Pleasant Hill SD 1 25-27 Integrated Programs Application

Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

Our needs assessment team consisted of our district leadership team: superintendent, building and district administrators. Our needs assessment process involved analyzing disaggregated data, reflecting on progress towards our 23-25 integrated plan and setting priorities for the next four years. We reviewed the following data sources: disaggregated CTE enrollment data, longitudinal and disaggregated state assessment, attendance, graduation and 9th grade on track data.

We noticed improvement in attendance for all student groups, however, SPED identified student groups still lagged. SPED group (elementary) made strong progress. OSAS scores continue to fall below state average looking at cohorts over time. Opt outs for OSAS remain high leaving participation percentages low. 9th grade on-track and 4 year grad rates remain above state average. For special education students we noticed elementary group attendance showed a strong increase. Slight increase at middle and high school. Continued lag in attendance and academics remain. For students navigating poverty we noticed them still remain lagging well behind.
As a result of our needs assessment process we have shifted the following priorities in our plan:
Add a local assessment system for data that provides reporting functions to inform district growth and data to guide instruction and MTSS processes. Continue with the ODS dashboard.
Add a focus to the implementation of Multi-Tiered System of Support (MTSS) to close the opportunity and achievement gap by including special attention to Early Literacy.
Equitable and comprehensive access can be combined: Based on systems data we need to start using the systems we have more effectively (MTSS) to improve system coherence
Based on systems refinement we need to start PLC PD to better utilize Friday time
Based on the attendance and OSAS data, we need to start doing HS grade level meetings.

Based on our data we need to keep the foot on the pedal - we are doing the right work but we need to refine and align to improve outcomes for SWDs (differentiation) - this is ALL of our responsibilities
We need to continue to apply pressure on teaching and learning and operationalizing what the means
We need to continue the SEL culture up into the HS
Addition of a 9th grade success teacher that focuses on 8th and 9th grade student success is important to plan success.

Additional requirement if applying with a sponsored charter: **Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)**

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

Our equity lens was used throughout our planning and budgeting process by ensuring intentional resource allocation, recruitment efforts, professional development, and student support systems were aligned with the needs of our focal groups. We engaged in data analysis, community input, and needs assessments to guide decisions that promote equitable access to high-quality instruction and student services.
The equity lens assisted us in maintaining priorities that affect typically underserved students. We have prioritized students with disabilities and students experiencing poverty focal groups in our planning process because our data and outcomes continually demonstrates that these focal groups are lagging behind their non-disabled peers and students not experiencing poverty. Our goal is to ensure these students receive the same high-quality instruction, interventions, and SEL support as their peers.
The following outcomes, strategies, and activities in our district's plan demonstrate our commitment to these student groups:
Increasing 3rd-grade reading proficiency by strengthening foundational literacy instruction, implementing a 90-minute literacy block, and using data-driven interventions.
Closing opportunity gaps for economically disadvantaged and SPED students through expanded Multi-Tiered Systems of Support (MTSS) and targeted interventions.

Improving high school graduation rates by ensuring students receive consistent academic and social-emotional support through PBIS and SEL strategies.
Enhancing student engagement and attendance by implementing attendance systems and school culture initiatives to foster a positive learning environment.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

To address the cultural, social, emotional, and academic needs of students, including those of focal students, we plan on offering continued professional development in social-emotional learning (SEL), the development of a comprehensive counseling plan, and literacy instruction for teachers, staff, and administrators throughout the biennium 2025-2027.
Our SEL professional development will focus on integrating trauma-informed practices, restorative justice approaches, and behavioral health strategies to support student well-being and engagement. This will be complemented by the development of a comprehensive counseling plan, ensuring equitable access to mental health resources, transition supports, and targeted interventions for focal groups.
Additionally, we will expand literacy-focused professional development to strengthen foundational reading instruction, intervention strategies, and alignment with the Science of Reading. Educators will receive training in data-driven decision-making, differentiated instruction, and effective use of assessment tools to ensure all students—particularly those in historically underserved groups—receive high-quality literacy instruction.

3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? ☒

Identified targets will guide learning goals for both staff and administration. For example, outcomes specific to regular attendance will guide data collection, data review, and data response from identified data and care teams composed of staff members. Utilization of graphic organizers specific to continuum of supports will aid in supporting work that minimizes and or removes barriers to learning. Through system and staff development we aim to build internal and external accountability measures. These accountability measures will ensure that the unique needs of our students and families navigating homelessness are recognized and met in a timely manner.

4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. ☒

Through our Lane ESD CTE Consortium, we will receive support through female leadership/representation with instruction in Construction/Manufacturing career learning area

via HOPE Factory and recruitment of industry partners that reflect non-dominant gender representation in CTE learning areas historically and currently dominated by a single gender.
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With administrator, student support advocate oversight,and student voice PHSD will update its course handbook annually, examining any and all prerequisite courses to ensure that our procedures do not unintentionally prohibit focal student groups from accessing CTE programming. In addition, professional development aimed at social emotional learning, data and care team development aimed at increasing collaboration and development of student learning supports will increase equitable access to CTE programs of study
Through our college and career counseling program and IG planning, PHSD will provide the following: 1.Workshops, career fairs, career panels and other events that highlight nontraditional occupations. 2. Discuss local employment opportunities for those with training in nontraditional fields. 3. Emphasize the potential earnings of nontraditional careers to students and parents. 4. Invite students and parents to a program site to eliminate misconceptions about CTE programs and nontraditional careers. 5. Create relationships with employers to provide accurate information and facilitate contact with potential speakers and resources. 6. Review all current materials and processes and remove any inadvertently discriminatory messages. 7. Ensure that recruitment materials reflect a diverse representation of students, including gender, age, race, and disabilities.

Well-Rounded Education (250 words or less per question)

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.

Upon review, we are not making any changes to our current approach and will continue implementing our professional development plans as outlined.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided.
3. ☒ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? ☒

PHSD schools have engaged in a curriculum audit and are currently engaging with LaneESD and TNTP to

1) ensure that the adopted curriculum that is aligned to state standards is being utilized to ensure a guaranteed and viable curriculum for all students. Additionally, we continue to engage with staff in alignment of courses and unit and lesson planning through the use of our dedicated early release planning and professional development time as identified in our academic calendar.

4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒

PHSD is engaging staff in professional development around Social Emotional Learning and Literacy with LaneESD and TNTP. Additionally, PHSD is in the process of adopting a district-wide assessment system to provide staff, schools, and district leaders with relevant curriculum based measures and data to drive instruction. PHSD is working with labor unions to develop systems to align activities associated with our identified strategies so that our early release time is best used in an aligned K-12 framework. In addition, administrative staff is developing evaluation tools and reporting measures to ensure accountability for ensuring that classroom instruction is intentional, engaging, and challenging for all students.

5. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? ☒

PHSD board policies ensure a safe and welcoming environment. In addition, we review these police annually with our staff and monitor/correct behaviors that do not meet our policy standards. In addition, PHSD utilizes school to home communication fliers, electronic communication and paper newsletters to engage with our community on a regular basis.

6. ☒ How do you ensure students have access to strong school library programs? ☒

Each school in PHSD has dedicated library staff, contributing to a healthy library program. Each school has a library budget to ensure that relevant and current novels and information texts can be purchased for students. The school district partners with LaneESD in ensuring a robust library program.

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

Our intervention for students who experience depression, anxiety, stress, and challenges with dysregulation include comprehensive counseling services through our four licensed counselors. In addition, we contract Care Solace services. We monitor the effectiveness of these interventions by adhering to an MTSS service delivery model that includes teams of educators reviewing, engaging and monitoring student(s) through our use of Oregon Data Suite and internal referral processes.

8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒

Elementary:
Intervention opportunities and supports are embedded in the school day, with established PLC teams using data to guide instruction and respond to student needs. Teachers use data to determine if students should be advanced in Language Arts or Math to a higher grade level or section. TAG students receive additional enrichment opportunities, such as field trips, after-school programs, and activities like Destination Imagination. Teachers also provide in-class enrichment, and a TAG stipend position ensures compliance.
Middle/High School:
Systems of academic support and data collection are being developed as part of a broader improvement plan to address identified needs. Efforts are underway to establish consistent, equitable enrichment practices aligned with classroom instruction. A TAG stipend position is in place to ensure compliance.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

No new CTE POS.

10. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒

Pleasant Hill School District is creating a college and career counseling center and developing a comprehensive K–12 counseling plan, differentiated by level (K–5, 6–8, and 9–12). This work is being coordinated with the HOPE Factory Project, Lane ESD, and other Lane County schools. To promote equity, we will provide transportation where feasible and support students with necessary clothing and equipment based on need. We are also developing “pre” work-based learning opportunities to prepare students of all learning levels for future placements. PHSD is working to establish seamless systems of adult support across grade spans (K–5, 6–8, 9–12) through to postsecondary transition, identifying and removing barriers along the way.
As reflected in our needs assessment, there is strong community interest in expanded partnerships with local employers and increased work-based learning opportunities. To support this, we will schedule meetings with local employers in each pathway area and continue collaboration with Lane ESD’s CTE program to offer project-based learning experiences such as Sheds of Hope, the HOPE Project, and the Pathways Career Expos. In addition, PHSD will launch the EMS component of the Lane Career Academy in fall 2025.

11. ☒ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. ☒

College Now opportunities are available in every CTE career learning area through Lane CC and

other community colleges around the state. With support from LESD, we have opportunities to access alternative dual credit certification options (Lane Regional Promise). Through the Lane Career Academy, our students have the opportunity to earn up to (12) Lane CC credits towards Construction/Manufacturing. Students attending the Hope Factory have the opportunity to take a writing and math credit on-site at the factory.
PHHS offers five AP courses in Biology, English, Calculus, US History, and Government. Three College Now courses through Lane Community College in Writing 121, Math 111 and 112, and Horticulture 120, and one course, Spanish 201 through Willamette Promise (Spanish 201).These opportunities require students to demonstrate learning at high levels and integration. See our prior responses for ample examples of how PHSD engages our students, K-12, in integrated, coherent, rigorous, challenging and relevant learning experiences.

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Over the past year we significantly strengthened our community engagement through the development of our Learner Profile, a process designed to identify the skills and dispositions necessary for students to thrive in college, career, and life. This initiative brought together diverse stakeholders and empowered their voices to shape a shared vision for student success.
We began in August of 2024, by convening a Learner Profile Task Force, which included district and school leaders, teachers, and community partners. The Task Force explored the purpose and promise of a Graduate Profile and led the process of gathering meaningful feedback from all stakeholders. Focus groups were held with high school students, families, staff, and community members, ensuring focal student voices were prioritized alongside broader perspectives. The specific focal student populations we targeted were students involved in our new student leadership class that included underrepresented students identified as SPED and Economically Disadvantaged.
During these focus groups, participants reviewed examples of future-ready skills and provided valuable insights on those most relevant to our students' success. This data, combined with research on the evolving demands of college and career, guided the Task Force in drafting our Learner Profile. The draft was then shared districtwide for additional input, ensuring stakeholders remained at the heart of the process.
This collaborative effort reflects our commitment to inclusive engagement, elevating the voices of our students, families, and staff to create a shared, forward-looking vision for learning and success.
The barriers that remain include the engagement with students and staff to fully develop the what

and how of the adopted Learner Profile characteristics.

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

When writing the integrated plan, we engaged focal students and families in the following ways: targeted surveys to families of students with disabilities following IEP meetings and our partnership with 15th night, a community based organization that supports students navigating homelessness, to facilitate a Student Assessment and Climate Survey.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

When writing the integrated plan, we engaged both classified and certified staff in the following ways: Learner Profile Task Force meetings and Pleasant Hill Improvement Team meetings (PHIP Team).

Outcome of Engagement

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

When we reflect on all of our community engagements during the 2023-2025 school years, we have learned that our students, staff, and community prioritize structured literacy instruction, meaningful engagement, and student well-being. Through our engagements, it has become evident that our work around social-emotional learning (SEL) and attendance initiatives is gaining traction. Attendance systems and an intentional focus on school culture through SEL are having a positive effect on our student population overall, as well as our focal groups. Additionally, engagement results from SPED families indicate a desire for increased involvement in their children's education, particularly during transition periods such as entry into kindergarten, middle school, and high school. Parents have expressed interest in more opportunities to engage in the learning process alongside their children, reinforcing the importance of structured communication and collaborative planning. Furthermore, literacy development in grades K-8 has emerged as a central priority. Our engagement efforts have revealed that it is time to refine our approach to core literacy instruction, ensuring that cohesive systems of intervention and alignment with a Multi-Tiered System of Supports (MTSS) model are in place. This means not only enhancing instructional practices but also ensuring that assessment data drives decision-making and instructional coaching plays a key role in supporting teacher efficacy. The following outcomes, strategies, and activities demonstrate

how this learning directly impacted our planning: Strengthening Literacy Instruction and Intervention Systems A shift to a 90-minute structured literacy block, ensuring all students receive both grade-level instruction and targeted interventions. Alignment of core literacy instruction and Science of Reading-based strategies. Expanded MTSS implementation, ensuring a tiered approach to literacy interventions that provides additional support without sacrificing core instruction. Increased use of a local assessment and data system to monitor student progress and inform instructional decisions. Instructional coaching support for teachers, focusing on effective literacy strategies and differentiation to meet diverse student needs. Expanding Social-Emotional Learning (SEL) and Attendance Strategies Strengthening partnerships between educators and families to support individualized learning pathways for students with disabilities. Utilization of TNTP Learning Walk data to identify instructional strengths and areas for improvement. Professional development for teachers focused on aligning instruction with district literacy goals, assessment data, and research-based best practices. Embedding instructional coaching into daily practice, providing real-time feedback and targeted support to ensure consistent, high-quality literacy instruction. Through these strategies, Pleasant Hill School District continues to prioritize literacy achievement, SEL, attendance, and family engagement.

Strengthened Systems and Capacity (250 words or less per question)

1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒

Pleasant Hill School District is committed to recruiting, onboarding, and retaining high-quality educators while ensuring our focal students receive instruction from highly qualified teachers. We have established direct partnerships with the University of Oregon and Bushnell University to strengthen our recruitment pipeline, focusing on attracting diverse and skilled candidates. Additionally, we have developed an interim school psychologist plan, allowing us to hire a UO School of Psychology student in their final year of licensure, supervised by a licensed psychologist. This shift from remote services to in-person support will enhance student, staff, and family engagement.

To support new teachers, we provide mentor stipends and professional services contracts for onboarding and professional development, ensuring a strong transition into our district. Our partnership with the Ballmer Institute for Children's Behavioral Health offers targeted professional learning opportunities for SPED and general education staff, equipping them with behavioral health strategies that support student success.

Additionally, we utilize instructional coaching and data-driven decision-making to align teaching practices with Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and social-

emotional learning (SEL). These systems ensure focal group students receive equitable instruction and support in core academics.
By prioritizing recruitment, mentorship, and ongoing professional development, Pleasant Hill School District fosters a sustainable culture of high-quality instruction, equity, and student-centered learning, ensuring all students are taught by effective educators who reflect and support their diverse needs.

3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒

PHSD administration and counseling staff are continuing to implement and refine systems that aim to reduce disparate discipline practices. In addition, we've recently concluded and analyzed a grade 6-12 culture and environment survey and provided a summary report to the school board with a report of disaggregated behavior referral data to our school board.

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒

Our District is connected to a regional network of industry partners who are ready and eager to engage with classrooms (K-12) in a variety of ways - from classroom presentations to support with student projects via a regional database called Grouptrail. We have opportunities to engage in regional events and programs in partnership with industry and Lane CC collaboration that build student skills related to careers e.g. SLICE (regional Culinary event at Lane CC), Fire School, MedSplash (intensive health career exploration), Youth Trades Academy, and other LCC and Connected Lane County career-connected learning events, such as Hands on Career Day (LCC), Diesel Day (LCC), Sand and Gravel Day, Middle School Career Expos (CLC), job shadows (CLC), and internships (CLC). We have access to a regional program of 'Educator Externships' which supports teachers to learn about current trends and opportunities in career areas so as to better prepare their students for those careers and connect to classroom learning. All students have access to the BOLI Lane Pre-Apprenticeship Programs in Construction Trades (PACT) and Manufacturing (PAM).
PHSD currently provides career exploration through individual teacher instruction in our FFA / Agriculture courses and through a career fair day at the middle and high school. Our high school is developing a career and college counseling center that will include the use of data management systems (ie. ASPIRE, Naviance, GroupTrail) to further develop this area.
1.Develop 8th grade CTE survey for all students.
2.Develop master schedule inclusive of focal groups access to CTE Programs of study.
3.Survey students through the counseling department to ensure access is being provided.
4. Develop individual scheduling opportunities through the counseling department to work with students 1:1 on scheduling opportunities.
These systems and methods ensure equitable access by aligning the access as close as possible to the individual student. With administrator, student support advocate oversight, and student voice, PHSD will update its course handbook annually, examining any and all prerequisite courses to ensure that our procedures do not

unintentionally prohibit focal student groups from accessing CTE programming. In addition, professional development aimed at social emotional learning, data and care team development aimed at increasing collaboration and development of student learning supports will increase equitable access to CTE programs of study.

7. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

No response required.

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

Title I

3. If you answered "Other" on #2, please describe below:
4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

Other Purposes (please describe below)

5. If you answered "Other" on #4, then please describe below:

Title I funds are used to employee an endorsed reading specialist and Education Assistant support for delivery of reading intervention in our MTSS model.

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:
7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)

N/A

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

To support our district in engaging with a continuous improvement process, ODE can provide advocacy and guidance with the following information. In regard to the accountability legislation currently in the House and Senate, ODE can support PHSD's continuous improvement by informing the Governor and Legislative Assemblies that Oregon schools would be best served by a growth model rather than an identified target model for improvement. A growth model recognizes and supports schools in making measurable progress over time, regardless of starting point, and aligns more closely with equitable, data-informed strategies that encourage sustained improvement rather than punitive outcomes.

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Pleasant Hill School District will focus on strengthening literacy instruction, enhancing student engagement through SEL and attendance initiatives, increasing family and community

participation in education, and ensuring data-driven decision-making through instructional coaching and assessment tools.
Specifically, we will:
Improve literacy development K-8 by refining core instruction, aligning interventions within a Multi-Tiered System of Supports (MTSS), and ensuring cohesive literacy strategies across grade levels.
Expand social-emotional learning (SEL) and attendance efforts, recognizing their positive impact on student engagement and success.
Strengthen SPED family engagement and transition supports for students entering kindergarten, middle school, and high school.
Utilize instructional coaching and data analysis to guide professional development, inform targeted interventions, and support student achievement.
Our rationale for this approach is because engagement findings, instructional data, and our community needs assessment highlight the urgent need for a more cohesive and strategic approach to literacy instruction, intervention systems, and student well-being. The TNTP Learning Walk identified gaps in instructional alignment, rigor, and student engagement, which our proposed strategies will address.
Additionally, feedback from our SPED community emphasizes the importance of improving transition supports and family involvement. The success of attendance and SEL initiatives further demonstrates the importance of fostering a strong school culture to improve academic outcomes and student engagement.
By integrating evidence-based instructional coaching, targeted interventions, and structured professional development, we are ensuring that students receive high-quality, equitable instruction tailored to their needs.
These efforts will work towards addressing the co-developed LPGTs by improving academic achievement, increasing engagement, and reducing disparities in access and outcomes across all student groups.

Additional requirement if applying with a sponsored charter: **Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)**

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject

to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
Guarantee of assurance 1: True

2. You have taken into consideration the Quality Education Commission (QEC).
Guarantee of assurance 2: True

3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
Guarantee of assurance 3: True

4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
Guarantee of assurance 4: True

5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
Guarantee of assurance 5: True

6. Each of the SSA plans were reviewed as part of your strategic planning.
Guarantee of assurance 6: True

7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.
Guarantee of assurance 7: True

8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
Guarantee of assurance 8: True

9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
Guarantee of assurance 9: True

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
Guarantee of assurance 10: True

11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
Guarantee of assurance 11: True

12. For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data
Guarantee of assurance 12: True

13. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
Guarantee of assurance 13: True

14. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing", and their primary role and responsibilities include direct support of students and/or educators.
Guarantee of assurance 14: True

15. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.
Guarantee of assurance 15: True

16. You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.
Guarantee of assurance 16: True

Website: https://www.pleasanthill.k12.or.us/district-updates/blueprints

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