



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oak Grove School District	Ivan Chaidez, Assistant Superintendent ESD	ichaidez@ogsd.net , (408) 227-8300

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The seven counties in the bay area collectively closed schools in Spring 2020. The impact of the COVID-19 pandemic certainly has had an impact on Oak Grove and its community. Here, you will find a description of the top impacts to our district as well as a summary of our response to these areas.

Infrastructure Essential Services

Enrollment - We prepared and distributed laptops for site secretaries to process student registration. Physicals were waived until health providers are able to complete these. We want to be flexible to our families as well as avoid a backlog of data entry. There are other important tasks secretaries will be able to complete from home as well.

Technology Survey - We sent a survey out to all families to determine who does not have a device for students to use at home and/or Internet. A plan and process were enacted to ensure students had access to devices and hot spots, where needed.

Communication - We continued to send out weekly, and sometimes daily, communications to families via ParentSquare. We have a 99% rate of contact (email, cell phone, home phone). We had a number of contacts that bounced back and will be working with our site secretaries to update these bounceback points of contact.

Meal Distribution - Our CNS team has provided tens of thousands of breakfast and lunch meals to children between the ages of 1-18. Our families have been very appreciative of this service and grateful to our school district. We also coordinated with the City of San Jose to identify how we may be able to further support our adult community with their meal needs.

Paper Packets - We provided thousands of printed work packets to students. Additionally, we distributed 600 math and science packets provided by Silicon Valley Education Foundation. These packets are by grade level and provided in English and Spanish. There was also significantly more work available through the online resources provided on our website and also pushed out and accessible through parentsquare. Additionally, teachers also assigned work and activities for students to complete.

Sample Student Schedule - ESD created a sample daily schedule for parents to follow. The sample daily schedule had links that took students to content specific materials (social studies, math, science, reading, etc.).

Website - ESD and EdTech worked on simple tabs to appear on the homepage so parents can access learning resources with one click. This avoided parents having to search for the Flexible Learning Options matrix for their grade level under the resources tab.

Essential Workers (partial update, not all listed)

Custodians - We had our custodians working on a disinfectant wipe down of all hard services. (Tables, Chairs, Desks, Book cases, Etc) The Custodians worked to clean room by room and when they finished they fogged each room with our Gen Eon fog machines that provide a disinfectant fog. The fogging process took about 5 minutes per room. We made sure that our custodians were stocked with the needed and required PPE for this process. Glasses, Gloves, Masks, and proper training were all taken into account.

Maintenance - We had our maintenance team working on removing and cleaning all HVAC supply registers, Replacing HVAC filters, Checking and repairing all sinks throughout our district, Replacing and checking any and all soap dispensers throughout the district. They also worked on the emergency issues that continue to arise such as Graffiti, Broken windows, and roof leaks.

Grounds - We had our grounds teams working on site checks for any safety issues such as broken glass, broken tree branches, Etc. We had our equipment operators working to mow the fields to keep the grass from getting too tall and creating a safety issue. Other grounds work consisted of blowing off sidewalks and cleaning up any debris that had been abandoned or blown into our sites.

Finance/Payroll - Our Business services departments continued to support the ongoing business transactions for the district through the accounting, finance and payroll departments. Since all regular employees were on paid status, still had to process payroll and all needed timesheets. This included ensuring all employee contributions to their 403b are made, benefits are processed and retiree contributions for benefits are accounted for the month to ensure their continued coverage.

Childcare for Emergency Service Workers - We worked with some of our ChildCare partners to provide childcare to our emergency responders/essential workers for the city and healthcare workers. The locations where childcare was provided were at Stipe, Parkview and Del Roble. Additionally, we worked with KinderCare at Ledesma as well for the possibility of opening this offering at Ledesma as well.

Flexible Learning Options or Distance Learning

We opened the 2020-21 school year in a 100% Distance Learning model. Below are a few highlights of what students and families can expect for the 2020-21 school year:

- A Phased Return to Campus Plan that is consistent with state and local requirements, guidelines and indicators
- Increased live instruction by teachers from students' current school for Distance Learning

- New elementary and secondary schedules
- Increased the use of our Board Adopted Curriculum
- Increased Social and Emotional supports
- Increased supports for students receiving Special Education and English Language services
- Improvements to student engagement
- Improved grading systems, assessment and attendance monitoring

Instructional Model Phases for 20-21

Oak Grove School District

Phase One –
Distance Learning



Students Safely Learn Away
from School

Phase Two –
Hybrid/Distance
Learning



Students Safely Learn In School
and Away from School

Phase Three –
In-Person Learning



Students Safely Learn In
School

Phased Return to Campus Plan

In response to surging numbers of COVID-19 cases across California, the Governor issued new orders on July 17 requiring all school districts in counties on the state's County Monitoring List to begin their school year with a Distance Learning model. Santa Clara County is one of the 30+ counties on that list and OGSD's decision is consistent with the Governor's order.

Once OGSD is able to come off and remain off the County Monitoring List, we can consider moving into a phased return to campus. The district, in partnership with a task force of diverse stakeholders, has created options when allowable for in-person learning. With school having started on August 12, we now shift all of our focus to preparing our students to succeed in this new Distance Learning model.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

We began with creating a COVID-19 Response page on our website with information in English, Spanish and Vietnamese in March of 2020 when the Shelter in Place first began. We updated it with information on our first Distance Learning Plan and then with our Summer Learning Resources. For the new school year, we also created a Distance Learning Resource Page for families again with information on our Distance Learning Plan, Frequently Asked Questions, SB 98 information and much more in three languages.

From March 2020, Parents, staff and the community received weekly communication, at minimum, through our district website and via our social media outlets. The District and school sites also send out information in families preferred language via ParentSquare and their email accounts. Our ParentSquare communication tool allows us to have two communications in over 200 languages. Parents can reply or comment on the posted information in their preferred language.

The district sent out a stakeholder survey in April 2020 in English, Spanish and Vietnamese to Teachers, Staff and Parents/Community; we had over 4000 responses. The survey asked for their feedback on how to return to school, what resources and training they needed, how comfortable they were with online versus in person learning, etc. That feedback was then given and used by our stakeholder taskforce to guide their planning and preparation.

A district task force of 85 stakeholders which included teachers, staff, parents, and community members convened in June 2020 to to plan and implement key actions for the opening of the 2020-21 school year based on the results of the stakeholder survey and feedback from public meetings. The task force operated under the following guidelines:

- Safety and well-being of students and staff are the priority
- We will follow the necessary state and county guidelines
- We will have a clear focus on ensuring an inclusive learning environment
- The input and feedback from staff, students and parents is key to transparency in our plan
- We will provide regular communication to our stakeholders

A timeline for the district task force was as follows:

May 28-June 5 - Determine In Scope, Develop Action Teams

May 21- Open Survey Window for Parents, Teachers/Staff and Students

June 1-26 Adjust Scope based on Survey Feedback & CDE/SCCOE Guidelines and 20/21 Action Team Planning

June 11, 18, 25 - Reopening School Task Force Meeting 3:30-5pm

June 8 - Update in Exec. Team of each Action Team

June 18 - Update to the Board

June 25 - Recommendations complete

Aug 5 - Opening School Plan shared with Community, Staff and Families

Sept 10 - Board Meeting to present Learning Continuity and Attendance Plan (LCP) and Public Hearing for community feedback on LCP

Sept 24 - Board Meeting to Vote on LCP Approval

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholders had the option to attend our public Board meetings via a Zoom link and provide public comment, via Youtube to watch live without comment and also view the recordings on our Youtube channel. All minutes of the meeting are posted on our website. After our meetings, messages about decisions were sent to our stakeholders via email, district website and via ParentSquare.

[A summary of the feedback provided by specific stakeholder groups.]

The feedback from our Stakeholder survey found that teachers and staff were concerned about returning to in person instruction. They wanted to make sure that health and wellness along with safety for all was a top priority. They wanted to have more accountability for students with regard to attendance and participation. The feedback from the community and families was that they wanted a return to in person instruction only when it was safe. The top concerns were for students to have a daily schedule, accountability and access to mental

health supports. The data from the survey was shared with the Stakeholder Task Force who then met in sub groups: Health and Wellness, School and District Operations, and Teaching and Learning. These sub groups met and created a recommendation for the Superintendent and the School Board. They focused on two plans: 100% Distance Learning and a Hybrid Model. Health and Wellness and School and District Operations were focused on the Hybrid model and decision around what to do when students and staff return. Teaching and Learning worked on two plans for instruction based on the survey feedback. After the task force presented their recommendations, we conducted another survey, the purpose was to identify if our stakeholders felt the task force met its purpose, objectives, and if they all felt part of the process.

Here are the questions and the results:

97% of survey respondents felt they helped plan, inform and gave guidance as part of the purpose and process.

100% said the objectives for safety and wellbeing were met.

97% agreed that the task force focused on ensuring an inclusive environment for all students.

92% said the input and survey feedback from the community, students, parents, teachers, and staff were embedded in our recommendation.

100% said the task force followed all necessary state and county guidelines.

98% of stakeholders support the recommendations of the task force action teams.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder feedback indicated that we had a need for parent training on technology, consistency in platforms that we use by grade level, clarity and consistency, choice to stay home, flexibility by subgroup for scheduling, and 1 to 1 technology. Stakeholder feedback and task force feedback was that if we returned to in person we would do so only for TK-6 in a hybrid model with stable cohorts and with some additional groups of students coming in who need extra support. This feedback was all taken into consideration when developing our plans for the start of the 2020-21 school year. Our plan includes robust offerings for parent training and teachers will use consistent district platforms such as Google Classroom and Parent Square in every grade level. Additionally, our return to school plan included details on distribution of chromebooks so that we have 1:1 technology for every student. Middle school would remain on Distance Learning until a full 100% return to in-person instruction is allowed by state and county guidelines.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Health and Safety

Equipment Availability: The District will have sufficient protective equipment to comply with federal, state, and local public health guidance for students and staff appropriate for OGEA unit members. The District agrees to have a plan to ensure the ongoing support of protective equipment and to purchase thermometers or other devices for symptom screenings. The District will closely monitor mask inventories to ensure proper inventories are maintained.

Availability of Disinfecting Supplies: The District will supply school-appropriate disinfecting supplies to continuously disinfect the school site in accordance with federal, state, and local public health guidance. The District will also provide hand sanitizer, soap, and paper towels for each classroom or workspace in which an OGEA unit member works.

COVID-19 Resources: The District will add to its COVID-19 webpage information about free local COVID-19 testing for employees and families and provide updates to that information as it becomes available. In addition, the District will add the Santa Clara County Public Health Department (SCCPHD) guidelines on COVID-19 to the webpage and update the webpage as new or updated guidelines become available. Reminders will be sent at least monthly to employees about this resource.

Absence of HVAC System: In the event the HVAC system in a unit members room stops working, at the unit member's request they will be moved to an alternate classroom if available at their school site or authorized to work from home during the repair.

Limits on Visitors: Schools shall be closed to non-essential visitors. Essential visitors will be screened for COVID-19 symptoms prior to coming on campus consistent with SCCPHD guidelines.

Hand Hygiene Upon Entering: Students, employees, and essential visitors will wash their hands or use hand sanitizer upon entering a District site and upon entering the classroom. Hand sanitizer will be provided for use at the designated entry point to each District site.

Monitoring for Symptoms: Employees and students will be monitored throughout the day for signs of illness consistent with state and county health guidelines. Bus drivers will monitor temperatures of all students upon boarding.

Excluding Persons with Symptoms: Any student, parent, caregiver, visitor, or employee showing symptoms of COVID-19 will be sent out of the classroom, sent home and directed to follow the SCCPHD stay-at-home protocol. Students will wait in a designated isolation room at the site until their parent or guardian arrives to take them home. Employees will ensure that they have at least one-day emergency substitute plans available in the event of illness.

Guidelines for Staying Home When Sick: Unit members will be directed to stay home if they have signs or symptoms of illness including fever or chills, cough, shortness of breath, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea. Employees and students shall also stay home if they have been told to quarantine or isolate due to COVID-19 precautions.

Guidelines for Return to School after Being Sick: The Parties agree that if an employee is sick they must stay home and follow the SCCPHD guidelines before returning to work.

Hand Hygiene During Class: In accordance with CDPH and Cal/OSHA guidance and in consultation with local public health officials, the District will provide opportunities for students and employees to meet hand hygiene frequency guidance. The District will ensure that employees have sufficient access to hand washing and sanitizer. The District will ensure hand sanitizer is available at or near all workstations.

Hand Hygiene and PPE Instruction: The District will provide written instruction and signage posted in visible places at designated entrance points to each work site and near sinks on proper hand washing techniques and PPE use. Educational resources will be made available for staff, students, and families on the proper use of face coverings.

Face Coverings: All employees, students, parents/guardians and visitors shall wear a face covering, as defined, unless they present medical documentation that wearing the mask is unsafe for the individual. Face coverings may not be required for children under age two or for students with a medical apparatus which prevents or obstructs the use of the face mask. A “face covering” means a covering made of cloth, fabric, or other soft or permeable material, without holes, that covers only the nose and mouth and surrounding areas of the lower face. The District shall provide cloth and/or disposable face coverings/masks to employees and students who do not have one. The District will provide reasonable accommodations to unit members who are unable to wear a face covering for medical reasons. The District will provide each classroom with extra face masks to replace those that are damaged, lost, or destroyed during the day. The supply of masks will be replenished by the District upon request.

Face Shields: Per SCCPHD guidelines, face shields are not recommended as a replacement for face coverings given concerns over their ability to minimize droplet spread to others. Teachers may consider using face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations: during phonological instruction to enable students to see the teachers mouth and in settings where a cloth face covering poses a barrier to communicating with a student who is hearing impaired or a student with a disability.

N95 Masks: The District will make N95 masks available to the District nurses and reissue the masks as necessary to follow appropriate health guidelines.

Accommodations: The District will provide N95 masks if the District determines that such masks are a reasonable accommodation for an employee who provides medical verification of a need for such accommodation.

Physical Distancing: Physical distancing will be practiced at all District work locations requiring individuals to maintain at least 6 feet from other people at all times. The District will also implement the following safety mitigation measures and physical distancing practices including: a.) Limiting the numbers of people in all campus spaces to the numbers that can be reasonably accommodated while maintaining a minimum of 6 feet distance between individuals. The District shall calculate the maximum capacity of all workspaces maintaining the minimum 6 feet distance capacity; b.) If necessary, schools will utilize other campus spaces for instructional activities (e.g., gyms, auditoriums, cafeterias); c.) Classrooms shall be reconfigured to encourage physical distancing and to ensure that physical distancing is maintained; d.) Utilization of outdoor space for instructional purposes whenever possible and when weather is permitting; e.) Cancellation of in person field trips; f.) Avoiding congregation of employees in work environments, break rooms, staff rooms, and bathrooms. g) Postage costs to mail home payroll and AP warrants to employees and vendors to reduce physical contact on sites and at the district office.

Disinfecting School Sites Prior to Reopening: Prior to reopening, all school sites will be deep cleaned and disinfected.

Signage: Handwashing, social distancing and other various signs and stands will be provided for all school sites to maintain social distancing and other safety guidelines.

Regular Disinfection While School is Open: To ensure proper disinfection, the Parties agree to the following: a.) The District shall ensure that all District classrooms, restrooms, and workspaces are cleaned and disinfected daily; b.) Unit members will have access to supplies to disinfect their work surfaces between uses, such as desks, tables, chairs, seats, keyboards, phones, headsets, copy machines, and other equipment; c.) Unit members will have access to supplies to disinfect high touch surfaces daily such as door handles, handrails, sink handles, toys, games, and instructional materials; d.) Unit members shall not be responsible for custodial work.

Desk/Table Shields: Protective desk/table shields are provided to staff for those instances where face masks may hinder the interaction with a parent, student or other staff members. Desk/Table shields allow a visual interaction between both parties to allow for improved interactions when necessary.

Disinfectant Spraying Machines: Machines and needed disinfectants will be available at every site to support the daily disinfection of every room in the facility.

Postage: In order to support social distancing, all staff paychecks will be mailed through the post office to avoid staff physically coming into the buildings.

Warehouse: The warehouse staff will support our students and sites in the distribution of any needed materials such as Chrome books, cleaning materials, student work packets, as well as any other materials needed to maintain the safety of all students and staff. Their support in distribution will eliminate staff physically coming on site at the district office to collect materials.

Custodians: New procedures to protect staff and students from possible infection will require custodial staff to perform thorough procedures to clean and disinfect individual rooms in each of our schools and facilities.

Bus Drivers: Following the guidelines for social distancing will require more bus drivers and more bus routes to transport the same amount of students. Bus drivers will also have to implement cleaning procedures in between routes for preventative measures as well as temperature checks for all students boarding the buses.

Health Clerks: Extra training, procedures and equipment will be needed for the evaluation and response to possible COVID cases. A transition to in-person instruction will be greatly dependent on the school health clerks, as they will be the first point of contact when students display symptoms and will need to be isolated on campus. Their role in calling parents in these situations will be essential.

Nurses: The District Nurses have been in constant communication with the County Health Department and the County Office of Education. Nurses have created protocols, provided training to a variety of staff and participated in safety focused committees to create the safest environments possible. As with the school health clerks, a return to in-person instruction will greatly depend on their knowledge and support of student learning to ensure that students at school are symptom-free and the parents and community are aware of current health procedures and guidelines.

Teaching and Learning

When we receive the guidance from the County Health Department, our preferred in-person instructional offering for Elementary School will be a Hybrid Model: 2-1-2 (Group A on campus Mon/Tue; Wednesday all off campus; Group B on campus Th/Fri). When students are not on campus, they will participate in asynchronous learning. For middle school, our plan will be to return to in-person instruction when we can do that for 100% of the students. Because of concerns regarding the multiple periods, larger numbers of students at the middle school and without several large areas to accommodate big groups of students, we find that social distancing safely, even in a hybrid model, would not be feasible.

For Special Education, the recommendation is:

- Elementary SDC classes resume 5 days a week on a reduced schedule (need to consider CNS and transportation).
- Preschool SDC recommendation is to resume the same days as scheduled - shortened schedule as well (3 students at ai.e. 2 day vs. 3 day but on a time - 45 minutes)
- Jr. High SDC recommendation is to have 4 days a week (M/Tu/Th/Fri) full days with distance learning on Wednesdays like the general education students (cleaning day). This is assuming that no general education students are attending on Wednesday - i.e. mirror general ed model.
- ALL SDC students should still get their services at school (i.e. Speech/OT/ABA/APE/etc.)
- RSP Recommendation - Elementary RSP - Push in service model (M/W - group A, Th/Fri - group B). No groups on Wednesday when students are not there. Wednesday should be a planning day. IEP's need to be changed to reflect this. Jr. High RSP students should follow the same schedule as their general ed peers (i.e. M/Tu - group A, Wed - Planning day, Th/Fri - group B)
- OT/Speech/APE Recommendation - APE should be pulled outside, Speech and OT should pull students out when they are on campus. Give all of our service providers the option to service students virtually on a case by case basis.
- OVERALL RECOMMENDATION - All students with IEP's should be looked at on a case by case basis.

When the County Health Department gives districts in Santa Clara County the guidance to consider in-person instruction, OGSD will look to prioritize student groups who experienced the biggest loss during physical school closure and distance learning. We'll use summative and

formative assessment to determine students with the greatest need. However, we will look closely at our special education, English learners, Foster Youth and Homeless students' needs with a critical lens.

We plan to have staff support extended day interventions in the afternoon to provide small group instructional support. We will look at providing tier 2 and 3 small group instruction using vetted supplemental resources such as Ready curriculum, extended guided reading, Sonda Systems, Read 180 and System 44, FEV Tutor and other effective interventional supports to close the learning gap for students. Additionally, through regular collaboration and data analysis amongst teachers, site instructional coaches and site administrators, student data will be looked at for patterns, gaps and instructional opportunities in the classroom.

We will continue to administer required assessments to our students with disabilities and English language learners. Initial and Summative ELPAC assessments will be given within required state timelines, and students with IEPs will receive initial and triennial assessments per their educational plans.

State testing for students in grades 5-8 will be pending per the guidance of the California Department of Education.

Locally, Oak Grove will administer three diagnostic assessments to all students throughout the year in September, December and May. Reading and Math will be assessed in these diagnostic windows via iReady. Results will be analyzed to target additional supports and instruction for students based on data. iReady professional development for teachers and families will be available to support the online diagnostic assessments and online reading and math lessons that will be available to students as a critical data and supplemental support during distance learning. Transitional kindergarten and kindergarten students will also be assessed using ESGI for early literacy and math skills.

Classroom teachers will continue to formatively assess students based on classroom tests, check-ins, quizzes and other available measuring tools via our core curriculum. As mentioned above, teachers will have professional duties hours to collaborate with colleagues, review formative data and make plans for addressing student needs via intervention or classroom instruction. Teachers will communicate data, learning goals and progress with parents and families via goal setting conference, report cards and regular email or Parent Square communication.

Teachers will have access to vetted online platforms to assist with creating formative assessment during distance teaching and learning such as: NearPod, Screencastify, Adobe Acrobat, Google Classroom via G Suite Enterprise, ESGI, Rosetta Stone, etc. The online availability and interactive nature of these programs will increase engagement, will support in planning and will aid in collecting critical data on student progress as they are learning from home.

In response to the training and technology support needed to support distance learning, our Educational Technology coaches and Informational Technology department have worked together with sites to distribute chromebooks, laptops and hotspots to students and staff. Our Educational Technology coaches have also prioritized efforts to provide essential training and available office hours to support moving our teaching and learning community 100% online. Their support will continue to be crucial if we transition to in-person learning. As the plan will be to start in-person learning in a hybrid format, the support of the Educational Technology coaches will continue to be essential as teachers and parents straddle remote and in-person learning formats.

Additionally, regular communication has been provided to our students, teachers and parents via Parent Square and Student Square as a valuable tool to relay information regarding Oak Grove’s plans regarding distance learning. IT’s been a critical tool to keep the system informed on details and follow-up regarding distance learning.

All OGSD teachers and instructional assistants have accounts to NearPod and a large library of lessons to support students with socioemotional learning and needs. Additionally, NearPod provides digital citizenship lessons for teachers to use to guide students towards kind, safe and caring practices online.

For students participating in Virtual Learning Academy to fit their distance learning needs, additional Edmentum licences have been purchased to meet the growing interest of our community in this program. With a plan to go back to in-person instruction, we anticipate a desire for many families to continue to want to keep their children at home for virtual learning.

All school sites have access to social-emotional support services via social work interns, counselors or School-Linked Services. Teletherapy is also available for students who need guidance and help through struggles both academically and emotionally.

As mentioned above, partnerships with learning platforms to help students and families with extended learning will be provided. During our 2020 Summer STEAM program, students were offered over 1000 hours of online tutoring with FEV Tutoring. The data and student feedback from this intervention was very positive, and we look to plans for expanding this intervention.

Our district community liaisons have also been instrumental in connecting with families in need of additional support. Based on connections and outreach, our liaisons have linked families with supports provided in the district and out in the community. Additionally, our Educational Services division has regularly reached out to our Homeless and Foster Youth students to check-in on needs and thus connecting them to valuable resources.

During these unprecedented times our Essential Workers may be struggling to balance work responsibilities and care for their school age children at home. The closure of our district schools and childcare programs has greatly impacted our local community. A survey was sent to families currently enrolled in OGSD Before and After School Education (BASE) programs on 5/3. Based on this feedback, in partnership with the Santa Clara County Office of Education and in consultation with the Santa Clara County Public Health Department, we made plans to re-open BASE childcare programs at 5 school sites to serve our community’s Essential Workers. We advertised for the availability of this program on our website, Facebook, Twitter, and ParentSquare. Our BASE program provides nutritious meals in collaboration with Child Nutrition Services (CNS) as well as academic support and other activities while adhering to current health orders and social distancing guidelines. Students also had access to Chromebooks to support and engage in Distance Learning Program.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Provide desk and table shields to support in-person safety	\$70,000	N
Provide Personal Protective Equipment (PPE) to district staff to support in-person safety	\$100,000	N
Provide misters and other sanitizing equipment for classrooms and school buildings	\$125,000	N

Postage for mailing home payroll checks to employees (March-June 2020)	\$3,000	N
Warehouse and Child Nutritional Services salary and benefits (July-December 2020)	\$206,980	N
Bus Drivers salary and benefits (July-December 2020)	\$1,029,185	N
Custodial Staff salary and benefits (July-December 2020)	\$1,365,041	N
Health Clerks salary and benefits (July-December 2020)	\$281,276	N
Nurses salary and benefits (July-December 2020)	\$105,876	N
Educational Technology coaching, training and online program support	\$53,977	N
Childcare for essential workers	\$568,894	N
Additional Edmentum licenses to support Virtual Learning Academy	\$150,000	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

TK/K Sample 1						(S) = Synchronous/Live (A) = Asynchronous	Students	Teacher
8:00-8:15	Attendance, Welcome, Good Morning Song, Alphabet Song						15 min (S)	15 min (S)
8:15-8:30	Read Aloud						15 min (S)	15 min (S)
8:30-8:50	CKLA whole group lesson Phonological Awareness Lesson						10 min (S) 10 min (S)	10 min (S) 10 min (S)
8:50-9:00	Recess/Stretch break						10 min	10 min
9:00-9:15	Whole group back together, sing chant, give students independent work (SEAL instruction in video format to watch, coloring/cutting art project to build fine motor skills, Journal Writing, practicing writing letters in sandbox etc.)						15 min (S)	15 min (S)
9:15-11:05	Time	Group 1	Group 2	Group 3	Group 4	Each small group gets 25 min Synchronous or 75 min Asynchronous (Teacher is teaching 100 Synchronous min during this block, students receive 25 min. each)		
	9:15-9:40	Teacher (S)	SEAL (A)	Math (A)	Writing (A)			
	9:40-10:05	Writing (A)	Teacher (S)	SEAL (A)	Math (A)			
	10:05-10:15	Break for 10 min.						
	10:15-10:40	Math (A)	Writing (A)	Teacher (S)	SEAL (A)			
	10:40-11:05	SEAL (A)	Math (A)	Writing (A)	Teacher (S)			
11:05-11:15	Recess/Stretch break						10 min	10 min
11:15-11:30	Social Emotional Lesson and Dismissal (SEAL UNITS have lessons as well as Nearpod)						15 min (S)	15 min (S)

Total: 180 instructional minutes

Oak Grove School District strictly adheres to SB 98 to ensure students are meeting the required instructional minutes for their grade level. Since we are on the state's watch list, we are currently required to engage in full distance learning.

Transitional Kindergarten and Kindergarten students receive 180 minutes of instruction per day; Grades 1-3 receive 230 minutes of instruction per day; and grades 4-8 receive 240 minutes of instruction per day. The school day for all grade levels occurs between 8:00-12:30.

Instruction is a combination of synchronous and asynchronous learning. Wednesdays, students engage in a live check in with their teacher and the remainder of the instructional minutes are met with asynchronous activities planned by the teacher.

The district has provided sample schedules for each grade level to ensure teacher flexibility to meet student needs. Our 3 Intermediate Schools participate in a block schedule. All teachers submit their daily

schedules to the principal to verify that required student instructional minutes are met. Teachers have the flexibility to pull student academic or social-emotional support groups beyond the instructional day.

1-3 Grade Sample Schedule		(S)=Synchronous/Live, (A)=Asynchronous	Students	Teacher
8:00-8:15	Attendance, Social-Emotional Learning Check-in		15 min (S)	15 min (S)
8:15-8:35	Read Aloud		20 min (S)	20 min (S)
8:35-9:20	Math Intro Independent work-students work on math lesson, teacher may pull groups Closure		15 min (S) 25 min (A) 5 min (S)	15 min (S) 25 min (S) or (A) 5 min (S)
9:20-9:35	Recess/Stretch break		15 min	15 min
9:35-10:45	ELA Intro Independent work-students work on ELA lesson, teacher may pull groups, possibly for Designated ELD Closure		15 min (S) 45 min (A) 10 min (S)	15 min (S) 45 min (S) or (A) 10 min (S)
10:45-11:00	Recess/Stretch break		15 min	15 min
11:00-11:30	Social Studies or Science Unit Intro Group work time-students work in groups in break out rooms, teacher "circulates" the room, asking and answering questions Closure		5 min (S) 20 min (S) 5 min (S)	5 min (S) 20 min (S) 5 min (S)
11:30-11:40	Recess/Stretch break		10 min	10 min
11:40-12:15	Writing / Small Group Work		10 min (S) 25 min (A)	10 min (S) 25 min (S)
12:15-12:30	Social-emotional check in, explain future assignments		15 min (S)	15 min (S)

Total: 230 instructional minutes

4-6 Grade Sample Schedule		(S)=Synchronous/Live, (A)=Asynchronous	Students	Teacher
8:00-8:15	Attendance, Social-Emotional Learning Check-in		15 min (S)	15 min (S)
8:15-8:35	Read Aloud		20 min (S)	20 min (S)
8:35-9:20	Math Intro Independent work-students work on math lesson, teacher possibly pulls groups Closure		15 min (S) 25 min (A) 5 min (S)	15 min (S) 25 min (S) or (A) 5 min (S)
9:20-9:30	Recess/Stretch break		10 min	10 min
9:30-10:40	ELA Intro Independent work-students work on ELA lesson, teacher possibly pulls groups, possibly for Designated ELD Closure		15 min (S) 45 min (A) 10 min (S)	15 min (S) 45 min (S) or (A) 10 min (S)
10:40-10:50	Recess/Stretch break		10 min	10 min
10:50-11:35	Social Studies Intro Group work time-students work in groups in break out rooms, teacher "circulates" the room, asking and answering questions Closure		10 min (S) 30 min (S) 5 min (S)	10 min (S) 30 min (S) 5 min (S)
11:35-11:45	Recess/Stretch break		10 min	10 min
11:45-12:15	Science Intro Group work time-students work in groups in break out rooms, teacher "circulates" the room Closure		5 min (S) 20 min (S) 5 min (S)	5 min (S) 20 min (S) 5 min (S)
12:15-12:30	Social-emotional check in, explain future assignments		15 min (S)	15 min (S)

Total: 240 instructional minutes

All

SCHEDULE Intermediate Distance Learning

Block Schedule (80 minute periods)

Monday	Periods 1, 3, 5
Tuesday	Periods 2, 4, 6
Wednesday	Periods 1-6 (Live Interaction check in & attendance during Period 1; teachers assign asynchronous tasks worth 35 minutes to each of their periods)
Thursday	Periods 1, 3, 5
Friday	Periods 2, 4, 6

8:00-9:20	Period 1,2 (80 minutes)
9:20-9:35	Break (15 minutes)
9:35-10:55	Period 3,4 (80 minutes)
10:55-11:10	Break (15 minutes)
11:10-12:30	Period 5,6 (80 minutes)

Students have been given the opportunity to borrow a district chromebook, so students are 1:1.

Our district standard method to deliver instruction is through Google Classroom. Teachers have the option to utilize other methods, such as Youtube, Screencastify, Seesaw, etc. Students will use district, board adopted core curriculum in ELA, Math, Science, and Social Studies.

iReady online lessons and diagnostic assessment will be an invaluable tool to support students with online lessons in reading and math that will be provided at their level, as determined by the diagnostic.

While some of the curriculum is available digitally, sites will also coordinate materials pick up days where teachers will hand out consumable materials and novels, for example, so all students have access to the core curriculum.

Additionally, our support staff has worked to restructure their support of learning in this virtual model of instruction. Our library clerks have collaborated with our site teachers to provide online library and literacy resources to supplement classroom instruction. Laptops have been issued to all staff members requiring a device to complete duties at home during distance learning.

We will begin our first online diagnostic assessment in mid August via iReady. This assessment has always been online, but implementing this assessment in a distance learning model will require much training and professional development for teachers and families. iReady Family Webinars will be scheduled weekly during the first month of the year with the objective of sharing tips for parents on how to support their child in taking online assessments at home. Teachers will also continue to formatively assess students daily and at the end of units in a variety of ways.

Aside from using all of our district core curriculum, we have also purchased Nearpod, Screencastify, G Suite Enterprise (to amplify our Google Apps for Education for teachers and students) and Adobe Acrobat to support our teachers and students in this distance learning environment. Nearpod is a fantastic engagement tool that includes ready-made lessons to support student learning. Screencastify allows teachers the ability to record videos for students, and Adobe Acrobat allows teachers to utilize editing and digital signature tools for pdf as they teach remotely.

At 14 of 16 sites across the district, teachers in TK - 3rd classrooms use the Sobrato Early Academic Language (SEAL) Model to teach using thematic units based on content standards. The SEAL Model enacts the CA ELA/ELD Framework to support academic language acquisition through and for content area learning primarily in Science and History/Social Studies. Many of the SEAL strategies are also incorporated into other content areas as well. The strategies include opportunities for several types of formative assessments for receptive and expressive language; that then informs the planning of integrated and designated ELD. Additionally, we support our Newcomers with access to Rosetta Stone and additional support through our Instructional Assistants. Nearpod EL is another online resource soon available to support all English Language Learners in our district.

In response to the training and technology support needed to support distance learning, our Educational Technology coaches and Informational Technology department have worked together with sites to distribute chromebooks, laptops and hotspots to students and staff. Our Educational Technology coaches have also prioritized efforts to provide essential training and available office hours to support moving our teaching and learning community 100% online.

Most communication is provided in English, Spanish, and Vietnamese. Our parent communication application, Parent Square, provides the ability to translate communication in about 100 different languages. Additionally, we have a team of district interpreters that support district meetings such as conferences, Student Support Team Meetings, and IEPs. We also partner with outside agencies to provide interpreter/translation services when we can not provide someone in our district.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

District wide distribution of Chromebooks and hot spots for students took place on April 7 through April 10 at four separate school sites. A total of 1898 Chromebooks and 51 hotspots were distributed at that point in time. In early August in preparation for the 2020-21 school year, individual sites distributed Chromebooks on their individual sites.

District chose to provide a Chromebook to all students. The distribution would take place at their schools which will be coordinated by the school administrators on August 3 through August 11. The principals and their select staff were trained on how to check out Chromebooks. They then communicated to their school communities dates to stop by and pick up a Chromebook for their students. To date, the principals have deployed 7,493 Chromebooks and continue to deploy more to include every student.

District chose to provide Internet Hotspots to families in need. The hotspots were provided by San Jose Public Library as part of the City of San Jose SJ Access initiative. We distributed close to 700 units to schools to distribute to their families in need of internet access.

Schools scheduled a pick up date with their communities and students came in with parents to pick up their devices.

The district had already invested heavily on Student Chromebooks, but we were short by about 1,514 units which we placed the order for in August with expected delivery in November or December.

We acquired 500 AT&T internet hotspots which we are planning on returning since we received 715 units from SJ Access initiative.

The IT department has contracted a 3rd party service provider to help with technical support issues. The district has created a parent resource site with many resources to support access to digital tools. The EdTech team is also available to have group or one on one support sessions with parents that may be struggling. District Community Liaisons and other bilingual staff can provide language support for non English speaking families.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

At the conclusion of the 19-20 school year, the district convened a task force with over 85 stakeholders, including district staff, teachers, and parents. This team met to provide recommendations to the district on a variety of topics, among them, Teaching and Learning.

The district took the recommendations from these stakeholders as well as followed guidance from SB 98 to determine its plan for the reopening of schools in August 2020.

While we adhere to the daily required number of minutes as specified in SB 98 (TK/K = 180 minutes, 1-3 = 230 minutes, and 4-8 = 240 minutes), we have also worked in collaboration with the Oak Grove Educators' Association to set parameters for the percentage of synchronous minutes that a teacher must be teaching.

Teachers are required to offer a combination of synchronous and asynchronous instruction. At least 45% of a TK/Kindergarten teacher's instruction must be synchronous; at least 55% of a first-third grade teacher's instruction must be synchronous, and at least 60% of a fourth-eighth grade teacher's instruction must be synchronous. Wednesdays serve as a brief live check-in followed by asynchronous instruction for the remainder of the day. Teachers shall submit their proposed daily schedule indicating synchronous and asynchronous instruction to their site administrator. Synchronous instruction is inclusive of whole class instruction, small group instruction, and intervention. Teachers are also responsible for certifying instructional time based on the time value of assignments as determined by the employee using a process for certification.

The district has multiple ways to verify student engagement in instruction including use of Google Classroom, Infinite Campus for attendance records, and student submission of work. Teachers utilize Google Classroom as their primary learning management system to monitor engagement, work completion, and participation.

Through the assessment process and by working with students in small groups, teachers can monitor approximate time it takes students to complete specific tasks and adjust those tasks accordingly.

To implement a meaningful and consistent assessment process, teachers will administer District-required assessments via iReady and ESGI for kindergarten, as well as administer interventions to students as necessary. Teachers will continue to use formative and progress monitoring assessments throughout their lessons and will provide actionable information about student's learning status relative to the desired lesson goal. Teachers will use data from assessments to adjust their instruction and ensure student progress towards learning goals. Teachers will clearly establish learning goals and will explicitly communicate these goals to students. Teachers will also communicate progress to parents through the typical grading progress; in grades TK-6, teachers will hold goal setting conferences in late Fall, and students will receive report cards in January and June. In the 7th and 8th grades, students will receive grades 6 times a year. Teachers can communicate with all parents through our communication tool, ParentSquare.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support

Professional Development to Enhance Instruction

All certificated teachers shall participate in professional development, including one hour of site-directed professional development and three hours monthly of professional development that is selected and self-paced by the teacher. In the event of a shortened month, the hours of teacher selected and self-paced professional development will be reduced for that month.

A distance learning professional development website was created for certificated staff for three one hour self directed sessions with a variety of resources to support the use and implementation of Google Classroom, Google Slides, Google Meet, Screencastify, and Parent Square. Teachers may also seek outside professional development opportunities (such as those offered by NEA, CTA, CDE, SCCOE, etc.) Any cost for such professional development will need to be approved by a supervisor.

Additional professional development was provided as we transitioned from School Loop grade book to the Infinite Campus grade book. Our district also purchased and received training in Nearpod to support virtual instruction, social-emotional lessons, digital citizenship lessons and resources to support English language learners, including newcomers.

All teachers will, to the extent deemed necessary by the teacher in consultation with their site principal, complete the District-provided self-paced online professional development related to the use of Google Classroom and certify completion to their principal prior to the first day of school for students for the 2020-2021 school year.

During the pre-service days and throughout the school year, the District will offer professional development on delivering instruction in a distance learning environment. Teachers also have ongoing access to sign up for individualized technology support through available office hours with our district Educational Technology coaches--made available through the website mentioned above. Staff also continues to

communicate through email and Helpdesk tickets to resolve any technical issues that may arise.

Additionally, to support virtual implementation of the iReady diagnostic during window 1, weekly training and professional development support will be available to teachers and families through Family Webinars and teacher drop-in office hours with iReady staff.

Professional development regarding safety and health protocols

At Oak Grove School District, all employees are leaders, lifelong learners, and role models for all students. During the Shelter in Place while employees worked from home, one of our main goals was to keep workers healthy and safe, and to provide workers the tools necessary to stay connected. One of the ways we were able to meet this goal was to provide employees with Health & Wellness information via email. Some examples of flyers & webinars sent via email were:

Magellan Ascend Counseling (Employee Assistance Program), Magellan, Mind Your Mental Health-April is Stress Awareness Month, Keenan, short videos

Keenan Microlearning Series: Working Remotely, Think Ergonomics, Tips on Remembering to Adjust Homework Stations and Be Comfortable, Setting Up Your Laptop in Your Home Office. In addition, OGSD provided virtual ergonomic evaluations for employees who were experiencing discomfort while working from home on their laptops and/or computers.

Kaiser Permanente: *Managing Stress & Anxiety through the Pandemic and Beyond, Help your Employees Stay Active from Anywhere, Planning for the Next Normal At Schools, and several other informational flyers and webinars provided.*

In addition to keeping our employees informed on healthy and safe practices while at home, OGSD also provided professional development trainings through Keenan SafeSchools. Examples of the PD offered: *Common Illness Prevention, COVID-19 Corona Virus Awareness, COVID-19 Disinfecting the Workplace, Conflict Management: Managing the Angry Parent, Conflict, and Managing Student-to- Student.*

As part of our ongoing commitment to our students, OGSD will continue to provide our employees with the necessary tools to be successful in the classroom and in their positions. Therefore, we will continue to provide all employees with Health & Wellness information (flyers, webinars, etc.) and continued professional development opportunities.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Substitute Teacher Training

To prepare and retain substitute teachers to teach via distance learning, our Edtech Team, Educational Services Department and the Human Resources Department coordinated the shadowing of credentialed teachers and then the follow up training for over twenty-five (25) substitute teachers. These substitute teachers will begin shadowing with teachers in various grade levels. The start date for shadowing is August 27, 2020. After our substitutes complete a day of shadowing, they will receive an oakgrovesd.net account and take the self-paced Google training that our EdTech team has put on our website. They may then schedule individual appointments to gain more clarity on how to utilize OGSD's digital platforms.

Leadership

During our Leadership Advance, all leadership received training on preparing for the reopening of schools and received valuable information with a Safe@Work Playbook presentation offered by Human Resources. Topics reviewed with leadership include: *Face Covering Guidelines & Requirements for Students and Staff; Self-Screening Practices; Staying Home When Ill (Isolate/Quarantine); Physical Distancing Guidelines; Best Ways to Stop COVID-19 from Spreading; Cleaning & Disinfecting; Required COVID-19 Trainings*. The Leadership was offered information on *When Employees Are Unable to Return to Work-FFCRA Leave Options*. With this knowledge, our leaders were better equipped to reopen our schools and welcome staff and the community.

Instructional Assistants

With the reopening of schools, some of our instructional assistants transitioned to supporting their teachers via distance learning working remotely from home while some instructional assistants supported their teachers via distance learning in the classroom. Instructional assistants were provided chromebooks to help support their teachers and students working in small groups. Although many of our instructional assistants faced technological challenges in navigating their way, our Technology Department (Help-Desk) was very instrumental in supporting our employees with immediate attention and guidance. Lastly, our EdTech team provided the following resource and training website for all district platforms:

<https://sites.google.com/oakgrovesd.net/distancelearning/home?authuser=0>.

These platforms offered all workers the training and tools needed to help support their teachers and students via distance learning. This support enabled the continuity of important educational hours.

Opportunity for Remote Work

On August 3, 2020, the Oak Grove School District opened its doors to the public and staff returned with a soft reopening. Hours of operation until further notice are 9:00 a.m.-1:00 p.m. daily. All District Office administrative support staff were offered the opportunity to work remotely from home and select a work schedule of **A Schedule (Mon-Weds-Fri)** or a **B Schedule (Tues & Thurs)**. On the days selected by the employee in collaboration with his or her supervisor, workers may only come to office on the days selected. Workers alternate the days every week; this **A & B** schedule helps to minimize the flow of workers in the district office at one time.

MOU Agreements with Our Bargaining Unit Groups

Collectively, the Oak Grove School District agreed, finalized, and signed Memorandum of Understandings with our three bargaining units groups: OGEA, AFSCME & CSEA.

OGEA: Oak Grove Educators Association

Agreements/MOU for the 2020/2021 school year between OGSD and OGEA included Health & Safety and COVID-19 Instructional Programs Distance Learning. OGSD and OGEA agreed to the following items: Protective Equipment, Physical Distancing, Disinfecting School Sites Prior to Reopening, Regular Disinfection While School is Open, Communication, Employee Absences, Student Meal Service, and Regular Meetings with Human Resources.

AFSCME: American Federation of State, County and Municipal Employees 101

OGSD & AFSCME mutually agreed on the **Return Impacts and Effects on the AFSCME Bargaining Unit**, with a signed MOU on the following: Safety, Hygiene and Instructions on Use of Face Coverings, Screening, Testing and Tracing, Leaves, and Work Schedules/Duties.

CSEA, California Schools Employee Association, Chapter 412

Additionally, OGSD & CSEA mutually agreed and finalized the MOU on **Return Impacts and Effects on the CSEA Bargaining Unit**: Safety, Reporting Unsafe Conditions, Testing and Tracing, Leaves, Workers' Compensation, Other Forms of Leave, Telecommuting, Workload and Duties, and Information and Further Negotiation.

The collaboration and positive negotiations with our unions is a critical step in assuring all our staff, students and community receive the highest

educational experience with the assurance of coming to school in a safe environment. We at OGSD pride ourselves in the great relationships we have with our bargaining units: OGEA, AFSCME and CSEA. Our focus is always offering every student at OGSD the highest level of an education that all students deserve.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners

Beyond our teachers who instruct English learners in the classroom, our English Learner Support Staff consists of seven English Learner Teacher Partners (ELTPs) that provide coaching and support across our fourteen elementary sites. The ELTPs support teachers with planning Integrated and Designated ELD across the curriculum. Additionally, these coaches provide support for the Implementation of the Sobrato Early Academic Language (SEAL) Model across our District in grades TK-6. During Distance Learning, coaches support teachers in planning, co-teaching, and modeling strategies that address the needs of English Learners in their classrooms.

ELTPs are also ELPAC Site Coordinators responsible for the management of as well as administering the Initial and Summative ELPAC to students who are dual language learners and entering the CA school system for the first time. ELTPs also work with the Instructional Assistants at the sites to support primarily Newcomers and EL students with the highest needs. Instructional Assistants are also responsible for administering the Initial and Summative ELPAC. Within the new distance learning format, ELPAC administration will be done virtually for the first time, following guidance from Educational Testing Service (ETS). This will greatly impact the training, communication and technology needs of our ELPAC testers as they will need devices to test and contact families to schedule testing.

Formative assessments available to measure receptive and expressive language through strategies from the SEAL model: Academic Process Journals, Oral Language Assessment,

During Distance Learning, our Education Technology department has provided a suite of professional development opportunities to support the use of Google Apps for Education; Screencastify, and Parent Square. Our ELTPs are working with teachers, through coaching conversations to leverage these applications to meet the receptive and productive needs of our English Learners. Specifically, students are

participating in Dialogic Read Alouds either read by the teacher or by video. Additionally, professional development opportunities have been gathered and made available to all teachers, some of which directly address the needs of English Learners.

ELTPs are also providing support in implementing the SEAL Return to School Toolkits for grades TK - 6th. The toolkits are thematic units based on the Teaching Tolerance Standards, the History/Social Science Standards & Frameworks, the ELA/ELD Standards and Frameworks, the Health & Education Standards, as well as the ISTE (Tech) Standards. The three major components of the Toolkits are Social and Emotional Learning, Family Partnerships, and the Return to School Units. The units are English Learner centered through the integration of language development in and through all learning activities and content.

Additional support for English Learners is being provided through supplemental curriculum for Middle School English Learners with an online component. Nearpod EL is also provided district wide for all teachers TK - 8th grade. Additionally, we continue to fund extended day interventions through Title II funding for ELLs.

Monitoring of Integrated and Designated ELD includes but is not limited to site administrators collecting and reviewing weekly lesson plans/schedules that are to include Integrated and Designated ELD. Sites also are using formative assessments to decide which English Learner students are in most need of interventions.

Additionally, to support access to supplemental materials to support needs of English learners, printed materials will be provided, when needed, to students for additional visual resources beyond core instructional resources.

Students with Exceptional Needs

We currently have RSP programs in all of our 18 schools within the Oak Grove School district. Our RSP teachers will be collaborating with our general education teachers in order to assure that students are being given their accommodations and modifications during our distance learning time. We will also be pulling groups of students in order to work with their RSP case managers on their goals and to receive supports with their general education classes. Teachers will also maintain office hours to support student learning. IEPs will continue to be held virtually through Google meets. Paraprofessionals are being given chromebooks in order to support teachers. Students are also being given chromebooks and hot spots if needed in order to assure access to all services.

Oak Grove currently has 11/18 schools with SDC programs and our teachers are working diligently to provide service and instruction to our students who are in these programs. SDC teachers are providing instruction between the hours of 8am and 12:30pm based on our general education plan for distance learning. Teachers are working to meet the minutes that are set up for students in their IEPs. Additional support providers are pulling students after this instruction time in order to prevent loss of minutes for the students in their academics. Service providers and teachers are collaborating with each other via Google meets in order to support all students within the special education programs. IEPs are being held virtually using Google meets and all service providers are able to connect.

Sonday System 1 and Sonday System 2 is a multi-sensory reading intervention that is used to support struggling readers with IEPs. In order to support distance learning, the district will purchase the online version of these interventions to continue to support our students with IEPs. Attainment Curriculum is taught for our students with moderate to severe disabilities to address English Language Arts, Math, Science and Social Studies. During distance learning, the district will purchase the online version of this curriculum to continue to support our students with moderate to severe disabilities. Students who are not able to access online curriculum will be provided with physical copies of the curriculum.

Oak Grove currently has 15 school psychologists. They are providing counseling services per IEPs. They are conducting initial and triennial assessments to the best of their ability virtually, and are attending all initial and triennial IEP meetings. School psychologists are providing support for the special education programs at their sites. They are providing safety assessments of students as needed.

We currently have 16 Speech and Language Pathologists within Oak Grove servicing our special education community. SLPs are providing services via google classroom and google meets. Special Education has sent out a passive consent to all families in order to support group sessions for all service providers.

Oak Grove currently has 2 Adaptive PE (APE) teachers and 5 Occupational Therapists (OT). They are providing services per IEPs. Assessments are being conducted to the best of their ability virtually. For annual and triennial IEPs, goals are being updated to the best of their ability.

IEP meetings are being held via Google meet and all families have access to technology and hot spots in order to actively participate in the IEP. We are currently not able to do in person testing so we are using the data from students' classwork, testing and using document cameras in order to show students the testing protocols so that we can test virtually as much as possible. Progress monitoring is done through collaboration with classroom teachers and support providers. Information is sent out electronically to families and electronic signatures are procured.

When we go back to in person teaching we will need to purchase extra PPE in order to provide for a safe environment for our staff. Our IA's and 1:1s will need to receive face coverings and our SDC teachers will need to have at least 2 extra face shields in order to assure that they have a shield to wear if one is soiled during the course of the day.

As online assessments become available and vetted for accuracy, the district will purchase said assessments in order to complete initial and triennial assessments. Once we are able to return to in-person testing for initial and triennial IEPs, the district will pay for extra support in order to complete needed testing.

Foster Youth, Homeless Students and Socioeconomically Disadvantaged Students

The support staff in the central office of the Oak Grove School District has been in communication with all Foster Youth and Homeless families that have been identified to reassure that they have a Chromebook, hot spot, and transportation if needed. Their support in regularly checking in with these families has been essential to stay on top of services needed by the family.

We have made arrangements to deliver items to families that cannot come to the schools to pick up class materials and we have provided backpacks with classroom materials as needed. For the first two weeks of school, the attendance of Foster Youth and Homeless families was tracked on a daily basis making contact if the student was not present. We will continue to track attendance on a weekly basis after that to reassure participation in distance learning. On a quarterly basis, district office staff will ask for a progress report from the individual classroom teacher and identify those students that may need more support. Individualized tutoring services will be provided for students who may be struggling academically. We are also in contact with those students that may be working with social workers and we are able to provide individual counseling as needed. Bus passes, taxi service or mileage refunds will be provided for those students who may be traveling to day care centers during the school day.

The COVID-19 pandemic has created enormous challenges for serving our students and families, particularly those of low socio-economic status. We have seen a large drop in enrollment due to the pandemic, especially at our designated Title 1 schools where we have a larger number of families losing their jobs and living in areas of high poverty. In turn, our families have had to move out and relocate outside of Silicon Valley to more sustainable and affordable housing areas. In response to this challenge in our most fragile communities, we have staffed our Title I schools above and beyond the FTE allocation at our non-Title I schools.

Each year the California Department of Education requires Oak Grove School District to inform area private schools of the possibility of their participating in all federally funded grant programs available to the Oak Grove School District for school year 2020-2021, including:

- Title I, Part A (Improving Basic Programs);
- 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); and
- CARES Act Funding

Each eligible private school was contacted through registered mail, and email. Two schools chose to participate. Legacy Christian School accepted funds under Title II, Title IV and the CARES Act. The Creekside School accepted funds under Title IV and the CARES Act.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Screencastify online program to support distance teaching and learning	\$12,750	N
Amplified IT - G Suite Enterprise to support distance teaching and learning	\$16,135	N

Shi International for Adobe Acrobat licenses to support distance teaching and learning	\$12,500	N
Library Clerks Salary and Benefits (July-December 2020)	\$107,282	N
Educational Technology coaching, training and online support	\$53,977	N
Additional Chromebooks principally directed to socioeconomically disadvantaged students, foster youth and homeless students	\$521,995	Y
Additional Staff Laptops	\$61,426	N
Hot Spots for at-home wifi access, principally directed to socioeconomically disadvantaged students, foster youth and homeless students	\$87,483	Y
iReady assessment, staff training, family webinars and online asynchronous learning lessons to support distance teaching and learning	\$446,413	N
ESGI foundational skills online assessment to support distance teaching and learning	\$10,740	N
Printed packets to support core curriculum for students with exceptional needs	\$5,000	N
Sunday online curriculum for students with exceptional needs	\$16,000	N
Attainment online curriculum for students with exceptional needs	\$1,400	N
Online additional assessment for students with exceptional needs	\$15,000	N
Document cameras to support distance assessment, teaching and learning of students with exceptional needs	\$7,000	N
Additional personal protective equipment (PPE) for staff working with students with exceptional needs	\$3,500	N
Extra duty, extra pay for teaching assessing students with exceptional needs beyond the work day	\$15,000	N
Teachers above and beyond district FTE at Title I funded schools	\$170,006	Y
Central office administrative support for coordination and communication of actions and services for homeless and foster youth	\$23,347	Y
Equitable services for private school socioeconomically disadvantaged students, English learners and foster youth	\$3,000	Y
English learner add-on of Nearpod online program	\$7,500	Y
Printed packets to support core instruction for English learners	\$10,000	Y
ELPAC additional training and communication needs to support virtual administration of the assessment (July-December 2020)	\$40,000	Y
Long-Term Substitute Shadow Day to Train on Distance Teaching and Learning	\$3,100	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Assessing Student Learning to Ensure Robust Distance Learning and Mitigate Learning Loss

To implement a meaningful and consistent assessment process to address student learning loss, the following agreements and expectations will be in place for the 2020-21 school year:

- Certificated, classroom teachers shall administer District- required assessments.
- Unit members shall administer interventions for students as necessary, and such interventions may include scaffolding for specific task assignments, pre-highlighted texts, more frequent feedback or check-ins, time management supports, or maintaining a daily written agenda.
- Certificated, classroom teachers will continue to use formative and progress monitoring assessments throughout their lessons and will provide actionable goals. Teachers will continue to use data from assessments to adjust their instruction and ensure student progress towards learning goals.
- Teachers shall clearly establish learning goals and will explicitly communicate such goals to students.

As students return to school this year, we will utilize our common diagnostic assessments to gauge skill levels, readiness and learning gaps. With the goal of collecting informative data, we'll administer iReady diagnostics with the following changes and supports for diagnostic window 1, between August 24-September 18th. All first through eighth graders will take this first diagnostic assessment in reading and math remotely at home. There will be two more diagnostic testing windows for Reading and Math through the year, one in December and a last one in May. Depending on the status of in-person instruction, these diagnostic tests may also need to be administered remotely.

Training and guidance on how to administer these assessments remotely from home will be provided to teachers and parents via videos, presentations, webinars and Family webinars in both English and Spanish.

Students in kindergarten will also be diagnostically assessed during this window on early foundational skills, sight words and math skills via ESGI. This will also be administered remotely and teachers will receive guidance and training resources for virtual administration.

Initial ELPAC testing will be administered to pending English learners in the district, determined by their home language survey. This administration will also be done virtually via trained testers.

All students and staff will have access to necessary chromebooks, programs and other resources needed to administer assessments virtually.

Upon completion of these initial diagnostic assessments, teachers and administrators will analyze results by student, site and student group to seek patterns and necessary identification for immediate intervention. Staff meeting and professional duties time is available to teachers to collaboratively review data and set next steps for intervention and instruction response. Through a continued partnership with New Teacher Center, site administrators will have opportunities to discuss and share protocols for data analysis and cycle of inquiry actions for their students.

In addition to the common formative assessments mentioned above, teachers will use regular formative assessments of their students' progress through assigned tasks and assignments aligned to their instruction. Site administrators and teachers have access to a district assessment calendar that outlines the critical assessments for the year.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The following actions and services will be used to address pupil learning loss and acceleration identified through physical school closure due to COVID-19:

FEV Tutor is a supplemental service that will be targeted for students identified as needing additional hours of support in their instruction and enrichment. Qualifying English learners, socioeconomically disadvantaged students, foster youth and homeless youth will receive an allotment of tutoring hours that are available even beyond their school day. Sites will use data to identify students for this additional service.

Summer programs were offered throughout the district to help to continuously engage English learners, socioeconomically disadvantaged students, foster youth and homeless youth in learning even during summer break. Computer science academies, STEAM academy and Elevate Math were made available to students based on data. Students identified as needing support due to learning loss were invited to attend these summer enrichment sessions.

In addition to the rounds of printed packet distribution between March-May, summer packets were printed and made available as a flexible learning option for students while at home for the summer. Students were encouraged to pick up packets to support their "rising" grade level for the Fall. Additionally, online flexible learning options were available to all students on our district website.

Continued Extended Day Intervention Fund Money is utilized for site actions and services to support English learners and students performing below standard, identified as experiencing learning loss. Through small group instruction, students receive supplemental instruction to fill in gaps in academic knowledge.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Classroom teachers will continue to formatively assess students based on classroom tests, check-ins, quizzes and other available measuring tools via our core curriculum. Teachers will have professional duties hours to collaborate with colleagues, review formative data and make plans for addressing student needs via intervention or classroom instruction. Teachers will communicate data, learning goals and progress with parents and families via goal setting conference, report cards and regular email or Parent Square communication.

Additionally, progress of English learners will be monitored in the Fall through progress monitoring for all English learners and students reclassified as Fluent English Proficient (RFEP) in the last four years. Teachers will receive data on these English learners and provide feedback on their progress. Depending on progress, needs and data, sites will establish extended-day intervention opportunities for English learners in a small group setting to meet their academic and language needs.

Through the review process of site Single Plan for Student Achievement (SPSA) documents, schools have determined measurable goals and outcomes based on data for their underperforming students. Through the development of their SPSA plans, sites have actions and services planned and in place to meet the needs of learners based on data. These plans are developed with the input of various stakeholders at their sites.

As a system, review of available data such as ELPAC, iReady, Special Education assessments, and PBIS behavioral data, Educational Services will give our district information regarding the effectiveness of the learning loss strategies documented above.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Printed packets to support pupil learning loss, principally directed to socioeconomically disadvantaged students, foster youth and homeless students--including print shop staff salaries and benefits and service agreements of duplication machines	\$122,137	Y
FEV Tutor targeted for English learners, foster youth, homeless students and socioeconomically disadvantaged students identified as needing additional hours of support in their instruction and enrichment	\$25,000	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Oak Grove is implementing Nearpod as our SEL curriculum. Teachers and staff were trained on Nearpod which will be the District standard for our SEL curriculum in the classroom.

Our district provides social-emotional support through a tiered system beginning with the classroom teacher, school site staff, and parent input. We use the School Linked Services referral form which is provided to all staff and all parents in three languages and is also available on our new Mental Health Supports webpage at <https://www.ogsd.net/apps/pages/healthykidssurvey>.

We then filter those referral forms to assign a student mental health services in a tiered approach starting with our MFT and Social Work Interns up to referrals to our outside agencies such as Alum Rock Counseling and Rebekah's Children Services. We have also posted to our Covid-19 response website links to behavioral and mental health services in the community. We have shared these resources with families via our webpage, social media, and ParentSquare.

Our school site staff have shared this information during parent meetings, student study teams (SST), and IEP meetings. Our Community Liaisons have also connected and supported families with additional mental health resources. In addition, we have a dedicated McKinney Vento Homeless and Foster Youth liaison who checks in and personally connects those families with the supports needed. In addition, we have a team that works with School Linked Services to provide families in need with support through Santa Clara County Behavioral Health.

In the spring our MFT Interns were able to continue to provide services to students and families via Telehealth along with our community SLS providers. We were able to continue these services over the summer break. We have not seen an increase at this time in referrals and we had no new summer referrals. We expect with the return via Distance Learning that we may see an increase this fall.

For the 2020-2021 school year we will once again have SEL and mental health tiered supports. Every school site will have access to a community liaison, a school psychologist, a school social worker, and an MFT intern. This group of support providers will meet weekly with school site principals to ensure that students' Socio-Emotional and Mental Health issues are referred appropriately and supported as needed.

Student and Family Support Services

Social Work Intern Program

19 Student Check-Ins - when a student is not on caseload. Referrals are made by teacher, administration, student, parents or intern.

78 students participated in groups: Topics include but not limited to social skills, life skills, middle school preparation, yoga, mindfulness, leadership...

130 Individual Counseling: Students seen individually by an intern for social emotional support

Special Projects: Community Projects

Food Pantry set up at Davis Intermediate in collaboration with Second Harvest Food Bank

Quarterly Community Newsletter.

Parent Workshops conducted in Spanish: topics included mental health, bullying, cyber bullying, and academics

SEL classroom workshops at Taylor

Comprehensive District Social Worker needs assessment for a position in OGSD

Kindness Week implemented at 3 school sites with weeklong activities and engagement opportunities.

Marriage Family Therapy Intern Program

Individual and group counseling for over 40 students at the three middle schools Bernal, Davis, and Herman with Crisis counseling as well as mediation and conflict resolution.

Provided the district with professional development seminars on:

1. Suicide Prevention
2. PBIS
3. De-escalation
4. Anger and Emotions Management
5. Equity.

Eight interns provided therapeutic support for every school in the district. We are able to provide therapy for over 250 students with our District Therapeutic Support Team.

We provide individual and group therapy, and workshops on how to overcome anxiety, and depression as well as techniques to manage trauma.

We also support the district with providing suicide risks assessments and referrals.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Consistent with Education Code section 43504, classroom teachers shall monitor student engagement and attendance as follows:

- Document daily participation for each student on each school-day for which distance learning is provided using documentation formats determined by the District in consultation with the teachers' union.
- Daily participation may include participation in online activities, completion of regular assignments, completion of assessments, and contacts between classroom teachers and students or parents.
- Maintain a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participating, and tracking assignments, using a format developed by the District in consultation with the teachers' union.
- For students who are not engaged in distance learning, classroom teachers with the support of the District, principal, and school re-engagement strategies, (a format developed by the District in consultation with teachers's union) including but not limited to verification of current contact information, daily notification to parents/guardians of absences, plan for outreach with the student.
- Classroom teachers shall regularly communicate with parents/guardians

Classroom teachers shall be responsible for certifying instructional time based on the time value of assignments as determined by the employee using a form and/or process for certification that is mutually agreed upon by the District and teachers' union. Released templates and guidelines from the California Department of Education (CDE) will be reviewed in determining the forms and process for Oak Grove.

As part of Oak Grove's "OGSD Opening Schools Together 2020-2021" presentation, a detailed Re-engagement protocol was introduced to staff for those students that may not be participating in distance learning. If a student is not meeting the 60% participation quota in distance learning the following steps will take place at the school level:

1. Teacher contacts parent/ guardian through Parent Square
2. Teacher calls parent/guardian
3. At the intermediate schools, counselor calls parent/guardian
4. At the elementary schools, the principal calls parent/guardian
5. Community liaison visits family with administrator support

All attempts to communicate with the family will be noted in our student information system. Oak Grove School District additionally has two Safe School Specialists that may also do home visits as well as social workers and counselors available to support families with mental health needs. As part of our re engagement plan, the district Safe School Specialists or School Resource Officer are engaged in the improvement of our attendance rates by reaching out and supporting families that may not be participating in distance learning activities.

As the school year started this year, individual schools kept track of those families that were not engaging in distance learning and reached out through email and phone calls to make sure families had the appropriate tools (Chromebook/hotspot) to be able to participate or to

determine if they no longer lived in our area. We will continue to monitor attendance at the district level to identify and support those families that are not meeting the 60% participation directive for distance learning.

As regular communication with our students and parents are essential during this time of physical school closure, we will use Parent Square and Student Square as our standard district communication platform to inform families on the most recent and updated health information regarding COVID in general terms and the impact on school openings. A central office administrator will prioritize effective, consistent and detailed information to be shared with all district stakeholders via a variety of communication platforms, including Parent Square, social media, and our district website.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Oak Grove School District has taken the following action steps in order to provide school meals in a safe manner while maintaining social distancing practices:

A mandatory COVID-19 safety training meeting (meeting #2) was held for ALL Child Nutritional Services (CNS) foodservice staff and substitute workers on August 7, 2020 prior to the start of the 2020-2021 school year and the first day of meal service. The training - included social distancing protocol, food safety and sanitation processes and procedures necessary to prevent the spread of COVID -19. The training also reiterated the need for wellness checks, personal self-monitoring processes and follow up with a supervisor if necessary.

Social distancing processes and procedures are consistently communicated and enforced with the staff. Each staff member has been trained and provided written protocol, referencing safety and social distancing protocol pertaining to Meal Distribution and Meal Pick Up service.

Drive Thru Meal Service has been put in place, allowing safe distance between staff and customers.

The entire staff has been provided Personal Protective Equipment (PPE).

Continuous Site visits are conducted to ensure safety adherence at all levels.

All required Public Health Postings have been strategically placed at school sites - Front Office Window and kitchen/cafeteria. New protocol requirements and documentation effective July 2020 have been updated.

Social Distancing Meal Serve Process

- Staff will count and record all food items received for the day.
- Drivers will form a line in the drive thru/pick up line at the school site.
- At the “order here” location of the meal pick up line, the driver will tell the food service staff member the number of children they are requesting meals for along with the name of the child, the Oak Grove school site the child is enrolled and a student ID number if known.
- The food service staff member will visually check the vehicle to ensure there are no other meals in the vehicle.
- The food service staff member will record the student information received, providing then meals requested/validated.
- Meals will be assembled by the food service staff based on the number of children indicated by the driver.
- Once meals are assembled they will be placed on a cart/tray in the “pick up” area for the driver to pick up.
- After the meal pick line has closed, staff will count and record all food items used for the day.
- All meals served will then be entered into the POS system at the end of day ensuring proper F/R/P status tracking and preventing any over claiming of meals served.

Meal Service has been advertised to all families and the community via Facebook, Twitter, Paper Flyers, Peach Jar Posting, Parent Square Notifications weekly, website notification, community liaison calls to all Free and Reduced lunch families as well as all school site marquee signs. Meals are provided at nine school sites: Anderson, Christopher, Edenvale, Davis, Hayes, Baldwin, Del Roble, Parkview and Stipe on Monday/Wednesday/Friday from 12pm thru 1:30pm. Multiple days of meals are provided, minimizing risk and exposure.

We are currently reaching out to low-income and foster youth families to apply for free and reduced meals as well as verbally informing these families about our current meal program.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social Emotional Learning	Nearpod online program for social emotional learning	\$55,000	N
Pupil and Family Engagement and Outreach	Parent and Student Square	\$11,000	N
Pupil and Family Engagement and Outreach	Central Office manager of district communication	\$21,481	N
Pupil and Family Engagement and Outreach	School Resource Officers to assist in student and family re-engagement	\$17,864	N
School Nutrition	Sodexo charges principally directed for socioeconomically disadvantaged students, foster youth and homeless students	\$93,870	Y

School Nutrition	Child Nutrition Services Staff Salary and Benefits principally supporting socioeconomically disadvantaged students, foster youth and homeless students	\$442,236	Y
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.76%	\$7,568,642

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

In the 2020-21 school year, OGSD will spend its LCFF Supplemental funds on actions and services principally directed toward unduplicated student groups by offering a variety of programs and supports for English learners, socioeconomically disadvantaged students, foster youth and homeless students. The funds will be expended both in district-wide initiatives and site allocations beyond the LCFF-Base to support academic and social needs of the unduplicated pupils

Sobrato Early Academic Language (SEAL)

Oak Grove has been proactive and determined in providing a rigorous, research-based instructional approach/model for our ELs, Economically Disadvantaged students and Foster Youth students, particularly those in our Title I funded schools. SEAL is principally-directed to English learners, but all students benefit from the instructional model. It is critical that ELs receive daily, high-quality grade level core instruction alongside their native English-speaking peers that is combined with effective strategies that ensures access as well as appropriately-designed designated ELD instruction. The Sobrato Early Academic Language (SEAL) EL model is designed as an early prevention in the primary grades delivery model. As a supplemental grant expenditure, our district adopted the SEAL model systemically to deliver grade level standards through robust, initial instructional strategies in language development in Transitional Kindergarten (TK) through 3rd, and through 6th grade at 5 elementary school sites with high percentages of ELs. SEAL promotes the development of biliteracy, affirming and supporting home language for English Learners and families, and developing high levels of proficiency in both the primary language and English. Furthermore, the SEAL instructional model is aligned to the ELA common core state standards in both English and Spanish, the ELD Standards, the ELA/ELD Framework, the Next Generation Science Standards (NGSS) and the new History/Social Science Framework. In an effort to meet the literacy and language development needs of all EL students in all schools across the district, intensive training in SEAL is provided at elementary school for TK-3rd grade teachers, with three schools implementing through 5th grade. We strongly

believe that all ELs should have equal access to high levels of instructional and English language support. Therefore, providing SEAL instruction in our classrooms ensures that every EL student has access to high-quality, deep learning of the English language in all content areas. We have district English Learner Teaching Partners as coaches to support teachers at their site with instructional needs of English language learners.

Partners in School Innovation (PSI)

Our three lowest performing Title 1 schools and our lowest performing middle school have partnered with Partners in School Innovation (PSI). PSI's mission is to transform teaching and learning in the lowest performing public schools so that every student, regardless of background, thrives. Their research-based School Transformation Framework creates a measurable impact for the children served and builds capacity in teachers and leaders.

Partners in School Innovation focus their support principally on schools with high percentages of low-income students of color and at least five straight years of under-performance (generally in the bottom quartile on state assessments), however all students benefit from the equitable model of planning, reflection and support.

Technology and Online Programs

Technology provided to Title 1 schools and schools with high populations of EL and socioeconomically disadvantaged students. To principally ensure access to technology that enhances learning specifically for English learners, low socioeconomically disadvantaged students and Foster Youth, the technology and EdTech staff provide coaching on high leverage technology strategies that are integrated in Common Core Standards implementation. However, the support of our EdTech coaches benefits all teachers and students.

Visual & Performing Arts – Music for Minors

Visual and Performing Arts for students in schools with high levels of disadvantaged students. Research shows that there is theoretical and psychological support for the inclusion of music and art in the teaching of English. English Learners acquire vocabulary and grammar, improve spelling, enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening (Jalongo & Bromley, 1984, McCarthey, 1985, Martin, 1983, Mitchell, 1983, Jolly, 1975) through music. Educators confirm that the pleasure derived from music boosts the learning of language. Knowing the importance of music to language acquisition, Music for Minors and Community School of Music & Art provides English Learners with enhanced learning opportunities. Neurologists (Maess & Koelsh, 2001) have discovered that both musical and linguistic syntax are similarly processed. Music and language are, of course, two dramatically different forms of communication. However as Ayotte (2004) observed, both music and language share the “same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses.” Music for Minors is principally-directed to socioeconomically disadvantaged students, but all students benefit from the arts enrichment.

Health Clerk – additional hours

Attendance clerks are provided with additional hours each day to monitor attendance and manage health concerns by providing regular quality communication with families. Compared to more affluent students, children living in poverty are 25 percent more likely to miss three or more days of school per month (National Center for Education Statistics [NCES] 2006a). Low socioeconomic status

(SES) children are more likely to experience serious health problems (Hughes and Ng 2003; Rothstein 2004). As a result, they are three times more likely to be chronically absent from school due to illness or injury (Bloom, Dey, and Freeman 2006). Specifically, children living in

poverty suffer much higher rates of asthma, heart and kidney disease, epilepsy, digestive problems, as well as vision, dental, and hearing disorders (Case et al. 2002; Halfon and Newacheck 1993; Moonie et al. 2006). Additional health clerk support is principally-directed to socioeconomically disadvantaged students, but all students benefit from increased time with health clerks on site.

Social Workers.

Social workers are critical liaisons between low-income families, Foster Youth and families of English learners. Social workers are principally-directed to English learners and foster youth, but all students benefit from their support. The profession of school social work began in the 20th century, fueled by immigration, life struggles, social conditions, and poverty which affected the development and expansion of educational opportunities for all children (Allen-Meares, 2006 & Agresta, 2004). Interventions provided through school social work services have shown improved student attendance, reduction of child abuse and neglect, improved graduation rates and early identification of a disability. These factors are directly related to increased student achievement.

Community Liaisons

Community Liaisons provide another important support to low income families, Foster Youth and English Learners. Community Liaisons are principally-directed to these student groups, but all students benefit from their support. 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 that families may not be aware of. Provide Community Liaisons support access to school and district programs to families otherwise unaware of such available resources. Community Liaisons provided another important support to low income 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. Oak Grove increased the number of Community Liaisons by adding an additional half day which brings us to a total of 5 community liaisons. Implementation of best practices for family engagement include but not limited to the following:

Family Engagement

As a means to supporting family engagement and children's learning, it is crucial that district and school programs implement strategies for developing partnerships with families (Henderson & Mapp, 2002). Furthermore, Family Engagement strategies should be appropriate for the diverse population these programs serve and reflect a commitment to outreach (Colombo, 2006; Crawford & Zygouris-Coe, 2006). A program administrator is responsible for overseeing and facilitating family engagement activities throughout the district. Their support is principally-directed to our unduplicated pupils, but all families benefit from the increased engagement.

Professional Development

All certificated staff will receive three full days of professional development addressing the needs of our unduplicated students: English Learner, Foster Youth or Socio-Economically Disadvantaged students. Professional development is principally-focused to English learners, foster youth and socioeconomically disadvantaged students, but all students benefit from the training and professional development. Our coaches will attend professional development to stay current on practices for English Learners, including in the area of Educational Technology. Additionally, site administrators and teachers will receive training and professional development on implementing best practices of data-driven instruction using protocols to support professional learning communities. The focus of planning and analysis will be around our needed students based on data: English learners, foster youth, homeless students and socioeconomically disadvantaged students.

Administrative and Bilingual Staff Support

Administrative Support Staff to organize, manage, and ensure fidelity of implementation for all programs focused on EL, low socio economic and foster youth. We provided additional support in our Educational Services Division focused on English Language Learners, students from low socio-economic levels and Foster Youth. Directors, Administrators and Support Staff targeted the needs of these three student groups with a more intentional and purposeful approach through regular review of data, weekly collaboration and discussion at department meetings and through support at sites for these supplemental student groups. Although support is principally directed for ELs, socioeconomically disadvantaged students and foster youth, our staff does support the benefit of all students. At our Title I schools, there is a need for bilingual support staff to serve students in their primary language to best meet the needs of our students and community. We have bilingual spanish support staff who work at schools with high Spanish speaking families. Provide translations and/or interpreters and childcare whenever necessary to ensure accurate communication and participation of guardians/families.

Intervention Programs and Safety Nets

We provide extended day instruction through our Math and Literacy Academies. They are principally directed to English learners, but other students can qualify for extended day interventions based on need determined by data.

Social Worker

Our district social worker focuses on supporting the needs of EL, low socio economic and foster youth children and families, but all students and families can benefit from services. She supervises interns providing social, emotional, behavioral and academic support to our disadvantaged students and their families. Such services in our school promoted prevention, prompt identification and intervention of conditions/ situations that impede academic achievement, promotes a safe and positive learning environment, and establishes access to counseling for students in need.

Safe School Environments

Title I sites are provided with additional patrol services to ensure campus security in support of student learning. This is principally directed to socioeconomically disadvantaged students, but all students in the community benefit from the added safety measures.

CNS Lunch Uncollectables

Research shows that students who participate in the school meal programs consume more milk, fruits, and vegetables during meal times and have better intake of certain nutrients, such as calcium and fiber, than nonparticipants. (References: Condon EM, Crepinsek MK, Fox MK. School Meals: Types of Foods Offered To and Consumed by Children at Lunch and Breakfast. J Am Diet Assoc 2009; 109(suppl):S67–78.

Clark MA, Fox MK. Nutritional Quality of the Diets of US Public School Children and the Role of the School Meal Programs. J Am Diet Assoc 2009; 109(Suppl):S44–56).

And eating healthy meals at school is associated with better attendance rates, fewer missed school days, and better test scores. Meals served through these programs must meet specific nutritional requirements. These requirements were revised in 2012 to include more fruits,

vegetables, whole grains, and decrease the amount of sodium and trans fat. To this end, to principally support the engagement of students from socio-economically disadvantaged, homeless students and foster youth students' engagement and academic performance, school lunches were provided to students regardless of their ability to pay.

Translation and Babysitting Services

Provide translation services to families to ensure equitable access to valuable school and district information. Support is principally directed towards families of English learners and socioeconomically disadvantaged families, but all families can benefit. Babysitting provided at District English Learner Advisory Committee (DELAC) and HABLA parent meetings.

Advancement Via Individual Determination (AVID) Program

Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. High expectations begin by changing what educators and students believe is possible. AVID helps educators identify and change practices that keep students with potential out of advanced courses by examining selection criteria and requirements. Then, AVID-trained teachers provide the additional help students need to believe in themselves and handle the school's most rigorous classes. AVID provides practical training for teachers to help them better and more authentically connect with their students. Through AVID, teachers leverage their students' backgrounds and experiences to master content in a more personal way. AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. AVID is principally-directed to English learners, but all students benefit from the program.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Oak Grove School District is required to increase services for EL, Foster Youth, and Low Income students by 9.72% which is equal to \$6,936,796.00 as shown above. This increased percentage is met by actions and services both included in the Learning Continuity and Attendance Plan and actions and services outside of this plan which are traditionally intended to support the increased outcomes for English Learners, Foster Youth and Low Income students. The following actions described below meet and/or exceed the totality of the required percentage increase.

Actions In the Learning Continuity Plan

In the plan you will see the following actions marked as contributing ("Y") which are included as part of the increased percentage.

Actions outside of the Learning Continuity Plan

Actions to support EL, Foster Youth, and Low Income students that contribute to the increased percentage outside of the Learning Continuity and Attendance Plan are listed below.

ELD Teachers at Middle Schools and ELD Instructional Assistants to Support Newcomers and Long-Term English Learners

Additional ELD teachers at the intermediate schools to support EL students with specific strategies and interventions by providing ELD support classes. Provide ELD Instructional Assistants to provide classroom support to EL newcomers and to students with CELDT level 1 & 2 or it's equivalency in the ELPAC in order to access grade level curriculum thought integrated ELD instruction. Provide additional staff, additional professional development, and additional planning days to our intermediate school with the highest EL and socio-economically disadvantaged population in order to accelerate the learning of our most disadvantaged students.

Scholarship for Foster Youth and Homeless Students

Established a Scholarship to after school program for Foster youth and homeless students to give them access to a safe extended day option on site.

Additionally, through the use of Title 1 Federal Funds Methods and Instructional Strategies to Strengthen and Supplement Academic Programs at our school-wide Title 1 funded schools include:

Extended Year Summer Programs

Summer 2020 programs have been offered district-wide to our English learners, foster youth, homeless youth and socioeconomically disadvantaged students. Program offerings varied around academic and enrichment activities for five to six weeks during the summer--including Computer Science, STEAM academy and Elevate Math.

OGSD uses \$15,000 in reservation funds for homeless education 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.

OGSD also provides additional staffing support to coordinate services for district homeless and foster youth students. OGSD has also allotted \$30,000 to provide tutoring services for homeless students as well as immediate referrals to counseling services. Oak Grove has a dispute resolution process for parents to appeal their status under the McKinney-Vento Homeless Assistance Act.

Funding targeted for English language learners 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:

Provide Read 180 for English learners at levels 1 and 2 in middle school.

Quarterly review of student group data, including English learners for summative state assessments, Dashboard data for English learners and annual language assessments (ELPAC) to monitor progress.

Provide funding to school sites to provide after school intervention programs targeted for English learners.

Provide equitable funding to purchase student technology to aid in accessing curriculum and resources to assist with meeting grade level standards.

Provide supplemental curriculum for our bilingual classes at our Title I funded schools which are made up 100% of English learners. A multitude of data studies supports that strong primary language development leads to strong second language development.

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.

Provide extended day tutoring to English learners to support access to grade level standards.

Provide communication to the community about district programs for students, also highlighting English learner success rate and strategies and equitable services to all students.

Provide assessment support to determine baseline language skills and levels of incoming English learners to district bilingual programs.

District wide recognition and celebration of English learners' achievement towards language proficiency to motivate future success and learning.