guided Reading.
11. Restorative Practices professional development for all schools' administration, counselors, and support staff.

12. A portion of Title II funds is allocated to local private schools in our boundary area that apply for funding.

2023 CA Dashboard shows that Christopher Elementary School was at the overall Red level for English Language Arts, English Learner Progress Indicator and Suspension Rate. This, along with the consideration of student groups at the Red levels have led to enacting a plan for Comprehensive Support and Improvement (CSI). Christopher Elementary school's educational partners and leaders have collaborated on the development of the improvement plan to increase student achievement and provide support for students with these identified needs. As a district, we are committed to supporting Christopher Elementary School's CSI plan implementation. First and foremost central support and advising has been provided to develop the plan as part of the school's Single Plan for Student Achievement (SPSA).

To implement Christopher's CSI plan, district support will be provided in the way of hiring staff for reading intervention and continuing to provide support staff on campus, such as English Learner Teacher Partner and Social Work intern. We will provide resources and training to address the academic and social emotional needs of students, including, but not limited to: Leveled Literacy Intervention material and training for the Literacy Intervention Specialist and other teaching staff to use for in-class intervention, training on English Language Development (ELD) across the content areas, including math and science and understanding the language supports outlined in math frameworks and new math curriculum, Leader in Me curriculum and coaching for developing personal and academic habits, student goal setting and accountability and celebrating success, and PBIS and Restorative practices trainings for staff.

Additionally, Davis Intermediate School, Parkview Elementary School, and Hayes Elementary School have been identified as ATSI schools and have the highest percentage of children counted under 1124(c). Funding out of Title 2 will be equitably allocated to support the academic, behavioral and socioemotional training needs of staff at these identified sites. Examples include: supplemental math and language arts professional development, release days to support planning and collaboration around the new math curriculum in addition to existing tier 1 curriculum planning needs for English language arts and social studies.

District level administrators and coaches will also provide support on campus through school leader thought partnership, classroom walkthroughs and feedback, and attendance at school Instructional Leadership Team meetings.

Title II funding is determined based on the district LCAP, state and local data results, and accountability. The district MTSS team, district curriculum teams, and Educational Services work collaboratively to identify district-wide professional development needs in Tier I for academics, behavior, and social emotional practices. Based on data and LCAP goals, schools are identified to receive more funding as relevant in Tiers II and III.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel

e. Charter school leaders (in a local educational agency that has charter schools)
f. Parents
g. Community partners
h. Organizations or partners with relevant and demonstrated expertise in programs and activities

6. Please explain how often the LEA meaningfully consults with these educational partners.

Oak Grove considers many factors, including Education Partner engagement, to continually update and improve activities district-wide.

1. Student Performance
2. Education Partner Input
3. Content & Frameworks
4. Research-Based Strategies
5. Other Information
6. Budget

Annually, we conduct an educational partner survey and meet with all of our parent groups, staff, and bargaining units to receive input on services to improve student achievement. The survey is provided in English, and Spanish. District email communication was sent in English, and Spanish, to families regarding general information on LCAP and the link to the 2024-25 LCAP Input Survey. Staff and parents are encouraged to participate in the survey by site principals as well. This year we added in 5 additional in-person input gathering events principally focused on our Title I funded school communities. ESD Managers went out to Christopher, Edenvale, Stipe, Anderson and Davis to talk 1:1 with parents around theri feedback to site and district goals.

As a Leadership Team, we review benchmark and summative data quarterly, as well as monthly through Professional Learning Communities, to analyze, reflect and plan the next steps.

Our district Educational Services managers meets regularly to discuss district-level multi-tiered systems of support (MTSS) and progress in three areas of student support: academics, behavior, and social-emotional instruction. The team discusses noticings based on their work with the sites, and support through professional development is discussed and planned for. Additionally, our Educational Services managers attend regular meetings with the Santa Clara County Office of Education to stay abreast on current policies, accountability, and training so that we can prepare for any professional development that needs to be relayed to our district teams or teachers. Monthly education partner meetings with parent groups and teacher groups focused on content also give feedback to our district leadership on ongoing activities needed to address concerns or ideas.

Title II activities are coordinated with and support our district's LCAP so that professional development and training needs align with district-wide goals, actions, and services. Title II activities support our induction program, programs for English learners, and students with disabilities, as well as goal areas for behavior and social-emotional support for students. Our LCAP is strategically aligned with Title II activities and is clearly identified in the expenditures for actions and services across all 5 of our LCAP goals.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III funding will provide effective professional development to classroom teachers, principals and other school leaders, administrators and other school or community-based organizational personnel through the following:

Title III funding utilized for items 1, 2, 4, 5, and 7 below.

1. Provide planning and professional development days for teachers and parents of English learners supporting our bilingual programs for English language learners.
2. Provide professional development through the County Office for our certificated teachers, English Learner Teacher Partner (ELTP) coaches and middle school ELD teachers on best practices for English learners and how to better understand and implement state standards and addressing the needs of long-term English learners.
3. Provide core and supplemental curriculum training for teachers in our district Spanish Dual Language Programs in Benchmark Advanced, and iStation, ELLevation, Cengage (National Geographic)
4. Provide professional development through conferences for teachers around best practices and research around effective Dual Language Programs
5. Provide professional development opportunities for staff and parents to attend statewide and countywide conferences focused on best practices for English learners.
6. Provide district wide presentation and learning to classified staff, certificated staff, migrant students and their families around the transformative power of education, specifically speaking to the needs of English learners and the important role that teachers play in students' lives.
7. Provide release days for teacher planning in alignment with the CA EL Framework and Common Core Standards for language.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Effective programs and activities, funded by Title III allocations, that are administered to help English learners increase their English language proficiency and meet State academic standards include:
Title III funding utilized for items 1, 2, 4, 6, 7, 8, 9, 10, 11, 12 and 13 below.

1. Implementing the SEAL model in our bilingual classrooms to strengthen students' primary language to then support stronger acquisition of their secondary language.
2. Provide Rosetta Stone for our newcomers to supplement core instruction and to support language development in English.
3. Provide supplemental language resources and materials for middle school students who are close to reclassification or who need extra support as well as our long-term English learners (LTELs).
4. Provide Read 180 as an extended day intervention for English learners in 4th-6th grades.
5. Provide Read 180 for English learners at levels 1 and 2 in middle school.
6. Provide after school academic academies targeted to English learners to support meeting academic standards and language proficiency.
7. Regular assessment of English learners in our bilingual program in their primary language to gauge proficiency. Research shows that developing a strong primary language supports acquisition of a secondary language.
8. Provide a Summer language and Newcomer STEM program for district English language learners.
9. Opportunities for classroom teachers to submit proposals for programs and supplemental materials to support the language and academic proficiency of their English learners.
10. Classes to support academic language proficiency of parents of English learners to build their skills and resources to help their child's school achievement.
11. Supplemental materials and resources to support language proficiency of newcomer English learners in tier 2 and tier 3 intervention groups.
12. Provide Rosetta Stone as an online program to support language proficiency of newcomer English learners within their first year in US schools.
13. Centralized Educational Services support of district English learner services, development of the EL master plan and EL programs
14. Provide supplemental learning materials for teachers in our district Spanish Dual Language Programs in support of Biliteracy.

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English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Beyond looking at accountability for proficiency of all students, Oak Grove School District additionally addresses site accountability for meeting English acquisition progress for English learners in the following ways:
Funded from Title III: #6, #8, #10, #11, #12, #13, #15, #16, and #17

1. Quarterly review of student group data, including English learners for district benchmark and summative state assessments, Dashboard data for English learners and annual language assessments (ELPAC) to monitor progress.
2. LCAP Goal addressing English learner achievement includes the following desired outcomes by 2024-25

- -English Learner Progress Indicator on the CA Dashboard: Achieve 60% or higher of English Learners making progress on the CA Dashboard ELPI
- -Reclassification of English learners: 15% or higher annual reclassification rate
- -Long Term English Learners: Reduce LTEL identification to 15% or less
- -CA Dashboard for ELA: English Learners: -28 or higher
- -CA Dashboard for math: English Learners: -34 or higher

3. Site SPSA plans address needs of English learners based on school data. SPSA plans include metric for English learners that align with district LCAP metrics.
4. Site principal meetings 1-2 a year to review data, including student group data around English learners.
5. Site principals and Educational Services administrators participate in monthly site walkthroughs with a lens to programs supporting English learner achievement. The teams review this walkthrough/rubric data to analyze and discuss next steps for the sites.
6. Provide funding to school sites to provide after school intervention programs principally directed towards English learners.
7. Provide equitable funding to purchase student technology to aid in accessing curriculum and resources to assist with meeting grade level standards.
8. Provide supplemental intervention resources (Read 180, System 44, Inside the USA, Rosetta Stone, etc) for English learners achieving below standards.
9. Provide supplemental curriculum for our bilingual classes, which are made up 100% of English learners, at our Title I funded schools . A multitude of data studies supports that strong primary language development leads to strong second language development.
10. Provide equitable staffing to Davis Intermediate School, which has 2x the English learner population of the other 2 intermediate schools. Davis will have one additional ELD teacher to support students in accessing challenging State academic standards.
11. Provide classes for parents of English language learners to build their language proficiency and understanding of cultural systems and norms of US schools. Data supports that increased access for parents directly links to student success.
12. Provide trips to the community for intermediate school English learners to connect real-world experiences to curriculum.
13. Provide extended day tutoring to English learners to support access to grade level standards.
14. Provide communication to the community about district programs for students, also highlighting English learner success rate and strategies and equitable services to all students.
15. Provide assessment support to determine baseline language skills and levels of incoming English learners to district bilingual programs.
16. Provide extended year programs for English learners over the summer to support ongoing learning between academic school years.
17. District wide recognition and celebration of English learners' achievement towards language proficiency to motivate future success and learning.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our Title IV funds will be used to support the following programs and services to support mental health and socioemotional counseling needs: Nearpod, Securly, Learn Platform, Care Solace, a core mental health screener, Instructure, available fiscal support for private schools who have submitted a plan for Title IV utilization and a reserve for Well Rounded.

Teachers will be provided access to Nearpod with the English Language Development (ELD) and Social Emotional Learning (SEL) add ons. Teachers will be able to use the over 15,000, pre-made, engaging lessons and activities that support all content areas, ELD and SEL.

We will also provide mental health referrals through our partnership with Care Solace. Care Solace provides 24/7 mental health referrals for staff and community members. Having this additional option for care allows us to serve all district staff and students who may be in need.

In addition to using a web filter or security audit software, and the CHKS, we will administer a district-created Safety, Connectedness, and Belonging Survey several times a year to our students in grades 3-8.

These mental health and socioemotional counseling services benefit all students, however this action is principally directed to support the needs of our most vulnerable students based on data: Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Youth and English Learners--specifically those new to the country on refugee status or having experienced traumatic immigration circumstances. Needs of these student groups and families are considered first in planning services based on data and feedback regarding their principal needs. Planning will be done in consultation with district mental health providers, site administrators, English Learner Teaching Partners and educational services managers who work primarily with the needs of these identified students.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

On a yearly basis, as administrators develop their site and district budgets, Learn Platform, a web-based program that is able to track the usage of any programs that may be school or district purchased or even free. This program will not only be able to help us in doing a cost analysis to determine the best use of our funds but it also informs us if this program has cleared any of the legal privacy guidelines. Learn Platform has the capability to perform school-by-school, individual teacher usage reports as well as a comparison from year to year. The data points include the usage of specific programs as well as the cost-saving measures of reducing our purchases of those programs not being used to full capacity. Learn Platform allows teachers to use a variety of programs that include tools around STEM, Art, and Music.

What activities will be included within the support for a well-rounded education?

While using Learn Platform we are able to monitor the usage and impact of a variety of programs that provide a well-rounded education. These programs include but are not limited to:

Learning A to Z
Canva
Brain POP
Code.org
MIT App Inventor
Newsela
Screencastify

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The tool and programs that are measured in Learn Platform are evaluated by their level of usage and impact. Learn Platform indicates how many students and adults have used these tools. This gives us important data to determine utilization, needs and how to best leverage resources in this area.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Care Solace provides mental health and social-emotional counseling services for our students, families, and staff. This is an area that continues to be identified as an area of need from our LCAP survey both from our staff and parent feedback. Care Solace is a referral system that connects our students, families, and staff with the appropriate resource to provide counseling services. We are able to monitor the number of referrals that are made as well as the total cases and total appointments. Care Solace is an additional service that we provide outside of other resources that are available

at school sites. We will use our percentage of Chronically Absent Students to measure engagement as well as our Student Connectedness and Belonging survey that is given to 3rd to 8th graders three times a year.

What activities will be included within the support for safety and health of students?

A referral is made by a staff member or families can self refer through the Care Solace platform. Care Solace is the mental health care coordination service of choice for K-12 school districts, and employers. The Care Solace platform is shared with families throughout the district during parent meetings and through

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

For the 2023-2024 school year, Care Solace provided for our families: 16 Family initiated cases and 27 warm hand offs for a total of 43 Total cases. A total of 21 appointments were made. Additionally, there were 29 anonymous searches. Almost 1/3 of the services provided were for our Hispanic and Latino students and families and 23% were for our White/Caucasian students and families. There were over 2,000 communications that Care Solace has been involved in saving the District almost 50 hours of time. The top reasons for mental health referrals through Care Solace include depression (49%), anxiety (41%), and trauma (33%).

With chronically absent students this year at almost 22%, mental health still remains a factor that Care Solace can address.

Another data point that is used is the Student Connectedness and Belonging survey that is given to 3rd to 8th graders twice a year. The most recent data demonstrates that a sense of connectedness is a need that mental health services can support:

Grades 3-8	November	April
Feel Connected:	74%	72%

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Learn Platform, recently acquired by Instructure, continues to support the effective use of technology by helping us evaluate the usage of the site and district-purchased programs. Learn Platform provides the number and staff and students that are using the specific web-based program and ranks programs on their level of usage and impact on student learning. Learn Platform also provides a privacy status that highlights programs that have met district guidelines.

Our top-used site and district-purchased programs include:

Program	Usage	Ranking
iReady	427 staff and 8,907 students	1
Nearpod	267 staff and 4,454 students	2
Twig Science	336 staff and 4,283 students	3
Screencastify	384 staff and 3,855 students	4
Infinite Campus	617 staff and 2,319 students	5
Explore Learning	115 staff and 2,805 students	6
Studies Weekly	178 staff and 2,700 students	7

Our top-used site and district programs which do not incur cost are Clever with 9,703 users, the Google Workspace for Education with 9,317 users, and YouTube with 8,718 users.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Learn Platform supports the effective use of technology by evaluating the usage of both free and purchased web-based programs by individual schools as well as district-level purchases. Each year we analyze the usage of such programs and determine if the level of usage and impact validates the effectiveness of the item. One particular item that Learn Platform measures is iReady which is not only directly correlated with state standards in math and language arts but also supplements the curriculum. We use this data to make a prediction of how our students will perform on the state test at the end of the year. As a predictor of student achievement that is given three times a year, iReady also highlights the need for interventions for students that may be struggling.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The information provided by Learn Platform will be evaluated by the cost-serving measures it provides by means of its usage and effectiveness data as well as RCE with IMPACT reports. Learn Platform highlights which grade levels use which programs and help us determine the appropriate tools that we are able to provide. This helps us evaluate programs for specific grade levels and provide the correct tools which highlight the impact on student learning with a cost savings approach. Our iReady data and CAASPP will reflect the impact of the tools that we are currently using on student learning.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

June 2024