Alsea Special Board Meeting

Wednesday, September 20, 2023 6:30 PM
Alsea School Library, 301 South 3rd Street, Alsea, OR 97324

1. **Call to Order**
2. **Flag Salute**
3. **Approval of Agenda**
4. **Consent Agenda**
5. **Patron Comments:**
   The Alsea School Board of Directors values the opinions and input of students, staff, parents, and community members. Although board meetings are held in public, they are not meetings of the public. Please keep your comments to 3 minutes or less. If you intend to speak to the board this evening, you will need to fill out one of the blue comment cards and hand it to the Board Secretary, Lora Nickle. Public comments may also be made via Zoom. If you intend to speak via Zoom, please put your name in the comments so that the board chair can call on you. Before you begin your comments, please state your name and if you are speaking for an organization, please state that organization. For more information about public comments at a board meeting, please see Alsea School District Policy BDDH.
6. **New Business**
   - **Integrated Guidance Presentation of Plan and Budget - Ms Nieraeth**

Outcome and Stragegy	Proposed Activity	Partnership	FTE	FTE Type	Codes|A29	EIIS - Allowable Expenditure Area	Codes|A36	Codes|A64	Object Code	CSI/TSI Activity Budget	CTE Activity Budget	EIIS Activity Budget	HSS Activity Budget	SIA Activity Budget	Total Activity Budget
--	**Total Budgeted Amounts (Autosum):**	--	--	--	--	--	--	--	--	**$0.00**	**$0.00**	**$0.00**	**$144,500.00**	**$544,500.00**	$689,000.00
S3	*SAMPLE: Contract with local mental health providers to provide counseling services at all school sites*						*DP OCG*	*WRE*	*640*				*$10,000.00*	*$7,500.00*	*$17,500.00*
S1	*SAMPLE: Hire additional secondary math teachers*		*2*	*Math:*			*DP STA*	*RCS*	*111*				*$30,000.00*	*$30,000.00*	*$60,000.00*
A1	K - 6 Reading Interventionist		0.5	Core:				WRE	111					$100,000.00	
A1	K - 6 Math Interventionist		0.5	nglish Language Arts				WRE	111					$100,000.00	
B2	Contract with local mental health providers to provide counseling in the school		1	Equity/Div				H&S	640					$25,000.00	
B2	Hire an instructional assistant who is trained in behavior management for a reset room		1	Supports: Behavioral				WRE	112					$40,000.00	
B2	Supplies for reset room							WRE	460					$10,000.00	
B2	Behavioral Training for a Reset Room							WRE	34X					$5,000.00	
C1	Dual Credit Math Teacher - Salary		0.17	Core:			CLO STA	WRE	111				$15,000.00	$15,000.00	
C1	Dual Credit English Teacher - Salary		0.17	Core:			CLO STA	WRE	111				$15,000.00	$15,000.00	
C1	Dual Credit Science Teacher - Salary		0.17	Core:			CLO STA	WRE	111				$15,000.00	$15,000.00	
C1	Hire a 7 - 12 math teacher to provide more opportunities for dual credit and enrichment courses		1	Core:			CLO STA	RCS	111				$30,000.00	$70,000.00	
C1	Hire a 7 - 12 science teacher to provide more opportunities for dual credit and enrichment courses		1	Core:			CLO STA	RCS	111				$30,000.00	$70,000.00	
C1	Hire a 7 - 12 English teacher to provide more opportunities for dual credit and enrichment courses		1	Core:			CLO STA	RCS	111				$30,000.00	$70,000.00	
C2	Provide a Career Exploration Class for students in grades 7 - 12		0.33	Arts			DP MS8	WRE	111				$9,500.00	$9,500.00	

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CodesIA38	EIIS - Allowable Expenditure Area	CodesIA45	CodesIA73	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	**Total Allocation 2024-25:**	--	--	--	--	--	--	--	--	**$85,011.15**	**$0.00**	**$2,765.00**	**$158,913.05**	**$755,504.00**	**$1,002,193.20**
--	**Total Budgeted Amounts (Autosum):**	--	--	--	--	--	--	--	--	**$85,011.15**	**$0.00**	**$2,765.00**	**$158,913.05**	**$755,504.00**	$1,002,193.20
--	**Unbudgeted (Autocalculate):**	--	--	--	--	--	--	--	--	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	$0.00
S3	Sample		1.5	Equity/Diversit		STF		H&S	111	$3,250.00		$2,500.00		$65,000.00	$70,750.00
--	Indirect/Administration	--	--	--	--	--	--	--	690						$0.00
A1	Reduce Class Size - Teacher Salary		1	Core:				RCS	111					$50,465.10	$50,465.10
A1	Reduce Class Size - Teacher Benefits		1	Core:				RCS	2XX					$35,683.71	$35,683.71
A1	Reduce Class Size - Teacher Salary		2	General:				RCS	111					$114,206.40	$114,206.40
A1	Reduce Class Size - Teacher Benefits		2	General:				RCS	2XX					$76,611.54	$76,611.54
A1	Reduce Class Size Support - IA Salary		1	Supports:				RCS	112					$22,256.64	$22,256.64
A1	Reduce Class Size Support - IA Benefits		1	Supports:				RCS	2XX					$24,541.39	$24,541.39
A1	MTSS/RTI Instructional Aide - Salary		1.33	Supports:				WRE	112					$36,818.93	$36,818.93
A1	MTSS/RTI Instructional Aide - Benefits		1.33	Supports:				WRE	2XX					$35,490.97	$35,490.97
A1	Professional Development Trainings							WRE	640					$1,500.00	$1,500.00
A2	Instructional and Behavioral Support TOSA - Salary		0.6	Supports:				WRE	111	$45,164.07					$45,164.07
A2	Instructional and Behavioral Support TOSA - Benefits		0.6	Supports:				WRE	2XX	$22,564.80					$22,564.80
A2	Curriculum Implementation and Support Admin - Salary		0.25	Supports:				WRE	111	$17,282.28				$7,717.72	$25,000.00
A2	Curriculum Implementation and Support Admin - Benefits		0.25	Supports:				WRE	2XX					$13,897.21	$13,897.21
A2	MTSS Support Admin - Salary		0.25	Supports:				WRE	111					$25,000.00	$25,000.00
A2	MTSS Support Admin - Benefits		0.25	Supports:				WRE	2XX					$13,897.21	$13,897.21
A2	Professional Development Trainings							WRE	640					$3,000.00	$3,000.00
A3	Synergy SIS Program Subscription and Implementation - Data					SSS		WRE	470			$2,765.00		$4,735.00	$7,500.00
B1	Family Liaison / Attendance Advocate - Salary		1	Supports:				OCG	112					$37,366.56	$37,366.56
B1	Family Liaison / Attendance Advocate - Benefits		1	Supports:				OCG	2XX					$30,509.80	$30,509.80
B1	Purchases/Supplies for Community and School Events							OCG	410					$1,500.00	$1,500.00
B1	Professional Development Trainings - Family and Community Engagement							OCG	34X					$1,500.00	$1,500.00
B2	Purchases/Supplies for Attendance Incentives						DP ESF	OCG	410				$2,500.00	$4,000.00	$6,500.00
B2	Professional Development Trainings - Attendance						DP PL	OCG	34X				$1,000.00		$1,000.00
B2	After School Programs - Salary		2	Other: Other			DP STA	IIT	111					$3,500.00	$3,500.00
B2	After School Programs - Benefits		2	Supports:			DP STA	IIT	2XX					$1,750.00	$1,750.00
B2	After School Program Purchases/Supplies						DP ESF	IIT	410					$3,000.00	$3,000.00
B2	K - 12 Summer Enrichment Programs - Salary		3	Supports:			DP STA	IIT	111					$4,000.00	$4,000.00
B2	K - 12 Summer Enrichment Programs - Benefits		3	Supports:			DP STA	IIT	2XX					$2,000.00	$2,000.00
B2	K - 12 Summer Enrichment Program Purchases/Supplies						DP ESF	IIT	410				$2,000.00	$3,000.00	$5,000.00
B2	K - 12 Summer Enrichment Transportation - Salary		1	Other: Other				IIT	112					$1,750.00	$1,750.00
B2	K - 12 Summer Enrichment Transportation - Benefits		1	Other: Other				IIT	2XX					$800.00	$800.00
B2	SEL Curriculum for K - 12 teachers in Classroom							H&S	460					$7,297.43	$7,297.43
C1	CTE Teacher - Agriculture - Salary		1	Arts (Applied):			CTE STA		111				$60,693.15		$60,693.15
C1	CTE Teacher - Agriculture - Benefits		1	Arts (Applied):			CTE STA		2XX				$39,723.79		$39,723.79
C1	CTE Stipend - Salary		1	Arts (Applied):			CTE ESF	WRE	111				$9,000.00		$9,000.00
C1	Enrichment Teachers (Arts and Culinary) - Salary		1.17	Arts (Applied):			DP STA	WRE	111				$20,000.00	$34,873.79	$54,873.79
C1	Enrichment Teachers (Arts and Culinary) - Benefits		1.17	Arts (Applied):			DP ESF	WRE	2XX					$40,102.66	$40,102.66
C1	Academic Advisor - Salary		0.33	Other: Other			DP STA	WRE	112				$10,315.25		$10,315.25
C1	Academic Advisor - Benefits		0.33	Other: Other			DP STA	WRE	2XX				$9,272.02		$9,272.02
C1	CTE/Enrichment Purchases/Supplies						CTE ESF	WRE	410				$1,908.84	$50,000.00	$51,908.84
C1	Online Educational Class / Advanced Course Tuition and Fees						CLO CUR	WRE	640					$7,500.00	$7,500.00
C1	K - 12 Class Enrichment Activities and Trips							WRE	34X					$5,000.00	$5,000.00
C1	9 - 12 Summer School Coordinator - Credit Recovery - Salary		0.5	Other: Other			DP STA	IIT	111				$1,500.00		$1,500.00
C1	9 - 12 Summer School Coordinator - Credit Recovery - Benefits		0.5	Other: Other			DP STA	IIT	2XX				$1,000.00		$1,000.00
C1	Professional Development Training - Dual Credit							WRE	34X					$1,500.00	$1,500.00
C1	Technology Supplies/Purchases For Online Enrichment, Credit Recovery							IIT	480					$5,000.00	$5,000.00
C1	School Year - Online Class - Support Staff - Salary		0.1	Supports:				WRE	111					$10,085.78	$10,085.78
C1	School Year - Online Class - Support Staff - Benefits		0.1	Supports:				WRE	2XX					$5,558.89	$5,558.89
C2	College and Career Advisor - Salary		0.34	Other: Other			DP STA	WRE	112					$10,315.25	$10,315.25
C2	College and Career Advisor - Benefits		0.34	Other: Other			DP STA	WRE	2XX					$9,272.02	$9,272.02
C2	College and Career Activities - Field Trips							WRE	34X					$3,500.00	$3,500.00
C2	College and Career Activities - Purchases/Supplies							WRE	410					$5,000.00	$5,000.00

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Alsea SD 7J

Student Group Data for 5 Common Metrics

4 Year Graduation: 2016-17 - 2020-21 (pages 2 - 4)

5 Year Completion: 2016-17 - 2020-21 (pages 5 - 7)

9th Grade on Track: 2016-17 - 2021-22 (pages 8 - 10)

Regular Attenders: 2016-17 - 2021-22 (pages 11 - 14)

3rd Grade ELA: 2015-16 - 2021-22 (pages 15 - 17)

SUPPRESSED

These data are provided to increase shared understanding and support engagement with communities, particularly focal student groups and their families, to establish and maintain a strategic plan to support student learning, well-being, and development. The data will also be useful to inform the development of Longitudinal Performance Growth Targets.

The *Integrated Guidance For Six ODE Initiatives* (https://www.oregon.gov/ode/studentsuccess/pages/innovation-and-improvement.aspx) has more information on effective use of these data as well as a better picture of the challenges that focal group students face in their educational journey.

Each applicant under the integrated guidance is required to review disaggregated data in this form as part of their planning process.

Each file will either have suppressed or unsuppressed data; suppressed data are ready for conversations with the public (can be used in community engagement, board presentations, etc.) while **unsuppressed data contains potentially identifiable information that is not for public use.** Unsuppressed data must only be shared securely on a "need to know" basis, and needs to be stored in secure locations.

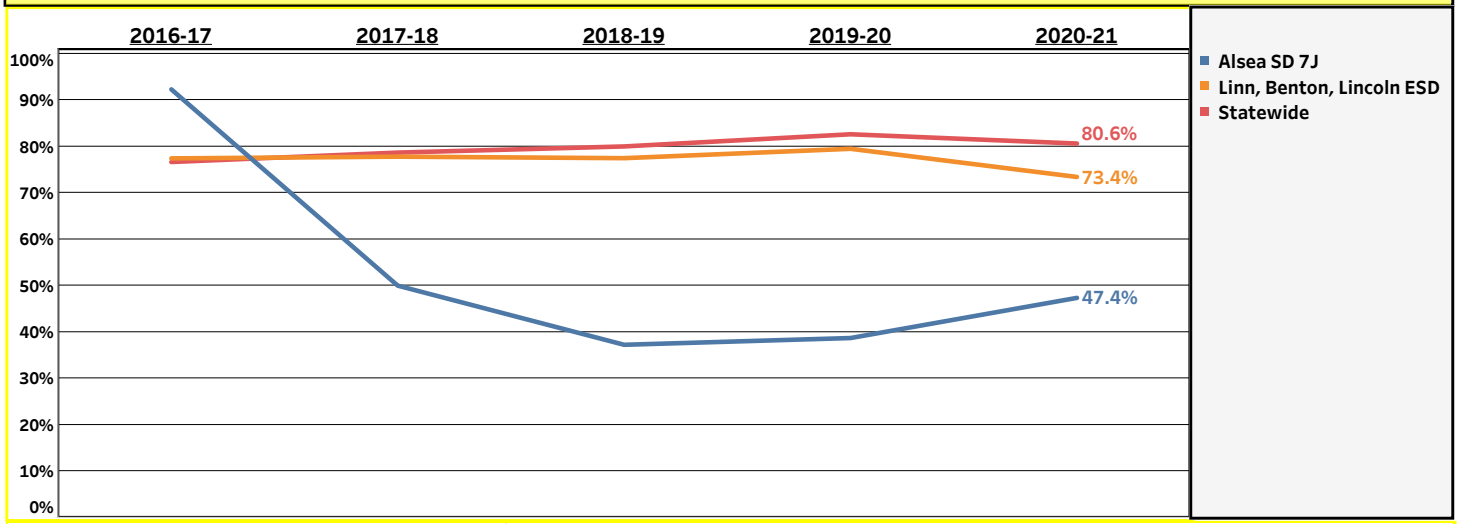
See the end notes (page 18) to understand the data sources, how suppressed information is displayed (96%/4%), student group inclusion rules, and why you have missing data for some indicators/years.

Release Date: November, 2022

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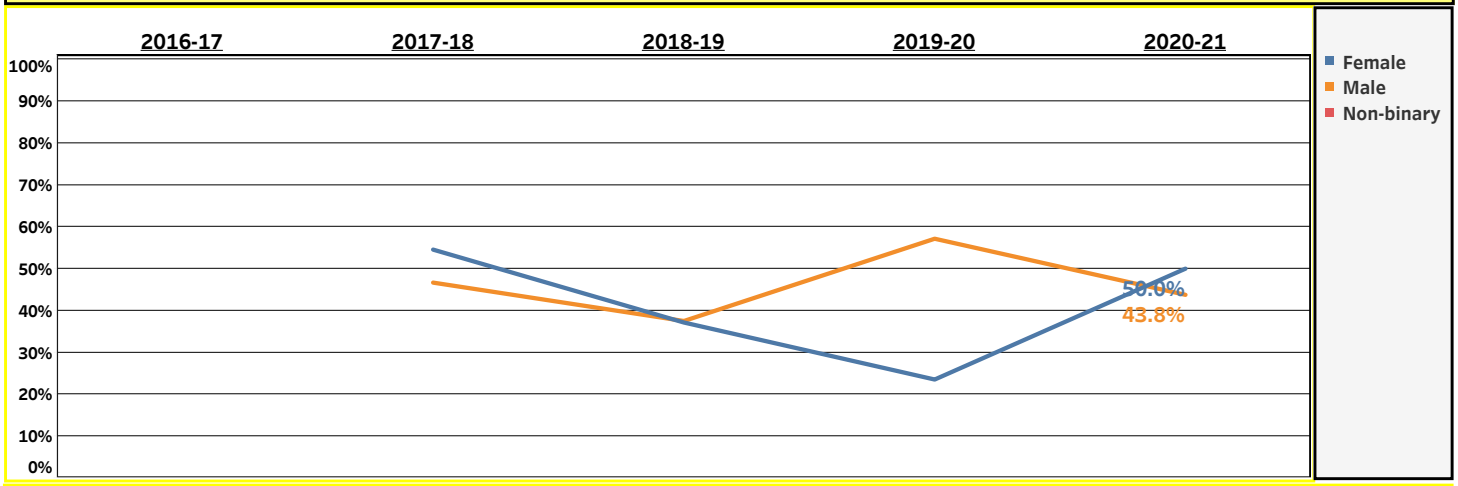
Alsea SD 7J

Four Year Graduation Rate by STATE, ESD, and DISTRICT or SCHOOL



		2016-17	2017-18	2018-19	2019-20	2020-21	Average	Trend
Alsea SD 7J	Students Meeting Metric	12	13	19	12	18		
	All Students in Cohort	13	26	51	31	38		
	Rate	92.3%	50.0%	37.3%	38.7%	47.4%	46.5%	-10.1%
Linn, Benton, Lincoln ESD	Students Meeting Metric							
	All Students in Cohort							
	Rate	77.4%	77.8%	77.5%	79.5%	73.4%	77.1%	-0.6%
Statewide	Students Meeting Metric							
	All Students in Cohort							
	Rate	76.7%	78.7%	80.0%	82.6%	80.6%	79.7%	1.2%

Four Year Graduation Rate by GENDER

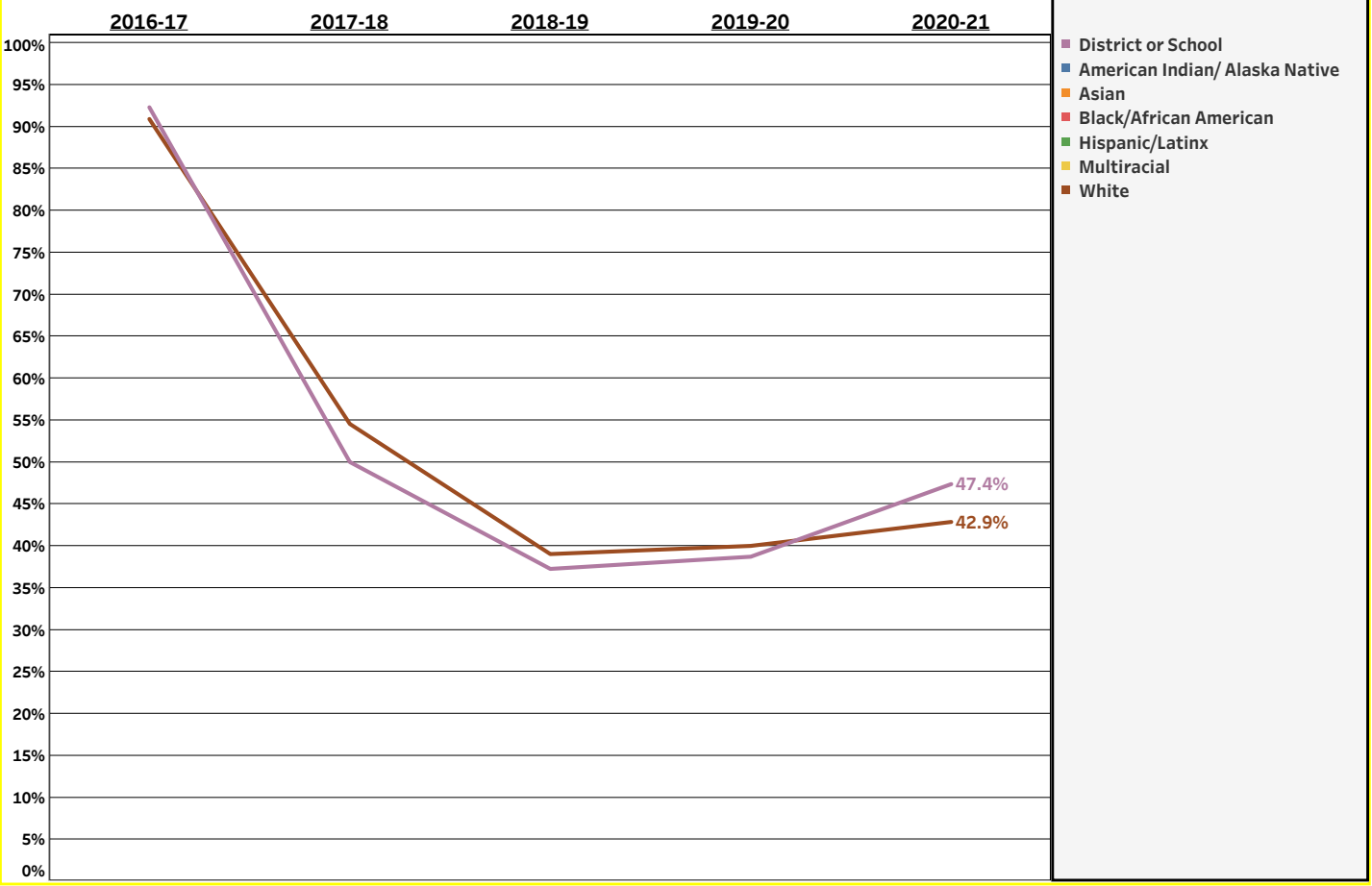


		2016-17	2017-18	2018-19	2019-20	2020-21	Average	Trend
Female	Students Meeting Metric		6	13	4	11		
	All Students in Cohort		11	35	17	22		
	Rate		54.5%	37.1%	23.5%	50.0%		
Male	Students Meeting Metric		7	6	8	7		
	All Students in Cohort		15	16	14	16		
	Rate		46.7%	37.5%	57.1%	43.8%		
Non-binary	Students Meeting Metric							
	All Students in Cohort							
	Rate							

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Alsea SD 7J

Four Year Graduation Rate by RACE/ETHNICITY

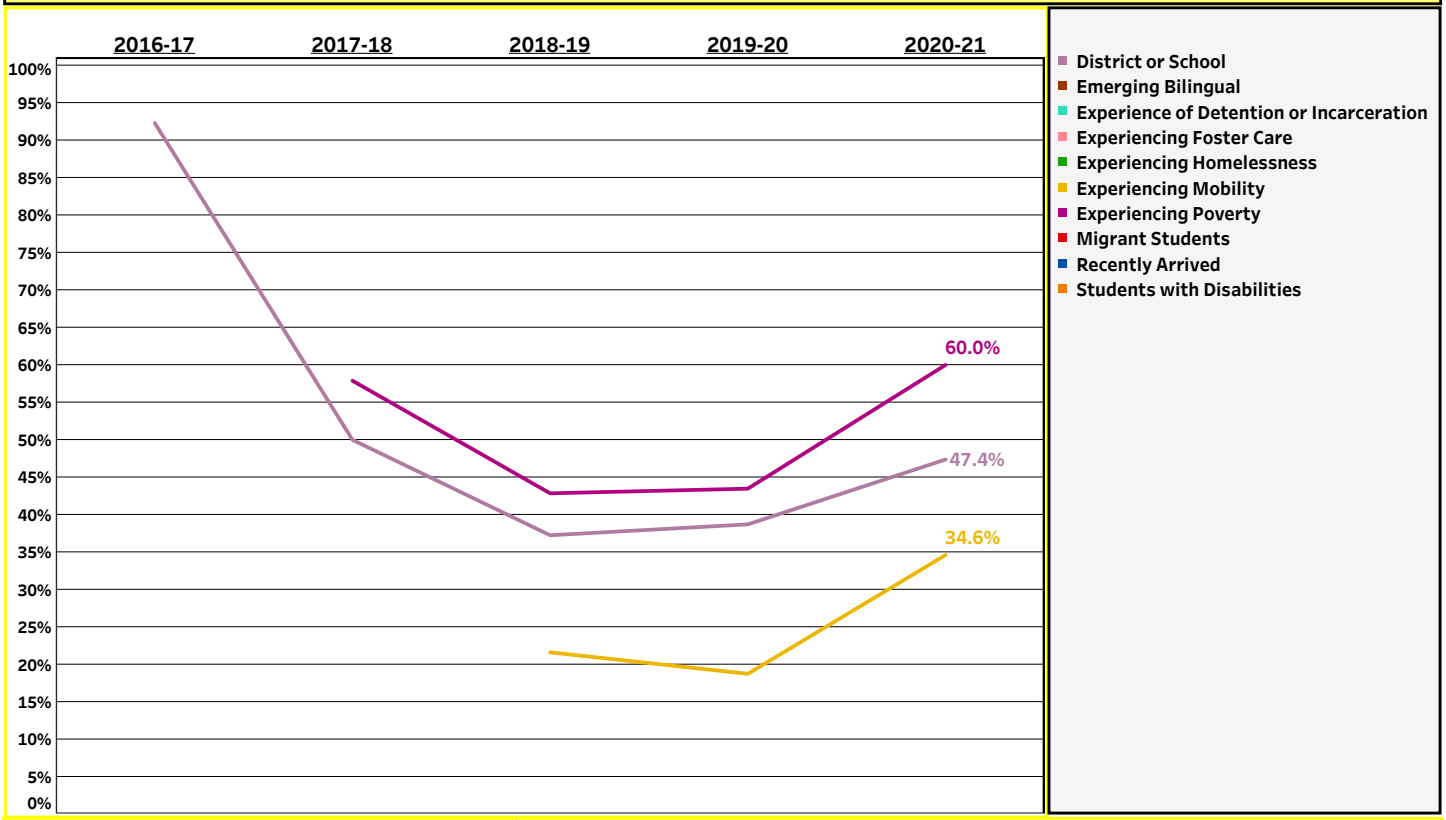


		2016-17	2017-18	2018-19	2019-20	2020-21	Average	Trend
District or School	Students Meeting Metric	12	13	19	12	18		
	All Students in Cohort	13	26	51	31	38		
	Rate	92.3%	50.0%	37.3%	38.7%	47.4%	46.5%	-10.1%
American Indian/ Alaska Native	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Asian	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Black/African American	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Hispanic/Latinx	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Multiracial	Students Meeting Metric							
	All Students in Cohort							
	Rate							
White	Students Meeting Metric	10	12	16	12	12		
	All Students in Cohort	11	22	41	30	28		
	Rate	90.9%	54.5%	39.0%	40.0%	42.9%	47.0%	-11.1%

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Alsea SD 7J

Four Year Graduation Rate by ADDITIONAL FOCAL GROUPS

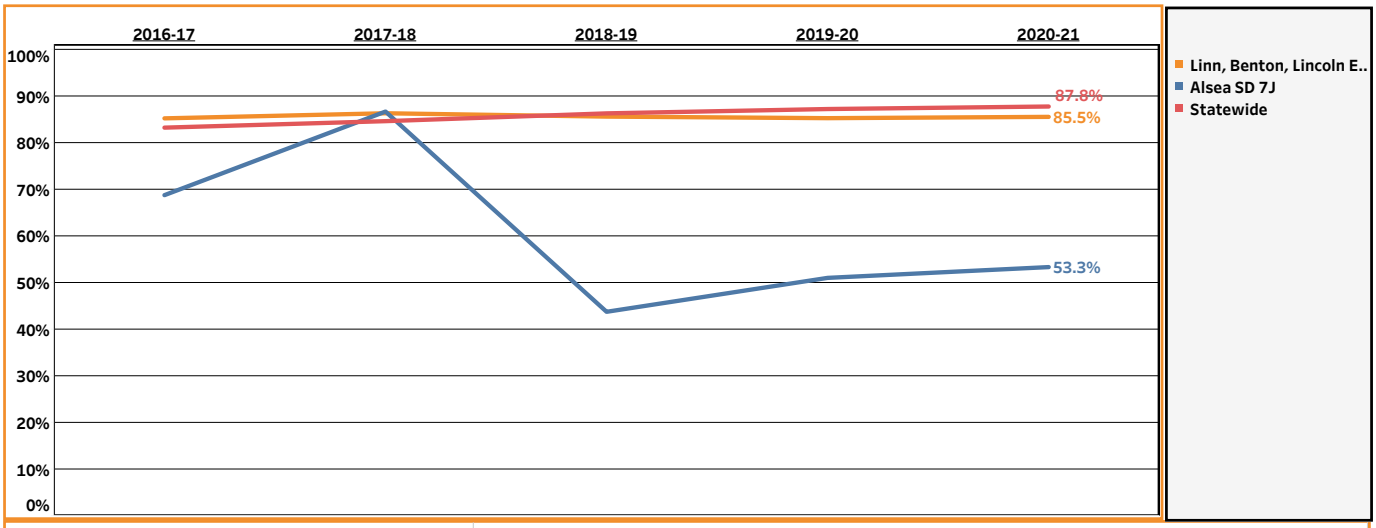


		2016-17	2017-18	2018-19	2019-20	2020-21	Average	Trend
District or School	Students Meeting Metric	12	13	19	12	18		
	All Students in Cohort	13	26	51	31	38		
	Rate	92.3%	50.0%	37.3%	38.7%	47.4%	46.5%	-10.1%
Emerging Bilingual	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Experience of Detention or Incarceration	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Experiencing Foster Care	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Experiencing Homelessness	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Experiencing Mobility	Students Meeting Metric			8	3	9		
	All Students in Cohort			37	16	26		
	Rate			21.6%	18.8%	34.6%		
Experiencing Poverty	Students Meeting Metric		11	15	10	15		
	All Students in Cohort		19	35	23	25		
	Rate		57.9%	42.9%	43.5%	60.0%		
Migrant Students	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Recently Arrived	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Students with Disabilities	Students Meeting Metric							
	All Students in Cohort							
	Rate							

SUPPRESSED

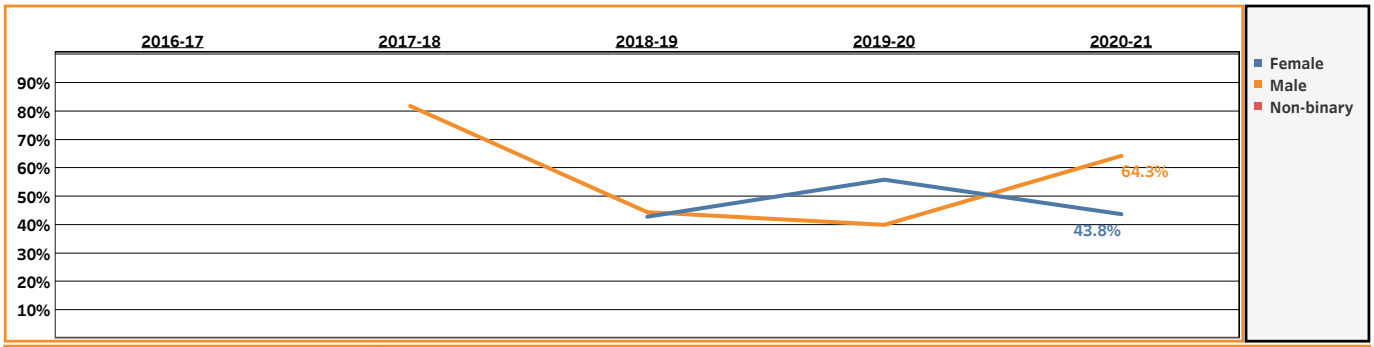
Alsea SD 7J

5 Year Completion Rate by STATE, ESD, and DISTRICT or SCHOOL



		2016-17	2017-18	2018-19	2019-20	2020-21	Average	Trend
Alsea SD 7J	Students Meeting Metric	11	13	14	25	16		
	All Students in Cohort	16	15	32	49	30		
	Rate	68.8%	86.7%	43.8%	51.0%	53.3%	55.6%	-6.6%
Linn, Benton, Lincoln ESD	Students Meeting Metric							
	All Students in Cohort							
	Rate	85.2%	86.3%	85.6%	85.3%	85.5%	85.6%	0.0%
Statewide	Students Meeting Metric							
	All Students in Cohort							
	Rate	83.2%	84.6%	86.3%	87.2%	87.8%	85.8%	1.2%

Five Year Completion Rate by GENDER

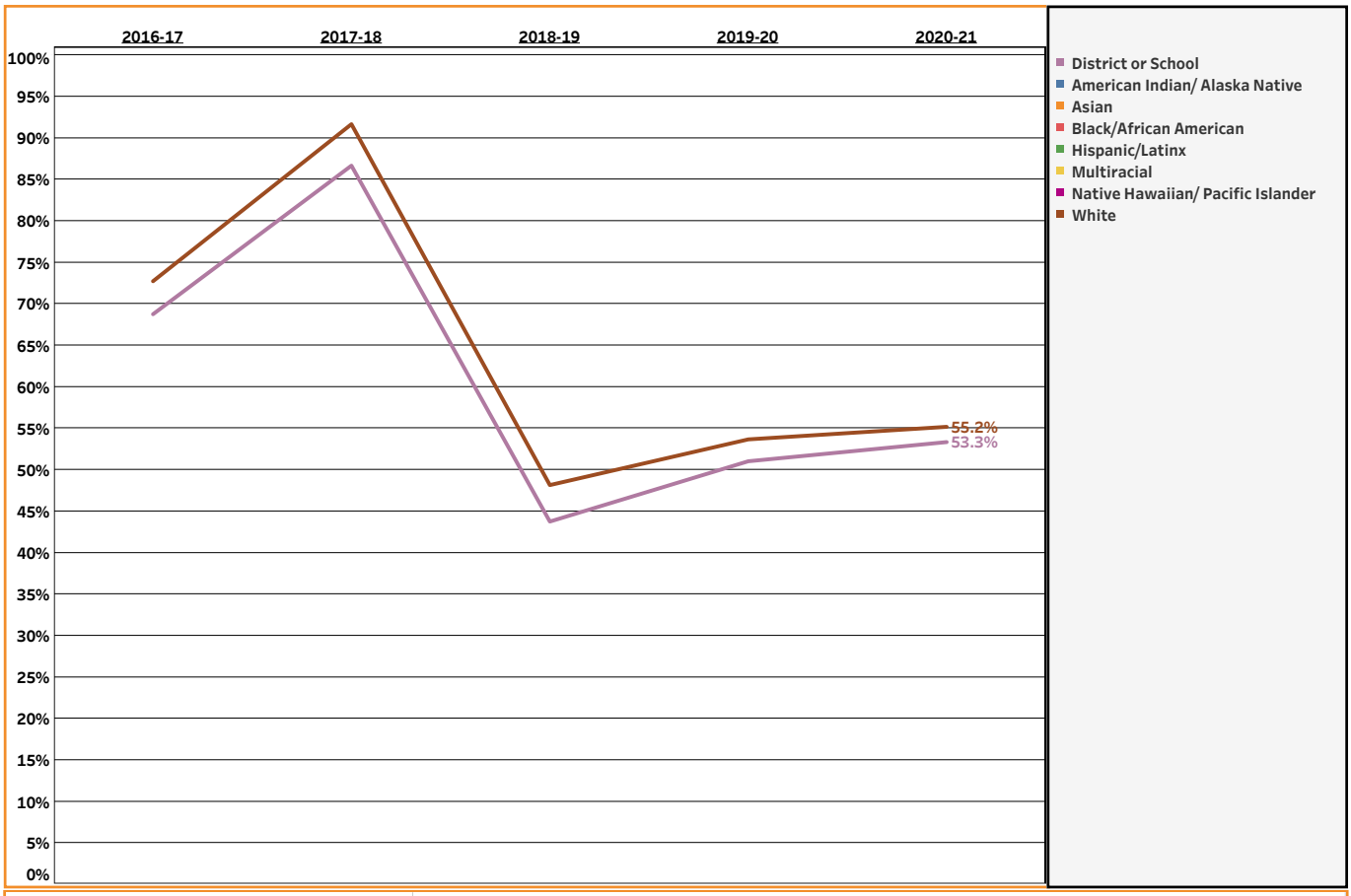


		2016-17	2017-18	2018-19	2019-20	2020-21	Average	Trend
Female	Students Meeting Metric			6	19	7		
	All Students in Cohort			14	34	16		
	Rate			42.9%	55.9%	43.8%		
Male	Students Meeting Metric		9	8	6	9		
	All Students in Cohort		11	18	15	14		
	Rate		81.8%	44.4%	40.0%	64.3%		
Non-binary	Students Meeting Metric							
	All Students in Cohort							
	Rate							

SUPPRESSED

Alsea SD 7J

Five Year Completion Rate by RACE/ETHNICITY

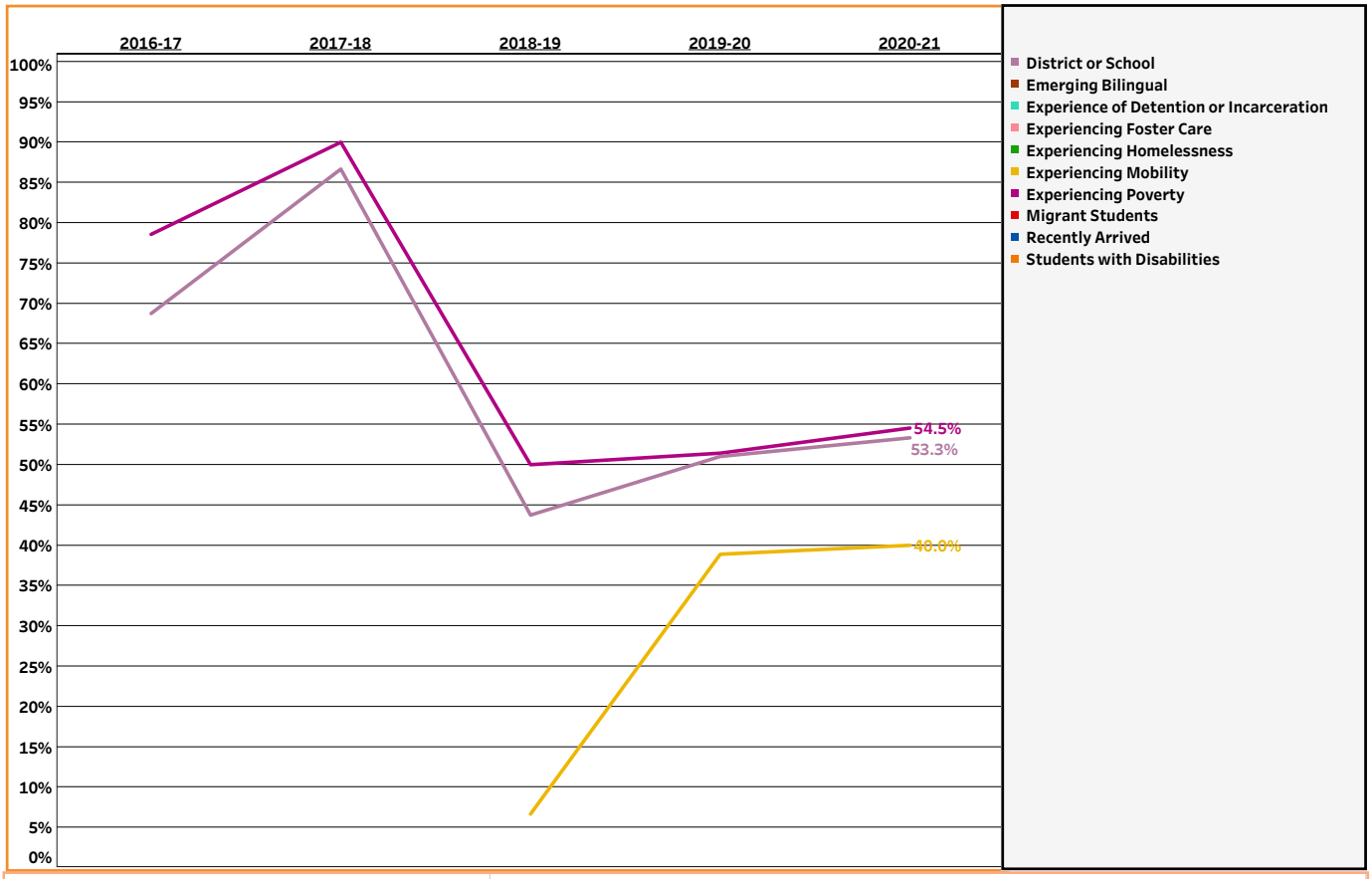


		2016-17	2017-18	2018-19	2019-20	2020-21	Average	Trend
District or School	Students Meeting Metric	11	13	14	25	16		
	All Students in Cohort	16	15	32	49	30		
	Rate	68.8%	86.7%	43.8%	51.0%	53.3%	55.6%	-6.6%
American Indian/ Alaska Native	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Asian	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Black/African American	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Hispanic/Latinx	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Multiracial	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Native Hawaiian/ Pacific Islander	Students Meeting Metric							
	All Students in Cohort							
	Rate							
White	Students Meeting Metric	8	11	13	22	16		
	All Students in Cohort	11	12	27	41	29		
	Rate	72.7%	91.7%	48.1%	53.7%	55.2%	58.3%	-7.3%

SUPPRESSED

Alsea SD 7J

Five Year Completion Rate by ADDITIONAL FOCAL GROUPS

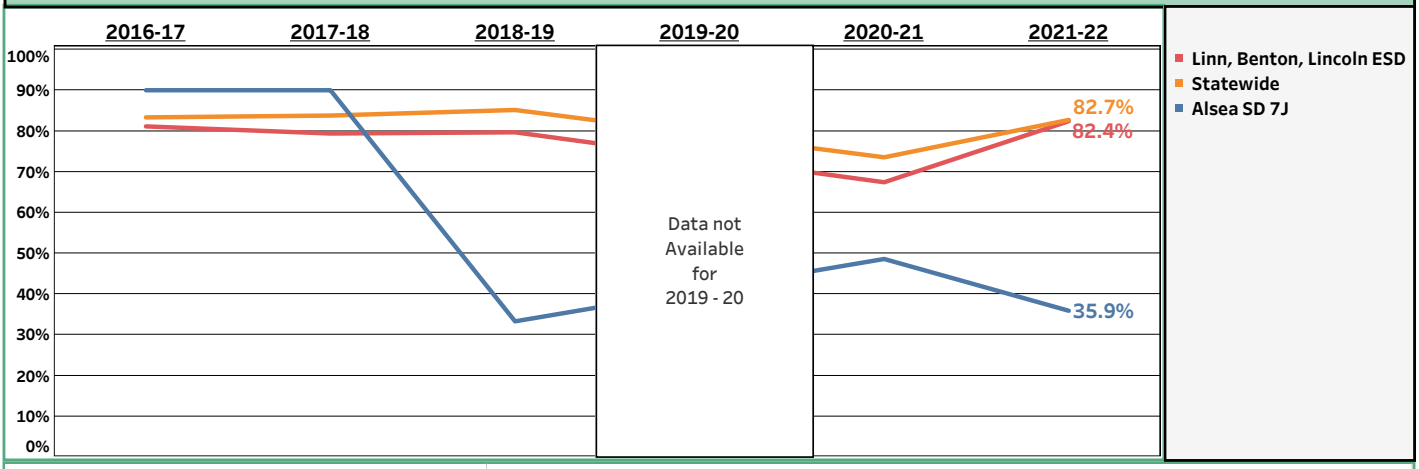


		2016-17	2017-18	2018-19	2019-20	2020-21	Average	Trend
District or School	Students Meeting Metric	11	13	14	25	16		
	All Students in Cohort	16	15	32	49	30		
	Rate	68.8%	86.7%	43.8%	51.0%	53.3%	55.6%	-6.6%
Emerging Bilingual	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Experience of Detention or Incarceration	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Experiencing Foster Care	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Experiencing Homelessness	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Experiencing Mobility	Students Meeting Metric			1	14	6		
	All Students in Cohort			15	36	15		
	Rate			6.7%	38.9%	40.0%		
Experiencing Poverty	Students Meeting Metric	11	9	12	18	12		
	All Students in Cohort	14	10	24	35	22		
	Rate	78.6%	90.0%	50.0%	51.4%	54.5%	59.0%	-8.7%
Migrant Students	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Recently Arrived	Students Meeting Metric							
	All Students in Cohort							
	Rate							
Students with Disabilities	Students Meeting Metric							
	All Students in Cohort							
	Rate							

SUPPRESSED

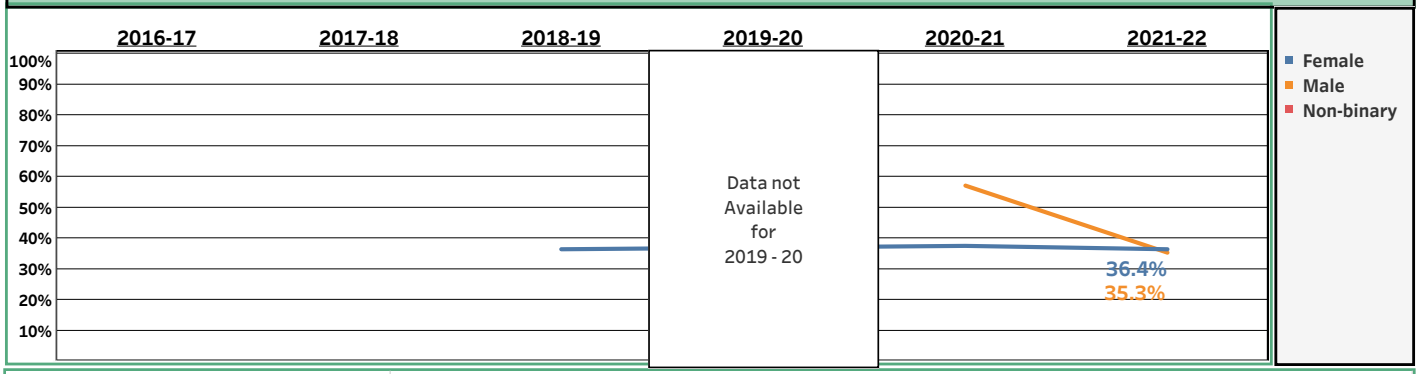
Alsea SD 7J

9th Grade on Track for Graduation Rate by STATE, ESD, and DISTRICT or SCHOOL



		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
Alsea SD 7J	Students Meeting Metric	9	9	5		18	14		
	All Students in Cohort	10	10	15		37	39		
	Rate	90.0%	90.0%	33.3%		48.6%	35.9%	49.5%	-15.0%
Linn, Benton, Lincoln ESD	Students Meeting Metric								
	All Students in Cohort								
	Rate	81.1%	79.4%	79.7%		67.4%	82.4%	77.8%	-0.9%
Statewide	Students Meeting Metric								
	All Students in Cohort								
	Rate	83.3%	83.8%	85.2%		73.5%	82.7%	81.6%	-1.1%

9th Grade on Track for Graduation Rate by GENDER

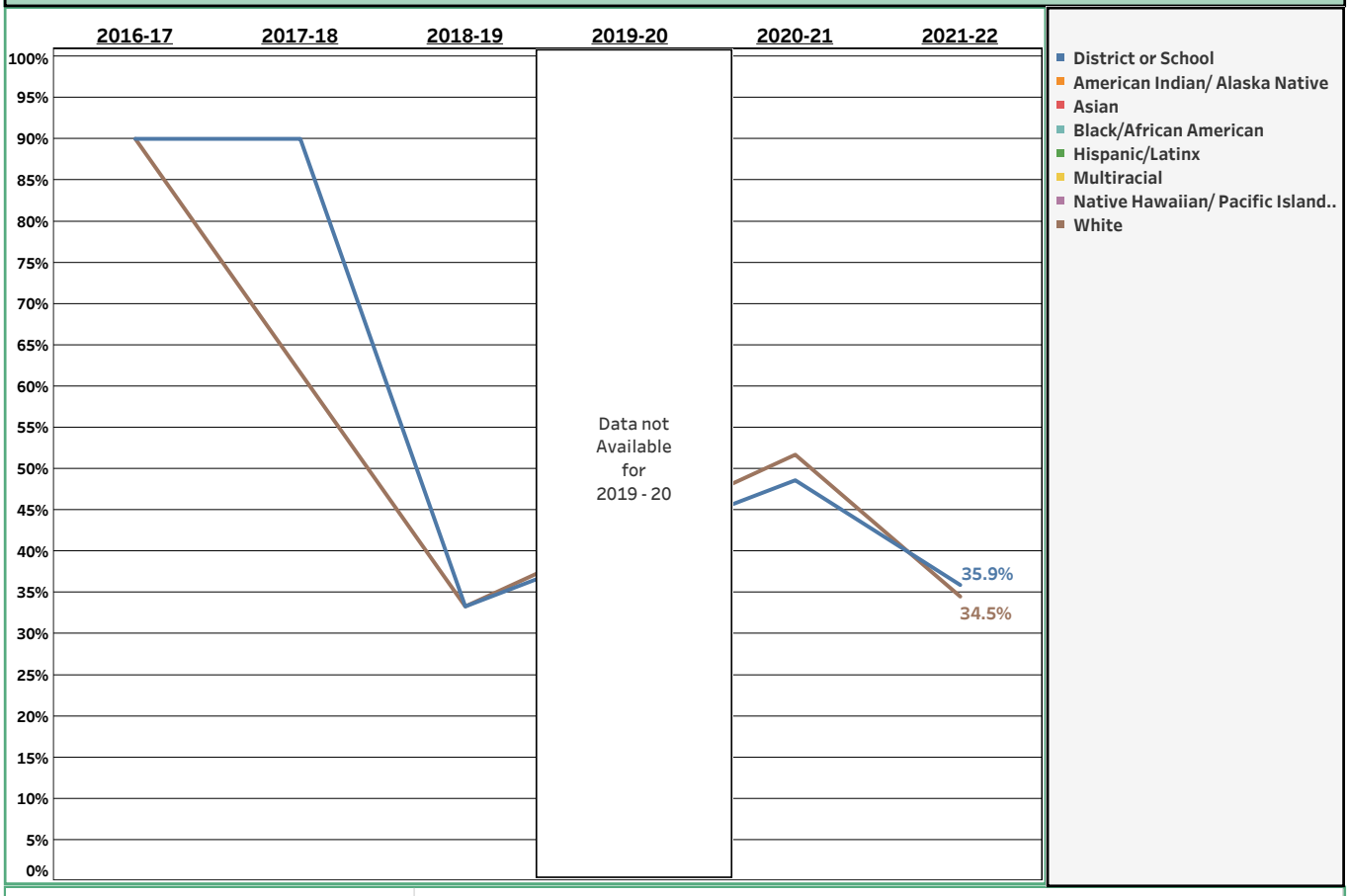


		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
Female	Students Meeting Metric			4		6	8		
	All Students in Cohort			11		16	22		
	Rate			36.4%		37.5%	36.4%		
Male	Students Meeting Metric					12	6		
	All Students in Cohort					21	17		
	Rate					57.1%	35.3%		
Non-binary	Students Meeting Metric								
	All Students in Cohort								
	Rate								

SUPPRESSED

Alsea SD 7J

9th Grade on Track for Graduation Rate by RACE/ETHNICITY

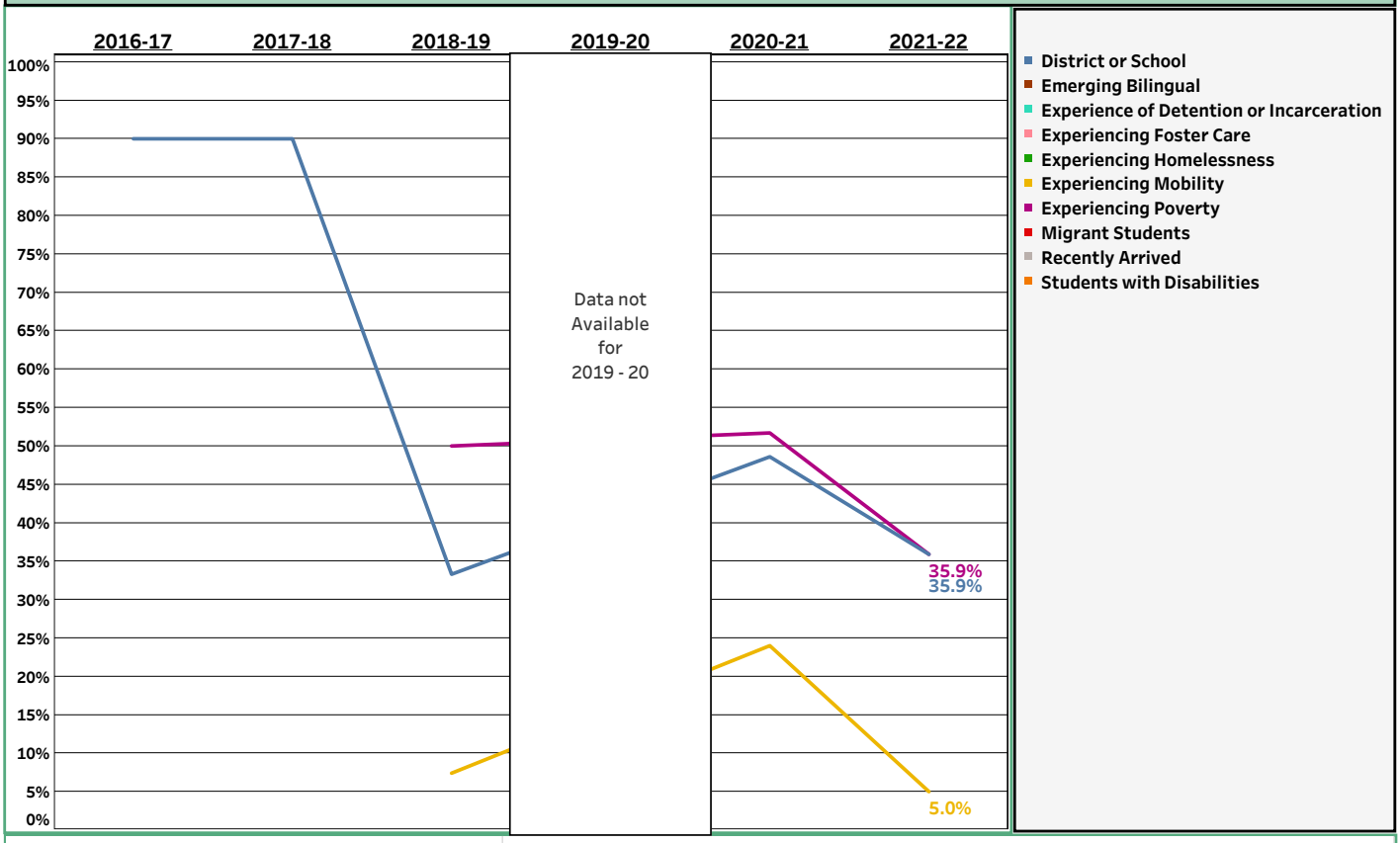


		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
District or School	Students Meeting Metric	9	9	5		18	14		
	All Students in Cohort	10	10	15		37	39		
	Rate	90.0%	90.0%	33.3%		48.6%	35.9%	49.5%	-15.0%
American Indian/ Alaska Native	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Asian	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Black/African American	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Hispanic/Latinx	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Multiracial	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Native Hawaiian/ Pacific Islander	Students Meeting Metric								
	All Students in Cohort								
	Rate								
White	Students Meeting Metric	9		4		15	10		
	All Students in Cohort	10		12		29	29		
	Rate	90.0%		33.3%		51.7%	34.5%		

SUPPRESSED

Alsea SD 7J

9th Grade on Track for Graduation Rate by ADDITIONAL FOCAL GROUPS

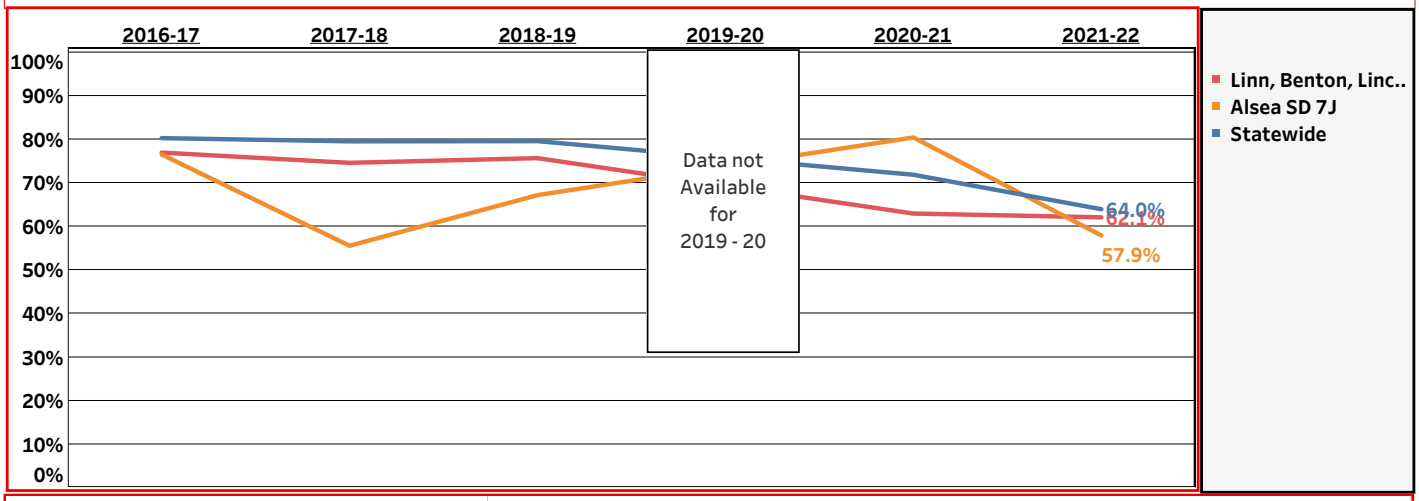


		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
District or School	Students Meeting Metric	9	9	5		18	14		
	All Students in Cohort	10	10	15		37	39		
	Rate	90.0%	90.0%	33.3%		48.6%	35.9%	49.5%	-15.0%
Emerging Bilingual	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Experience of Detention or Incarceration	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Experiencing Foster Care	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Experiencing Homelessness	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Experiencing Mobility	Students Meeting Metric			2		6	1		
	All Students in Cohort			27		25	20		
	Rate			7.4%		24.0%	5.0%		
Experiencing Poverty	Students Meeting Metric			5		15	14		
	All Students in Cohort			10		29	39		
	Rate			50.0%		51.7%	35.9%		
Migrant Students	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Recently Arrived	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Students with Disabilities	Students Meeting Metric								
	All Students in Cohort								
	Rate								

SUPPRESSED

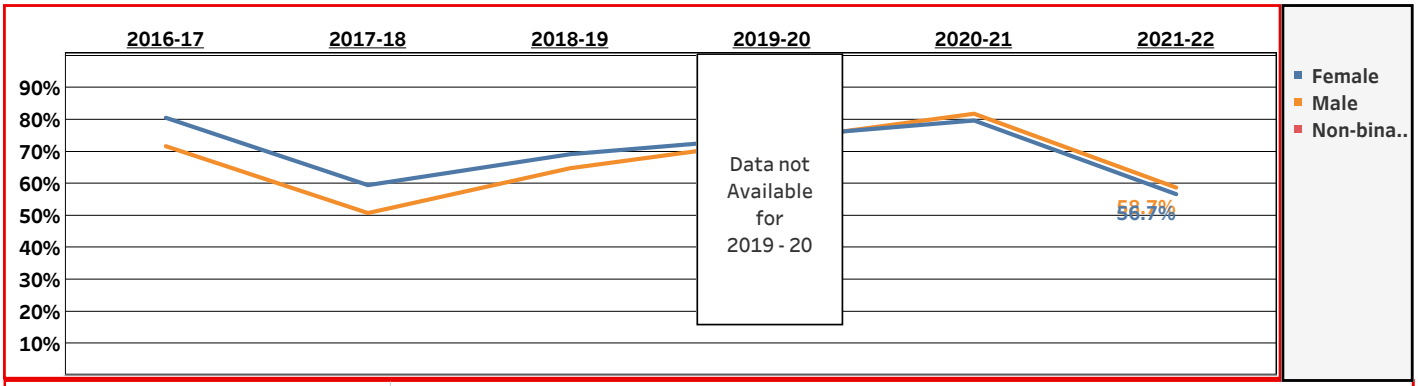
Alsea SD 7J

Regular Attenders (Not Chronically Absent) Rate by STATE, ESD, and DISTRICT or SCHOOL



		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
Alsea SD 7J	Students Meeting Metric	101	80	131		538	402		
	All Students in Cohort	132	144	195		669	694		
	Rate	76.5%	55.6%	67.2%		80.4%	57.9%	68.3%	-1.2%
Linn, Benton, Lincoln ESD	Students Meeting Metric								
	All Students in Cohort								
	Rate	76.9%	74.6%	75.7%		63.0%	62.1%	70.5%	-4.1%
Statewide	Students Meeting Metric								
	All Students in Cohort								
	Rate	80.3%	79.5%	79.6%		71.9%	64.0%	75.2%	-4.0%

Regular Attenders (Not Chronically Absent) Rate by GENDER

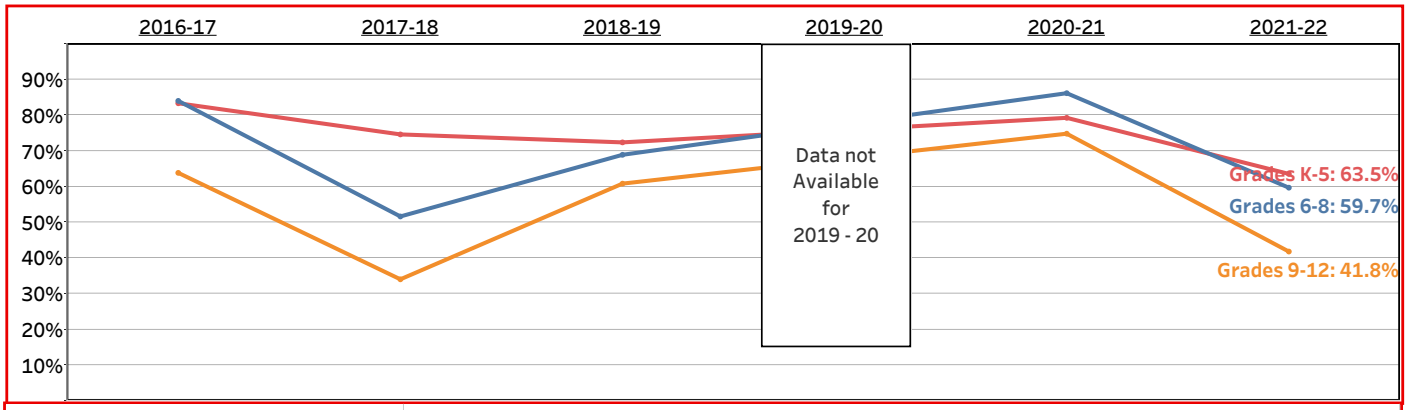


		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
Female	Students Meeting Metric	58	47						
	All Students in Cohort	72	79						
	Rate	80.6%	59.5%	69.2%		79.7%	56.7%	68.6%	-2.8%
Male	Students Meeting Metric	43	33						
	All Students in Cohort	60	65						
	Rate	71.7%	50.8%	64.8%		81.8%	58.7%	68.0%	0.5%
Non-Binary	Students Meeting Metric								
	All Students in Cohort								
	Rate								

SUPPRESSED

Alsea SD 7J

Regular Attenders (Not Chronically Absent) Rate by GRADE LEVELS



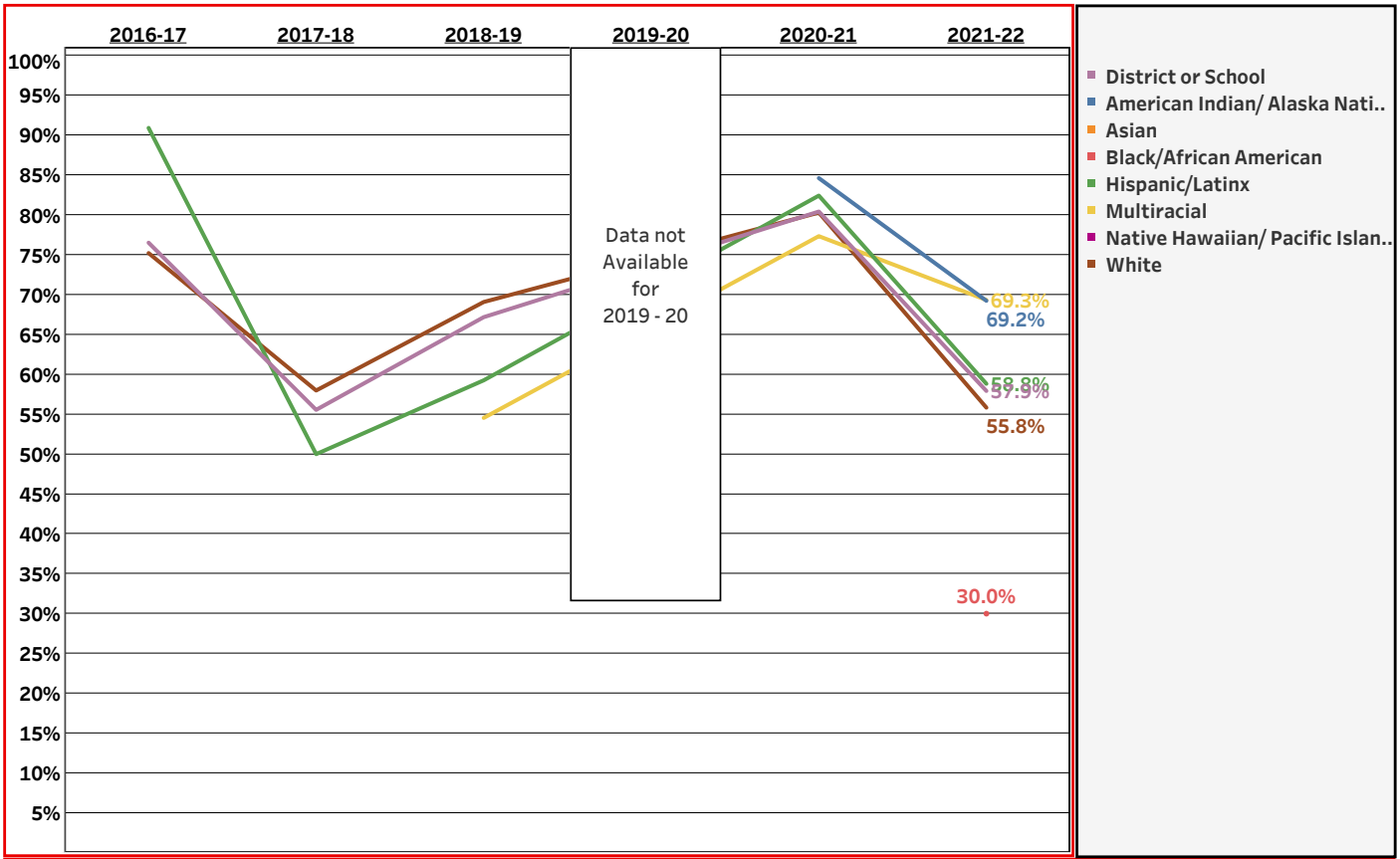
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
Grades K-5	Students Meeting Metric	50	47	55		275	230		
	All Students in Cohort	60	63	76		347	362		
	Rate	83.3%	74.6%	72.4%		79.3%	63.5%	72.4%	-3.5%
Grades 6-8	Students Meeting Metric	21	16	31		168	111		
	All Students in Cohort	25	31	45		195	186		
	Rate	84.0%	51.6%	68.9%		86.2%	59.7%	72.0%	-1.4%
Grades 9-12	Students Meeting Metric	30	17	45		95	61		
	All Students in Cohort	47	50	74		127	146		
	Rate	63.8%	34.0%	60.8%		74.8%	41.8%	55.9%	-0.3%

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
Kindergarten	Students Meeting Metric	7	8			36	44		
	All Students in Cohort	10	11			75	74		
	Rate	70.0%	72.7%			48.0%	59.5%		
Grade 1	Students Meeting Metric			10		55	33		
	All Students in Cohort			13		64	59		
	Rate			76.9%		85.9%	55.9%		
Grade 2	Students Meeting Metric	9		11		49	43		
	All Students in Cohort	12		12		53	63		
	Rate	75.0%		91.7%		92.5%	68.3%		
Grade 3	Students Meeting Metric		10				38		
	All Students in Cohort		13				57		
	Rate	96.0%	76.9%			96.0%	66.7%		
Grade 4	Students Meeting Metric		10	12		38	38		
	All Students in Cohort		16	16		54	58		
	Rate		62.5%	75.0%		70.4%	65.5%		
Grade 5	Students Meeting Metric	9	8	12			34		
	All Students in Cohort	11	10	18			51		
	Rate	81.8%	80.0%	66.7%		96.0%	66.7%	78.2%	-1.5%
Grade 6	Students Meeting Metric	9	8	7		55	41		
	All Students in Cohort	10	12	12		66	63		
	Rate	90.0%	66.7%	58.3%		83.3%	65.1%	73.6%	-3.3%
Grade 7	Students Meeting Metric		6	15		60	36		
	All Students in Cohort		11	18		66	60		
	Rate		54.5%	83.3%		90.9%	60.0%		
Grade 8	Students Meeting Metric	9		9		53	34		
	All Students in Cohort	10		15		63	63		
	Rate	90.0%		60.0%		84.1%	54.0%		
Grade 9	Students Meeting Metric	8	5	10		26	24		
	All Students in Cohort	10	10	14		36	38		
	Rate	80.0%	50.0%	71.4%		72.2%	63.2%	67.6%	-1.1%
Grade 10	Students Meeting Metric	9	4	11		23	18		
	All Students in Cohort	13	11	17		29	40		
	Rate	69.2%	36.4%	64.7%		79.3%	45.0%	59.1%	-0.6%
Grade 11	Students Meeting Metric	9	4	9		23	9		
	All Students in Cohort	12	14	15		32	32		
	Rate	75.0%	28.6%	60.0%		71.9%	28.1%	51.4%	-5.0%
Grade 12	Students Meeting Metric	4	4	15		23	10		
	All Students in Cohort	12	15	28		30	36		
	Rate	33.3%	26.7%	53.6%		76.7%	27.8%	46.3%	3.9%

SUPPRESSED

Alsea SD 7J

Regular Attenders (Not Chronically Absent) Rate by RACE/ETHNICITY

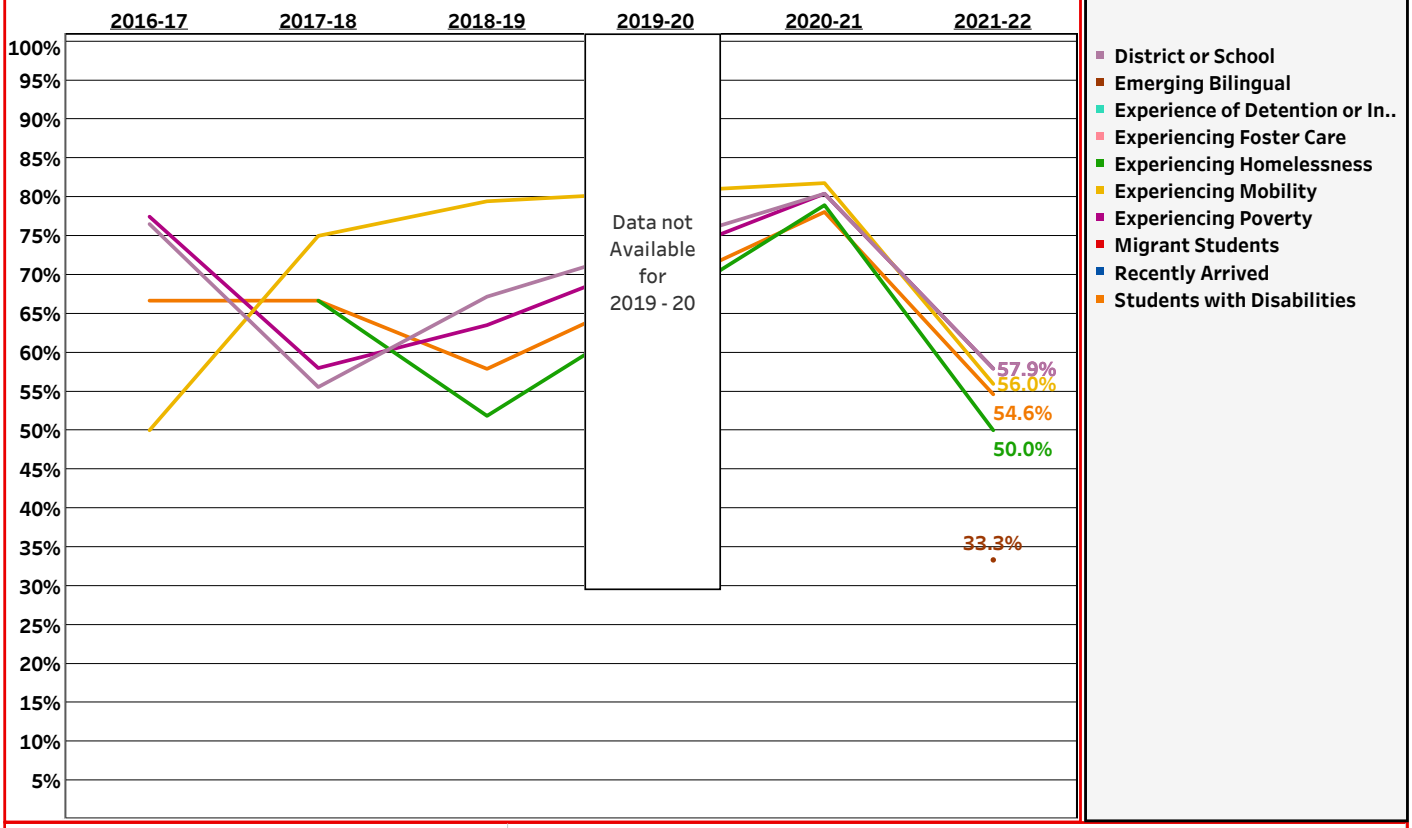


		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
District or School	Students Meeting Metric	101	80	131		538	402		
	All Students in Cohort	132	144	195		669	694		
	Rate	76.5%	55.6%	67.2%		80.4%	57.9%	68.3%	-1.2%
American Indian/ Alaska Native	Students Meeting Metric					11	9		
	All Students in Cohort					13	13		
	Rate					84.6%	69.2%		
Asian	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Black/African American	Students Meeting Metric						3		
	All Students in Cohort						10		
	Rate						30.0%		
Hispanic/Latinx	Students Meeting Metric	10	8	16		75	60		
	All Students in Cohort	11	16	27		91	102		
	Rate	90.9%	50.0%	59.3%		82.4%	58.8%	68.4%	-3.2%
Multiracial	Students Meeting Metric			6		58	52		
	All Students in Cohort			11		75	75		
	Rate			54.5%		77.3%	69.3%		
Native Hawaiian/ Pacific Islander	Students Meeting Metric								
	All Students in Cohort								
	Rate								
White	Students Meeting Metric	88	69	105		387	268		
	All Students in Cohort	117	119	152		482	480		
	Rate	75.2%	58.0%	69.1%		80.3%	55.8%	67.9%	-1.6%

SUPPRESSED

Alsea SD 7J

Regular Attenders (Not Chronically Absent) Rate by ADDITIONAL FOCAL GROUPS

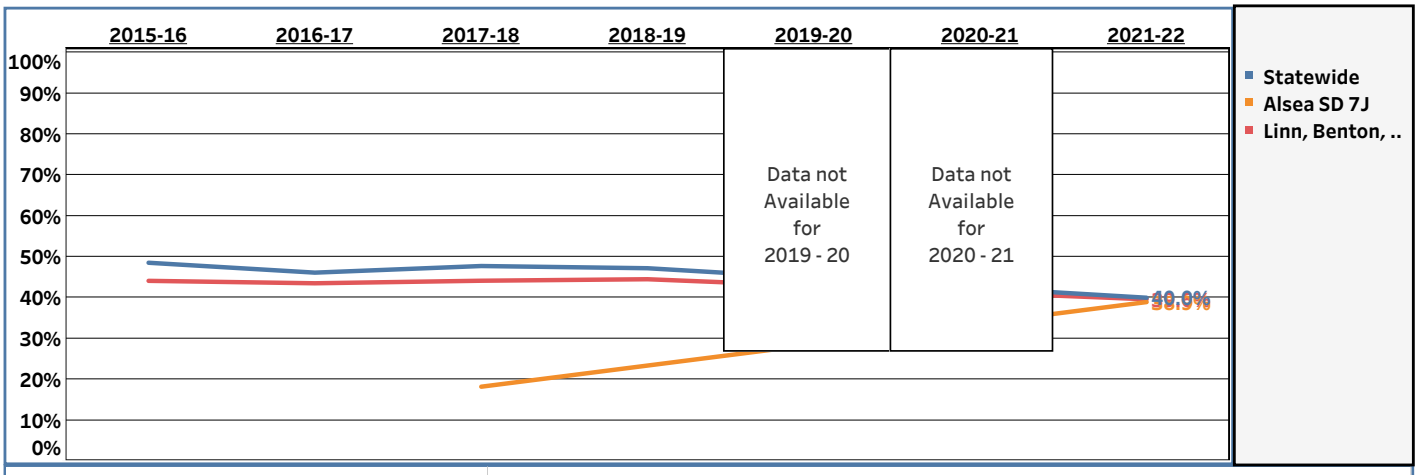


		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
District or School	Students Meeting Metric	101	80	131		538	402		
	All Students in Cohort	132	144	195		669	694		
	Rate	76.5%	55.6%	67.2%		80.4%	57.9%	68.3%	-1.2%
Emerging Bilingual	Students Meeting Metric						7		
	All Students in Cohort						21		
	Rate						33.3%		
Experience of Detention or Incarceration	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Experiencing Foster Care	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Experiencing Homelessness	Students Meeting Metric		12	14		15	12		
	All Students in Cohort		18	27		19	24		
	Rate		66.7%	51.9%		78.9%	50.0%		
Experiencing Mobility	Students Meeting Metric	8	18	143		431	230		
	All Students in Cohort	16	24	180		527	411		
	Rate	50.0%	75.0%	79.4%		81.8%	56.0%	71.7%	1.9%
Experiencing Poverty	Students Meeting Metric	55	58	101		538	402		
	All Students in Cohort	71	100	159		669	694		
	Rate	77.5%	58.0%	63.5%		80.4%	57.9%	68.2%	-1.7%
Migrant Students	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Recently Arrived	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Students with Disabilities	Students Meeting Metric	14	22	22		89	65		
	All Students in Cohort	21	33	38		114	119		
	Rate	66.7%	66.7%	57.9%		78.1%	54.6%	65.2%	-1.3%

SUPPRESSED

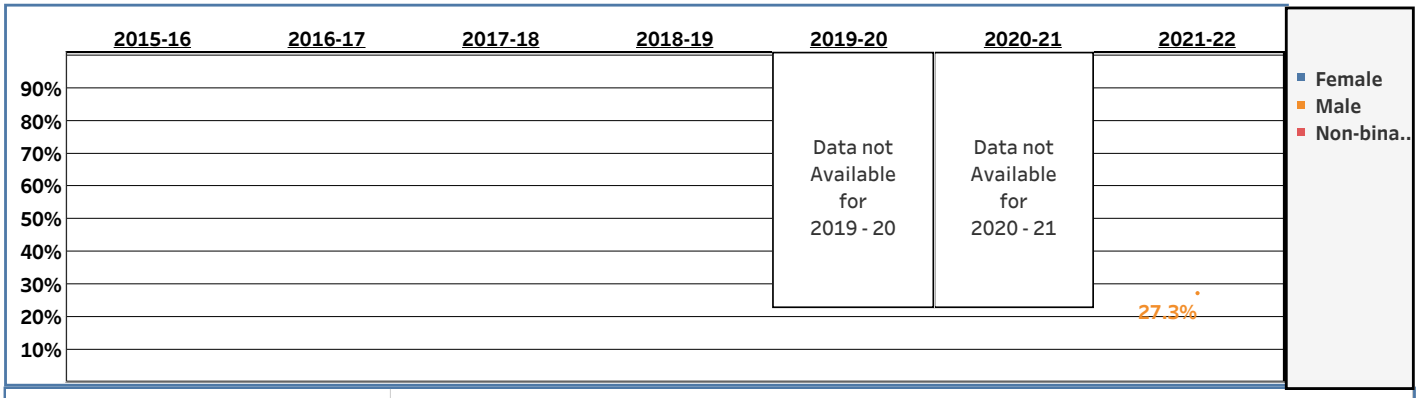
Alsea SD 7J

3rd Grade English Language Arts Proficiency Rate by STATE, ESD, and DISTRICT or SCHOOL



		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
Alsea SD 7J	Students Meeting Metric		2				7		
	All Students in Cohort		11				18		
	Rate		18.2%				38.9%		
Linn, Benton, Lincoln ESD	Students Meeting Metric								
	All Students in Cohort								
	Rate	43.5%	44.1%	44.5%			39.6%	43.2%	-0.8%
Statewide	Students Meeting Metric								
	All Students in Cohort								
	Rate	46.1%	47.7%	47.2%			40.0%	46.0%	-1.6%

3rd Grade English Language Arts Proficiency Rate by GENDER

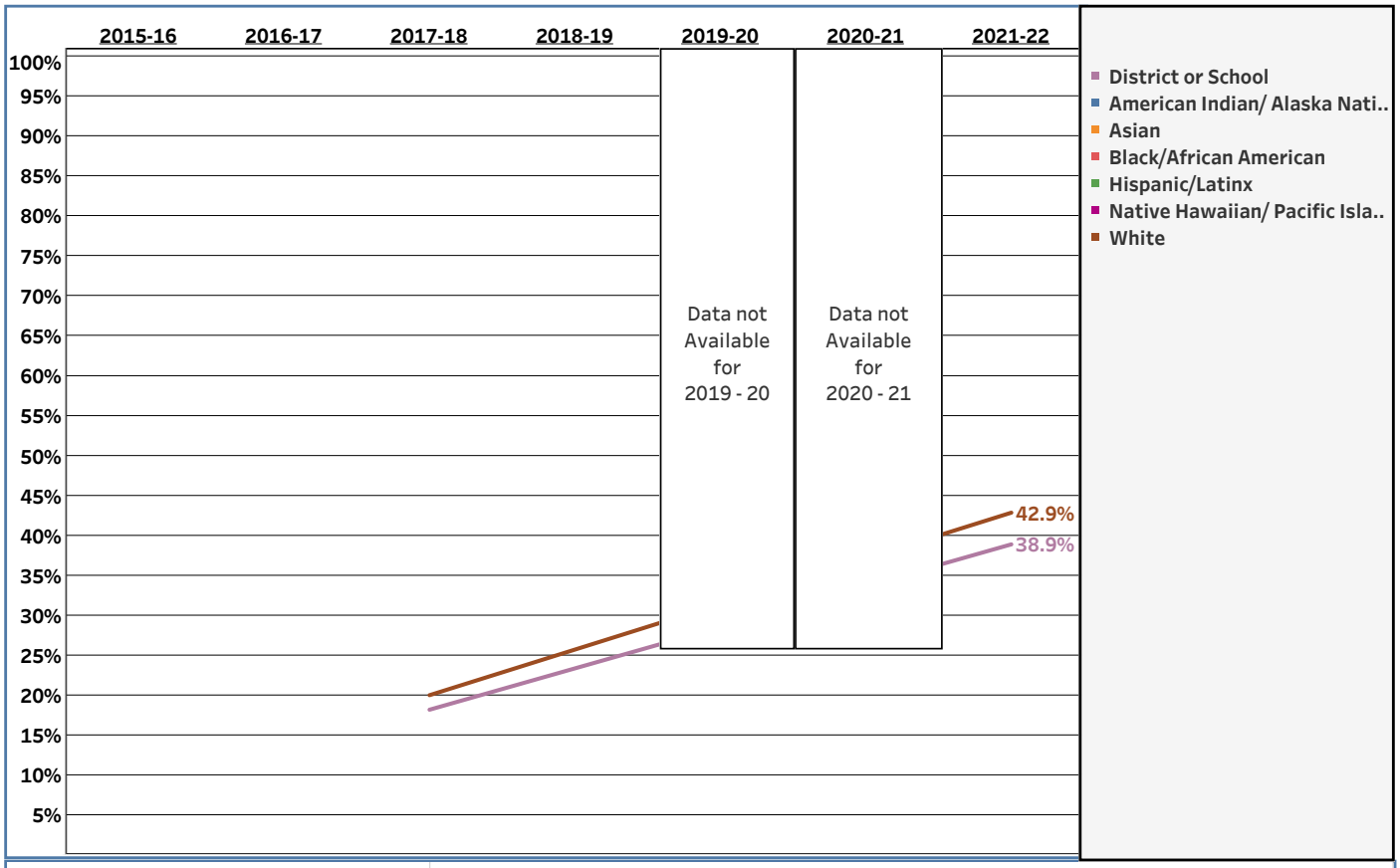


		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
Female	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Male	Students Meeting Metric								
	All Students in Cohort								
	Rate						27.3%		
Non-Binary	Students Meeting Metric								
	All Students in Cohort								
	Rate								

SUPPRESSED

Alsea SD 7J

3rd Grade English Language Arts Proficiency Rate by RACE/ETHNICITY

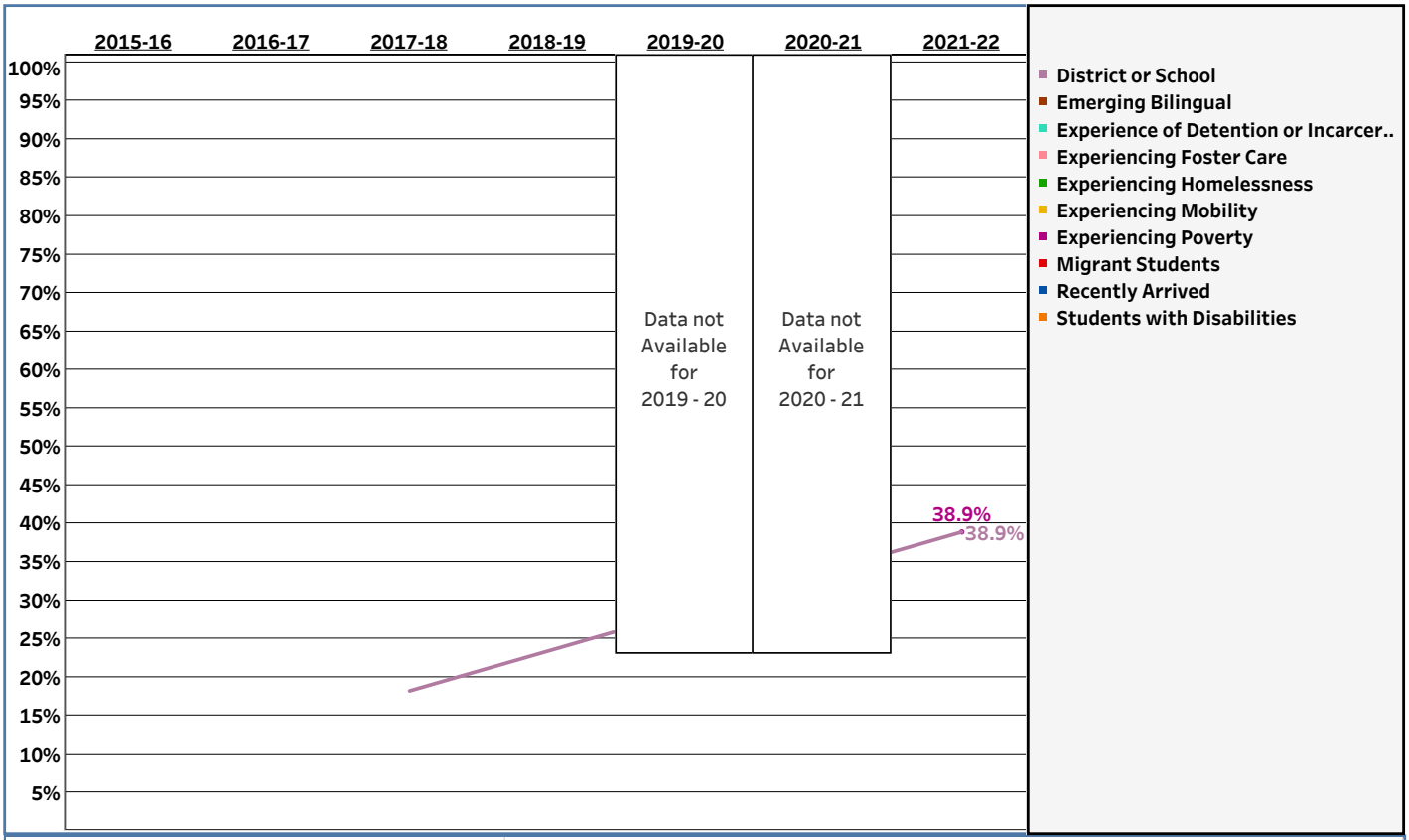


		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
District or School	Students Meeting Metric		2				7		
	All Students in Cohort		11				18		
	Rate		18.2%				38.9%		
American Indian/ Alaska Native	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Asian	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Black/African American	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Hispanic/Latinx	Students Meeting Metric								
	All Students in Cohort								
	Rate								
Native Hawaiian/ Pacific Islander	Students Meeting Metric								
	All Students in Cohort								
	Rate								
White	Students Meeting Metric		2				6		
	All Students in Cohort		10				14		
	Rate		20.0%				42.9%		

SUPPRESSED

Alsea SD 7J

3rd Grade English Language Arts Proficiency Rate by ADDITIONAL FOCAL GROUPS



		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average	Trend
District or School	Students Meeting Metric			2				7		
	All Students in Cohort			11				18		
	Rate			18.2%				38.9%		
Emerging Bilingual	Students Meeting Metric									
	All Students in Cohort									
	Rate									
Experience of Detention or Incarceration	Students Meeting Metric									
	All Students in Cohort									
	Rate									
Experiencing Foster Care	Students Meeting Metric									
	All Students in Cohort									
	Rate									
Experiencing Homelessness	Students Meeting Metric									
	All Students in Cohort									
	Rate									
Experiencing Mobility	Students Meeting Metric									
	All Students in Cohort									
	Rate									
Experiencing Poverty	Students Meeting Metric							7		
	All Students in Cohort							18		
	Rate							38.9%		
Migrant Students	Students Meeting Metric									
	All Students in Cohort									
	Rate									
Recently Arrived	Students Meeting Metric									
	All Students in Cohort									
	Rate									
Students with Disabilities	Students Meeting Metric									
	All Students in Cohort									
	Rate									

Data Sources, Inclusion, and Suppression

METRICS

Four Year Graduation Rate

The four year graduation rate is the percentage of students in a cohort (students who entered 9th grade in the same school year), adjusted for transfers in and out of the district, who earn a standard (Oregon or Modified) high school diploma within four years of entering high school.

See more information in the Cohort Graduation Rate Technical Manual.

Five Year Completer Rate

The five year completer rate is the percentage of students in a cohort, adjusted for transfers in and out of the district, who earn a standard (Oregon or Modified), extended, or adult high school diploma, or a GED within five years of entering high school.

See more information in the Cohort Graduation Rate Technical Manual.

Ninth Grade On Track Rate

The ninth grade on track rate is the percentage of students who earn at least ¼ of the credits required for graduation by the end of their ninth grade year or during summer school immediately following their ninth grade year. Students are included in a district's rate calculation if they are enrolled in the district on the first school day in May and have been enrolled more than half (greater than 0.5 ADM) of the academic year within the same school district.

This rate was not reported for the 2019-20 school year due to the temporary suspension of the 3rd Period Cumulative ADM and Ninth Grade On-Track data collections.

See more information in the 9th Grade On Track Manual.

Regular Attendance Rate

The regular attendance rate is the percentage of students who attend more than 90% of their enrolled school days from the beginning of the year until the first school day in May. Students are included in a district's rate calculation if they are enrolled in the district on the first school day in May and have been enrolled for at least 75 days during the school year in that district.

This rate was not reported for the 2019-20 school year due to the temporary suspension of the 3rd Period Cumulative ADM data collection. Additionally, rates for the 2020-21 and 2021-22 school years are not directly comparable to rates for years prior to the 2019-20 school year due to technical changes in the way attendance and absenteeism were calculated in those years.

See more information in the Regular Attenders Validation Guide.

Grade 3 English Language Arts (ELA) Assessment (OSAS) Proficiency Rate

The Grade 3 ELA OSAS met or exceeded standard (proficiency) rate is the percentage of third grade students who took the Oregon Statewide Assessment in English Language Arts and scored a '3' (met standard) or '4' (exceeded standard). Test results of English Learner students first enrolling in a U.S. school after August 15 of the reporting school year are not included.

This rate was not reported for the 2019-20 or 2020-21 school years due to a state waiver of required participation in the summative assessments.

See more information on the English Language Arts Assessment webpage.

STUDENT POPULATIONS

Gender

The three reported gender categories are: Female, Male, and Non-binary. Schools and districts may have more options for identification but reporting to the Oregon Department of Education must fall within these three categories.

Race and Ethnicity

The seven reported race and ethnicity categories are: American Indian/ Alaska Native, Asian, Black/African American, Hispanic/Latino/Latina/Latinx, Multiracial, Native Hawaiian/ Pacific Islander, and White. Schools and districts may have more options for identification but reporting to the Oregon Department of Education must fall within these groupings to meet federal reporting requirements.

Students Experiencing Mobility

This population is defined as students who have first enrolled in K-12 after October 1st, left enrollment prior to May 1st, changed schools within a school year, or left a school and returned to the same school with more than a ten weekday gap in enrollment. Students are considered to be mobile if they have experienced one or more of these conditions.

This data comes from the Cumulative ADM data collection each year.

Students Experiencing Homelessness

This population is defined as students who do not have access to a fixed, regular, or adequate nighttime residence. This includes students whose nighttime residence is one of: shelter, unsheltered, hotel or motel, or doubled-up/shared housing. This population does not have data reported for the 2016-17 school year.

This data comes from the ESEA McKinney-Vento Homeless collection.

Students Experiencing Foster Care

This population is defined as students who are navigating the foster care system. The foster care system provides temporary or permanent living situations for students whose parents or family cannot safely provide for them and whose need for care has come to the attention of the child welfare agency staff. This population has data reported for the 2020-21 and 2021-22 school years only.

This data comes from the Department of Human Services Office of Child Welfare Programs.

Students Experiencing Poverty

This population is defined as students who are experiencing economic disadvantage using the USDA income eligibility guidelines charting free and reduced-price lunch. The eligibility for free and reduced-price lunch was expanded during the COVID pandemic and the number of students included increased dramatically over the past few years.

This data comes from the 3rd Period Cumulative ADM data collection's Economically Disadvantaged flag.

Students who are Recent Arrivers

This population is defined as students who were born outside of the United States or United States territories and have had less than three cumulative years of education in the United States.

This data comes from the ESEA Title III: Recent Arrivers collection.

Students with Disabilities

This population is defined as students who are experiencing disability, have an Individual Education Program (IEP), and are receiving supports or accommodations under the Individuals with Disabilities Education Act (IDEA).

This data comes from the Special Education flag of the Spring Membership extract from the 3rd period Cumulative ADM collection or the Special Education Child Count (SECC) collection, depending on the metric.

Students with Experience of Incarceration or Detention

This population is defined as students who are currently or have previously been incarcerated or detained within Oregon's Youth Corrections or Juvenile Detention Education Programs.

This data comes from the Annual Cumulative ADM data collections.

Students who are Emerging Bilingual

This population is defined as students who are developing skills in their first language as well as English, whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

- the ability to meet the challenging State academic standards;
- the ability to successfully achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in society.

This data comes from a matching of the ESEA Title III: English Learners spring collection and/or English Language Proficiency Assessment records. This student group is sometimes referred to as “English Learners”.

Students who are Migrant

This population is defined as students who have moved to Oregon or within Oregon within the last three years in order for themselves or their family to pursue work as migrant agricultural workers or fishers.

This data comes from the Oregon Migrant Student Information System (OMSIS) from the most recent previous year.

SUPPRESSION RULES

For the suppressed versions of the data sheets, student populations of fewer than 10 students do not have rates reported to protect student privacy. These will appear as blanks in the graphs and data tables. Also, to ensure student privacy and confidentiality, rates higher than 95% or lower than 5% will not be reported; instead these will appear as 96% or 4%, respectively, and the data tables will have student counts as blanks.

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	Codes!A38	EIIS - Allowable Expenditure Area	Codes!A45	Codes!A73	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	**Total Allocation 2023-24:**	--	--	--	--	--	--	--	--	**$85,011.15**	**$0.00**	**$2,765.00**	**$158,913.05**	**$755,504.00**	**$1,002,193.20**
--	**Total Budgeted Amounts (Autosum):**	--	--	--	--	--	--	--	--	**$85,011.15**	**$0.00**	**$2,765.00**	**$158,913.05**	**$755,504.00**	$1,002,193.20
--	**Unbudgeted (Autocalculate):**	--	--	--	--	--	--	--	--	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	$0.00
S1	Sample		1.5	Equity/Diversit		STF		H&S	111	$3,250.00		$2,500.00		$65,000.00	$70,750.00
--	Indirect/Administration	--	--	--	--	--	--	--	690						$0.00
A1	Reduce Class Size - Teacher Salary		1	Core:				RCS	111					$48,062.00	$48,062.00
A1	Reduce Class Size - Teacher Benefits		1	Core:				RCS	2XX					$33,984.49	$33,984.49
A1	Reduce Class Size - Teacher Salary		2	General:				RCS	111					$108,768.00	$108,768.00
A1	Reduce Class Size - Teacher Benefits		2	General:				RCS	2XX					$72,963.38	$72,963.38
A1	Reduce Class Size Support - IA Salary		1	Supports:				RCS	112					$21,196.80	$21,196.80
A1	Reduce Class Size Support - IA Benefits		1	Supports:				RCS	2XX					$23,372.75	$23,372.75
A1	MTSS/RTI Instructional Aide - Salary		1.33	Supports:				WRE	112					$35,065.37	$35,065.37
A1	MTSS/RTI Instructional Aide - Benefits		1.33	Supports:				WRE	2XX					$33,800.93	$33,800.93
A1	Professional Development Trainings							WRE	640					$1,500.00	$1,500.00
A2	Instructional and Behavioral Support TOSA - Salary		0.6	Supports:				WRE	111	$43,013.40					$43,013.40
A2	Instructional and Behavioral Support TOSA - Benefits		0.6	Supports:				WRE	2XX	$21,490.29					$21,490.29
A2	Curriculum Implementation and Support Admin - Salary		0.25	Core: English				WRE	111	$20,507.46				$3,506.30	$24,013.76
A2	Curriculum Implementation and Support Admin - Benefits		0.25	Core: English				WRE	2XX					$13,235.44	$13,235.44
A2	MTSS Implementation and Support Admin - Salary		0.25	Supports:				WRE	111					$32,500.00	$32,500.00
A2	MTSS Implementation and Support Admin - Benefits		0.25	Supports:				WRE	2XX					$13,962.50	$13,962.50
A2	Professional Development Trainings							WRE	640					$3,000.00	$3,000.00
A3	Synergy SIS Training - Travel					TRN			34X			$1,200.00			$1,200.00
A3	Synergy SIS Program Subscription and Implementation - Data					SSS		WRE	470			$1,565.00		$8,307.21	$9,872.21
B1	Family Liaison / Attendance Advocate - Salary		1	Supports:				OCG	112					$35,587.20	$35,587.20
B1	Family Liaison / Attendance Advocate - Benefits		1	Supports:				OCG	2XX					$24,056.95	$24,056.95
B1	Purchases/Supplies for Community and School Events							OCG	410					$1,000.00	$1,000.00
B1	Professional Development Trainings - Family and Community Engagement							OCG	34X					$1,500.00	$1,500.00
B2	Purchases/Supplies for Attendance Incentives						DP ESF	OCG	410				$2,500.00	$4,000.00	$6,500.00
B2	Professional Development Trainings - Attendance						DP PL	OCG	34X				$1,000.00		$1,000.00
B2	After School Programs - Salary		2	Other: Other			DP STA	IIT	111					$3,000.00	$3,000.00
B2	After School Programs - Benefits		2	Supports:			DP STA	IIT	2XX					$1,500.00	$1,500.00
B2	After School Program Purchases/Supplies						DP ESF	IIT	410					$2,000.00	$2,000.00
B2	K - 12 Summer Enrichment Programs - Salary		3	Supports:			DP STA	IIT	111					$4,000.00	$4,000.00
B2	K - 12 Summer Enrichment Programs - Benefits		3	Supports:			DP STA	IIT	2XX					$2,000.00	$2,000.00
B2	K - 12 Summer Enrichment Program Purchases/Supplies						DP ESF	IIT	410				$2,000.00	$5,000.00	$7,000.00
B2	K - 12 Summer Enrichment Transportation - Salary		1	Other: Other				IIT	112					$1,500.00	$1,500.00
B2	K - 12 Summer Enrichment Transportation - Benefits		1	Other: Other				IIT	2XX					$750.00	$750.00
C1	CTE Teacher - Agriculture - Salary		1	Arts (Applied):			CTE STA		111				$57,803.00		$57,803.00
C1	CTE Teacher - Agriculture - Benefits		1	Arts (Applied):			CTE STA		2XX				$37,832.18		$37,832.18
C1	CTE Stipend - Salary		1	Arts (Applied):			CTE ESF	WRE	111				$5,453.82	$3,546.18	$9,000.00
C1	CTE Equipment for New Vocational Building						CTE ESF	H&S	quires ODE Approval***				$25,000.00		$25,000.00
C1	Enrichment Teachers (Arts and Culinary) - Salary		1.17	Arts (Applied):			DP STA	WRE	111				$15,000.00	$37,260.75	$52,260.75
C1	Enrichment Teachers (Arts and Culinary) - Benefits		1.17	Arts (Applied):			DP ESF	WRE	2XX					$38,193.01	$38,193.01
C1	Academic Advisor - Salary		0.33	Other: Other			DP STA	WRE	112				$9,824.05		$9,824.05
C1	Academic Advisor - Benefits		0.33	Other: Other			DP STA	WRE	2XX					$8,830.50	$8,830.50
C1	CTE/Enrichment Purchases/Supplies						CTE ESF	WRE	410					$50,000.00	$50,000.00
C1	Online Educational Class / Advanced Course Tuition and Fees						CLO CUR	WRE	640					$10,000.00	$10,000.00
C1	K - 12 Class Enrichment Activities and Trips							WRE	34X					$5,000.00	$5,000.00
C1	9 - 12 Summer School Coordinator - Credit Recovery - Salary		0.5	Other: Other			DP STA	IIT	111				$1,500.00		$1,500.00
C1	9 - 12 Summer School Coordinator - Credit Recovery - Benefits		0.5	Other: Other			DP STA	IIT	2XX				$1,000.00		$1,000.00
C1	Technology Stipend for Summer Programming		0.1	Other: Other				IIT	112					$5,000.00	$5,000.00
C1	Professional Development Training							WRE	34X					$1,500.00	$1,500.00

C1	Technology Supplies/Purchases For Online Enrichment, Credit Recovery							IIT	480					$5,000.00	$5,000.00
C1	School Year - Online Class - Support Staff - Salary		0.1					WRE	111					$9,605.51	$9,605.51
C1	School Year - Online Class - Support Staff - Benefits		0.1					WRE	2XX					$5,294.18	$5,294.18
C2	College and Career Advisor - Salary		0.34	Other: Other			DP STA	WRE	112					$9,824.05	$9,824.05
C2	College and Career Advisor - Benefits		0.34	Other: Other			DP STA	WRE	2XX					$8,830.50	$8,830.50
C2	College and Career Activities - Field Trips							WRE	34X					$3,500.00	$3,500.00
C2	College and Career Activities - Purchases/Supplies							WRE	410					$5,000.00	$5,000.00
C3	STEM Curriculum and Supplies - K - 8							WRE	410					$10,000.00	$10,000.00
															$0.00
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Version 2: September 20, 2022

Integrated Planning & Budget Template Technical Guide

	OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
	Outcome-SAMPLE	SD achieves at least a 93% graduation rate across all demographic groups.						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
Strategies	S1	*Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.*			*x*			
Strategies	S2	*Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.*	*x*				*x*	
Strategies	S3	*Provide equitable access to social, behavioral and mental health supports.*	*x*				*x*	
	Outcome-A	Ensuring ALL students are meeting benchmarks in 3rd grade reading, 9th grade on track, and graduate with a plan.						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
Strategies	A1	Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.				X	X	
Strategies	A2	Instructional, Curriculum and Behavioral Coaching for Staff	X				X	
Strategies	A3	Implement program to track student attendance and academic engagement			X		X	
Strategies	A4							
Strategies	A5							
	Outcome-B	The health and wellness of staff and students is improved with a culture of safety and respect that supports social, emotional and physical wellbeing						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
Strategies	B1	Plan and implement a program to increase mental and physical health supports, as well as help be a liaison between families and services within our community and region					X	
Strategies	B2	Plan and implement programs to help support families and students in engaging with school and activities				X	X	
Strategies	B3							
Strategies	B4							
Strategies	B5							
	Outcome-C	All students participate in real world learning to develop future job and social skills.						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
Strategies	C1	Ensure that all student groups have equitable access to participate in Advanced/Dual Credit, CTE, and enrichment courses				X	X	
Strategies	C2	Work with colleges and community partners to provide a variety of post - secondary opportunites and experiences				X	X	
Strategies	C3	STEM Enrichment Curriulum and Supplies for K - 8					X	
Strategies	C4							
Strategies	C5							
	Outcome-D							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
Strategies	D1							
Strategies	D2							
Strategies	D3							
Strategies	D4							
Strategies	D5							
	Outcome-E							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
Strategies	E1							
Strategies	E2							
Strategies	E3							
Strategies	E4							
Strategies	E5							
	Outcome-F							

Strategies	F1							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	F2							
	F3							
	F4							
	F5							
	Outcome-G							
Strategies	G1							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	G2							
	G3							
	G4							
	G5							

Alsea School District 7J

2023 Integrated Application Presentation

Contents

- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next

Purpose for Presentation

- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval

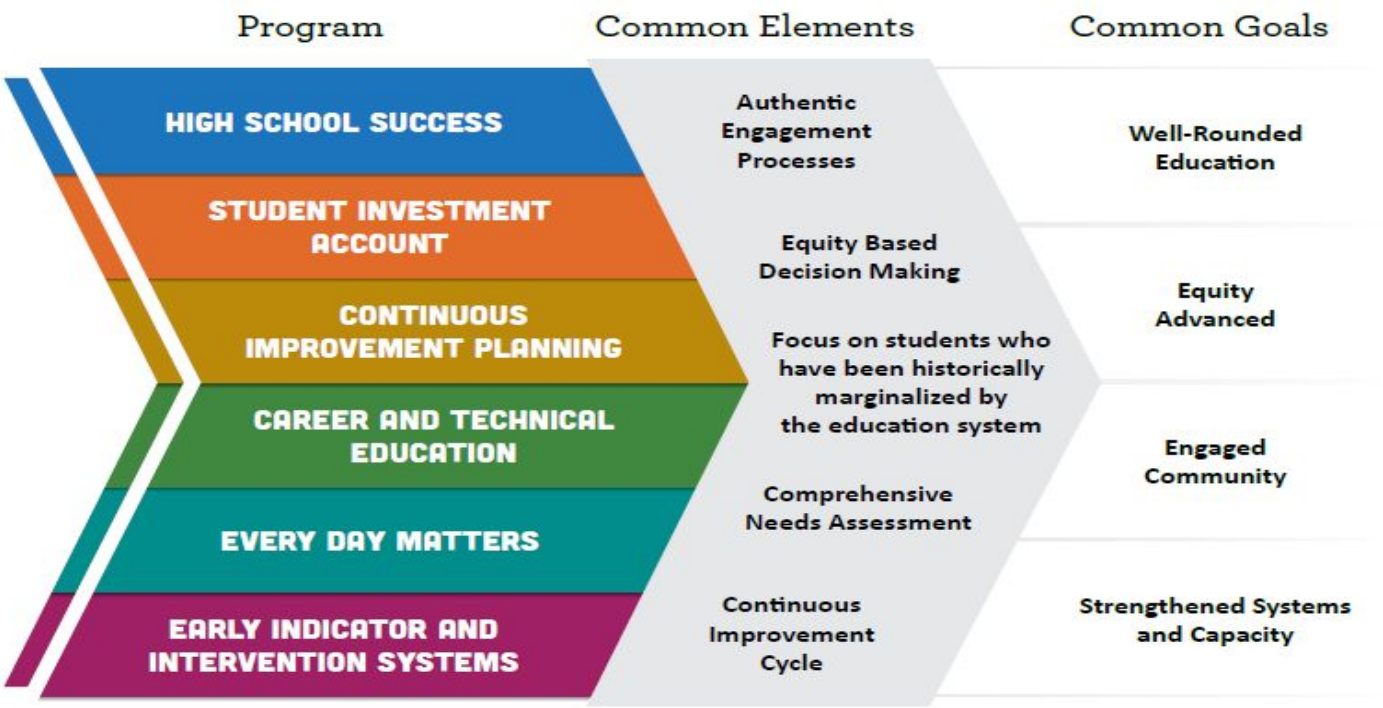


Background



- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for 6 programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Six Programs & Common Goals



Summary of Program Purposes

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for **student focal groups**.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Early Indicator and Intervention System (EIIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

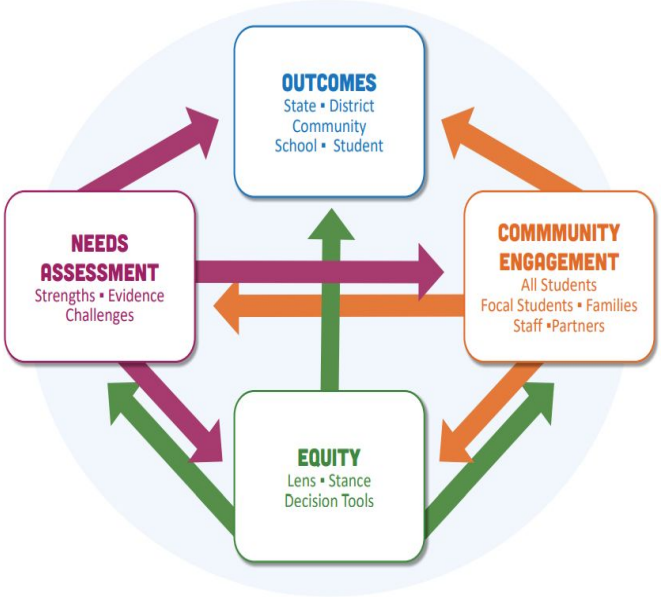
Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Meet our Planning Team Members

- Krista Nieraeth, Superintendent, K – 6 Principal, Special Education Director
- Bart Rothenburger, 7 – 12 Principal
- Heather Shunk, LaHO Principal
- Don Staehley, Business Manager
- Jeff Brew and Aaron Miller, ESD Integrated Guidance Liaisons
- Sean Gallagher, Former Interim Superintendent
- Tim France, Former LaHO Principal
- LaRae Sullivan, Former Business Manager

Required Planning Processes

- Use of an equity lens
- Community engagement
- Tribal Consultation (if applicable)
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model and Student Success Plans
- Review and use regional CTE Consortia inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities



Equity Lens, Tool(s) & Decision Making

The following questions will be considered for resource allocation and evaluating strategic investments:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity, and native language?
8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

Community Engagement Highlights

- 2+ Survey responses from parents
- 63 Survey responses from students
- 20 Survey responses from staff
- Feedback from focal student parent groups
- 8 empathy interviews from a cross-section of high school students
- Attended Regional CTE Conference at LBCC
- Work with CTE Regional Coordinator at LBCC
- Feedback from focal students parent groups
- Work with CTE Regional Consortium and CTE Regional Coordinator

Additional Data

In addition to engaging the community, we also reviewed the following student achievement data over the last five years:

- 3rd grade reading
- 9th grade on track
- 4-year graduation rates
- 5-year graduation rates
- Regular Attenders
- Review of Current Programs funded by SIA and HSS

Needs Assessment Highlights

Strengths:

- 92% of all high school students feel teachers and staff treat them with respect
- 5-year Completer rates are trending up for ALL students AND sub-groups
- 3rd Grade Reading Benchmark is improving
- Empathy interview conclusions were positive toward school climate and how students interact with teachers and staff
- Survey results were consistent with empathy interviews: Students feel there is a positive school climate, and they can get the help they need from teachers when they ask

Needs Assessment Highlights

Needs:

- Percentage of 9th grade students on track to graduate has declined the last three years and average percentage from 2016 - 2022 is 49.5%.
- **No formalized process** for discussing graduation requirements and progress toward graduation is in place.
- Only 80.3% of students feel there is an adult at school that they can talk to when upset or having a problem
- Students identified access to CTE courses as an area of need and expansion
- Students want to see more hands on courses and programs that prepare them for real world occupations and opportunities
- Regular Attenders (90% or higher attendance) is below the state and regional average.

Our Plan

These priorities emerged:

- Ensure Success for ALL students
- Support for CTE and enrichment courses for grades 7 - 12
- Support for STEM and enrichment activities for grades K - 8
- Staff to ensure class sizes remain small
- Support for students for college and career activities
- Support for After School and Summer Enrichment Programs
- Support for High School Students for Credit Recovery
- Staff support for instructional practices and curriculum implementation
- Increase attendance incentives and supports for students and families

.

Our Plan

Our intended outcomes are:

- Ensuring ALL students are meeting benchmarks in 3rd grade reading, 9th grade on track, and graduate with a plan.
- The health and wellness of staff and students is improved with a culture of safety and respect that supports social, emotional and physical wellbeing
- All students participate in real world learning to develop future job and social skills.

Our Plan

These key strategies will help us achieve our intended outcomes:

- Reduce Class Size and Class Support - 3 Teachers and 1 IA
- Instructional, Curriculum, and Behavioral Coaching for Staff
- Data Tracking Program and Staff - Attendance, 9th Grade on Track, etc.
- Family Liaison/Attendance Advocate
- CTE, Enrichment, and Advanced Classes - Staff and Supplies
- College and Career Readiness Advising and Field Trips
- After School and Summer Programming - Staff and Supplies

Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

In our district, these additional strategies and activities are possible if we move to another tier in our plan:

- K - 6 Reading Interventionist
- Hire IA to provide a behavioral reset room for students
- Hire math/science/English teachers for more dual credit opportunities
- Provide a College/Careers Exploration Class for grades 7 - 12

Where can you find the plan?

Integrated Guidance:
http://alsea.k12.or.us/district-office/public-reports/

Plan:
http://alsea.k12.or.us/media/2023/09/IG-Plan-Alsea.pdf

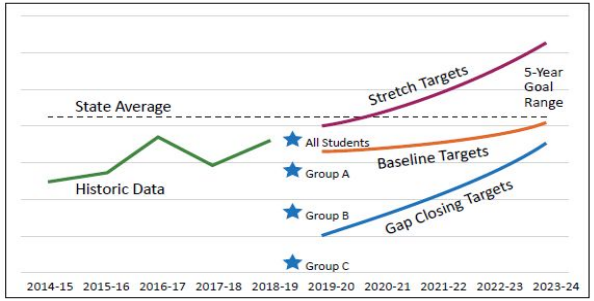
Budget:
http://alsea.k12.or.us/media/2023/09/IG-Budget-23-25.pdf

How the State understands success

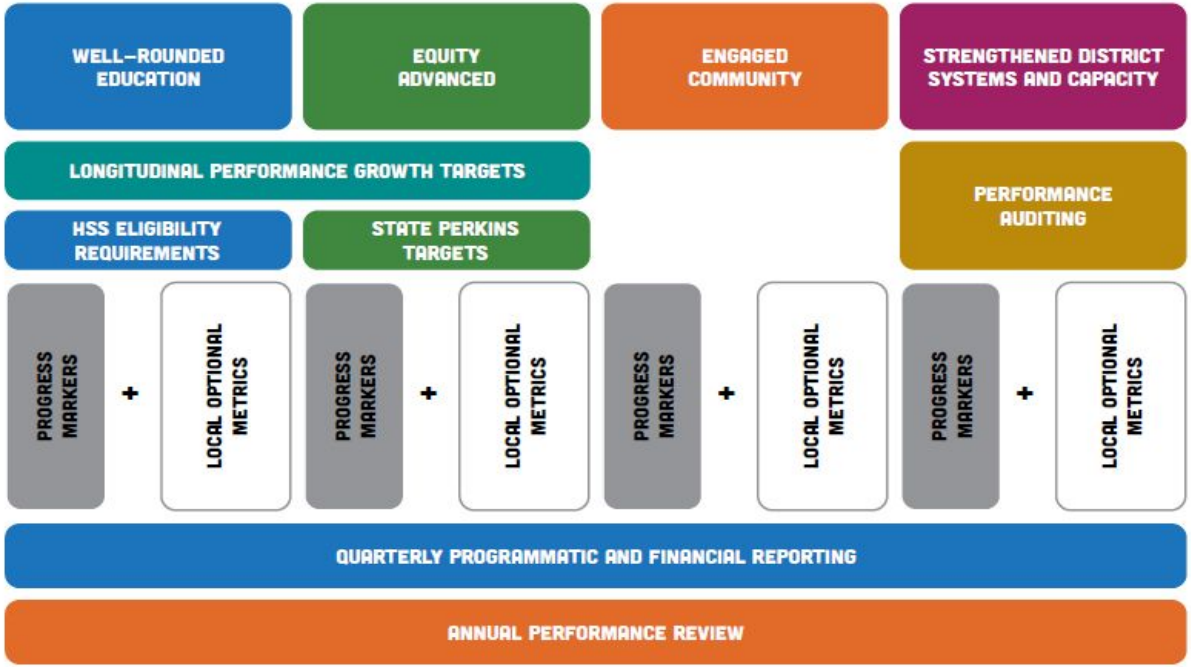
SUMMARY OF PERFORMANCE MEASURES

There are seven distinct performance measures and processes used in the monitoring and evaluation process for implementation under this integrated guidance:

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews



Oregon Department of Education



Longitudinal Performance Growth Targets (LPGTs)

ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use the following applicable metrics for the overall population and disaggregated:
  - **Third-grade reading proficiency rates measured by ELA**
  - **Ninth-grade on-track rates**
  - **Regular attendance rates**
  - **Four-year or on-time graduation rates**
  - **Five-year completion rates**
  - Other local metrics may be used to develop applicable performance growth targets.



Referred to as "5 Common Metrics"

What Happens Next?



Questions & Comments

Integrated Application Template (Optional)

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

We engaged the Alsea Community in the following ways:

- Students
  - Surveys
  - Small Focal Group Discussions
- Parents/Guardians
  - Surveys
  - Specific emails with information to focal group families for feedback
- Community Members
  - Community-based organization meetings
  - Surveys
  - Superintendent Fireside Chats
  - Emails with information to community members for feedback
- Staff
  - Surveys
  - Small group discussion forums
  - Emails with information to staff for feedback

In addition to our community engagement feedback, we also consulted our 5-year district performance data to identify trends and areas for improvement that need to be addressed in our plan, including any areas in which focal student groups have historically underperformed compared to our general student population. Due to the COVID pandemic, district data from 2021 proved problematic, but was still a point of consideration for our district team.

Our engagement activities and data review revealed the following needs and/or areas of concern in our district, and our plan reflects an effort to address each of these areas:

- Chronic Absenteeism
- 9th grade on track and 4 year Graduation Rate
- Community building with students / SEL
- CTE courses/community partnerships
- 3rd grade reading proficiency

Integrated Application Template (Optional)

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.

- Family Liaison / Attendance Advocate
  - Every Day Matters
- Expanded Elective Offerings
- Advisory program/Classes 7-12 (Guide)
  - Developing opportunities for students to explore different career paths
  - Future / Essential Skills planning
  - Career / College Planning
  - Pathways linked to diploma tracking
  - Industry Tours / College/Higher Ed tours
- Progress monitoring by Leadership team
- Development of procedures to institute data teams to review data quarterly
- Technology - 1:1; on-line support & curriculum tools/supplementals
- Careers: Welding, Agriculture, Media Arts, Culinary, Opportunities for after-school programs / summer enrichment
  - Acquiring more 1:1 equipment
  - More lab based instruction and equipment in Ag Science / Science / Culinary Arts courses
  - Developing more specialized skills tied to high wage, high demand careers
  - Welding Certifications while in HS
  - Industry Tours / Field trips depending on the class
  - Ability to staff programs of student interest
- Reducing class size in PE and elementary levels
- Adding capacity for teaching in classes dual credit courses
- Place Based education: CTE courses, Enrichment courses
- Students given the opportunity to take online classes outside of district offerings
- Instructional, Curriculum Implementation, Behavioral Support to staff
- Implementing a robust MTSS system and the data system to track

Integrated Application Template (Optional)

Equity Advanced

(250 words or less per question)

- What strengths do you see in your district or school in terms of equity and access?

  - ❖ Know every student and family by name, strength, and need.
  - ❖ Small school population → more ways to connect.
  - ❖ The small population allows us to achieve 100% engagement in most activities.
  - ❖ Community that wants to be engaged; includes people who do not have children at
  - ❖ the school and community members at large
  - ❖ Staff to student ratio is high.
  - ❖ Free Breakfast / Lunch for all students →removal from any stigma
  - ❖ Do not have pay-to-play for activities/athletics.
  - ❖ No cut policy for activities/athletics
  - ❖ Activity bus for activities/athletics

- What needs were identified in your district or school in terms of equity and access?

  - ❖ Transportation is a huge barrier to equity and access.
    - ▪ To school / activities / athletics
    - ▪ To internships/job opportunities/further education opportunities
  - ❖ Understaffed for additional activities beyond current offerings.
  - ❖ Scheduling capacity limits elective participation
  - ❖ Food insecurity
  - ❖ Implementation of a Charter lottery system for student enrollment
  - ❖ Consistent Disciplinary procedures

- Describe how you used your equity lens or tool in your planning.

  - ❖ The District Team included administrators and staff members from the elementary, middle and high school, as well as support from the CTE Regional Coordinator and ESD Integrated Guidance Liaison.
  - ❖ The underperformance of focal group students was recognized through review of data and was discussed as part of the development of this plan's Outcomes, Strategies and Activities.
  - ❖ The district also used the ODE Equity Lens document to ensure that equity was at the forefront of the creation of the plan and budget.
  - ❖ ALL viewpoints and perspectives were attempted to be obtained through Community Engagement activities, by sending surveys to ALL parents, making surveys available to the Community our website and in person, having ALL students and staff participate in the survey, as well as specifically selecting focal group students to provide input for the Needs Assessment process.
  - ❖ The ODE Equity Lens was shared with the school board for plan consideration.

- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

- More support in the classroom to help teachers with best instructional practices.
- Procedures created and set into the place that will help create and maintain a robust MTSS system for tracking students.
- Provide more CTE and career-based courses.
- Expanding relationships with community-based organizations shows an increase in academic growth.
- Job-shadow and field opportunities to provide practical career experiences.
- After school and summer programs for engaging students and families in the schools of the district

- What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

  - Covid → Credit Deficient
  - Transportation- district covers a large geographic area that remains economically depressed.
  - Lack of support systems; Changing parental/guardian mindsets
  - Chronically Absent
  - Summer School - Transportation, on-line credit retrieval classes - no actual teacher; if students fail a class
  - Healthy Teens Survey- No district participation- district is deprived of data

- What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

  - Have a Family Liaison who is the McKinney Vento Coordinator that keeps information confidential.
  - Provide transportation via activity bus
  - Free athletics - no pay-to-play
  - Kids who are unable to "afford" things, are opted out of cost
  - Healthy Teens Survey (will start taking this school year)
  - Free breakfast/lunch
  - District provides monetary support for students to purchase necessary items for school

CTE Focus

- What strengths do you see in your CTE Programs of Study in terms of equity and access?

  - Available to all students
  - No financial barrier to participation
  - After-school CTE offerings
  - Activity Bus is available for students to participate in after school activities.
  - Project Based Learning

- ❖ Establishing partnerships with local businesses for internship opportunities
- ❖ Offer CTE intro courses to middle school students.

The district is currently working towards an approved programs of study in Agriculture and constructing a Career Technical Education (CTE) center through a community approved bond initiative.

- What needs were identified in your CTE Programs of Study in terms of equity and access?

  - ❖ Transportation to school for events
  - ❖ Courses students want to take are difficult for students to enroll in due to scheduling.
  - ❖ Limited number of CTE instructors

- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

  - ❖ Middle grades recruitment activities
  - ❖ Bulletin Boards
  - ❖ Announcements on reader boards in regard to updates on events, sharing information at conferences, events, etc.
  - ❖ CTE project showcase opportunities/Project fundraisers sold to community.
  - ❖ Participate in regional and state events.

- How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

  - ❖ Small student population allows for equal opportunity for student engagement.
  - ❖ Targeted recruitment for focal groups/historically underrepresented populations

Well-Rounded Education

(250 words or less per question)

- Describe your approach to providing students with a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

  - Elementary
    - Targeted focus on Reading & Math; small group instruction and double-dose time built into schedule
    - IAs in elementary for support
    - Vertical alignment K-6

- SAVVAS ELA curriculum
- Bridges math curriculum
- Core classes are 90 minutes each day
- Multiple formative and summative assessment pieces
- Access to mental health counseling
- Daily Art and PE classes
- 6th grade outdoor school
- Partnership with Benton County Library System to access updated library resources

- Middle
  - SAVVAS ELA curriculum
  - REVEAL math curriculum
  - MS courses taught by specialists / highly qualified teachers in core area subjects
  - Elective options
  - Multiple formative and summative assessment options
  - Daily Targets, Building Relationships, Engagement
  - Daily PE for 7-8
  - Athletic team offerings
  - Partnership with Benton County Library System to access updated library resources

- High
  - HS courses taught by specialists / highly qualified teachers in core area subjects
  - Partnerships with Linn – Benton Community College (LBCC) and Willamette Promise to offer dual college courses
  - SAVVAS ELA curriculum
  - REVEAL math curriculum
  - Enrichment Courses available online
  - Elective options
  - CTE high wage/high interesting elective options for careers based education based on student interest
  - Daily Targets, Building Relationships, Engagement
  - Career & College Fair attendance; job site visits
  - Athletic team offerings

- Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

  - ❖ Studio Art
  - ❖ Leadership
  - ❖ Yearbook
  - ❖ Digital Media Art
  - ❖ Welding / Metal Art with CNC work
  - ❖ Horticulture
  - ❖ Culinary Art for High School Students

- How do you ensure students have access to strong library programs?

  We partner with LBLESD to provide a Licensed Librarian who works with our Library Assistants on the tools they need to help students and teachers and keep the library up to date with resources. The ESD provides professional development, resources, works with our curriculum team for book choice, and helps with our library computer system. We also partner with our community library who is a part of the Benton County Library System, for book sharing and other resources through a Memorandum of Understanding agreement.

- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

  - Elementary
    - Scheduled times for lunch; required to stay in cafeteria for a specific amount of time to finish eating before going out for recess during lunch time
    - Scheduled times for recess per grade level in the morning/afternoon
    - Elementary PE taught by PE specialist/highly qualified teacher
  - MS
    - Scheduled times for lunch; required to stay in cafeteria for a specific amount of time to finish eating before going out for recess during lunch time
    - 7-8th PE courses taught by PE specialist/highly qualified teacher
  - HS
    - Scheduled times for lunch - students are able to access outdoor sports areas
    - Students have access to sports; no pay to play or tryouts - all students can participate; open gym times for sports
    - Strength & Conditioning and PE classes offered; students can take PE to meet graduation requirement and continue to take as elective

Integrated Application Template (Optional)

- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

    - Elementary:
        - Teachers have class projects that combine STEAM aspects into their project-based lessons.

    - MS/HS:
        - In science and math classes, projects include visual aids that incorporate the arts into their presentations. Science and math projects both apply critical thinking and inquiry skills, while cutting across disciplinary content.

Future development will include stronger integration of CTE and Core curriculum programming.

- Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

    - ❖ Curriculum Mapping (vertically aligned)
    - ❖ Professional development with curriculum publishers, state and national organizations

- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

    - ❖ Know every student by name, strength, and need
    - ❖ Teach Boost observation/feedback- 3 times per year minimum
    - ❖ Teacher PLC opportunities when available
    - ❖ Ongoing professional development with curriculum providers and state/national organizations
    - ❖ Staff in the Learn At Home Oregon program receive 30 minutes per week of in classroom coaching that focuses on best instructional practices.
    - ❖ New Teacher Mentor Academy with onsite mentor/instructional coach. This differentiated support was focused on the needs of novice teachers as voiced through empathy interviews and mentor feedback.

- How will you support, coordinate, and integrate early childhood education programs?

    Partnership with Strengthening Rural Families organization to provide early childhood programming. The district provides all meals, transportation and district facilities to this partnership, which the SRF provides curriculum and personnel.

- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

    - ❖ Our transitions are very effective from elementary to middle school, and from middle school to high school, because we are a one-building K-12 school district. Students are familiar with all facilities in the district, and several staff members serve students K-12, and across "building" lines.

    - ❖ During the last week of school transition students do the "Switch-a-roo," where they go to their next year's teacher's classrooms.

    - ❖ Academic Advising to ensure students know graduation requirements, as well as options for classes.

    - ❖ Field trips to multiple colleges/trade schools as part of their transition from high school to postsecondary education. The academic advisor helps students fill out FASFA forms and college/trade school applications.

- How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

    - ❖ Bi – Monthly grade checks
    - ❖ Weekly progress checks with identified students
    - ❖ Online grade portal access
    - ❖ Other communication with parents of students not meeting standards
    - ❖ MTSS team and Plans of Support. The MTSS Team will complete a plan of support and success to address the individual needs of each student.

- What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

    - ❖ TAG for K-12
    - ❖ Dual credit and Advanced Course offerings
    - ❖ Online offerings for higher-level classes

- How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

- College and career information is accessible at any point
- Provide different types of welding for students to learn that connect with industry
- Career research projects based on subject area
- Oregon CIS
- Clinical/ Practicum/ Cooperative Work Experience/ Service Learning / Volunteer Work
- School Based Enterprise Experience for YTP
- Workplace Simulation/Technology Based Learning
- College and Career Fairs

- How are you providing equitable work-based learning experiences for students?

  - Active YTP program and hires students during the summer to participate.
  - Intentional approach to introducing historically underrepresented groups to various fields
  - Transportation made for most after-school CTE offerings

- Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

  - More welders = more time welding not sharing
  - Updated equipment for welding and agricultural science programs
  - Professional development for staff
  - Support integration of academic skills into high quality programs
  - Community partnerships providing work-based learning opportunities.

- What activities will you offer to students that will lead to self-sufficiency in identified careers?

  - Resume building
  - Industry expectations provided students need to embrace, working on getting these for industry partners
  - Career-exploration opportunities
  - Community partnerships providing practical experience.

CTE Focus

- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

- ❖ Middle grade recruitment through forecasting
- ❖ Open House- Fall
- ❖ Parent Teacher Conferences (opportunity to view programs)
- ❖ Course offered to Middle School Students
- ❖ Multiple communication formats (social media, bulletin board, announcements, other district communication)
- ❖ Translation services available through ESD

- How will you prepare CTE participants for non-traditional fields?

  - ❖ Experience with well-rounded CTE offerings
  - ❖ College and Career Fair
  - ❖ Industry Presenters

- Describe any new CTE Programs of Study to be developed.

  We are looking into developing a new CTE Program of Study in Digital Arts.

Engaged Community

(250 words or less per question)

- If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

  - In process:
    - Reconnecting with an expanded community after COVID through encouraging attendance at board meetings, meetings with the superintendent, and continued surveys of staff and students.
  - Successes:
    - High number of staff and student reponse rates on surveys.
    - Extra-curricular activity attendance
  - Barriers
    - Geography - community is spread out; students & families at a great distance from school site - multiple communities served within district boundaries
    - Lack of Transportation for some of our families.
    - Loss of traditional income streams throughout the community.

- What relationships and/or partnerships will you cultivate to improve future engagement?

- The Booster Club to promote participation in school events and activities
- Benton County Library System
- ACE - Alsea Community Efforts to promote school events and activities
- County Commissioners
- Church and Faith Based Organizations
- Clemens Foundation
- Planned Listening Sessions
- County EMS Organizations
- Regional school districts
- Vina Moses - Family Resources
- Siletz Tribes

- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

  - Work with Scholastic on school survey
  - Resources (time, …)
  - Professional Development
  - State Reporting Support through ESD
  - Integrated Application
  - Process to onboard/certify CTE educators easier

- How do you ensure community members and partners experience a safe and welcoming educational environment?

  - Working with the LBLESD with safety & health integrations planning with students, staff, & community
  - Staff Supervision at all events
  - Volunteer orientation/training
  - Anti-bias training for staff
  - Trauma-informed systems of care (ACES)
  - Student-led orientation for new students/advancing grades

- If you sponsor a public charter school, describe their participation in the planning and development of your plan.

  As a Charter District we review and reflect on our charter plan each year to ensure alignment with our community's goals and expectations. The district has signed up for charter evaluation services through OSBA and is awaiting for OSBA team to be assigned to the district.

- Who was engaged in any aspect of your planning processes under this guidance? *(Check all that apply)*

XStudents of color
XStudents with disabilities
XStudents who are emerging bilinguals
XStudents who identify as LGBTQ2SIA+
XStudents navigating poverty, homelessness, and foster care
XFamilies of students of color
XFamilies of students with disabilities
XFamilies of students who are emerging bilinguals
☐Families of students who identify as LGBTQ2SIA+
XFamilies of students navigating poverty, homelessness, and foster care
XLicensed staff (administrators, teachers, counselors, etc.)
XClassified staff (paraprofessionals, bus drivers, office support, etc.)
XCommunity Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
☐Tribal members (adults and youth)
XSchool volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
XBusiness community
☐Regional Educator Networks (RENs)
☐Local Community College Deans and Instructors; Local university deans and instructors
XMigrant Education and McKinney-Vento Coordinators
☐Local Workforce Development and / or Chambers of Commerce
XCTE Regional Coordinators
☐Regional STEM / Early learning Hubs
☐Vocational Rehabilitation and pre-Employment Service Staff
☐Justice Involved Youth
☐Community leaders
☐Other _____

- How were they engaged?
  (Check all that apply)

XSurvey(s) or other engagement applications (i.e., Thought Exchange)
XIn-person forum(s)
XFocus group(s)
XRoundtable discussion
☐Community group meeting
XCollaborative design or strategy session(s)
☐Community-driven planning or initiative(s)
XWebsite
☐CTE Consortia meeting
XEmail messages
☐Newsletters
XSocial media
XSchool board meeting

☐Partnering with unions
☐Partnering with community-based partners
☐Partnering with faith-based organizations
☐Partnering with business
☐Other _____

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

  The five artifacts chosen to upload are:

  1. Staff Survey,
  2. Community Survey
  3. Student Survey
  4. Agenda for Staff meeting where plan was reviewed, agenda for community review meeting
  5. Email sent to all families/focal group families and students asking for feedback.
  6. There was notice sent to community, staff, students (all and focal groups), and families of focal groups to review and comment on the plan.

  These artifacts were chosen because they demonstrate communication between all invested parties in the district and the efforts yielded input that was invaluable to the development of the plan.

- Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

  Two strategies used to engage focal student groups and their families were targeted empathy interviews with focal group students, and the inclusion of focal group student families in the community survey process. We identified our focal group students with disabilities, students or color, and students who are qualify for ESOL services.

  Empathy interviews allowed students to share how our changes utilizing SIA dollars has or has not affected them or their friends directly. It allowed us to better pinpoint the needs of our students.

  We would rate this community engagement at the level of “Consult and Involve” as all the community had the opportunity to provide input and was meaningfully engaged in the process. The limited number of responses moves this further toward Consult than Involve.

- Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

    - Surveys – Were able to get more information for a wider range of people
    - Small Group discussion – Were able to get more focused information from a smaller group

  These fell within levels 2 and 3 of the engagement spectrum.

- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

- Staff and Community
    - CTE and Enrichment classes and programs
    - Small Class Sizes
    - Mental Health and SEL supports
    - Increased support in instructional practices
    - More opportunities for work experiences

- Students
    - Continued support for CTE and Enrichment classes and programs
    - Hands on Learning
    - College and Career Readiness Support
    - Mental Health and SEL supports

There was very little input from families, thus accurate input could not be gleaned from that.

Our planning reflects what we have learned from our community as it contains the following elements:

- A creation of an academic/college and career advisor
- A plan to and improve/promote student social, emotional, and physical health through different engaging activities after school and during the summer
- Expansion of elective/activity offerings
- Maintaining existing community partnerships and expanding into others to leverage the resources in our community to the benefit of our students.
- Support instructional practices
- Continued support of CTE/Enrichment classes and programs

- How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

    - Continue to build partnerships with YTP and the local community college
    - Continue partnerships with business and partners in the Alsea community and in Benton County
    - Community Service with local community organizations
    - Work Study Credit

Affirmation of Tribal Consultation

- If you are a district that receives greater than $40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

  Alsea School District does not meet the criteria for this requirement.

Strengthened Systems and Capacity

(250 words or less per question)

- How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

    - ❖ We have a peer mentorship program for new staff
    - ❖ Grow Your Own scholarship opportunities.
    - ❖ Work on licensure program that works with staff
    - ❖ Communication
    - ❖ TeachBoost Evaluation System
    - ❖ Leadership Team: teachers help develop and build capacity & staff,
    - ❖ superintendent/principal helps move improvements for staff, professional development (conferences), mentors,
    - ❖ Recruitment at Teacher Fairs
    - ❖ Tuition Reimbursement through the CBA with the Alsea Education Association
    - ❖ PLC Groups

- What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

- ❖ With our high student-to-teacher ratio, students are also taught subject matter by the same teachers.
- ❖ SPED staff works with General Education teachers to ensure all material is accessible
- ❖ Administration, Teachers, and Family Liaison meet to identify students who are chronically absent and are at risk of not being on track to graduate and discuss supportive actions to address those students' needs.

- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

  - ❖ Redirects/handle discipline at the lowest level possible (in the classroom)
  - ❖ Restorative thought process of redirecting students

- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

  - ❖ Professional development permission from administration based on individual staff needs.
  - ❖ Higher educational opportunities for all teachers
  - ❖ System wide programs offered on professional development: ACES, 9th Grade on Track, Attendance

- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

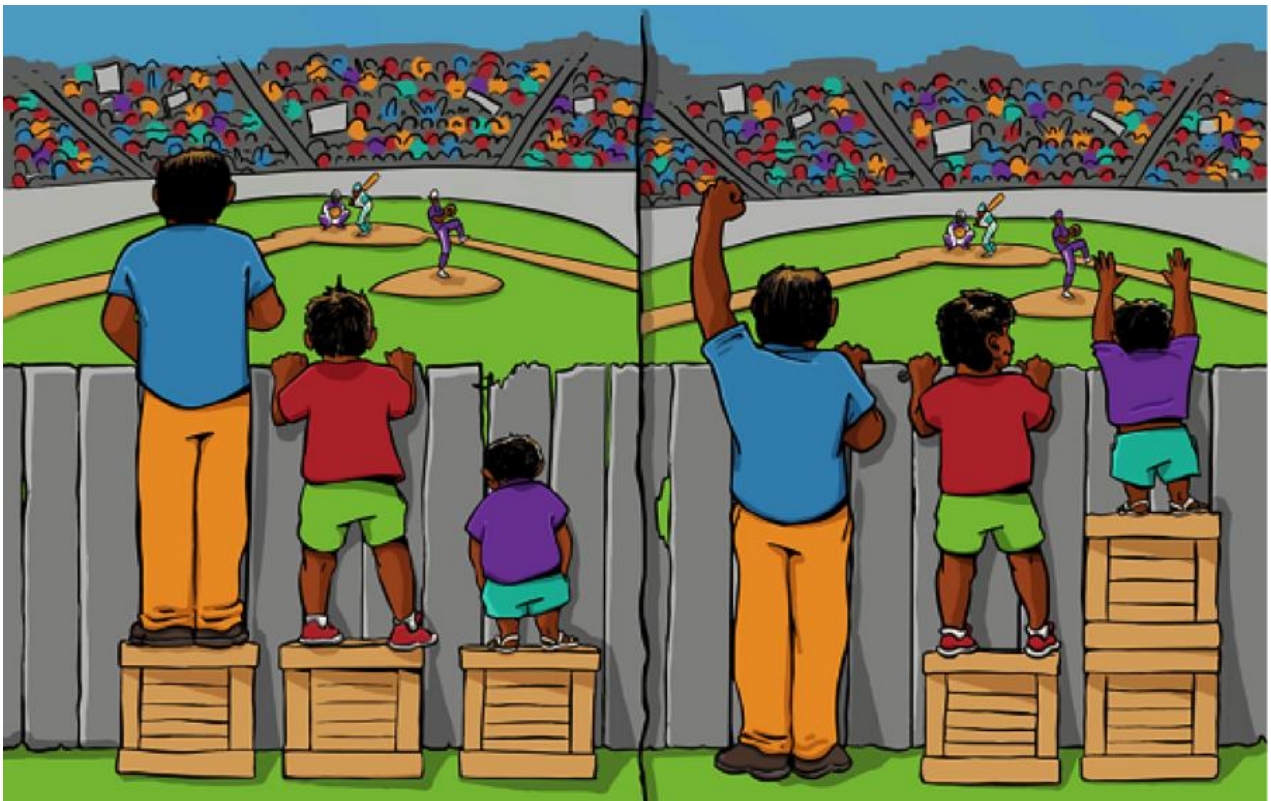
  - ❖ TeachBoost/Danielson Observation/Feedback model
  - ❖ Staff Goal Meetings

- What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

  - ❖ Knowing every student by name, strength and need
  - ❖ Process that includes staff engagement every month that includes academic, attendance, and behavior data that includes a tracking process that is proactive
  - ❖ 1:1 contact with students who are identified as at-risk
  - ❖ 1:1 and small group work with counselor

- How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

    - ❖ District partners with Strengthening Rural Families for kindergarten transition program that is integrated with the district (SRF and Kindergarten teacher work together throughout the year; including but not limited to Round up, transition pieces, etc)
    - ❖ Elementary-Middle School orientation day
    - ❖ Middle-High orientation day
    - ❖ Campus visits
    - ❖ Creating a Middle School and High School College and Career Class to help with transition.



EQUALITY

Equality = Sameness

Equality promotes fairness and justice by giving everyone the same thing.

BUT, it can only work *if everyone starts from the same place*. In this example, equality only works if everyone is the same height.

EQUITY

Equity = Fairness

Equity is about making sure people get access to the same opportunities.

Sometimes our differences or history can create barriers to participation, so we must *FIRST ensure EQUITY* before we can enjoy equality.

Appendix B – Oregon's Education Equity Lens

Purpose of Oregon's Education Equity Lens

The purpose of this equity lens[1] is to clearly articulate the shared goals we have for our state and the intentional investments we will make to reach our goal of an equitable educational system.

This equity lens helps educators and decision-makers recognize institutional and systemic barriers and discriminatory practices that have limited student success in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students of color with a particular focus on racial equity.

The focus of this equity lens is on race and ethnicity. This is based on an understanding that when we focus on racial disparities as a lens to consider investments for each and every student and community, we can and will generate opportunity and improvement in every area of educational practice and performance. Centering racial equity is rooted in the historical context of Oregon and is the path through which we can heal while targeting areas of action, intervention and investment.

The questions offered below can and should be adapted to ask questions regarding each of the focal groups named in the Student Success Act as being farthest away from opportunity and deserving our collective attention.

The passage of the Student Success Act directly calls upon educators and leaders across the state to act together, with a shared sense of purpose and possibility.

[1] This equity lens was first generated by the Oregon Education Investment Board in 2011 and then was adopted by the Oregon Department of Education and the State Board of Education. It is lightly adapted here to provide an equity lens that SIA applicants can apply in their planning and decision-making processes. SIA applicants can utilize a different equity lens which they are asked to provide and describe how they've utilized it within the SIA application.

Questions to Support Ongoing Equity Work

The following questions should be used to examine investments and priorities:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

3. How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?

4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?

6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?

7. How are you collecting data on race, ethnicity and native language?

8. What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?

Beliefs

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system providing optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in "talented and gifted."

We believe that the students who have previously been described as "at risk," "underperforming," "under-represented" or minority actually represent Oregon's best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our collective goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe and attending to the significant number of elementary, middle and high school students who are currently out of school. We must make our schools places where every learner feels welcomed and a sense of belonging.

We believe that ending disparities and gaps in achievement begin in the delivery of quality early learning programs and through family and community engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and values and that we demonstrate our commitment to rural communities, communities of color, English language learners and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, families, teachers and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work

will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control and resources.

We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of supporting great teaching. Research is clear that "teachers are among the most powerful influences in (student) learning."[2] An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

[2] Hattie, J. (2009), Visible learning: A synthesis of over 800 meta-analyses relating to student achievement. P. 238.

Oregon Equity Lens: Purpose

The purpose of the Equity Lens is to clearly articulate the shared goals we have for our state, the intentional policies, investments and systemic change we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the Chief Education Office executes its charge to align and build a cradle to career education system and the Higher Education Coordinating Commission executes its charge to foster pathways for postsecondary success, an equity lens is useful to ensure every learner is adequately prepared by educators for meaningful contributions to society.

The Equity Lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access and success for many students in the Oregon education system. The Equity Lens emphasizes historically underserved students, such as out of school youth, emerging bilingual students (English language learners), and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, engagement, communications, data collection and analysis and educator hiring, preparation, and development.

Oregon Equity Lens: Objectives

By utilizing an equity lens, the Higher Education Coordinating Commission aims to provide a common vocabulary and protocol for resource allocation, partnership, engagement, and strategic initiatives to support students and communities.

The following questions will be considered for resource allocation and evaluating strategic investments:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity, and native language?
8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The HECC will apply the Equity Lens to policy recommendations, and internal, and external practices as education leaders.

Oregon Equity Lens: Beliefs

We believe *that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.*

We believe *that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.*

We believe *students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in "talented and gifted."*

We believe *that the students who have previously been described as "at-risk," "underperforming," "under-represented," or minority actually represent Oregon's best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our State education goals.*

We believe *that intentional and proven practices must be implemented to return out of school youth to the appropriate and culturally sustaining educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.*

We believe *that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and culturally appropriate family engagement and support. This is not simply an expansion of services—it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population—0-5 year olds and their families.*

We believe *that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.*

We believe *that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen, and have the courage to share decision-making, control, and resources.*

We believe *every learner should have access to information about a broad array of career opportunities and apprenticeships. These will show them multiple paths to employment yielding family-wage incomes without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.*

We believe *that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, emerging bi-lingual students and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.*

We believe *the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.*

Finally, we believe *in the importance of supporting great teaching. Research is clear that "teachers are among the most powerful influences in (student) learning."*[3] *An equitable education system requires providing teachers with the tools and support to meet the needs of each student, and a dedicated effort to increase the culturally and linguistically diverse educators who reflect Oregon's rapidly changing student population.*

Case for Equity

Oregonians have a shared destiny.

Individuals within a community and communities within a larger society need the ability to shape their own present and future, and we believe that education is a fundamental aspect of Oregon's ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics have been changing to provide rich diversity in race, ethnicity, and language.[4] Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and practice over time to ensure that students from all communities have the opportunities and support to realize their full potential.