LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
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Board of Directors
NOTICE OF A BOARD MEETING
Lincoln County School District Business Meeting of the Board

Date	**Tuesday, February 13, 2024**
Time	**6:30 PM**
Place	**Toledo Jr/Sr High, 1800 NE Sturdevant Rd, Toledo, OR 97391**

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Business Meeting of the Board of the Board beginning at 6:30 PM.

Public comment will only be heard if a specific public comment time is designated on the agenda. Not all meetings of the Board have public comment.
If you are a member of the community and wish to speak before the Board, please email the following information to eddie.symington@lincoln.k12.or.us by **12:00 pm on the business day prior to the meeting: Name, address and phone number (optional), and topic.** Once your request is received, you will be contacted with details regarding making the comment during the meeting. Public comment cards will also be available at the door and must be completed and given to the Board Secretary. All public comment will follow Board Policy BDDH – "Public Comment at Board Meetings."

The session will be streamed and can be accessed by visiting our website.

The agenda is attached.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting.

THIS NOTICE SATISFIES THE REQUIREMENTS OF ORS 192.630, 192.640 AND 332.045.
For further information or to request accommodations, please contact:
Eddie Symington, Assistant to the Superintendent and School Board
Lincoln County School District | 1212 NE Fogarty | Newport, OR 97365

LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Business Meeting of the Board
Tuesday, February 13, 2024 - 6:30 PM
Toledo Jr/Sr High, 1800 NE Sturdevant Rd, Toledo, OR 97391

Agenda

1. Call to Order & Reading of Land Acknowledgment
2. Roll Call- Establishment of a quorum
3. RECESS INTO PUBLIC HEARING
    - 3.a. Charter School Public Hearing
        - 3.a.1. Eddyville Charter & Siletz Valley Charter School Report

Siletz OSBA Review
10/30/23

Responses Provided: 2/6/24

Concern/Question	Progress	Date
The school stated that an ELL plan was not applicable; all schools should have an ELL plan ready in case a student enrolls who qualifies for services. **p. 2**	Our English Language Learner plan is being developed, we will provide services to students who are eligible and follow the Title III guidance for the components of the plan. We will add Home Language Surveys to the registration packet, use a screener for students who may be eligible for services, and implement the service plan and support eligible students. We will gather data and participate in the ELPA, which we are currently proctoring for our existing students. We will use the results and staff expertise to design the program (push in or pull out) and then provide staff training (ie SIOP).	Send to LCSD no later than 6/30/24. We do have a licensed staff member who can support the students. We will work with LCSD Title Specialists for training and curriculum.
Certain teacher licensures are out of compliance with TSPC. **p. 2**	All teachers are licensed through TSPC. 25% hold Charter licenses. Several Staff members hold multiple professional licenses. DOCUMENT ATTACHED	Licenses and assignments will be reviewed by March 15th to ensure licensure is appropriate to each staff member's assignment.
Who are the teachers of record for Edmentum? **p. 2**	The teachers of record for online classes are teachers who hold licenses to teach in the content area.	Staff oversee the Edmentum program.

Bylaws need to be updated, and the school is actively working on this process as part of this review. **p. 2**	I am reviewing documentation and looking for evidence of an update. I do not see any yet. The bylaws (dated 2012) will need revision to match the current outcomes the school intends and to provide, and meet the goals of the charter. DOCUMENT ATTACHED	Board will be presented draft bylaw updates by June 30, 2024, and policy updates by October 1, 2024.
Facility concerns: Boys' bathroom does not have stall doors No working water fountains Buckets used to catch water when it rains (roof) **p. 3**	The boys bathrooms will have both stall doors and dividers between urinals. We are currently in the process of retesting water. In the meantime bottled water is in place for all students. All kitchen water is boiled before use out of an abundance of caution. The building water and faucets are being tested to determine what, if any repairs might be needed to return the water supply system to normal use. I have not noticed leaks this year. No one has reported any this year at this time. However, I will investigate further and if a problem is found, it will be repaired.	Date for completion to be determined (assessment for needed parts, ordering and delivery, then installation.) Target date - August 16, 2024.
Deliverables and required reporting (federal, grant, and district programs) has been untimely. **p. 4**	A calendar is under development that details the federal, grant, and district program data timelines so submission of data is timely.	June 30, 2024

Write a comprehensive plan to improve academic performance, especially in the areas which caused the state to designate the school as a Target Support and Improvement School. **p. 4**	A school improvement plan will be developed based on data gathered this year, the completion of the ORIS process to identify areas of improvement, and the use of Integrated Guidance to identify appropriate and meaningful targets. We will also review the Integrated Guidance work and engage the community in developing an Integrated approach to serve the school community. DOCUMENT ATTACHED	Staff from each level (TBD), parent and board volunteers. No later than Jun 30, 2024.
DNM: The charter school should set a goal to increase attendance. This may include specific parent outreach, modification of the calendar, and dedication of resources to ensuring students are attending school. **Student Attendance**	After reviewing student attendance data, we have identified students with irregular attendance and are creating a list of alternative methods to assist the family in getting their child to school, including picking them up (extra bus run, small bus run, and incentives and supports) We are also accessing the TAPP grant and daily culturally-based supports and weekly/monthly incentives help students and their families feel connected to the school. TAPP leader will be checking in daily with students who are either struggling academically or with attendance. The ORIS process includes parent feedback, and it may reveal suggestions that can be implemented as well. Goal	Attendance Team

	setting and data tracking for attendance will be part of the School Improvement Plan.	
While the graduation rate is reported at 100%, due to other metrics reported and the fact that the school has been designated as a Targeted Support and Improvement School, this should be examined. **Standard 6**	The complete set of graduation data will be used to calculate and report 4 and 5 year graduation rates. Training on use of School Report Card Accountability Details will be provided to the School Improvement Plan Development Team.	Training and use ODE materials to support staff's ability to use and access information as needed.
DNM: Ensure that financial reporting is timely. Long-term financial health indicators should be examined. **Financial Performance**	Monthly accounting details are available in Board Packets, we are currently laying the foundation for a 3,5 and 10 year plan and hope to gain information	Administration and Board Secretary

Position	*Name*	*TSPC License Type*	*TSPC License #*	*Expiration Date*
HS SS/Culture	Smith	Preliminary	501573	2/11/24
Student Success Advocate	Barnes	Preliminary	526827	6/14/24
IA	Welch	Restricted District Sub	552629	6/30/24
Floating Teacher	Greenhill	Restricted District Sub*	563393	6/30/24
CTE	Barlow	Charter	548186	7/20/24
5th	Presley	Reciprocal	562841	8/23/24
Kindergarten	Thompson	Preliminary	120557	10/21/24
MS Math	Domingo	Charter	551041	11/17/24
1st	Sharp	Preliminary	545752	3/5/25
Title I Coordinator	VanDyke	Principal	529736	4/3/25
HS SS	Canales	Preliminary	549131	4/18/25
Supt	Redlinger	Professional Admin*	27608	4/22/25
Supt	Redlinger	Professional Teaching*	27608	4/22/25
VP	Rilatos, K	Preliminary*	500062	5/17/25
Business	Bushnell	Charter	526389	8/12/25
4th	Scheidler	Preliminary	140446	8/25/25
HS Math	Arnold, B	Charter	161829	9/23/25
VP	Rilatos, K	Charter Admin*	500062	2/10/26
MS Science	Johnson, C	Charter*	152331	2/17/26
Floating Teacher	Greenhill	Charter*	563393	7/5/26
MS Science	Johnson, C	Preliminary*	152231	7/22/26
Culinary	Clarke	Charter	566440	10/16/26
3rd	Guilford	Preliminary	530397	11/3/26
HS Science	Cimcock	Preliminary	524048	11/10/26
2nd	Allison	Preliminary	528487	12/6/26
HS ELA	Kosydar	Preliminary	524027	1/3/27
PE	Gonzalez	Professional Teaching	502177	6/9/28
Registrar	Lindstrom, K	NA		None
Admin Assistant	Napoleon, J	NA		None
IA	Johnson, S	NA		None

Maintenance	Butler, L	NA		None
EA	Christensen	NA		None
Title I aide	Skinner	NA		None
Title I aide	Hoefer	NA		None
Custodian	Middaugh	NA		None
Custodian	Tom	NA		None
Kitchen	Jones-Garcia	NA		None
Kitchen	Grove	NA		None
Maintenance	Bailey	NA		None
*=More than one active license type per TSPC				

BYLAWS OF THE

SILETZ VALLEY SCHOOLS,

A non-profit public benefit corporation

ARTICLE I. ORGANIZATION AND PURPOSE

The Siletz Valley Schools [Siletz Valley School (SVS) and Siletz Valley Early College Academy (SVECA)] as organized as a public benefit non-profit corporation operated exclusively for educational and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code (or its corresponding future provisions) and Chapter 65 of the Oregon Revised Statues (or its corresponding future provisions).

This corporation's primary purpose shall be to provide elementary (K-8) and high school (9-12) education in a rural, community-based setting.

ARTICLE II. OFFICES

The principal office of the corporation in the State of Oregon will be located in the City of Siletz, County of Lincoln. The corporation will have and continuously maintain a registered office, and a registered agent whose office is identical with the registered office. The address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE III. MEMBERS

This corporation shall have no members as that term is defined by Oregon Revised Statures Chapter 65.

ARTICLE IV. BOARD OF DIRECTORS

Section 1. **Duties.** The affairs of the corporation shall be managed by the Board of Directors.

Section 2. **Number.** The number of Directors shall be no more than seven and no less than three.

Section 3. **Qualifications.** An individual must be a resident of the Siletz and Logsden communities or a parent/guardian of a current Siletz Valley Schools student in order to serve on the Board of Directors.

Section 4. **Term and Election.** Except for the initial adjustments of shorter terms needed in order to create staggered terms, the term of office for Directors shall be three years. The Board shall make provisions to stagger the terms of directors so that, each year, as close as possible to one third of the Directors' term shall expire. A Director may be re-elected without limitation on the number of terms s/he may serve. Directors shall be elected by plurality vote at an election in which every parent whose child attends SVS/SVECA, Teachers, Staff and current Board Members shall be eligible to vote.

Section 5. **Removal.** Any Director may be removed with or without cause, by a vote of two thirds of the Directors then in office. Any Director positions that become vacant through removal shall be filled pursuant to Section 6 of this article.

Section 6. **Vacancies.** A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

Section 7. **Quorum and Action.** A quorum at a board meeting shall be the majority of the fixed number of Directors. If a quorum is present, action is taken by a majority vote of the directors present, unless the act of a greater number is required by law or by these bylaws.

Section 8. **Compensation.** Directors as such will not receive any stated salaries for their services, but may be reimbursed for expenses related to Board services and nothing therein contained will be construed to preclude any Director from serving the corporation in any other capacity and receiving compensation therefore.

Section 9. **Regular Meetings.** Regular meetings of the Board of Directors shall be held at the time and place to be determined by the Board of Directors in compliance with ORS 192.601 to 192.690 Public Meeting Law.

Section 10. **Special Meetings.** Special meetings of the Board of Directors shall be held at the time and place to be determined by the Board of Directors. Notice of such meetings, describing the date, time, place and purpose of the meeting, shall be delivered to each Director personally or by telephone or by mail not less than two days prior to the special meeting.

Section 11. **Meeting by Telecommunications.** Any regular or special meeting of the Board of Directors may be held by telephone or telecommunications in which all Directors participating may hear each other.

ARTICLE V. COMMITTEES

Section 1. **Committees.** The Board of Directors may establish such committees as it deems necessary and desirable. Such committees shall be advisory to the Board of Directors. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him/her by law. Any committee members may be removed by the Board of Directors, whenever in their judgment the best interests of the corporation shall be served by such removal.

ARTICLE VI. OFFICERS

Section 1. **Titles.** The officers of this corporation shall be the President, Vice President, Secretary and Treasurer.

Section 2. **Election.** The Board of Directors shall elect the President, Vice President, Secretary and Treasurer to serve one-year terms. An officer may be re-elected without limitation on the

number of terms the officer may serve. Each officer will hold office until his/her successor will have been duly elected and will have qualified.

Section 3. **Removal.** Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby, but such removal will be without prejudice to the contract rights, if any, of the officer so removed.

Section 4. **Vacancy.** A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

Section 5. **President.** The President shall be the chief officer of the corporation, shall act as the Chair of the Board and will preside at all meetings of the Board of Directors. He/She may sign with the secretary or any other proper officer of the corporation authorized by the Board of Directors, any deeds, leases, mortgages, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution is delegated by these bylaws or by stature to some other officer or agent of the corporation.

Section 6. **Vice President**. The Vice President shall act as the Chair of the Board in the event the Board Chair is not present at any regular or special meeting.

Section 7. **Secretary.** The Secretary shall have overall responsibility for all record keeping. The Secretary shall perform, or caused to be performed, the following duties: a) official recording of the minutes of all proceedings of the Board of Directors meetings and actions; b) provisions of notice of all meetings of the Board of Directors; c) authentication of records of the corporation; and d) any other duties as may be prescribed by the Board of Directors.

Section 8. **Treasurer.** The Treasurer shall have overall responsibility for all financial records. The Treasurer shall perform, or caused to be performed the following duties: a) keeping a full and accurate accounts of all financial records of the corporation; b) deposit of all moneys and other valuable assets in the name and to the credit of the corporation in such depositories as may be designed by the Board of Directors; c) disbursement of all funds when proper to do so; d) making financial reports to the financial conditions of the corporation to the Board of Directors; and e) any other duties as may be prescribed by the Board of Directors.

ARTICLE VII. CORPORATION INDEMNITY

This corporation will indemnify its officers and directors to the fullest extent allowed by Oregon law.

ARTICLE VIII. CONTRACTS, CHECKS, DEPOSITS AND FUNDS.

Section 1. **Contracts.** The Board of Directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 2. **Checks, Drafts, etc.** All checks, drafts or money orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by the resolution of the Board of Directors.

Section 3. **Deposits.** All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, or other depositories as the Board of Directors may select.

Section 4. **Gifts.** The Board of Directors may accept on behalf of the Corporation any contribution, gift, or bequest for the general purpose or for any special purpose of the corporation.

ARTICLE IX. BOOKS AND RECORDS

The corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board of Directors and committees having any authority of the Board of Directors.

ARTICLE X. FISCAL YEAR

The fiscal year of the corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE XI. AMENDMENTS TO BYLAWS

These bylaws may be amended or replaced, and new Bylaws adopted, by the Board of Directors by a majority vote of directors in office. Prior to the adoption of the amendment, each Director shall be given at least two days notice of the date, time, and place of meeting at which the proposed amendment is to be considered, and the notice shall state that one of the purposes of the meeting is to consider a proposed amendment to the bylaws and shall contain a copy of the proposed amendment.

ARTICLE XII. DISSOLUTION

Upon dissolution of the corporation, the assets of the corporation shall be distributed as follows:

(a) All monies or other assets purchased or acquired with state and/or county education funds will be distributed to the Lincoln County School District.

(b) All assets gifted to the corporation by the Siletz Tribe will be returned to the Siletz Tribe; and;

(c) All remaining assets will be distributed to a local non-profit education entity.

DATE ADOPTED:

March 6, 2012

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

Aligning for Student Success - February Message

Our team is sharing a brief update this month, knowing that we'll have a more robust update next month with the release of the Integrated Guidance 2.0.

In this month's message, you'll find information about:

1. Quarter 2 Integrated Reports
2. Integrated Guidance 2.0 will be released in February!
3. February is Career and Technical Education (CTE) Month

Quarter 2 Integrated Reports

The Q2 reporting section of the Smartsheet RAD will be unlocked February 1, 2024 and reports are due February 29, 2024. The Q2 reporting columns have a green background within the reporting sheets. You will be required to complete the Progress Markers Sheet and fill in your expenditures for July 1, 2023 - December 31, 2023 within your 2023-24 Budget sheet. More detailed instructions and resources can be found on your RAD and in this guidance folder.

- Please keep in mind that part of the requirements for the Q2 Integrated Report is the submission of your **Financial Audit For SIA**, which is a statutory requirement. SIA Grantees must do the following;
    - Submit your 2022-23 Financial Audit Report for the fiscal year ending June 30, 2022 via email to the School Finance team at ode.schoolfinance@ode.oregon.gov, if you haven't already done so.
    - Present your 2022-23 Financial Audit Report to your governing board.
    - Post your 2022-23 Financial Audit Report to your district or eligible charter school website, and ensure a copy is available in the main office.
    - Submit your board meeting minutes, verifying the presentation of the 2022-23 Financial Audit Report, via attachment on your RAD by **February 29, 2024**.

Integrated Guidance 2.0 will be released in February!

EII will be releasing an updated version of the Integrated Guidance for the 2025-27 biennium. This new version will replace previous guidance and will have important information for all grantees moving into the next biennium, including integration of the Early Literacy School District Grant. We have listened to your feedback and incorporated as much as we could to help clarify, simplify, and strengthen the guidance for the next round of applications. We know districts, charter schools, YCEP and JDEPs are working hard to implement their current Integrated Plans *and* are also looking ahead to start planning for the next biennium. We are excited to share this important new resource in the coming weeks!

February is Career and Technical Education (CTE) Month

Career and Technical Education month is an annual recognition of the impact of CTE on students of all ages and communities everywhere. It is co-sponsored by the Association for Career and Technical Education (ACTE) and the National Association of Home Builders. Please visit the official CTE Month webpage on the ACTE site, and make sure to share the news about the #ThisIsCTE social media initiative announcing the launch of this exciting event. The CTE Youth Advisory Council, sponsored by the Oregon Department of Education and the Higher Education Coordinating Commission, is kicking off this ongoing campaign to celebrate the value and power of CTE to change lives and build a better world.

Important Dates and Action Items

Integrated Programs

- February 1-29, 2024: Quarter 2 Integrated Programs Report Window
- Quarter 2 Integrated Reports Office Hours: Please register at the specific links below and drop in with any questions regarding your Quarter 2 report! After registering, you will receive a confirmation email containing information about joining the meeting.
    - Thursday, February 8, 2-2:30 pm: REGISTER HERE!
    - Wednesday, February 14, 11-11:30 am: REGISTER HERE!
    - Tuesday, February 20, 1-1:30 pm: REGISTER HERE!
    - Monday, February 26, 2-2:30 pm: REGISTER HERE!

Early Indicator and Intervention Systems

EIIS Monthly Office Hours

Join EIIS monthly office hours with staff to discuss your questions about your student success system, share ideas and review resources.

February Office Hours: February 15, 3:30-4:15 pm - Register here!

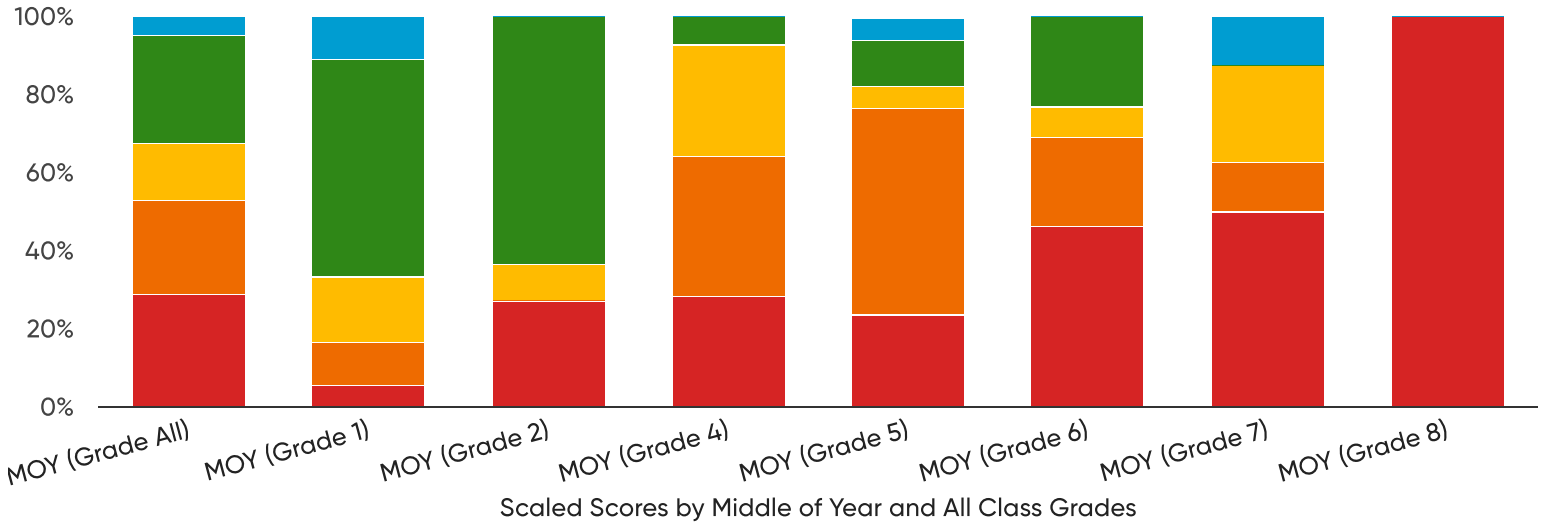
Reminder: The Required Monthly Submission and Reporting Calendar lists all required school district submissions for the 2023-24 school year.

Reports & Insights

Growth Report

Showing HMH Growth Measure Math (2023-2024) assessment data for All Class Grades in All Schools.

Scaled Scores | GLE



Scaled Scores by Middle of Year and All Class Grades

Scaled Score Categories

Above Level | On Level | Approaching | Below Level | Far Below Level

HMH Growth Measure Math (2023-2024) for All Grades

	MIDDLE-OF-YEAR					BEGINNING-OF-YEAR				
CLASS GRADE	FAR BELOW LEVEL	BELOW LEVEL	APPROACHING	ON LEVEL	ABOVE LEVEL	FAR BELOW LEVEL	BELOW LEVEL	APPROACHING	ON LEVEL	ABOVE LEVEL
All Class Grades	28.9%	24.0%	14.4%	27.7%	4.8%	29.2%	16.9%	26.2%	23.1%	4.6%
Grade K Classes	N/A	N/A	N/A	N/A	N/A	31.6%	15.8%	26.3%	21.0%	5.3%

	MIDDLE-OF-YEAR					BEGINNING-OF-YEAR				
Grade 1 Classes	5.6%	11.1%	16.7%	55.6%	11.1%	10.0%	15.0%	30.0%	35.0%	10.0%
Grade 2 Classes	27.3%	0.0%	9.1%	63.6%	0.0%	9.1%	9.1%	45.5%	36.4%	0.0%
Grade 4 Classes	28.6%	35.6%	28.6%	7.1%	0.0%	N/A	N/A	N/A	N/A	N/A
Grade 5 Classes	23.5%	52.9%	5.8%	11.7%	5.8%	N/A	N/A	N/A	N/A	N/A
Grade 6 Classes	46.2%	23.1%	7.7%	23.1%	0.0%	N/A	N/A	N/A	N/A	N/A
Grade 7 Classes	50.0%	12.5%	25.0%	0.0%	12.5%	42.9%	42.9%	14.3%	0.0%	0.0%
Grade 8 Classes	100.0%	0.0%	0.0%	0.0%	0.0%	87.5%	12.5%	0.0%	0.0%	0.0%

Consolidated Assessment Proficiency Report

Star Math

School	Date Range	Demographics
Siletz Valley School	**09/01/2023–06/16/2024**	**All Demographics**

School

Siletz Valley School

		Participation				Proficiency					
		Not Tested		Tested		At/Above 48 PR			Below 48 PR		
Grade ▲	# of Students	Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	16	0	0%	16	100%	2	13%	61	14	88%	21
Grade 1	20	0	0%	20	100%	7	35%	74	13	65%	30
Grade 2	10	0	0%	10	100%	7	70%	62	3	30%	15
Grade 3	14	0	0%	14	100%	7	50%	68	7	50%	12
Grade 4	17	0	0%	17	100%	4	24%	60	13	76%	18
Grade 5	19	0	0%	19	100%	2	11%	72	17	89%	18
Grade 6	20	2	10%	18	90%	4	22%	77	14	78%	7
Grade 7	16	0	0%	16	100%	2	13%	74	14	88%	12
Grade 8	10	3	30%	7	70%	0	0%	-	7	100%	21
Grade 9	26	1	4%	25	96%	3	12%	61	22	88%	16
Grade 10	21	2	10%	19	90%	3	16%	65	16	84%	14
Grade 11	24	7	29%	17	71%	3	18%	58	14	82%	18
Grade 12	14	4	29%	10	71%	3	30%	54	7	70%	9
Summary	**227**	**19**	**8%**	**208**	**92%**	**47**	**23%**	**66**	**161**	**77%**	**16**

Below PR may display a dash when the PR cannot be calculated for the Below Average column.

School: **Siletz Valley School** | Date Range: **09/01/2023–06/16/2024** | Demographics: **All Demographics**

School

Siletz Valley School

	Less than Proficient				Proficient				Star Reading Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
Grade ▲	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade K	-	-	-	-	-	-	-	-	0	0%	20	100%
Grade 1	17	85%	2	10%	0	0%	1	5%	20	100%	0	0%
Grade 2	4	36%	0	0%	3	27%	4	36%	11	100%	0	0%
Grade 3	10	59%	4	24%	1	6%	2	12%	17	94%	1	6%
Grade 4	9	53%	3	18%	2	12%	3	18%	17	100%	0	0%
Grade 5	13	65%	2	10%	3	15%	2	10%	20	95%	1	5%
Grade 6	12	60%	5	25%	2	10%	1	5%	20	100%	0	0%
Grade 7	9	56%	4	25%	2	13%	1	6%	16	100%	0	0%
Grade 8	4	36%	5	45%	2	18%	0	0%	11	85%	2	15%
Grade 9	7	28%	8	32%	7	28%	3	12%	25	96%	1	4%
Grade 10	4	21%	5	26%	8	42%	2	11%	19	90%	2	10%
Grade 11	3	14%	7	33%	8	38%	3	14%	21	88%	3	13%
Grade 12	5	45%	5	45%	1	9%	0	0%	11	79%	3	21%
All Students Summary	**97**	**47%**	**50**	**24%**	**39**	**19%**	**22**	**11%**	**208**	**86%**	**33**	**14%**

Report Summary

All Schools

	Less than Proficient				Proficient				Star Reading Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
School ▲	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Siletz Valley School	97	47%	50	24%	39	19%	22	11%	208	86%	33	14%

Oregon Workers' Compensation Certificate of Insurance

Certificate holder:

LINCOLN COUNTY SCHOOL DISTRICT
PO BOX 1110
NEWPORT, OR 97365

The policy of insurance listed below has been issued to the insured named below for the policy period indicated. The insurance afforded by this policy is subject to all the terms, exclusions and conditions of such policy; this policy is subject to change or cancellation at any time.

Insured	**Producer/contact**
Siletz Valley School PO Box 247 Siletz, Or 97380-0247	Great Basin Insurance Great Basin (Eugene) 541.343.8500 neita.dilley@gr8basin.com

		Limits of liability	
Issued	02/06/2024	Bodily Injury by Accident	$1,000,000 each accident
Policy	979980	Bodily Injury by Disease	$1,000,000 each employee
Period	10/01/2023 to 10/01/2024	Body Injury by Disease	$1,000,000 policy limit

Description of operations/locations/special items

Important
This certificate is issued as a matter of information only and confers no rights to the certificate holder. This certificate does not amend, extend or alter the coverage afforded by the policies above. This certificate does not constitute a contract between the issuing insurer, authorized representative or producer and the certificate holder.

CANCELLATION:
SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED TO THE POLICYHOLDER AND CERTIFICATE HOLDER IN ACCORDANCE WITH THE POLICY PROVISIONS AND OREGON LAW. SAIF WILL ENDEAVOR TO PROVIDE WRITTEN NOTICE WITHIN 30 DAYS WHENEVER POSSIBLE.

Authorized representative



Chip Terhune
President and CEO

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School Strategic Plan for the Implementation of the
Oregon District Continuous Improvement Plan Template

School Year	**2023/24**
District	**Lincoln County School District**
School	**Eddyville Charter School**

District Direction Section

District Vision District Mission	**Empowering all students every day to realize their full potential for living the future life they imagine**. **Relentlessly committed to ensuring that all students learn the critical reading and thinking skills needed to be educated, healthy and resilient people that graduate with future options and the ability to achieve their dreams.**
Maxims	**Build strong foundations, Overcome obstacles and Explore the path Beyond.**

Comprehensive Needs Assessment Summary

What data did our team examine?

- District Report Card data including student performance, on-track to graduate, on-time graduation, and demographics
- School Report Cards
- Lincoln County ACEs data
- Lincoln County School District SBAC data
- ORIS District Needs Assessment
- ORIS School Needs Assessments
- Community Engagement Survey Data (English and Spanish)
- TELL Survey Data
- TFI Data
- Chronic Absenteeism Exclusion Data
- Fall 2018 School Designations Report for LCSD (Comprehensive and Targeted Chart)

How did the team examine the different needs of all learner groups?

All data was analyzed through the use of a structured data protocol. The district and school report cards were our primary source of data due to a lack of a comprehensive assessment system in the district. This data is suspect partly due to low participation in the SBAC at the secondary level. It has been noted that participation rates at some elementary schools has been declining.

Were inequities in student outcomes examined?

Most of the Charter Schools (Siletz Valley, Siletz Valley Early College Academy, Lincoln Career Technical High School) were identified as comprehensive. Many of our district schools have been identified (targeted) for needs for support in certain student groups in LCSD. Specifically, students with disabilities, English Language Learners, American Indian/Alaskan, Hispanic/Latino, white, and economically disadvantaged students were identified as needing more support.

What needs did our data review elevate?

The data made clear to the team that our district is in need of systems and structures that would better support teachers and students such as:

- Comprehensive Assessment System
- PBIS System
- MTSS/RTI Structure for academics and social emotional needs
- Aligned curriculums for reading and math

- Community engagement protocols
- Attendance protocols/systems for improvement
- Effective system to analyze data and respond to student needs (PLC)
- Professional development to improve instruction
- Professional development to improve instructional leadership district-wide

Which needs will become priority improvement areas?

- K-10 Comprehensive Assessment System for Reading
- K-8 Reading Curriculum
- K-5 Math Curriculum with coordinating PD quarterly in a 2-year phase
- Professional Development with feedback focused on effective instruction
- PBIS
- High School Success and graduation coaches
- Trauma Informed Practices Professional Development through Insight321 curriculum plan
- Tier One Social Emotional learning through school counselors, Character Strong curriculum, and K-12 Restorative Practices instruction/routines.

How were stakeholders involved in the needs assessment process?

- Building level leadership teams (administration, classified and certified staff) ORIS Needs Assessment completion
- Family and community engagement survey provided in both English and Spanish
- District Improvement Team made up of building and district leadership and teachers
- School Board presentation at a work session with solicited feedback
- Superintendent and Charter School Liaison visited charter school sites to discuss district support

Long Term District Goals & Metrics

Goal 1	**Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.**		
Metrics	By June 2024	By June 2025	By June 2026
	District Graduation statistics/Students On-track-to-Graduate data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).	District Graduation statistics/Students On-track data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).	District Graduation statistics/Students On-track data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).
Goal 2	**Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.**		
Metrics	By June 2024	By June 2025	By June 2026
	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success	Graduation coaches at each building meet with appropriate teams to review behavior, attendance, and grade reports for all 9th grade students as part of evaluating and supporting on-track graduation.
Chronic Absenteeism	PBIS provides a framework to address the behavioral needs of all students, through a series of universal, targeted, and individualized supports that are positive in nature and emphasize a warm, welcoming school climate. Through intentional review of data, systems, and practices to determine if they are resulting in desired student outcomes, school and district teams utilize the PBIS framework to design and implement interventions to ensure students have the support needed to be successful with all behaviors, including attendance. Within the PBIS framework, the district will be able to provide resources and professional development of specific strategies and programs such as trauma-informed practice, a comprehensive school counseling program, restorative practices, etc.
AVID	AVID Electives have been implemented in all schools. School-wide AVID provides professional development to learn and monitor strategies proven to increase engagement and attendance and graduation rates. AVID supports healthy student transitions between buildings and grades. AVID Charter schools in LCSD are invited to attend LCSD offered AVID professional development.
21st Century	21st Century after-school program focuses on increasing reading skills through direct instruction and through STEM activities. Reading strategies and skills will be aligned with new adopted ELA curriculum

Annual Evidence Based Strategies, Measures and Actions (to meet district goals)

District Goal this strategy supports	**Goal: Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.**			
What are we going to do?	**Strategy #1.1 Assessment**	**If** we install an aligned K-10 comprehensive assessment system for reading **Then** educators will be able to have effective data team discussions around student achievement (disaggregated by groups) and the effectiveness of reading content and instruction **And** student achievement in reading will increase K-10.		
How we will know the plan is working	**Measures of Evidence**	**Fall** ● Fully implemented universal screener K-6 and data available for review ● PSAT 10	**Winter** ● Universal screener (K-6) and data available for review ● Reviewing a standard set of	**Spring** ● Universal screener (K-6) and data available for review ● PSAT 8/9 ● SBAC 3-8 ● SAT 11

		● Teachers follow curriculum assessment plan ● Survey teachers on potential diagnostic measures for reading	diagnostic assessments ● Reviewing feedback from teachers regarding curriculum embedded measures	● Provide diagnostic menu with PD plan & materials for Fall ● Implemented progress monitoring K-6 ● Reviewing feedback from teachers regarding curriculum embedded measures
		DISTRICT		
How we will get the work done	**Person or Team Responsible**	**Action & Accountability Steps To be completed this year**		**Due Date**
	Building Teams, High School Success Team	1. With 8/9 PSAT scores, determine students not on track in reading.		8/30/23
	Katie Barrett Title Team, Reading TOSA, Adoption Team Reps Majalise Tolan ELA Building Reps from Adoption Team	2. Share publisher curriculum assessment plan with reading teachers, including charter schools should they choose to adopt the same materials. State the expectation of the use of the curriculum-embedded plan.		8/30/23
	Katie Barrett	3. DIBELS training for designated staff, including interested charter schools, to administer and score for grades K-6.		9/6/23
	Katie Barrett Title I Team Majalise Tolan ELA Departments	4. All K-6 students will be screened three times a year using DIBELS (K-6). K-6 charter schools that opt to receive Title I funding will have access to DIBELS.		by 9/30/23 by 1/30/24 by 5/25/24
	ELA Building Reps from Adoption Team for both Secondary and Elementary adoptions	5. Create teacher feedback tool for curriculum-embedded assessment plan. Set due dates for feedback.		10/30/23 (Tool creation) 1/30/24 (Feedback) 5/30/24 (Feedback)
	ELA Building Reps from Adoption Team for both Secondary and Elementary adoptions	6. Make any necessary adjustments to the curriculum-embedded assessment plan based on the teacher feedback tool data and communicate changes to staff.		6/30/24 (adjustments) 8/30/24 (communication)
		Eddyville		
	Person or Team Responsible	**Action & Accountability Steps To be completed this year**		**Due Date**

	Leadership Team, Admin Team	With Iready Reading data, determine students not on track in reading	9/30/23
	Reading Team,TOSA,Admin.	Study and apply curriculum assessment plan with reading teachers for Iready reading and ECRI. State the purpose of curriculum embedded plan.	08/22/23
	Reading Team,TOSA,Admin.	F&P and DIBELS training/refresher course for designated staff to administer and score K-5.	08/22/23
	Reading Team,TOSA,Admin.	5. Create teacher feedback tool for curriculum-embedded assessment plan. Set due dates for feedback.	10/30/23 (Tool creation) 1/30/24 (Feedback) 5/30/24 (Feedback)
	Reading Team,TOSA,Admin.	6. Make any necessary adjustments to the curriculum-embedded assessment plan based on the teacher feedback tool data and communicate changes to staff.	6/30/24 (adjustments) 8/30/24 (communication)
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__X_ Leadership __X_ Talent Development __X_ Stakeholder Engagement and Partnership __X_ Well-Rounded, Coordinated Learning __X_ Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District Goal this strategy supports	**Goal: Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.**			
What are we going to do?	**Strategy # 1.2a/1.2b Curriculum & Instruction**	**If** we adopt, implement and monitor a guaranteed, viable, and equitable K-8 reading curriculum and K-5 Math Curriculum aligned to our 6th-8th curriculum **Then** educators will be able to refine their instruction **And** student achievement in reading and math will increase K-8.		
How we will know the plan is working	**Measures of Evidence**	**Fall** ● PD Survey provided to teachers ● All K-10 teachers have ELA curriculum materials for the year & attended PD ● Implementation of publisher provided curriculum maps and unit plans ● Assessment calendar for	**Winter** ● Monthly PLC minutes using district template ● Walk-thru data shows teacher use of curriculum (WICOR/ECRI) ● Review PD survey info ● PD Survey for recent PD provided to teachers	**Spring** ● Monthly PLC minutes using district template ● Walk-thru data shows teacher use of curriculum (WICOR/ECRI) ● PD calendar for 20/21 school year created based on data ● Review PD survey info

		ELA curriculum created		
		DISTRICT		
How we will get the work done	**Person or Team Responsible**	**Action & Accountability Steps To be completed this year**		**Due Date**
	Adoption Team, Business Office, LCSD School Board	1.Reading curriculum will be selected and purchased by spring 2019		May/June 2019
	Majalise Tolan, Katie Barrett and Publisher	2. Establish and distribute Year-long PD plan calendar for reading curriculum from publisher to schools including any charter school that may purchase curriculum materials		June 2019
	LST and Admin Team	3. Establish the PLC calendar for 2019/2020 school year		June 2019
	District and Building Admin	4. Choose an elementary and secondary PLC meeting template		July 2019
	Team work group	5. K-6 pacing guides, assessment calendar alignment with district calendar		July/August 2019
	Katie, Majalise and Publishers	6. Professional Development from publisher and district specific PD as related to curriculum to ELA teachers including any charter school that may purchase curriculum materials		Beginning August work week and continuing 2019/2020 school year
	Sudi Stodola, Media Assists and Directors	7. Distribution process, bar coding		August 2019
	District and Building Admin	8. Training on PLC process and template		Fall - District PD Day
	Building Admin	9. Collect and review monthly PLC minutes and Collaborative Reading Walkthrough data with grade level or department critical minimum		Monthly beginning Jan. 2020
	Collaborative work group licensed, admin and publisher	10. Review PLC data to create 2020/21 PD calendar for continued reading curriculum implementation		June 2020
		Eddyville		
	Person or Team Responsible	**Action & Accountability Steps To be completed this year**		**Due Date**
	Adoption Team, Business Office, School Board	1.Reading curriculum will be selected and purchased		July 2023
	Building Admin.	Establish and distribute Year-long PD plan calendar for reading curriculum, math curriculum		August 2023
	Building Admin.	Establish the PLC, PBIS, Cognia accreditation calendar for 2023/2024 school year		August 2023
	Building Admin./Leadership Team	Choose an elementary and secondary PLC meeting template		July 2023

	Publishers, Building Admin.	Professional Development from publisher in math and reading, partner with LCSD to access PD with ELA teachers for ELA curriculum and ECRI training.	Beginning Aug. 22 through 2023-24 school year
	Building Admin.	Training on PLC process and template refresher	Fall 2023
	Building Admin.	Collect and review monthly PLC minutes and Collaborative Reading Walkthrough data with grade level or department critical minimum	Monthly Beginning January 2023
	Building Admin.	Review PLC data to create 2023-24 PD calendar for continued reading curriculum implementation	June 2024
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership __X_ Talent Development ____ Stakeholder Engagement and Partnership __X_ Well-Rounded, Coordinated Learning __X_ Inclusive Policy and Practice	

District Goal this strategy supports	**Goal: Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.**			
What are we going to do?	**Strategy #1.3 Professional Development**	**If** we provide professional development to our administrators on providing quality feedback focused on effective instruction **Then** educators will utilize relevant strategies that support student learning **And** student achievement will increase.		
How we will know the plan is working	**Measures of Evidence**	**Fall** ● PD on domain 3 & PD on effective instructional strategies provided for teachers and admins ● Collaboratively reviewed elementary/secondary walkthrough form is shared among staff	**Winter** ● Data on domain 3 ● Elementary/Secondary walkthrough form reviewed ● Elementary begin AVID walkthrough form reviews	**Spring** ● Comparing PD to Danielson evaluation data to determine the effectiveness of PD ● Review district global feedback data between Danielson 3
		DISTRICT		
How we will get the work done	**Person or Team Responsible**	**Action & Accountability Steps To be completed this year**		**Due Date**
	Admin & AVID Team Reps	1. Create Elementary/Secondary walkthrough form with AVID Site Team Reps during Summer Institute		6/30/19
	Tiana Tucker	2.Determine admin calibration PD needs on Danielson and provide that PD to administrators.		8/15/19
	District Admin	3. Provide PD to administrators on effective quality feedback		Ongoing 8/20-6/22

	District Admin	4. Common agreements on walkthroughs and expectations with building administrators	8/30/19
	All Admin	5. Collect and review walkthrough data at all administrator meetings	Monthly 8/20-6/22
		6. Evaluate district walkthrough/Danielson data to determine future PD needs for 2020-21 in area of instruction	6/30/20
		Eddyville	
	Person or Team Responsible	**Action & Accountability Steps To be completed this year**	**Due Date**
	Building Admin.	Access/Implement/Train for Elementary/Secondary walkthrough form with AVID/Danielson criteria and iwalkthrough assessments and feedback	06/30/23
	Building Admin. And LCSD Mentor	Determine admin calibration PD needs on Danielson and provide that PD to administrators.	09/2023
	Building Admin.	Common agreements on walkthroughs and expectations with building stakeholders	08/2023
	Building Admin.	Collect and review walkthrough data at all administrator meetings	Ongoing 08/2023 – 06/2024
	Building Admin.	Evaluate walkthrough/Danielson data to determine future PD needs for 2020-21 in area of instruction	06/30/2024
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__X_ Leadership __X_ Talent Development ____ Stakeholder Engagement and Partnership __X_ Well-Rounded, Coordinated Learning __X_ Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

Annual Evidence Based Strategies, Measures and Actions (to meet district goals)

District Goal this strategy supports	**Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.**	
What are we going to do?	**Strategy # 2.1 - Team Structure**	**If** we implement a school-based attendance team structure with standardized data and meeting protocols **Then** educators will be able to have effective data team discussions around student attendance **And** interventions and student attendance will increase.

How we will know the plan is working?	**Measures of Evidence**	**Fall** ● Tiered Fidelity Inventory (TFI) measurement of Team Composition (1.1) and Operating Procedures (1.2) to provide baseline for each school	**Winter** ● Team Meeting Evaluation	**Spring** ● TFI ● Team Meeting Evaluation ● SAS (Self Assessment Survey)
		DISTRICT		
How we will get the work done?	**Person or Team Responsible**	**Action & Accountability Steps To be completed this year**		**Due Date**
	Vince Dye	1. Coordinate the training of attendance advisors to be certain to generate accurate monthly reports and to efficiently merge data. This will include charter schools.		6/22/19
	Bldg. admins, Att. Advisors	2. Establish dates for structured meetings at school level (monthly or bi-monthly)		9/15/19
	District & Bldg. Att. teams	3. Provide PD for building attendance teams, including use of LCSD's Early Indicator Intervention System (EIIS)		8/25 - 9/15/19
	Bldg. Att. teams	4. Identify team members/roles (EIIS)		9/30/19
	Bldg. Att. teams	5. Establish agendas/procedures for meetings (EIIS)		9/30/19
	Bldg. Att. teams	6. Meet regularly to review data and assign interventions (EIIS)		Monthly/ongoing 9/15-6/22/20
	Dist. Att. Team	7. Meet monthly to review district-wide data, analyze interventions, and update action plan		Monthly/ongoing 9/15-6/22/20
		Eddyville		
	Person or Team Responsible	**Action & Accountability Steps To be completed this year**		**Due Date**
	Office and Admin.	Coordinate the training of attendance advisors to be certain to generate accurate monthly reports and to efficiently merge data.		August 2023
	Building Admin., Counselor, Attendance Sec., Attendance Counselor	Establish dates for structured meetings at school level bi-monthly		Sept. 2023 – June 2024
	Building Admin., Attendance Counselor	Provide PD for building attendance teams and provide resources per classroom		Monthly 2023-24
	Building Admin., Counselor, Attendance Sec., Attendance Counselor	Establish agendas/procedures for meetings		09/2023
		Meet regularly to review data and assign interventions		Bi-Monthly 2023-24
		Meet monthly to review k-12 school data, analyze interventions, and update action plan		Monthly 2023-24
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	_X_ Leadership ___ Talent Development ___ Stakeholder Engagement and Partnership _X_ Well-Rounded, Coordinated Learning _X_ Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District Goal this strategy supports	**Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.**			
What are we going to do?	**Strategy # 2.2 - Professional Development**	**If** we provide district-wide professional development focused on the importance of attendance (including definitions) and strategies/interventions within the PBIS framework **Then** staff will accurately record student attendance and apply appropriate strategies/interventions **And** student attendance will increase.		
How we will know the plan is working	**Measures of Evidence**	**Fall** ● Review of attendance codes in use ● TFI to include attendance related look/for & questions on walkthrough	**Winter** ● Review of attendance codes in use ● TFI walkthrough	**Spring** ● Review of attendance codes in use ● TFI walkthrough
		DISTRICT		
How we will get the work done	**Person or Team Responsible**	**Action & Accountability Steps To be completed this year**		**Due Date**
	Building admins & District Att. team (Kelly and Vince lead)	1. Create and provide PD for building staff (classified and certified) re: importance of good attendance, & their role in attendance w/in PBIS framework; including PD for new district communication tool which will be shared with the charter schools		9/30/19
	District Att. team, Bldg. att. staff	2. Create a district attendance handbook and train school staff on proper attendance entry/tracking. Handbook will be shared with the charter schools		10/15/19
	District Att. team & Building Att. teams	3. Provide training to building teams to review data and determine interventions and monitor their effectiveness (EIIS). Resulting protocol will be shared with the charter schools		12/15/19
	Building admins	4. Provide ongoing PD to staff related to Trauma-informed practices w/in PBIS that contribute to good attendance		Ongoing (district admin team planning) 6/22/20
	District admins, Kelly leads VP cohort	5. Implementation of PD needed to support Tier 1 PBIS framework district-wide, including: a) progress monitoring through TFI and continuous action plan cycle), b) tier 1 SEL practices w/universal screener, and c) behavioral expertise such as FBA training modules		Ongoing - PD calendar to be drafted in spring 2019 6/22/20
	Kelly, Susan, VP cohort	6. Attend NW PBIS conference in Tacoma, WA (dependent upon funding) to support action planning for Tier 2 implementation		3/1/20
	Kelly, VP cohort	7. Ongoing VP cohort work related to implementation of PBIS framework, PLC study of Restorative Practices		Monthly starting 8/19/19

	Kelly, counselor cohort	8. Ongoing counselor PD and cohort meetings, including ASCA training (3 sessions) and goal/action planning to increase regular attenders rate and implement PBIS w/in 3-tiers of counseling program	Monthly starting 8/19/19
	Kelly coordinate w/program leads	9. PBIS for Bus, Sodexo, secretaries, HELP, etc. - provide direction & resources to each group in mini-PD sessions, to support PBIS framework	Monthly starting 8/26/
		Eddyville	
	Person or Team Responsible	**Action & Accountability Steps To be completed this year**	**Due Date**
	Building Admin.	Create and coordinate PD for building staff (classified and certified) re: importance of good attendance, & their role in attendance w/in PBIS framework and RP community building; including PD for upgraded communication using Remind	8/2023
	Attendance Team	Develop attendance MTSS and wrap service protocols and train school staff on proper attendance entry/tracking	9/2023
	Attendance Team	Establish monthly data meeting and monthly intervention and support plan meeting sessions with students/families	2023-2024
	Admin. Team	Provide ongoing PD (Insight 321 training modules) to staff related to Trauma Informed practices w/in PBIS that contribute to good attendance.	Ongoing 08/2023-06/2024
	Building Admin.	Implementation of PD needed to support Tier 1 PBIS framework school-wide including: a)progress monitoring with TFI and continuous action plan cycle b.) tier 1 SEL practices with universal screener c.) behavioral expertise with mental health and FBA training/assessments	Monthly Starting 9/2023 – 6/2024
	Building Admin. Team Leaders	Team development for implementation of PBIS K-12 and PLC Restorative Practices k-12	Monthly 2023-2024
	Building Admin.	PBIS partnership with First Student bus company, Sodexo, secretaries, HELP, Nurse/Student Health Services- provide direction and mini PD sessions to provide resources in supporting PBIS and attendance framework.	Monthly Starting 9/2023-6/2024
	ORIS Domain(s) this strategy supports	_X_ Leadership _X_ Talent Development ___ Stakeholder Engagement and Partnership _X_ Well-Rounded, Coordinated Learning _X_ Inclusive Policy and Practice	
ORIS Domain Alignment			

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District Goal this strategy supports	**Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.**	
What are we going to do?	**Strategy # 2.3 - MTSS**	**If** we align district-wide attendance actions and interventions with the 3-tiered PBIS system **Then** educators will be able to apply a core set of effective practices at each tier **And** student attendance will increase.

How we will know the plan is working	**Measures of Evidence**	**Fall** ● Tier 1 survey of practices	**Winter** ● Tier 1 & 2 survey of practices	**Spring** ● Tier 1-2-3 survey of practices ● TFI Tiers 1-2-3 ● SAS ● Universal SEL data for each K-6 school
		DISTRICT		
How we will get the work done	**Person or Team Responsible**	**Action & Accountability Steps To be completed this year**		**Due Date**
	District admins, Kelly leads	1. Implementation of Tier 1 PBIS framework district-wide, including: a) progress monitoring through TFI and continuous action plan cycle), b) tier 1 SEL practices w/universal screener, and c) trauma-informed practices		Ongoing (3 action planning cycles throughout year) 6/22/20
	District Comm. Team	2. Analyze and select district-wide digital tool for Parent Communication re: the importance of good attendance		9/30/19
	Campaign Team, Building staff	3. Plan and carry out district-wide 'September is Attendance Awareness Month' campaign		6/30/19(Planning) 9/30/19 (September campaign kick-off)
	Campaign Team, Building staff	4. Plan and implement ongoing campaign details to sustain attendance messaging throughout school year, including illness-related messaging/reminders as needed		6/30/19 (Planning) (Implementation ongoing throughout the year) 6/22/20
	District Att. Team	5. Map out current attendance-specific district-wide strategies/interventions for Tier 1. Map will be shared with charter schools		10/31/19
	District Att. Team	6. Map out current attendance-specific district-wide strategies/interventions for Tier 2. Map will be shared with charter schools		1/31/20
	District Att. Team	7. Map out current attendance-specific district-wide strategies/interventions for Tier 3. Map will be shared with charter schools		4/30/20
	Select buildings	8. Pilot Tier 2 systems/interventions that support improved attendance		6/22/20
	District Team & admins	9. Draft and review core set of attendance-specific district-wide strategies/interventions for Tiers 1-2-3. Strategies will be shared with charter schools		6/22/20
		Eddyville		
	Person or Team Responsible	**Action & Accountability Steps To be completed this year**		**Due Date**
	Building Admin and PBIS team	1. Implementation of Tier 1 PBIS framework district-wide, including: a) progress monitoring through TFI and continuous action plan cycle), b) tier 1 SEL practices w/universal screener, and c) trauma-informed practices		Ongoing 2023-2024
	Building Admin.	Continued use/implementation of digital tool (Remind) for Parent Communication re: the importance of good attendance and post as well as updates and reminders.		8/2023

	Building Admin., Attendance Team	Plan and carry out district's 'September is Attendance Awareness Month' campaign	8/2023 planning 9/2023
	Building Admin., Attendance Team, Health Center Director	Develop and carry out ongoing attendance campaign effort messaging throughout the year, including illness related messaging and reminders	Monthly 2023-24
	Building Admin., Attendance Team	Access and Implement Tier 1 Map from LCSD's Attendance Strategies in alignment with ECS's Attendance Plan	10/31/2023
	Building Admin., Attendance Team	Access and Implement Tier 2 Map from LCSD's Attendance Strategies in alignment with ECS's Attendance Plan	1/31/2024
	Building Admin., Attendance Team	Access and Implement Tier 3 Map from LCSD's Attendance Strategies in alignment with ECS's Attendance Plan	6/30/2024
	Building Admin., Attendance Team	Draft and review core set of attendance-specific school-wide strategies/interventions for Tiers 1-2-3 as they align with LCSD's plan.	6/30/2024
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	_X_ Leadership _X_ Talent Development _X_ Stakeholder Engagement and Partnership _X_ Well-Rounded, Coordinated Learning _X_ Inclusive Policy and Practice	

District Plan
Self-Monitoring Routines

Please describe the district plan to install quarterly plan-review/monitoring routines (see example below):

Our district implementation team spent two meetings working on a plan to structure and run efficient routine monitoring sessions. We discussed the need for the right people to be at the table during these monitoring meetings. We structured a plan to provide discussion and guidance to our building principals to assure their understanding as they create their SIP's and plan for their monitoring routine meetings. Routine monitoring meetings will be conducted at the district level by the District Implementation Team and at the school building level by the school's leadership team.
Our DIT determined that a calendar must be created to align the needed data deliverables between the district and schools. In addition, a discussion occurred around how both the DIT and Leadership teams will run the routine meetings and that there will be flexibility of membership focused on what the data reveals as the greatest need. This again assures the right people are always at the table.

This chart does not need to be completed prior to installation of district self-monitoring routines.
This chart is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

SCHOOL Self-Monitoring Routine Template

Performance Updates	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?

I-ready Reading + Math Diagnostic Data *Winter 2024*

Math

	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets
K		12	4	*24%*
1		7	3	*30%*
2	3	7	6	*32%*
3	2	13	1	*6%*
4	9	7	2	*10%*
5	10	7	3	*15%*
	24	*53*	*19*	
	26%	**56%**	**20%**	
~~6~~				*~~0%~~*
~~7~~				*~~0%~~*
~~8~~				*~~0%~~*
~~Alg 1~~				*~~0%~~*
~~Geo~~				*~~0%~~*
~~Alg 2~~				*~~0%~~*
	0	*0*	*0*	
	0%	**0%**	**0%**	

Reading

	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets
K		7	8	*47%*
1		5	5	*50%*
2	5	6	0	*0%*
3	2	2	6	*60%*
4	6	3	5	*25%*
5	11	4	1	*5%*
	24	*27*	*25*	
	26%	**29%**	**27%**	
~~6~~				*~~0%~~*
~~7~~				*~~0%~~*
~~8~~				*~~0%~~*
~~9~~				*~~0%~~*
~~10~~				*~~0%~~*
~~11~~				*~~0%~~*
~~12~~				*~~0%~~*
	~~0~~	~~0~~	~~0~~	
	0%	**0%**	**0%**	

NOTE: *Some students didn't participate or complete for round 1. Secondary only conducts 2 rounds fall/spring.*

Eddyville Charter School Curriculum

Level	Diagnostics + MTSS	ELA	Math	Science	Social Studies	Art	Health	Computers
K	Iready Math+Reading F+P	Journeys ECRI	Iready	Mystery Science	Scholastic News, Scholastic Science Spin, Education to the Core	Teacher Led	The Great Body Shop	Teacher Led
1	Iready Math+Reading F+P	Journeys ECRI	Iready	Mystery Science	Scholastic News, Scholastic Science Spin, Education to the Core	Teacher Led	The Great Body Shop	Teacher Led
2	Iready Math+Reading F+P	Journeys ECRI	Iready	Mystery Science	Scholastic News, Scholastic Science Spin, Education to the Core	Teacher Led	The Great Body Shop	Teacher Led
3	Iready Math+Reading F+P	Iready ECRI	Iready	Mystery Science	Scholastic News, Scholastic Science Spin, Education to the Core	Teacher Led	The Great Body Shop	Teacher Led
4	Iready Math+Reading	Iready	Iready	Mystery Science	Get Oregonized	Teacher Led	The Great Body Shop	eReadiness BEPublishing
5	Iready Math+Reading	Iready	Iready	Mystery Science	Get Oregonized	Teacher Led	The Great Body Shop	eReadiness BEPublishing

Level	Diagnostics + MTSS	ELA	Math	Science	Social Studies	Art	Health	Computers
6	Iready Math+Reading	MyPerspectives	CoreFocus on Math Iready	Generation Genius	TCI History Alive	Mixed Media	The Great Body Shop + Obria	EReadiness BE Publishing
7	Iready Math+Reading	MyPerspectives	CoreFocus on Math Iready	Generation Genius	TCI History Alive	Mixed Media	The Great Body Shop + Obria	EReadiness BE Publishing
8	Iready Math+Reading	MyPerspectives	CoreFocus on Math Iready	Generation Genius	TCI History Alive	Mixed Media	The Great Body Shop + Obria	EReadiness BE Publishing

Level	Diagnostic + MTSS	ELA	Math	Science	Social Sciences	Art	Health	Biz./Computers
HS	Iready Math+Reading Common Lit	MyPerspectives	Algebra 1 –Infinite KutaSoftware Math for Carpentry+construction Richard B. Miles Geometry - Larson Geometry (Holt McDougal) Algebra 2 - Holt Algebra 2 PreCalculus - Holt PreCalculus - A Graphing Approach	Science 9: Globe Earth Science: Globe Fearon 1996 Biology: the Dynamics of Life Glencoe Mcgraw Hill 2000 Chemistry: Addison-Wesley fifth edition 2000 Physics - Classical Physics by Pat Canon	TCI History Alive	Mixed Media	eReadiness Anatomy/Physiology Comprehensive Health Skills *Goodheart-Wilcox* + Obria	EReadiness BE Publishing Sports Media: Daktroniks Software Computer Science: code.org CS Principles https://code.org/educate/csp
AP		*They Say/I Say: The Moves That Matter in Academic Writing*, by Gerald Graff & Cathy Birkenstein (every student receives one of these) *From Inquiry to Academic Writing,* by April Lidinsky and Stuart Green (select pages/sections photocopied for students).OregonTech Dual-Credit Handbook- Course requirements and curriculum guidelines (Instructor)	n/a	Exploring Environmental Science for AP®, Updated Edition, 1e, Miller ©2021	The American Pageant AP Edition Criminal Justice in America Fifth Edition	n/a n/a n/a		

I-ready Reading + Math Diagnostic Data *early FALL 2023*

Math

	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets
K		16	1	*6%*
1		7	3	*30%*
2	9	5	5	*26%*
3	8	7	1	*6%*
4	11	7	2	*10%*
5	11	6	3	*15%*
	39	*48*	*15*	
	41%	**51%**	**16%**	
6	11	5	0	*0%*
7	10	3	1	*7%*
8	7	0	2	*17%*
Alg 1	11	2	1	*7%*
Geo	18	0	0	*0%*
Alg 2	6	1	1	*13%*
	63	*11*	*5*	
	59%	**10%**	**5%**	

NOTE: *Some students didn't participate or complete for round 1.*

Reading

	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets
K		14	3	*18%*
1		7	3	*30%*
2	6	8	3	*16%*
3	4	5	6	*38%*
4	12	3	5	*25%*
5	12	5	3	*15%*
	34	*42*	*23*	
	36%	**45%**	**24%**	
6	11	3	1	*6%*
7	12	1	2	*13%*
8	6	1	2	*17%*
9	4	4	4	*25%*
10	18	4	0	*0%*
11	4	2	2	*18%*
12	9	1	1	*6%*
	64	16	12	
	60%	**15%**	**11%**	

I-ready Reading + Math diagnostic data FALL 2022

Math

	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets
K		9		*0%*
1	3	12	2	*12%*
2	4	9	1	*7%*
3	10	8	0	*0%*
4	9	9	1	*5%*
5	11	4		*0%*
	37	*51*	*4*	
	39%	**54%**	**4%**	
6	6	4	0	*0%*
7	10	2		*0%*
8	10	3		*0%*
Alg 1	20	2		*0%*
Geo	4	1	2	*29%*
Alg 2	10	1		*0%*
	60	*13*	*2*	
	57%	**12%**	**2%**	

NOTE: *Some students didn't participate or complete for round 1.*

Reading

	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets
K	6	3		*0%*
1	2	14	1	*6%*
2	4	7	4	*27%*
3	10	4	4	*22%*
4	10	3	6	*32%*
5	10	4	1	*7%*
	42	*35*	*16*	
	45%	**37%**	**17%**	
6	10	4	2	*13%*
7	7	3	1	*9%*
8	3	6	4	*31%*
9	13	4	1	*6%*
10	3	2	4	*44%*
11	11		2	*15%*
12	3		1	*25%*
	50	19	15	
	47%	**18%**	**14%**	

I-ready Reading + Math diagnostic data WINTER 2022

Math

	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	**Class % Meets**
K		5	4	*44%*
1		13	5	*28%*
2	2	12		*0%*
3	11	3	4	*22%*
4	5	9	5	*26%*
5	9	6		*0%*
	27	*48*	*18*	
	29%	**51%**	**19%**	
6	9	5	1	*7%*
7	9	3		*0%*
8	7	6		*0%*
Alg 1	17			*0%*
Geo	6		2	*25%*
Alg 2	8		1	*11%*
	56	14	4	
	56%	**13%**	**4%**	

Reading

	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	**Class % Meets**
K		5	4	*44%*
1		14	3	*18%*
2	3	6	5	*36%*
3	10	3	5	*28%*
4	3	10	6	*32%*
5	11	2	2	*13%*
	27	*40*	*25*	
	29%	**43%**	**27%**	
6	10	5	1	*6%*
7	8	1	2	*18%*
8	8	1	5	*36%*
9	12	4	2	*11%*
10	2	2	5	*56%*
11	9	2	2	*15%*
12	3	1		*0%*
	52	16	17	
	49%	**15%**	**16%**	

I-ready Reading + Math diagnostic data SPRING 2023

Math

	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets
K	0	3	7	*70%*
1	0	10	7	*41%*
2	2	8	5	*33%*
3	7	6	5	*28%*
4	5	9	6	*30%*
5	6			
	20	*36*	*30*	
	21%	**38%**	**31%**	
6	6	3	7	*41%*
7	5	3	4	*36%*
8	4	2	5	*42%*
Alg 1	9	5	5	*26%*
Geo	2	2	5	*56%*
Alg 2	4	1	4	*44%*
	24	16	30	
	24%	**16%**	**30%**	

Reading

	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets
K	0	2	8	*80%*
1	0	10	7	*41%*
2	1	6	7	*50%*
3	9	1	8	*44%*
4	4	9	7	*35%*
5	4			
	18	*28*	*37*	
	19%	**29%**	**39%**	
6	10	4	1	*7%*
7	7	2	2	*18%*
8	7	2	4	*31%*
9	8	9	1	*6%*
10	2	2	5	*56%*
11	8	4	2	*14%*
12	2	2	10	*71%*
	44	25	25	
	44%	**25%**	**25%**	

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Strongly Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Question Skipped

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Neutral

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Neutral

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Strongly Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Question Skipped

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Question Skipped

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Strongly Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Question Skipped

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Strongly Agree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Agree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Question Skipped

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Neutral

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Neutral

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Agree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Question Skipped

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Question Skipped

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Neutral

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Question Skipped

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Neutral

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Disagree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Neutral

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Neutral

Our school has established goals and a plan for improving student learning. OPINION_SCALE Agree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Question Skipped

Our school has established goals and a plan for improving student learning. OPINION_SCALE Neutral

Our school has established goals and a plan for improving student learning. OPINION_SCALE Neutral

Our school has established goals and a plan for improving student learning. OPINION_SCALE Strongly Agree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Question Skipped

Our school has established goals and a plan for improving student learning. OPINION_SCALE Question Skipped

Our school has established goals and a plan for improving student learning. OPINION_SCALE Agree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Question Skipped

Our school has established goals and a plan for improving student learning. OPINION_SCALE Neutral

Our school has established goals and a plan for improving student learning. OPINION_SCALE Neutral

Our school has established goals and a plan for improving student learning. OPINION_SCALE Agree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Strongly Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Strongly Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Question Skipped

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Question Skipped

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Neutral

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Question Skipped

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Question Skipped

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Question Skipped

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Strongly Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Neutral

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Question Skipped

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Question Skipped

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Disagree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Strongly Disagree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Question Skipped

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Strongly Disagree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Neutral

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Neutral

Our school's purpose

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Question Skipped

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Disagree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Neutral

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Neutral

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Disagree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Strongly Disagree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Question Skipped

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Disagree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Disagree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Neutral

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Agree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Disagree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Agree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Question Skipped

Our school has established goals and a plan for improving student learning. OPINION_SCALE Disagree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Agree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Neutral

Our school has established goals and a plan for improving student learning. OPINION_SCALE Disagree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Strongly Disagree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Question Skipped

Our school has established goals and a plan for improving student learning. OPINION_SCALE Disagree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Neutral

Our school has established goals and a plan for improving student learning. OPINION_SCALE Strongly Agree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Strongly Agree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Neutral

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Question Skipped

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Strongly Disagree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Neutral

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Strongly Disagree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Question Skipped

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Disagree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Disagree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Strongly Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Neutral

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Question Skipped

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Neutral

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Strongly Disagree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Disagree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Neutral

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Disagree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Agree

Our school's purpose statement is clearly focused on student success. OPINION_SCALE Strongly Agree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Question Skipped

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Disagree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Strongly Disagree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Neutral

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Agree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Strongly Disagree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Agree

Our school's purpose statement is formally reviewed and revised with involvement from parents. OPINION_SCALE Strongly Agree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Question Skipped

Our school has established goals and a plan for improving student learning. OPINION_SCALE Disagree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Strongly Disagree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Disagree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Agree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Not Applicable

Our school has established goals and a plan for improving student learning. OPINION_SCALE Strongly Disagree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Agree

Our school has established goals and a plan for improving student learning. OPINION_SCALE Strongly Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Question Skipped

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Disagree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Strongly Disagree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Disagree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Neutral

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Question Skipped

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Strongly Disagree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Agree

Our school's governing body operates responsibly and functions effectively. OPINION_SCALE Neutral

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Strongly Agree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Question Skipped

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Disagree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Strongly Agree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Question Skipped

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Question Skipped

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Agree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Neutral

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Strongly Agree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Agree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Question Skipped

Our school has high expectations for students in all classes. OPINION_SCALE Agree

Our school has high expectations for students in all classes. OPINION_SCALE Question Skipped

Our school has high expectations for students in all classes. OPINION_SCALE Question Skipped

Our school has high expectations for students in all classes. OPINION_SCALE Neutral

Our school has high expectations for students in all classes. OPINION_SCALE Strongly Agree

Our school has high expectations for students in all classes. OPINION_SCALE Question Skipped

Our school has high expectations for students in all

classes. OPINION_SCALE Question Skipped

Our school has high expectations for students in all classes. OPINION_SCALE Agree

Our school has high expectations for students in all classes. OPINION_SCALE Question Skipped

Our school has high expectations for students in all classes. OPINION_SCALE Strongly Agree

Our school has high expectations for students in all classes. OPINION_SCALE Agree

Our school has high expectations for students in all classes. OPINION_SCALE Agree

Our school has high expectations for students in all classes. OPINION_SCALE Question Skipped

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Agree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Question Skipped

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Question Skipped

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Neutral

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Agree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Question Skipped

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Question Skipped

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Agree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Question Skipped

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Strongly Agree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Not Applicable

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Agree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Question Skipped

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Question Skipped

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Question Skipped

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Neutral

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Question Skipped

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Question Skipped

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Strongly Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Question Skipped

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Strongly Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Neutral

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Strongly Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Question Skipped

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Neutral

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Question Skipped

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Strongly Disagree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Disagree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Agree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Agree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Strongly Disagree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Question Skipped

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Disagree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Neutral

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Agree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Strongly Agree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Neutral

Our school has high expectations for students in all classes. OPINION_SCALE Agree

Our school has high expectations for students in all classes. OPINION_SCALE Question Skipped

Our school has high expectations for students in all classes. OPINION_SCALE Strongly Disagree

Our school has high expectations for students in all classes. OPINION_SCALE Strongly Agree

Our school has high expectations for students in all classes. OPINION_SCALE Agree

Our school has high expectations for students in all classes. OPINION_SCALE Disagree

Our school has high expectations for students in all classes. OPINION_SCALE Strongly Disagree

Our school has high expectations for students in all

classes. OPINION_SCALE Question Skipped

Our school has high expectations for students in all classes. OPINION_SCALE Disagree

Our school has high expectations for students in all classes. OPINION_SCALE Disagree

Our school has high expectations for students in all classes. OPINION_SCALE Agree

Our school has high expectations for students in all classes. OPINION_SCALE Agree

Our school has high expectations for students in all classes. OPINION_SCALE Neutral

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Agree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Question Skipped

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Strongly Disagree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Agree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Neutral

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Agree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Strongly Disagree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Question Skipped

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Neutral

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Disagree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Question Skipped

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Strongly Disagree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Neutral

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Disagree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Strongly Disagree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Question Skipped

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Strongly Disagree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Neutral

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Disagree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Question Skipped

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Disagree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Strongly Disagree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Disagree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Disagree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Question Skipped

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Strongly Disagree

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Neutral

Our school's governing body does not interfere with the operation or leadership of our school. OPINION_SCALE Neutral

Our school has high expectations for students in all classes. OPINION_SCALE Question Skipped

Our school has high expectations for students in all classes. OPINION_SCALE Neutral

Our school has high expectations for students in all classes. OPINION_SCALE Strongly Disagree

Our school has high expectations for students in all classes. OPINION_SCALE Disagree

Our school has high expectations for students in all classes. OPINION_SCALE Disagree

Our school has high expectations for students in all classes. OPINION_SCALE Question Skipped

Our school has high expectations for students in all classes. OPINION_SCALE Disagree

Our school has high expectations for students in all classes. OPINION_SCALE Agree

Our school has high expectations for students in all classes. OPINION_SCALE Strongly Agree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Question Skipped

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Neutral

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Strongly Disagree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Disagree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Neutral

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Question Skipped

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Disagree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Agree

Our school shares responsibility for student learning with its stakeholders. OPINION_SCALE Strongly Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Question Skipped

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Disagree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Disagree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Question Skipped

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Strongly Disagree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Agree

Our school communicates effectively about the school's goals and activities. OPINION_SCALE Strongly Agree

Our school provides opportunities for stakeholders to be involved in the school. OPINION_SCALE Strongly Agree

Our school provides opportunities for stakeholders to be involved in the school. OPINION_SCALE Question Skipped

Our school provides opportunities for stakeholders to be involved in the school. OPINION_SCALE Question Skipped

Our school provides opportunities for stakeholders to be involved in the school. OPINION_SCALE Agree

Our school provides opportunities for stakeholders to be involved in the school. OPINION_SCALE Strongly Agree

Our school provides opportunities for stakeholders to be involved in the school. OPINION_SCALE Question Skipped

Our school provides opportunities for stakeholders to be involved in the school. OPINION_SCALE Agree

Our school provides opportunities for stakeholders to be involved in the school. OPINION_SCALE Question Skipped

Our school provides opportunities for stakeholders to be involved in the school. OPINION_SCALE Strongly Agree

Our school provides opportunities for stakeholders to be involved in the school. OPINION_SCALE Not Applicable

Our school provides opportunities for stakeholders to be involved in the school. OPINION_SCALE Strongly Agree

Our school provides opportunities for stakeholders to be involved in the school. OPINION_SCALE Question Skipped Teaching and Assessing for Learning

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Agree

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Question Skipped

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Question Skipped

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Question Skipped

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Agree

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Question Skipped

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Question Skipped

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Strongly Agree

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Question Skipped

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Strongly Agree

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Agree

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Strongly Agree

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Question Skipped

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Agree

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. OPINION_SCALE Question Skipped

All of my child's teachers give work that challenges my child. OPINION_SCALE Agree

All of my child's teachers give work that challenges my child. OPINION_SCALE Question Skipped

All of my child's teachers give work that challenges my child. OPINION_SCALE Question Skipped

All of my child's teachers give work that challenges my child. OPINION_SCALE Question Skipped

All of my child's teachers give work that challenges my child. OPINION_SCALE Agree

All of my child's teachers give work that challenges my child. OPINION_SCALE Question Skipped

All of my child's teachers give work that challenges my child. OPINION_SCALE Question Skipped

All of my child's teachers give work that challenges my child. OPINION_SCALE Agree

All of my child's teachers give work that challenges my child. OPINION_SCALE Question Skipped

All of my child's teachers give work that challenges my child. OPINION_SCALE Strongly Agree

All of my child's teachers give work that challenges my child. OPINION_SCALE Neutral

and learning activities. OPINION_SCALE Agree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Agree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Strongly Agree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Question Skipped

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Question Skipped

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Agree

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Question Skipped

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Strongly Disagree

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Neutral

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Agree

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Disagree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Question Skipped

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Agree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Question Skipped

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Strongly Disagree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Question Skipped

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Question Skipped

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Agree

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Neutral

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Question Skipped

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Disagree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Strongly Agree

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Neutral

All of my child's teachers use a
variety of teaching strategies

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Agree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Agree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Question Skipped

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Strongly Disagree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Question Skipped

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Not Applicable

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Agree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Strongly Disagree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Question Skipped

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Disagree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Disagree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Disagree

All of my child's teachers

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Agree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Neutral

All of my child's teachers give
work that challenges my child. OPINION_SCALE Neutral

All of my child's teachers give
work that challenges my child. OPINION_SCALE Question Skipped

All of my child's teachers give
work that challenges my child. OPINION_SCALE Strongly Disagree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Question Skipped

All of my child's teachers give
work that challenges my child. OPINION_SCALE Not Applicable

All of my child's teachers give
work that challenges my child. OPINION_SCALE Agree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Strongly Disagree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Question Skipped

All of my child's teachers give
work that challenges my child. OPINION_SCALE Neutral

All of my child's teachers give
work that challenges my child. OPINION_SCALE Disagree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Neutral

All of my child's teachers give

work that challenges my child. OPINION_SCALE Agree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Neutral

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Agree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Question Skipped

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Strongly Disagree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Question Skipped

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Not Applicable

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Disagree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Strongly Disagree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Question Skipped

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Neutral

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Disagree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Neutral

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Agree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Question Skipped

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Question Skipped

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Disagree

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Strongly Disagree

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Disagree

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Neutral

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Question Skipped

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Strongly Disagree

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Agree

Our school provides
opportunities for stakeholders
to be involved in the school. OPINION_SCALE Strongly Agree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Question Skipped

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Disagree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Disagree

All of my child's teachers
provide an equitable

curriculum that meets his/her
learning needs. OPINION_SCALE Disagree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Neutral

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Question Skipped

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Strongly Disagree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Agree

All of my child's teachers
provide an equitable
curriculum that meets his/her
learning needs. OPINION_SCALE Agree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Question Skipped

All of my child's teachers give
work that challenges my child. OPINION_SCALE Disagree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Strongly Disagree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Disagree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Neutral

All of my child's teachers give
work that challenges my child. OPINION_SCALE Question Skipped

All of my child's teachers give
work that challenges my child. OPINION_SCALE Strongly Disagree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Agree

All of my child's teachers give
work that challenges my child. OPINION_SCALE Agree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Question Skipped

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Neutral

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Disagree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Agree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Neutral

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Question Skipped

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Strongly Disagree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Agree

All of my child's teachers use a
variety of teaching strategies
and learning activities. OPINION_SCALE Agree

All of my child's teachers meet
his/her learning needs by
individualizing instruction. OPINION_SCALE Agree

All of my child's teachers meet
his/her learning needs by
individualizing instruction. OPINION_SCALE Question Skipped

All of my child's teachers meet
his/her learning needs by
individualizing instruction. OPINION_SCALE Question Skipped

All of my child's teachers meet
his/her learning needs by

individualizing instruction. OPINION_SCALE Question Skipped

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Agree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Question Skipped

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Question Skipped

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Agree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Question Skipped

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Strongly Agree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Neutral

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Neutral

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Question Skipped

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Agree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Question Skipped

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Question Skipped

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Question Skipped

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Agree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Question Skipped

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Strongly Agree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Agree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Agree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Question Skipped

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Agree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Question Skipped

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Question Skipped

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Question Skipped

All of my child's teachers help

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Agree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Question Skipped

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Question Skipped

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Strongly Agree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Question Skipped

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Strongly Agree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Neutral

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Strongly Agree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Question Skipped

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Agree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Question Skipped

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Question Skipped

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Question Skipped

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Disagree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Question Skipped

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Neutral

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Question Skipped

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Strongly Disagree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Question Skipped

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Not Applicable

All of my child's teachers meet

his/her learning needs by individualizing instruction. OPINION_SCALE Agree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Strongly Disagree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Question Skipped

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Disagree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Disagree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Disagree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Agree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Neutral

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Neutral

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Question Skipped

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Strongly Disagree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Question Skipped

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Not Applicable

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Agree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Strongly Disagree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Question Skipped

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Disagree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Disagree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Neutral

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Strongly Agree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Neutral

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Agree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Question Skipped

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Strongly Disagree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Question Skipped

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Not Applicable

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Agree

All of my child's teachers help

me to understand my child's progress. OPINION_SCALE Strongly Disagree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Question Skipped

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Neutral

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Agree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Neutral

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Strongly Agree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Strongly Disagree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Neutral

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Question Skipped

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Strongly Disagree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Question Skipped

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Not Applicable

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Disagree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Strongly Disagree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Question Skipped

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Neutral

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Agree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Neutral

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Strongly Agree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Disagree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Question Skipped

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Neutral

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Strongly Disagree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Disagree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Neutral

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Question Skipped

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Strongly Disagree

All of my child's teachers meet

his/her learning needs by individualizing instruction. OPINION_SCALE Agree

All of my child's teachers meet his/her learning needs by individualizing instruction. OPINION_SCALE Neutral

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Question Skipped

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Neutral

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Strongly Disagree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Disagree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Neutral

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Question Skipped

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Disagree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Agree

All of my child's teachers work as a team to help my child learn. OPINION_SCALE Agree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Question Skipped

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Disagree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Disagree

All of my child's teachers help

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Strongly Disagree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Neutral

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Question Skipped

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Agree

All of my child's teachers help me to understand my child's progress. OPINION_SCALE Agree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Question Skipped

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Disagree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Disagree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Strongly Disagree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Neutral

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Question Skipped

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Agree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Agree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Strongly Disagree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Question Skipped

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Agree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Strongly Agree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Question Skipped

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Agree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Strongly Agree

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Question Skipped

All of my child's teachers keep me informed regularly of how my child is being graded. OPINION_SCALE Agree

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Agree

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Agree

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Strongly Agree

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Strongly Agree

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Agree

All of my child's teachers report on my child's progress in easy to understand language. OPINION_SCALE Strongly Agree

All of my child's teachers

report on my child's progress in easy to understand language. OPINION_SCALE Question Skipped

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Agree

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Question Skipped

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Question Skipped

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Question Skipped

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Neutral

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Question Skipped

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Question Skipped

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Agree

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Question Skipped

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Strongly Agree

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Neutral

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Agree

My child sees a relationship between what is being taught and his/her everyday life. OPINION_SCALE Question Skipped

My child knows the

expectations for learning in all
classes. OPINION_SCALE Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Question Skipped

My child knows the
expectations for learning in all
classes. OPINION_SCALE Question Skipped

My child knows the
expectations for learning in all
classes. OPINION_SCALE Question Skipped

My child knows the
expectations for learning in all
classes. OPINION_SCALE Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Question Skipped

My child knows the
expectations for learning in all
classes. OPINION_SCALE Question Skipped

My child knows the
expectations for learning in all
classes. OPINION_SCALE Strongly Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Question Skipped

My child knows the
expectations for learning in all
classes. OPINION_SCALE Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Strongly Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Question Skipped

My child has at least one adult
advocate in the school. OPINION_SCALE Strongly Agree

My child has at least one adult
advocate in the school. OPINION_SCALE Question Skipped

My child has at least one adult
advocate in the school. OPINION_SCALE Question Skipped

My child has at least one adult
advocate in the school. OPINION_SCALE Question Skipped

My child has at least one adult
advocate in the school. OPINION_SCALE Agree

My child has at least one adult
advocate in the school. OPINION_SCALE Question Skipped

My child has at least one adult
advocate in the school. OPINION_SCALE Question Skipped

My child has at least one adult
advocate in the school. OPINION_SCALE Strongly Agree

My child has at least one adult
advocate in the school. OPINION_SCALE Question Skipped

My child has at least one adult
advocate in the school. OPINION_SCALE Disagree

My child has at least one adult
advocate in the school. OPINION_SCALE Strongly Agree

My child has at least one adult
advocate in the school. OPINION_SCALE Question Skipped

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Agree

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Strongly Disagree

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Not Applicable

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Strongly Agree

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Strongly Disagree

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Neutral

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Agree

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Neutral

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Strongly Agree

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Neutral
My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Neutral

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Question Skipped

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Strongly Disagree

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Question Skipped

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Not Applicable

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Agree

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Strongly Disagree

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Question Skipped

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Disagree

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Disagree

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Agree

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Agree

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Neutral
My child knows the
expectations for learning in all
classes. OPINION_SCALE Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Question Skipped

My child knows the

expectations for learning in all
classes. OPINION_SCALE Strongly Disagree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Question Skipped

My child knows the
expectations for learning in all
classes. OPINION_SCALE Not Applicable

My child knows the
expectations for learning in all
classes. OPINION_SCALE Strongly Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Strongly Disagree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Question Skipped

My child knows the
expectations for learning in all
classes. OPINION_SCALE Neutral

My child knows the
expectations for learning in all
classes. OPINION_SCALE Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Agree

My child has at least one adult
advocate in the school. OPINION_SCALE Neutral

My child has at least one adult
advocate in the school. OPINION_SCALE Question Skipped

My child has at least one adult
advocate in the school. OPINION_SCALE Strongly Disagree

My child has at least one adult
advocate in the school. OPINION_SCALE Question Skipped

My child has at least one adult
advocate in the school. OPINION_SCALE Not Applicable

My child has at least one adult
advocate in the school. OPINION_SCALE Neutral

My child has at least one adult
advocate in the school. OPINION_SCALE Strongly Disagree

My child has at least one adult
advocate in the school. OPINION_SCALE Question Skipped

My child has at least one adult
advocate in the school. OPINION_SCALE Neutral

My child has at least one adult
advocate in the school. OPINION_SCALE Agree

My child has at least one adult
advocate in the school. OPINION_SCALE Strongly Agree

My child has at least one adult
advocate in the school. OPINION_SCALE Agree

My child has at least one adult
advocate in the school. OPINION_SCALE Neutral

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Disagree

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Strongly Disagree

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Strongly Disagree

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Neutral

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Question Skipped

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Disagree

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Agree

All of my child's teachers
report on my child's progress in
easy to understand language. OPINION_SCALE Agree
My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Question Skipped

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Neutral

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Strongly Disagree

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Disagree

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Neutral

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Question Skipped

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Strongly Disagree

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Agree

My child sees a relationship
between what is being taught
and his/her everyday life. OPINION_SCALE Agree
My child knows the
expectations for learning in all
classes. OPINION_SCALE Question Skipped

My child knows the
expectations for learning in all
classes. OPINION_SCALE Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Disagree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Strongly Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Neutral

My child knows the
expectations for learning in all
classes. OPINION_SCALE Question Skipped

My child knows the
expectations for learning in all
classes. OPINION_SCALE Neutral

My child knows the
expectations for learning in all
classes. OPINION_SCALE Agree

My child knows the
expectations for learning in all
classes. OPINION_SCALE Agree

My child has at least one adult
advocate in the school. OPINION_SCALE Question Skipped

My child has at least one adult
advocate in the school. OPINION_SCALE Neutral

My child has at least one adult
advocate in the school. OPINION_SCALE Disagree

My child has at least one adult
advocate in the school. OPINION_SCALE Strongly Agree

advocate in the school. OPINION_SCALE Question Skipped

advocate in the school. OPINION_SCALE Strongly Agree

My child has at least one adult
advocate in the school. OPINION_SCALE Neutral

My child has at least one adult
advocate in the school. OPINION_SCALE Strongly Disagree

My child has at least one adult
advocate in the school. OPINION_SCALE Agree

My child has at least one adult

My child has at least one adult

Resources and Support
Systems

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Agree

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Agree

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Strongly Agree

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Strongly Agree

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Question Skipped

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Question Skipped

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Strongly Agree

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Question Skipped

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Question Skipped

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Agree

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Agree

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Strongly Agree

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Question Skipped

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Question Skipped

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Question Skipped

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Neutral

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Agree

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Question Skipped

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Agree

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Neutral

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Question Skipped

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Question Skipped

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Question Skipped

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Question Skipped

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Question Skipped

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Agree

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Question Skipped

Our school provides qualified
staff members to support
student learning. OPINION_SCALE Strongly Agree

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Strongly Agree

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Question Skipped

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Question Skipped

Our school provides qualified
staff members to support
student learning. OPINION_SCALE Question Skipped

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Question Skipped

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Question Skipped

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Agree

Our school provides qualified
staff members to support
student learning. OPINION_SCALE Question Skipped

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Agree

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Strongly Agree

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Question Skipped

Our school provides qualified
staff members to support
student learning. OPINION_SCALE Question Skipped

My child is given multiple
assessments to measure
his/her understanding of what
was taught. OPINION_SCALE Disagree

My child has up-to-date
computers and other
technology to learn. OPINION_SCALE Question Skipped

My child has access to support
services based on his/her
identified needs. OPINION_SCALE Question Skipped

Our school provides qualified
staff members to support
student learning. OPINION_SCALE Agree

Our school provides qualified staff members to support student learning. OPINION_SCALE Question Skipped

Our school provides qualified staff members to support student learning. OPINION_SCALE Question Skipped

Our school provides qualified staff members to support student learning. OPINION_SCALE Strongly Agree

Our school provides qualified staff members to support student learning. OPINION_SCALE Question Skipped

Our school provides qualified staff members to support student learning. OPINION_SCALE Strongly Agree

Our school provides qualified staff members to support student learning. OPINION_SCALE Agree

Our school provides qualified staff members to support student learning. OPINION_SCALE Agree

Our school provides qualified staff members to support student learning. OPINION_SCALE Question Skipped

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Agree

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Question Skipped

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Strongly Disagree

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Question Skipped

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Not Applicable

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Agree

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Strongly Disagree

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Question Skipped

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Neutral

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Agree

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Neutral

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Agree

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Neutral

My child has up-to-date computers and other technology to learn. OPINION_SCALE Neutral

My child has up-to-date computers and other technology to learn. OPINION_SCALE Question Skipped

My child has up-to-date computers and other technology to learn. OPINION_SCALE Neutral

My child has up-to-date computers and other technology to learn. OPINION_SCALE Question Skipped

My child has up-to-date computers and other technology to learn. OPINION_SCALE Not Applicable

My child has up-to-date computers and other technology to learn. OPINION_SCALE Agree

My child has up-to-date computers and other technology to learn. OPINION_SCALE Strongly Disagree

My child has up-to-date computers and other technology to learn. OPINION_SCALE Question Skipped

My child has up-to-date computers and other technology to learn. OPINION_SCALE Disagree

My child has up-to-date computers and other technology to learn. OPINION_SCALE Neutral

My child has up-to-date computers and other technology to learn. OPINION_SCALE Agree

My child has up-to-date computers and other technology to learn. OPINION_SCALE Neutral

My child has up-to-date computers and other technology to learn. OPINION_SCALE Neutral

My child has access to support services based on his/her identified needs. OPINION_SCALE Neutral

My child has access to support services based on his/her identified needs. OPINION_SCALE Question Skipped

My child has access to support services based on his/her identified needs. OPINION_SCALE Strongly Disagree

My child has access to support services based on his/her identified needs. OPINION_SCALE Question Skipped

My child has access to support services based on his/her identified needs. OPINION_SCALE Not Applicable

My child has access to support services based on his/her identified needs. OPINION_SCALE Agree

My child has access to support services based on his/her identified needs. OPINION_SCALE Strongly Disagree

My child has access to support services based on his/her identified needs. OPINION_SCALE Question Skipped

My child has access to support services based on his/her identified needs. OPINION_SCALE Disagree

My child has access to support services based on his/her identified needs. OPINION_SCALE Disagree

My child has access to support services based on his/her identified needs. OPINION_SCALE Neutral

My child has access to support services based on his/her identified needs. OPINION_SCALE Agree

My child has access to support services based on his/her identified needs. OPINION_SCALE Neutral

Our school provides qualified staff members to support student learning. OPINION_SCALE Agree

Our school provides qualified staff members to support student learning. OPINION_SCALE Question Skipped

Our school provides qualified staff members to support student learning. OPINION_SCALE Strongly Disagree

Our school provides qualified staff members to support student learning. OPINION_SCALE Question Skipped

Our school provides qualified staff members to support student learning. OPINION_SCALE Agree

Our school provides qualified staff members to support student learning. OPINION_SCALE Agree

Our school provides qualified staff members to support student learning. OPINION_SCALE Strongly Disagree

Our school provides qualified staff members to support student learning. OPINION_SCALE Question Skipped

Our school provides qualified staff members to support student learning. OPINION_SCALE Disagree

Our school provides qualified staff members to support student learning. OPINION_SCALE Neutral

Our school provides qualified staff members to support student learning. OPINION_SCALE Neutral

Our school provides qualified staff members to support student learning. OPINION_SCALE Strongly Agree

Our school provides qualified staff members to support student learning. OPINION_SCALE Neutral

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Question Skipped

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Disagree

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Strongly Disagree

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Strongly Disagree

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Neutral

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Question Skipped

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Disagree

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Agree

My child is given multiple assessments to measure his/her understanding of what was taught. OPINION_SCALE Agree

My child has up-to-date computers and other technology to learn. OPINION_SCALE Question Skipped

My child has up-to-date computers and other technology to learn. OPINION_SCALE Strongly Disagree

My child has up-to-date computers and other technology to learn. OPINION_SCALE Strongly Disagree

My child has up-to-date computers and other technology to learn. OPINION_SCALE Agree

My child has up-to-date computers and other technology to learn. OPINION_SCALE Neutral

My child has up-to-date computers and other technology to learn. OPINION_SCALE Question Skipped

My child has up-to-date computers and other technology to learn. OPINION_SCALE Agree

My child has up-to-date computers and other technology to learn. OPINION_SCALE Agree

My child has up-to-date computers and other technology to learn. OPINION_SCALE Agree

My child has access to support services based on his/her identified needs. OPINION_SCALE Question Skipped

My child has access to support services based on his/her identified needs. OPINION_SCALE Neutral

My child has access to support services based on his/her identified needs. OPINION_SCALE Disagree

My child has access to support services based on his/her identified needs. OPINION_SCALE Strongly Disagree

My child has access to support services based on his/her identified needs. OPINION_SCALE Neutral

My child has access to support services based on his/her identified needs. OPINION_SCALE Question Skipped

My child has access to support services based on his/her identified needs. OPINION_SCALE Agree

My child has access to support services based on his/her identified needs. OPINION_SCALE Agree

My child has access to support services based on his/her identified needs. OPINION_SCALE Agree

Our school provides qualified staff members to support student learning. OPINION_SCALE Question Skipped

Our school provides qualified staff members to support student learning. OPINION_SCALE Neutral

Our school provides qualified staff members to support student learning. OPINION_SCALE Strongly Disagree

Our school provides qualified staff members to support student learning. OPINION_SCALE Agree

Our school provides qualified staff members to support student learning. OPINION_SCALE Neutral

Our school provides qualified staff members to support student learning. OPINION_SCALE Question Skipped

Our school provides qualified staff members to support student learning. OPINION_SCALE Neutral

Our school provides qualified staff members to support student learning. OPINION_SCALE Agree

Our school provides qualified staff members to support student learning. OPINION_SCALE Agree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Agree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Question Skipped

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Question Skipped

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Question Skipped

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Agree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Question Skipped

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Question Skipped

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Agree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Question Skipped

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Strongly Agree

Our school provides an

adequate supply of learning resources that are current and in good condition. OPINION_SCALE Agree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Agree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Question Skipped

Our school provides a safe learning environment. OPINION_SCALE Strongly Agree

Our school provides a safe learning environment. OPINION_SCALE Question Skipped

Our school provides a safe learning environment. OPINION_SCALE Question Skipped

Our school provides a safe learning environment. OPINION_SCALE Question Skipped

Our school provides a safe learning environment. OPINION_SCALE Agree

Our school provides a safe learning environment. OPINION_SCALE Question Skipped

Our school provides a safe learning environment. OPINION_SCALE Question Skipped

Our school provides a safe learning environment. OPINION_SCALE Strongly Agree

Our school provides a safe learning environment. OPINION_SCALE Question Skipped

Our school provides a safe learning environment. OPINION_SCALE Strongly Agree

Our school provides a safe

learning environment. OPINION_SCALE Agree

Our school provides a safe learning environment. OPINION_SCALE Strongly Agree

Our school provides a safe learning environment. OPINION_SCALE Question Skipped

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Neutral

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Question Skipped

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Question Skipped

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Question Skipped

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Agree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Question Skipped

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Question Skipped

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Strongly Agree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Question Skipped

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Strongly Agree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Agree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Strongly Agree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Question Skipped

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Agree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Question Skipped

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Question Skipped

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Question Skipped

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Neutral

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Question Skipped

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Question Skipped

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Agree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Question Skipped

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Strongly Agree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Disagree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Neutral

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Question Skipped

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Agree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Question Skipped

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Strongly Disagree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Question Skipped

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Neutral

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Agree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Strongly Disagree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Question Skipped

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Disagree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Neutral

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Neutral

Our school provides an adequate supply of learning resources that are current and

in good condition. OPINION_SCALE Agree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Neutral

Our school provides a safe learning environment. OPINION_SCALE Agree

Our school provides a safe learning environment. OPINION_SCALE Question Skipped

Our school provides a safe learning environment. OPINION_SCALE Strongly Disagree

Our school provides a safe learning environment. OPINION_SCALE Question Skipped

Our school provides a safe learning environment. OPINION_SCALE Agree

Our school provides a safe learning environment. OPINION_SCALE Agree

Our school provides a safe learning environment. OPINION_SCALE Strongly Disagree

Our school provides a safe learning environment. OPINION_SCALE Question Skipped

Our school provides a safe learning environment. OPINION_SCALE Disagree

Our school provides a safe learning environment. OPINION_SCALE Agree

Our school provides a safe learning environment. OPINION_SCALE Agree

Our school provides a safe learning environment. OPINION_SCALE Agree

Our school provides a safe learning environment. OPINION_SCALE Neutral

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Agree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Question Skipped

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Strongly Disagree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Question Skipped

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Agree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Neutral

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Strongly Disagree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Question Skipped

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Neutral

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Disagree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Agree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Agree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Neutral

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Neutral

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Question Skipped

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Strongly Disagree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Question Skipped

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Disagree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Agree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Strongly Disagree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Question Skipped

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Disagree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Disagree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Agree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Agree

Our school provides excellent support services (e.g., counseling, and/or career

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Question Skipped

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Disagree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Strongly Disagree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Disagree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Neutral

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Question Skipped

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Disagree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Agree

Our school provides an adequate supply of learning resources that are current and in good condition. OPINION_SCALE Agree

Our school provides a safe learning environment. OPINION_SCALE Question Skipped

Our school provides a safe learning environment. OPINION_SCALE Neutral

Our school provides a safe learning environment. OPINION_SCALE Strongly Disagree

Our school provides a safe learning environment. OPINION_SCALE Agree

Our school provides a safe learning environment. OPINION_SCALE Neutral

Our school provides a safe learning environment. OPINION_SCALE Question Skipped

Our school provides a safe learning environment. OPINION_SCALE Disagree

Our school provides a safe learning environment. OPINION_SCALE Agree

Our school provides a safe learning environment. OPINION_SCALE Agree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Question Skipped

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Disagree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Strongly Disagree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Agree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Neutral

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Question Skipped

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Disagree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Agree

Our school provides students with access to a variety of information resources to support their learning. OPINION_SCALE Agree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Question Skipped

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Neutral

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Strongly Disagree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Strongly Disagree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Neutral

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Question Skipped

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Strongly Disagree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Agree

Our school provides excellent support services (e.g., counseling, and/or career planning). OPINION_SCALE Agree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Agree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Question Skipped

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Question Skipped

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Agree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Question Skipped

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Question Skipped

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Question Skipped

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Question Skipped

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Disagree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Agree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Question Skipped

Our school ensures that the facilities support student learning. OPINION_SCALE Agree

Our school ensures that the facilities support student learning. OPINION_SCALE Question Skipped

Our school ensures that the facilities support student learning. OPINION_SCALE Question Skipped

Our school ensures that the facilities support student learning. OPINION_SCALE Strongly Agree

Our school ensures that the facilities support student learning. OPINION_SCALE Question Skipped

Our school ensures that the facilities support student learning. OPINION_SCALE Strongly Agree

Our school ensures that the facilities support student learning. OPINION_SCALE Agree

Our school ensures that the facilities support student learning. OPINION_SCALE Agree

Our school ensures that the facilities support student learning. OPINION_SCALE Question Skipped

Our school ensures that the facilities support student learning. OPINION_SCALE Question Skipped

Our school ensures that the facilities support student learning. OPINION_SCALE Question Skipped

Our school ensures the effective use of financial resources. OPINION_SCALE Agree

Our school ensures the effective use of financial resources. OPINION_SCALE Question Skipped

Our school ensures the effective use of financial resources. OPINION_SCALE Question Skipped

Our school ensures the effective use of financial resources. OPINION_SCALE Question Skipped

Our school ensures the effective use of financial resources. OPINION_SCALE Agree

Our school ensures the effective use of financial resources. OPINION_SCALE Question Skipped

Our school ensures the effective use of financial resources. OPINION_SCALE Question Skipped

Our school ensures the effective use of financial resources. OPINION_SCALE Strongly Agree

Our school ensures the effective use of financial resources. OPINION_SCALE Question Skipped

Our school ensures the effective use of financial resources. OPINION_SCALE Strongly Agree

Our school ensures the effective use of financial resources. OPINION_SCALE Neutral

Our school ensures the effective use of financial resources. OPINION_SCALE Agree

Our school ensures the effective use of financial resources. OPINION_SCALE Question Skipped

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Agree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Question Skipped

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Question Skipped

Our school ensures that

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Agree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Question Skipped

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Question Skipped

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Strongly Agree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Question Skipped

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Strongly Agree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Neutral

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Strongly Agree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Question Skipped

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Agree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Question Skipped

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Strongly Disagree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Question Skipped

Our school provides opportunities for students to participate in activities that

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Strongly Agree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Agree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Strongly Disagree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Question Skipped

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Disagree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Disagree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Neutral

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Strongly Agree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Neutral

Our school ensures that the facilities support student learning. OPINION_SCALE Agree

Our school ensures that the facilities support student learning. OPINION_SCALE Question Skipped

Our school ensures that the facilities support student learning. OPINION_SCALE Strongly Disagree

Our school ensures that the facilities support student learning. OPINION_SCALE Question Skipped

Our school ensures that the facilities support student learning. OPINION_SCALE Neutral

Our school ensures that the facilities support student learning. OPINION_SCALE Agree

Our school ensures that the facilities support student learning. OPINION_SCALE Question Skipped

Our school ensures that the facilities support student learning. OPINION_SCALE Strongly Disagree

Our school ensures that the facilities support student learning. OPINION_SCALE Question Skipped

Our school ensures that the facilities support student learning. OPINION_SCALE Neutral

Our school ensures that the facilities support student learning. OPINION_SCALE Agree

Our school ensures that the facilities support student learning. OPINION_SCALE Strongly Agree

Our school ensures that the facilities support student learning. OPINION_SCALE Neutral

Our school ensures the effective use of financial resources. OPINION_SCALE Agree

Our school ensures the effective use of financial resources. OPINION_SCALE Question Skipped

Our school ensures the effective use of financial resources. OPINION_SCALE Strongly Disagree

Our school ensures the effective use of financial resources. OPINION_SCALE Question Skipped

Our school ensures the effective use of financial resources. OPINION_SCALE Agree

Our school ensures the effective use of financial resources. OPINION_SCALE Neutral

Our school ensures the effective use of financial resources. OPINION_SCALE Strongly Disagree

Our school ensures the effective use of financial resources. OPINION_SCALE Question Skipped

Our school ensures the effective use of financial resources. OPINION_SCALE Strongly Disagree

Our school ensures the effective use of financial resources. OPINION_SCALE Neutral

Our school ensures the effective use of financial resources. OPINION_SCALE Agree

Our school ensures the effective use of financial resources. OPINION_SCALE Agree

Our school ensures the effective use of financial resources. OPINION_SCALE Neutral

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Agree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Question Skipped

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Strongly Disagree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Question Skipped

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Agree

Our school ensures that

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Disagree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Strongly Disagree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Question Skipped

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Disagree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Neutral

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Agree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Agree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Neutral

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Question Skipped

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Neutral

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Disagree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Strongly Disagree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Neutral

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Question Skipped

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Strongly Disagree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Agree

Our school provides opportunities for students to participate in activities that interest them. OPINION_SCALE Strongly Agree

Our school ensures that the facilities support student learning. OPINION_SCALE Question Skipped

Our school ensures that the facilities support student learning. OPINION_SCALE Neutral

Our school ensures that the facilities support student learning. OPINION_SCALE Strongly Disagree

Our school ensures that the facilities support student learning. OPINION_SCALE Disagree

Our school ensures that the facilities support student learning. OPINION_SCALE Neutral

Our school ensures that the facilities support student learning. OPINION_SCALE Question Skipped

Our school ensures that the facilities support student learning. OPINION_SCALE Disagree

Our school ensures that the facilities support student learning. OPINION_SCALE Agree

Our school ensures that the facilities support student learning. OPINION_SCALE Agree

Our school ensures the effective use of financial resources. OPINION_SCALE Question Skipped

Our school ensures the effective use of financial resources. OPINION_SCALE Neutral

Our school ensures the effective use of financial resources. OPINION_SCALE Strongly Disagree

Our school ensures the effective use of financial resources. OPINION_SCALE Strongly Disagree

Our school ensures the effective use of financial resources. OPINION_SCALE Neutral

Our school ensures the effective use of financial resources. OPINION_SCALE Question Skipped

Our school ensures the effective use of financial resources. OPINION_SCALE Strongly Disagree

Our school ensures the effective use of financial resources. OPINION_SCALE Agree

Our school ensures the effective use of financial resources. OPINION_SCALE Strongly Agree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Question Skipped

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Neutral

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Strongly Disagree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Strongly Disagree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Neutral

Our school ensures that

instructional time is protected and interruptions are minimized. OPINION_SCALE Question Skipped

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Neutral

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Agree

Our school ensures that instructional time is protected and interruptions are minimized. OPINION_SCALE Agree

Using Results for Continuous Improvement

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Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Neutral

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Question Skipped

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Strongly Disagree

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Question Skipped

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Disagree

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Neutral

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Agree

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Agree

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Disagree

My child is prepared for success in the next school year. OPINION_SCALE Agree

My child is prepared for success in the next school year. OPINION_SCALE Question Skipped

My child is prepared for success in the next school year. OPINION_SCALE Strongly Disagree

My child is prepared for success in the next school year. OPINION_SCALE Question Skipped

My child is prepared for success in the next school year. OPINION_SCALE Not Applicable

My child is prepared for success in the next school year. OPINION_SCALE Agree

My child is prepared for success in the next school year. OPINION_SCALE Strongly Disagree

My child is prepared for success in the next school year. OPINION_SCALE Question Skipped

My child is prepared for success in the next school year. OPINION_SCALE Disagree

My child is prepared for success in the next school year. OPINION_SCALE Neutral

My child is prepared for success in the next school year. OPINION_SCALE Agree

My child is prepared for success in the next school year. OPINION_SCALE Agree

My child is prepared for success in the next school year. OPINION_SCALE Agree

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Neutral

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Question Skipped

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Not Applicable

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Disagree

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Strongly Disagree

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Question Skipped

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Neutral

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Neutral

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Neutral

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Agree

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Strongly Disagree

Using Results for Continuous Improvement

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Using Results for Continuous Improvement
Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Question Skipped

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Neutral

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Disagree

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Disagree

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Neutral

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Question Skipped

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Strongly Disagree

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Agree

Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Agree

My child is prepared for success in the next school year. OPINION_SCALE Question Skipped

My child is prepared for success in the next school year. OPINION_SCALE Disagree

My child is prepared for success in the next school year. OPINION_SCALE Disagree

My child is prepared for success in the next school year. OPINION_SCALE Disagree

My child is prepared for success in the next school year. OPINION_SCALE Neutral

My child is prepared for success in the next school year. OPINION_SCALE Question Skipped

My child is prepared for success in the next school year. OPINION_SCALE Disagree

My child is prepared for success in the next school year. OPINION_SCALE Agree

My child is prepared for success in the next school year. OPINION_SCALE Agree

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Question Skipped

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Strongly Disagree

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Strongly Disagree

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Strongly Disagree

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Neutral

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Question Skipped

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Agree

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Agree

My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Strongly Agree

Siletz Valley Charter School
Request for Renewal Report
July 1, 2025 - June 30, 2029

Siletz Valley Charter School has requested a renewal of its current charter agreement expiring June 30, 2024.

How does Siletz Valley Charter School meet the following goals of public charter schools:

(1) Increase student learning and achievement; (2) Increase choices of learning opportunities for students; (3) Better meet individual student academic needs and interests; (4) Build stronger working relationships among educators, parents, and other community members; (5) Encourage the use of different and innovative learning methods; (6) Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools; (7) Create new professional opportunities for teachers; (8) Establish additional forms of accountability for schools; and (9) Create innovative measurement tools.

Siletz Valley Charter School is a unique school program situated within the Siletz Reservation area and the City of Siletz. The school serves the entire community and focuses on students' unique developmental needs. Students who are heavily influenced by cultural factors are the majority in this school. As of February 6, 2024, 46% percent of students are American Indian/Alaskan Native, 12% Hispanic, Pacific Island/Native Hawaiian, 4% Asian, and 38% White. Research supports that Indigenous students (Freng, Freng & Moore, 2012) that learn through the lens of culture are likely to achieve more academically (Brayboy & Castegno, 2009), be more connected to the community, and are happier with their education experience (Barnhardt & Kawagley, 1998).

To address everyone's academic entry point, equitable access to instruction must be assured (Smartlablearning.com, 2023). With considerations for learning at home (family is first teacher) and to prepare for the trades, careers, or college both cultural and individual needs must be recognized. This is the mission of Siletz Valley Charter School and its unique educational program.

Small learning environments are present in every grade, specials are provided including PE, a solid academic core is in development supplemented by project based learning, two college courses and two career technical strands are also available. Our Culinary Arts program is growing in reputation and connects food services, has applied for the Farm to School program, and is connected with a coastal-based restaurant group and plans great things for our students and families. In addition, we offer indigenous culture, language classes, and drumming and singing. We partner with the community and the Siletz Tribe and invite all to be part of our school community. We are building a model of community-based learning that has tremendous

potential. COVID has impacted our progress, but not our resolve. We will continue to improve our school, its programs and aspire to be a model community school.

Renewal Criteria in ORS 338.065:

(8)(a) The sponsor shall base the charter renewal decision on a good faith evaluation of whether the public charter school:

(A) Is in compliance with this chapter and all other applicable state and federal laws;

(B) Is in compliance with the charter of the public charter school;

(C) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body;

(D) Is fiscally stable and has used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under this section; and

(E) Is in compliance with any renewal criteria specified in the charter of the public charter school.

(b) The sponsor shall base the renewal evaluation described in paragraph (a) of this subsection primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school governing body and the sponsor

Facilities and Maintenance:

Siletz Valley School has secured a facility with appropriate occupancy and safety permits and has secured insurance in accordance with District Policy LBE and Administrative Rule LBE-AR-Public Charter Schools. Siletz Valley School leases its building and property from LCSD and is responsible for all maintenance and upkeep. There have been concerns raised about the roof, siding, water, bathrooms, and playground equipment at Siletz Valley School which are being investigated and addressed. Siletz Valley School has begun working closely with LCSD to address facility needs. It is recommended that a facility review and five year plan is established for general maintenance and upkeep. A TAP grant will be pursued to help Siletz Valley School develop a well-informed, realistic long term plan.

Enrollment:

Siletz Valley School has historically operated and been funded on a 300 student cap.

19-20	20-21	21-22	22-23	23-24
223	204	208	208	224

Academic Programing

Calendar:
Siletz Valley School operates on a four day school week, making necessary calendar adjustments to account for school closures and instructional minute requirements. Siletz Valley School runs a similar calendar to that of LCSD, with allowances made because of the four day school week. Siletz Valley School would like to explore project based learning and a more flexible calendar in the future. The calendar and bell schedule are included.

CALENDAR

BELL SCHEDULE

Curriculum and Instruction:
Siletz Valley School designed standards and curriculum meet or exceed any standards adopted by the State of Oregon and comply with all state requirements concerning academic content areas as defined in ORS 329.045.

Current (core) adopted curriculum and instructional practices include:

- K-12 uses the Oregon State Standards (Science also uses NGSS) as the curriculum guide for each content area.
- SB-13 Guides are used for Social Studies and Culture Class.
- In addition, K-8 uses Amplify and HMH for Literacy and Mathematics

Siletz Valley School complies with ORS 343.391-343.413 and rules adopted by the State Board of Education for implementing talented and gifted student education statutes:

Siletz Valley School has a TAG coordinator and differentiates curriculum as necessary for the identified students in our school. Going forward K-8 students will be universally tested and teachers will be trained to differentiate within their classrooms. Ongoing testing will occur in 2nd and 6th grades. Siletz Valley School will follow the recommended push in/cluster, differentiation model presented by ODE.

Siletz has 19% of their students identified with special needs. LCSD will train Siletz Valley Charter administrators and Special Education staff on manifestation determination process and procedures. LCSD provides special education staff and professional development for Siletz Valley School special education staff and administrators. Siletz Valley School was responsive to implementation of abbreviated school day requirements.

Assessment Data:

In the charter agreement, the percentage of students at each grade level of Siletz Valley School's students taking statewide assessment(s) developed by the Oregon Department of Education under ORS 392.485 shall be at or above the percentage of the District's students who meet or exceed the standard for each grade level that have taken the statewide assessment(s). LCSD schools and Siletz Valley School are below the state average in statewide assessment data and on the Oregon Report Card. Siletz Valley School is working to reduce the number of opt out students in the upper grades.

Siletz Valley School Statewide Data
https://drive.google.com/drive/u/3/my-drive

Siletz Valley School Schoolwide Data
ALL GRADES READING
MATH
GROWTH REPORT
COMPARING POPULATIONS

Siletz Valley School's Continuous Improvement Plan focuses on attendance and graduation rate improvements. Siletz Valley School will have a comprehensive continuous school improvement plan in place for the 2024-2025 school year that outlines clear goals, objectives, strategies, and actions to improve instruction and student achievement.

Siletz Valley School uses STAR data to progress monitor elementary students in reading and math. This is not the same assessment as used by LCSD. Siletz Valley School uses Renaissance: Early Literacy, STAR, Reading and Math - we also have Amplify and DIBELS for assessment and reading intervention K-5. Title I Reading students are progress monitored once every two weeks and interventions applied.

- Siletz Valley School and LCSD meet annually to discuss instruction and/or student performance. Previously, many of these meetings have been in regards to the Tribal Attendance Promising Practices Grant, AVID implementation, and progress monitoring for Indian Education - Title VI. Feb. 8, 2023, Casey Jackson and Siletz Valley School Board Chair Stuart Whitehead, LCSD Board Chair Liz Martin, LCSD Board Vice Chair Peter Vince, Dr. Karen Gray and Dr. Majalise Tolan met to discuss the Oregon School Board Association's Annual Performance Framework and Report for Siletz Valley Charter.
- On Nov. 22, 2023, Dr. Majalise Tolan met with Siletz Valley School Board Chair Willie Worman to discuss concerns that the OSBA Compliance Report was not complete.
- Dr. Majalise Tolan met with Casey Jackson on Dec. 13, 2023 to review updates on the OSBA Report Compliance Chart (attached).

- On Feb. 1, 2024, Dr. Majalise Tolan met with Ginger Redlinger and Kent Rilatos to review the annual charter renewal and the OSBA Annual Performance Framework.

OSBA Report Update: Board Folder Copy Siletz

Family and Community Communication:

Siletz Valley School has a written policy for resolving complaints against Siletz Valley School including complaints against curriculum: Policy KL. This policy is linked on the homepage of the Siletz Valley School website.

https://policy.osba.org/siletzval/KL/KL%20G1.PDF

Siletz Valley School Policy for uniform student discipline follows School Board policy JG. More information is provided in their student handbook that can be found on the Siletz Valley Schools Website.

https://policy.osba.org/siletzval/J/JG%20G1.PDF
https://static1.squarespace.com/static/53ea4d8ee4b0c993914c20ff/t/6309397aae5876190c762d98/1661548923415/2022-23+Student_Guardian+Handbook.docx.pdf (PGS 15-16)

Annual Parent Satisfaction Survey: Siletz Valley School gathered annual parent data last year, and will begin gathering parent data this year at the Title I and Title III Plan meetings, SMILE Parent nights (math/science and reading), and conferences, and at Board meetings. The data from families will help guide school goal setting, grant writing, and school improvement efforts.

Business Services:

Siletz Valley School has not been submitting proposed budgets by June 15 and adopted budgets by July 15 of each year. Siletz Valley School will submit a monthly financial report and regularly submit the annual YTD financial report by fund that identifies revenues by function and expenditures by object groupings. Siletz Valley School shall submit monthly District student enrollment accounts for purposes of calculating distribution of ADMw funding to Siletz Valley School. LCSD also keeps track of ADMw monthly. Siletz Valley School shall report all gifts, donations, and grants to the District. They have done this for some large grants but will begin submitting on a more regular basis. Siletz Valley School provides the District with all copies of letters and audit reports from Siletz Valley School's auditor to the Board of Siletz Valley School's director. Siletz Valley School will provide the District with Certificates of Insurance or other satisfactory proof evidencing coverage. (Certificate linked.)

Licensed Personnel Requirements:

All individuals employed by Siletz Valley School must be appropriately licensed or registered with TSPC and shall comply with all applicable state and federal laws as well as compliance for District and ODE reporting. Notification of changes in staff licensure or certification will be sent to LCSD monthly.

Renewal Process:

Within 30 days of the public hearing, scheduled for February 12, 2024, LCSD shall approve the renewal of the charter or state in writing the reasons for denying the renewal of the charter. If the LCSD Board approves a renewal, LCSD and Siletz Valley School governing body shall negotiate a new charter within 90 days after the date on which LCSD approved the new renewal of the charter unless the sponsor and the public charter school governing body agree to an extension of the time period. If LCSD does not renew the charter, Siletz Valley School governing body may address the reasons stated and any remedial measures suggested by the sponsor and submit a revised request for renewal to LCSD. (ORS 338.065)

References:

Best Practices for Achieving Equity in Education
https://online.flippingbook.com/view/167334802/24/

Self-determination through self-education: culturally responsive schooling for Indigenous students in the USA
https://www.tandfonline.com/doi/abs/10.1080/10476210802681709

Culture, Chaos and Complexity: Catalysts for Change in Indigenous Education.
https://files.eric.ed.gov/fulltext/ED425032.pdf

Models of American Indian Education: Cultural Inclusion and the Family/Community/School Linkage
https://www.tandfonline.com/doi/abs/10.1080/00380237.2006.10571277

Eddyville Charter School
Request for Renewal Report
July 1, 2025 - June 30, 2029

Eddyville Charter School has requested a renewal of its current charter agreement expiring June 30, 2024.

Renewal Criteria in ORS 338.065:

(8)(a) The sponsor shall base the charter renewal decision on a good faith evaluation of whether the public charter school:

(A) Is in compliance with this chapter and all other applicable state and federal laws;

(B) Is in compliance with the charter of the public charter school;

(C) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body;

(D) Is fiscally stable and has used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under this section; and

(E) Is in compliance with any renewal criteria specified in the charter of the public charter school. (b) The sponsor shall base the renewal evaluation described in paragraph (a) of this subsection primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school governing body and the sponsor.

How does Eddyville Charter School meet the following goals of public charter schools:

(1) Increase student learning and achievement; (2) Increase choices of learning opportunities for students; (3) Better meet individual student academic needs and interests; (4) Build stronger working relationships among educators, parents, and other community members; (5) Encourage the use of different and innovative learning methods; (6) Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools; (7) Create new professional opportunities for teachers; (8) Establish additional forms of accountability for schools; and (9) Create innovative measurement tools.

Eddyville Charter School provides opportunities and small learning environments for its students. It prides itself on building strong working relationships among educators, parents, and other community members.

Contract Renewal Criteria Reports

Facilities and Maintenance:

ECS has secured a facility with appropriate occupancy and safety permits and has secured insurance in accordance with District Policy LBE and Administrative Rule LBE-AR-Public Charter Schools. ECS leases its building and property from LCSD and is responsible for all maintenance and upkeep. ECS communicates regularly about facility updates, needs, and any issues that arise. ECS is prompt to take care of facility needs and has made capital improvements over the last five years that include new siding, windows, and a refurbished shop through an Oregon Department of Education CTE Revitalization grant. ECS applies for grants and appropriately uses general fund dollars to continue to show proof of financial stability. ECS meets budget reporting deadlines reflecting facility and staffing costs.

Enrollment:

Eddyville has historically operated and been funded on a 200 student cap and has requested a student cap increase. Eddyville has had some students outside of the LCSD boundary.

19-20	**20-21**	**21-22**	**22-23**	**23-24**
216	225	221	194	201

Academic Programing

Calendar:
ECS operates on a four day school week, making necessary calendar adjustments to account for school closures and instructional minute requirements. ECS runs a similar calendar to that of LCSD, with allowances made because for the four day school week.

http://www.eddyvillecharterschool.org/uploads/1/1/4/2/114263281/amended_calendar_23-24.pdf

Curriculum and Instruction:
ECS designed standards and curriculum meet or exceed any standards adopted by the State of Oregon and comply with all state requirements concerning academic content areas as defined in ORS 329.045.

Current adopted curriculum and instructional practices include grade level adopted texts and implementation plans.
Eddyville Charter School Curriculum Master Schedule.docx

ECS complies with ORS 343.391-343.413 and rules adopted by the State Board of Education for implementing talented and gifted student education statutes. Eddyville has a TAG Coordinator who administers TAG assessments and meets with staff and administration to make

sure that student individual academic needs are being met. Individualized plans are built with student and parent input.

ECS complies with all District policies and regulations and the requirements of federal and state law concerning the education of children under the Individuals with Disabilities Act (IDEA). ECS is responsive to the needs of their students in special education. They went for quite some time without being fully staffed - (down their sped 1 assistant). 13% of their students are identified with disabilities which is less than the LCSD districtwide average. ECS special education staff are now subbed out to attend LCSD special education professional development. Eddyville was responsive to schedule changes to meet abbreviated school day requirements.

Assessment Data:

In the charter agreement, the percentage of students at each grade level of ECE's students taking statewide assessment(s) developed by the Oregon Department of Education under ORS 392.485 shall be at or above the percentage of the District's students who meet or exceed the standard for each grade level that have taken the statewide assessment(s). LCSD schools and Eddyville Charter are below the state average in statewide assessment data and on the Oregon Report Card.

http://www.eddyvillecharterschool.org/uploads/1/1/4/2/114263281/2223-profile-state_report_card.pdf

Eddyville has implemented iReady diagnostic assessments in Reading and Math and used MyPath as an instructional intervention and support. This district wide data can allow for collaboration between LCSD schools and Eddyville Charter and supports shared staff in special education for data analysis.

Diagnostic Data - quarterly iready summary.xlsx

Eddyville's Continuous Improvement Plan includes continued training and implementation of Enhanced Core Reading Instruction and aligned curriculum instruction professional development. They are continuing the work of implementing MTSS and intervention supports by grade level and content areas. Student Support Teams and Professional Learning Community team meeting opportunities will increase in frequency to address and track progress in math and reading.

LCSD CIP_ECS Strategic Plan 2023-24.docx

Family and Community Communication:

ECS follows Board Policy KL for resolving complaints against ECS including complaints against curriculum. This policy and the procedure outlined in KL-AR are both easily accessible on the ECS website.

https://policy.osba.org/eddyvill/KL/KL%20G1.PDF
https://policy.osba.org/eddyvill/KL/KL%20R%20G1.PDF

Through SIA survey collections, qualitative information gathering from parents, and the Cognia Accreditation Survey, Eddyville Charter has gathered annual data from families to help guide school goal setting, grant writing, and school improvement efforts. The 2023-24 Congnia Parent Survey will open in March of 2024.

Data indicates the following areas ECS is doing well and areas for improvement.

Strengths	Growth
☐ ECS's purpose is centered on student success. ☐ The governing body operates responsibly and functions effectively. ☐ Families feel the school has high expectations for all students in all classes. ☐ Families feel confident that their child has at least one adult advocate in the school. ☐ The school is viewed as providing excellent support services.	☐ Communication regarding school goals and progress need more exposure. ☐ Teacher to parent/guardian communication on a more routine/frequent basis is needed. ☐ Support staff numbers needed to assist with in-class interventions. ☐ Music education opportunity

Complete Survey Data is included in this report: Cognia's parent survey past results:
Parent Survey

ECS Student/Parent Handbook is available online and outlines behavior expectations as well as a disciplinary matrix for major referrals and consequences. Pertaining policies are also included in the student/parent handbook.

http://www.eddyvillecharterschool.org/uploads/1/1/4/2/114263281/student___parent_handbook.docx.pdf

Business Services:

ECE submits proposed budgets by June 15 and adopted budgets by July 15 of each year and provides the District ECS's IRS Form 990 by April 1st each year. ECS has begun to submit a monthly and regularly submits the annual YTD financial report by fund that identifies revenues by function and expenditures by object groupings. ECS shall submit monthly District student enrollment accounts for purposes of calculating distribution of ADMw funding to ECS. LCSD also keeps monthly track of ADMw. ECS shall report all gifts, donations, and grants to the District. They have done this for some large grants but will begin submitting on a more regular basis. ECS provides the District with all copies of letters and audit reports from ECS's auditor to

the Board of ECS's director. ECS provides the District with Certificates of Insurance or other satisfactory proof evidencing coverage.

Licensed Personnel Requirements:

All individuals employed by ECS must be appropriately licensed or registered with TSPC and shall comply with all applicable state and federal laws as well as compliance for District and ODE reporting.

ECS utilizes charter registry for some of its staff hiring. Not more than half of ECS licensed staff are on the ODE charter registry. ECS partners with LCSD and utilizes Vector Solutions Safe Schools for state and federal safety compliance.

Renewal Process:

Within 30 days of the public hearing, scheduled for February 12, 2024, LCSD shall approve the renewal of the charter or state in writing the reasons for denying the renewal of the charter. If the LCSD Board approves a renewal, LCSD and Eddyville Charter School's governing body shall negotiate a new charter within 90 days after the date on which LCSD approved the new renewal of the charter unless the sponsor and the public charter school governing body agree to an extension of the time period. If LCSD does not renew the charter, Eddyville Charter School governing body may address the reasons stated and any remedial measures suggested by the sponsor and submit a revised request for renewal to LCSD. (ORS 338.065)

Charter Renewal

Eddyville Charter
Siletz Valley Charter

Feb. 12, 2024

Eddyville Strengths

Facilities: Siding + Window Phase 1 + traffic flow reconstruction

Advanced coursework:

APUSH, AP English, AP Environmental Science, WR121/122, Criminology

Graduation Rate: 91%

9th Grade on-track: >95%

ECS Maxims adopted

Staff Retention + Support for Growth (93% retention)

ECRI (LCSD + ORSN in 2nd year)
PLC + Student Engagement (Dr. Gupta w/ Creative Leadership)
Trauma Informed Schools (Bowman Consulting, LLC)
Team Book Studies:
Personal + Authentic, *Critical Thinking Classrooms*,
Strategies that Work, *Do I Really have to Teach Reading?*,
I Read it, But I Don't Get it, *Classroom Instruction that Works*, *Dare to Lead*

K-12 sports + extra curricular options

68% Participation MS/HS w/ 32% Playing 3+ sports at the HS level
93% Varsity Girls Basketball Team have 3.50 GPA or above





Eddyville Next Steps

~Facilities

Roof replacement and Phase 2 + 3 Siding and Windows

~Branding extension (Staff ~ Board ~ Administration collaboration)

Guide and develop instructional coaching
Student learning targets + outcomes K-12
Hiring practices and interview process for best fit
Evaluation feedback framework
Guide to decision making at ECS for ECS students

~Extensive development of Trauma Informed structures for students+staff

~Student Voice opportunities to guide + enhance student options/outcomes

~Attendance

59.5%-67% this year *(Goal of 90% and down nearly 10% from last year)*
Add student-centered programs + culture work to improved RAR



Siletz Strengths



Strengths and Assets

- Community Connections
- Special Offerings
- Student Sense of Connection and Belonging
- Teacher Retention







Siletz Next Steps

Growth Opportunities

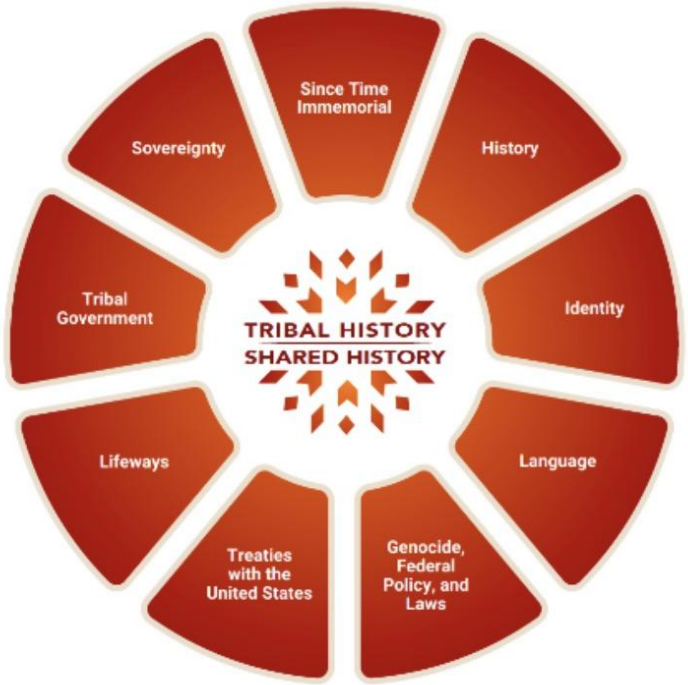
Community Informed Program Development (SIA, Integrated Plan):

- Meaningful Outcomes for students, staff and families
  - Update Plans and Processes
  - Data Informed PLC Review
  - Role of Assessments in Instruction Planning
  - Trauma-informed/Culturally Responsive programs
- Schedule review: Make Time Count not Count Time
  - Making Supports Available
  - Giving staff time for planning
  - Student Mentors

Aging Building and Long Term Planning

- Playground replacement
- Technology upgrades
- High School resources (library, tools)

Project-based Learning - Non-Traditional (i.e.IB Ways of Knowing, Braiding Sweetgrass)



Recess to Public Hearing

Next Steps:

LCSD Board has 30 days to respond to the requests for renewal. If approved, the Board will consider changes to the current charter agreement. If more information is needed to approve, it will also be requested within that time.

3.a.2. Public Comment from the Audience (only comment on the Charter Schools is permitted at this time)

4. CLOSE PUBLIC HEARING, RESUME BUSINESS MEETING
5. Introductions
6. Communications
   - 6.a. Written
   - 6.b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
   - 6.c. Recognition
   - 6.d. LCEA Report


MORE MATH FOR MORE PEOPLE
BUILD COMMUNITIES
WE THE FUTURE

7. Consultant Reports/Staff Reports/Student Reports
    7.a. Area Report

North Area Board Report Sept 2023







OCEANLAKE



Oceanlake: Current State and Goals for the Year

	Beginning of the Year	Middle of the Year	End of the Year
Kindergarten	N/A		
First Grade	At Grade Level: 22 out of 79 students; +14 Above (total 46%)		
Second Grade	At Grade Level: 12 out of 102 students; +18 Above (total 30%)	89	

LCSD & OLES Goal Focus for 23-24:

- Increase Graduation Rate

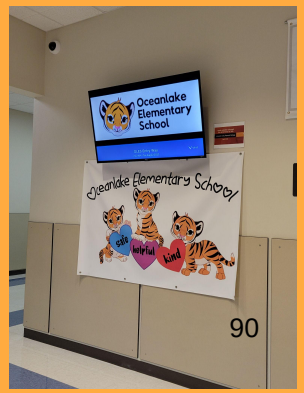
23-24 Focus:

- Increase Teacher understanding around the Science of Reading through professional development
- Increase Rigor in Reading and Math instruction
- AVID Alignment with Taft Elem and Taft 7-12
- Strengthen Tier 1 structures to engage our students in learning

Oceanlake: NEW THIS YEAR

- Extended the Bus Lane to streamline the bus loading/unloading process
- New fence along the south side of the building creating a secured schoolyard
- Digital display in the lobby is up and running!!
- New t-shirts for parents and students!
- Garden is being revamped!







Oceanlake: Plans for the 23-24 school year



Winter and Spring music concerts!

We have filled our Makerspace position, very excited to increase Art opportunities with our students this year!

Increased volunteer opportunities with the addition our school garden being refreshed and SMART readers continuing their partnership.



NORTH AREA
TAFT ELEMENTARY



Taft Elementary: Current State & Goal

LCSD CIP Goal:
Goal #1: Graduation Rate

TAES Goal:
By May 2024, all students in grades 3-6 at Taft Elementary will increase reading proficiency to average 75%, as measured by the RfR Benchmark Assessments.

Measure:

- Acadiance
- Reading Benchmark
- iReady Math Diagnostic

Strategies:

- Focused Professional development
- Intentional PLC
- Purposeful teacher collaboration

Acadiance Reading
(Composite Score)

	Spring 2023	Fall 2023	Winter 2024	Spring 2024
3rd	40%			
4th	37%			
5th	41%			
6th	36%			

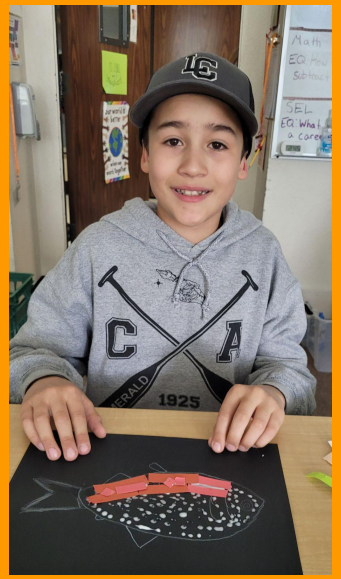
Taft Ele: Next Steps



- **Teacher Professional Development:**
  - Reading:
    - Explicit Reading Instruction for upper elementary students
    - ODE Literacy Framework: Science of Reading
  - AVID: Rigorous Instruction and Focused Note Taking
  - Language Acquisition
  - Math:
    - Productive Struggle & problem solving
- **Behavior:**
  - Restorative Practices
  - Tier 2 and Tier 3 Interventions

Taft Ele: Opportunities for the year

- **Fall Family Night:**
  - Hispanic Family Night: September 15th
  - AVID Night on September 28th
- **Student Advisory Team:**
  - Community service project: Rainy Day Recess
  - Volunteer Opportunities
- **Art Integration:**
  - Collaboration with Lincoln City Cultural Center
  - Portland Opera (fall)





Taft 7-12

We model passionate learning in a safe and respectful environment, empowering students to be resilient and prepared for future opportunities in a global society.

100 Day Plan : **GOALS & PLAN**



GOAL 2:

Reading across all grade levels:

Taft will increase the number of students on grade level by 21% going from 29% of students on grade level to 50%

Action Items:

- Increase teachers knowledge of instructional strategies (WICOR)
- Embedded Formative Assessments in every classroom
- Tier 1 access to iReady MyPath

iReady Reading



2021-2022:

- 32% On grade level
- 23% One grade level Below

2022-2023:

- 29% On grade level
- 22% One grade level Below

2023-2024:

- Goal - 50% on grade level





WHY YONDR?

Yondr Pouch: They have received responses to our annual surveys from over 1,200 school partners, and after implementing the Yondr Education Program:

- **84% saw a change in student engagement**
- **72% saw a positive change in student behavior**
- **68% saw a positive change in academic performance**

Phone Free Campus

Personal Electronic Device Policy

NEW - Students will be following the current LCSD “Personal Electronic Device” policy at Taft. To assist with this policy, Taft will be issuing a Yondr Pouch to all student for the duration of the school day.

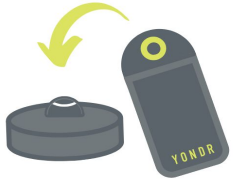
How it works?

The Yondr Program utilizes a simple, secure pouch that stores a phone. Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school. Students will maintain possession of their phones and will not use them until their pouches are opened at the end of the school day. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times.



As students enter school, they place their phone in their assigned Yondr Pouch.


Students close and secure their Pouch, keeping it on them throughout the day.



When leaving school, students tap their Pouch on a Base to retrieve their phone.

Questions...



East Area

Toledo Elementary

Toledo Jr/Sr High School

Compass School

Compass 6-12 Online School MARINERS

ENGAGE & ELEVATE

TOLEDO JR/SR HIGH

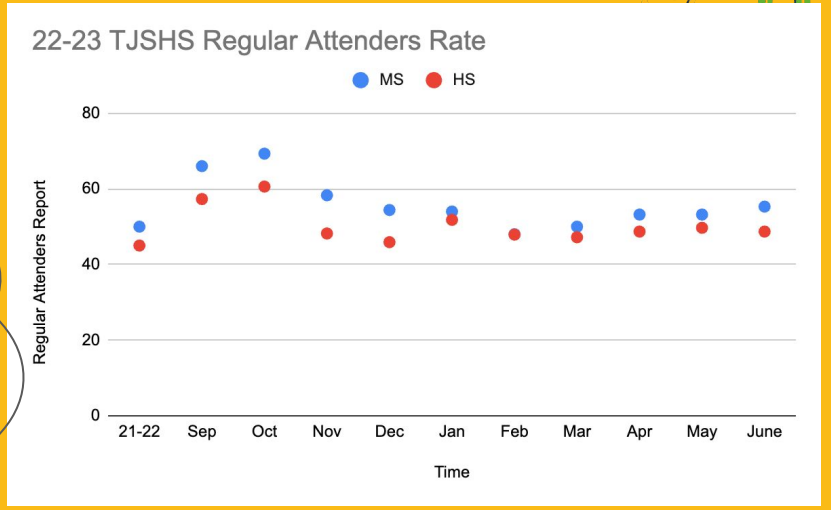
Toledo Jr/Sr High School

Vision for Student Learning/Experience

At TJSHS, the classroom is an emotionally secure space where students hear and include each other, practice empathy, value diversity, and promote respect. Students take ownership over their education and intentionally pursue growth with equitable access to interactive, collaborative, and inquiry-based learning.

Toledo Jr/Sr High School

Our goal is to increase our rate of Regular Attenders by 5% by the end of the school year.



RIGHT NOW (as of 9/27):
78% of our students have a 90% attendance rate, or higher!

Goal 2	**Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.**



Tardy Data :)

Last year (22-23 year) we had the following data:

- 9 Days into the school year, we had a TOTAL of **1,516** tardies NOT including 1st per
- This equates to **168 tardies/day**

This year (23-24) we have the following data:

- 9 days into the school year, we have had a TOTAL of **123** tardies NOT including 1st per
- This equates to **13.6 tardies/day**

This year (23-24) we have the following data:

- 19 days of school into the school year, we have a TOTAL of **398** tardies NOT including 1st per
- This equates to **20.9 tardies/day**

Action Steps

- Activity Eligibility
- Tier I on Expectations
- PD in August for Staff re: Attendance
- Homeroom!
- Attendance lessons in each Homeroom
- Rewards: Student Athlete of the Week, Weekly Attendance Raffles, Recognition Assemblies, etc.
- Synergy Support - Remind Messages

Fun Things @ TJSHS

Instructional Coach
- Tracker
- Coaching Document

Communication
- Remind & Mass Email in Synergy

Meetings with Seniors & Juniors

Food Services



GEAR UP
- Field trips to trade, 2 & 4 year
- HR Lessons
- Working in OVERGRAD

Class Representatives

Parking Passes

Homecoming Week! Now!

Senior Newsletter

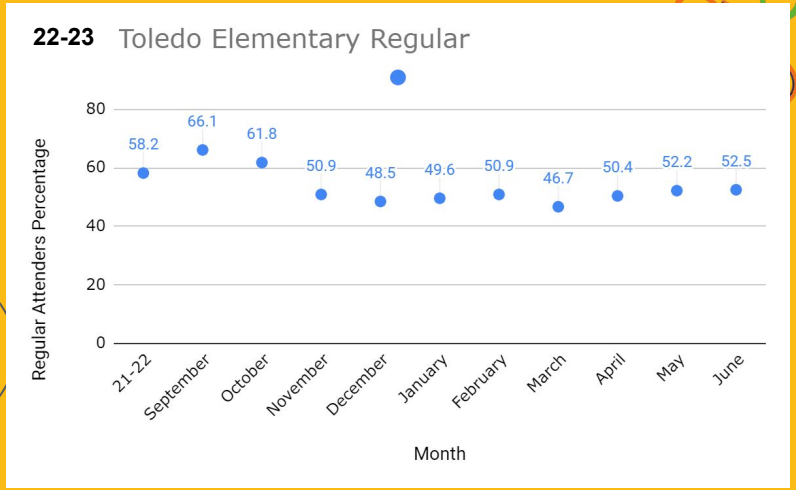
TOLEDO BOOMERS

Toledo Elementary School

111

Toledo Elementary School

Our goal is to increase our rate of Regular Attenders by 5% by the end of the school year.



RIGHT NOW (as of 9/27):
76% of our students have a 90% attendance rate, or higher!

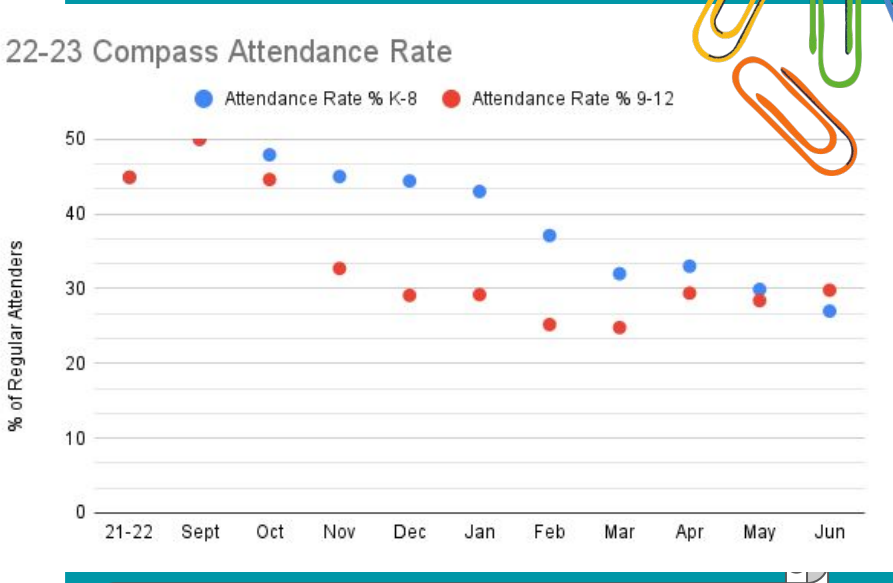
Goal 2	**Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.**

Action Steps

- Personal phone calls
- Attendance reminders on the daily announcements
- TAPP - Tribal Attendance Promising Practices
- Tier II - Attendance small groups and punch cards
- Classrooms tracking attendance on a graph for perfectish attendance
- Synergy support - Remind messages

Compass Online

Compass Online



Our goal is to increase our rate of Regular Attenders by 5% by the end of the school year.

Currently:
52% of our 6-8 students have a 90% attendance rate, or higher while 43% of our 9-12 grade students have a 90% attendance rate, or higher

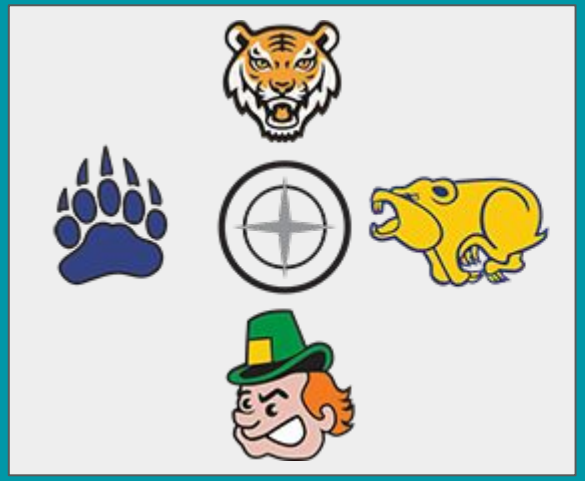
Goal 2

Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.

Action Steps

- Attendance rewards as a class
- Tier I on Expectations
- Continuous PD for staff re: Attendance
- Individual meetings w/Teacher or Counselor
- Synergy Support, Remind Messages, Personal Phone calls home after 3 days of absences

Questions...





South County Board Report

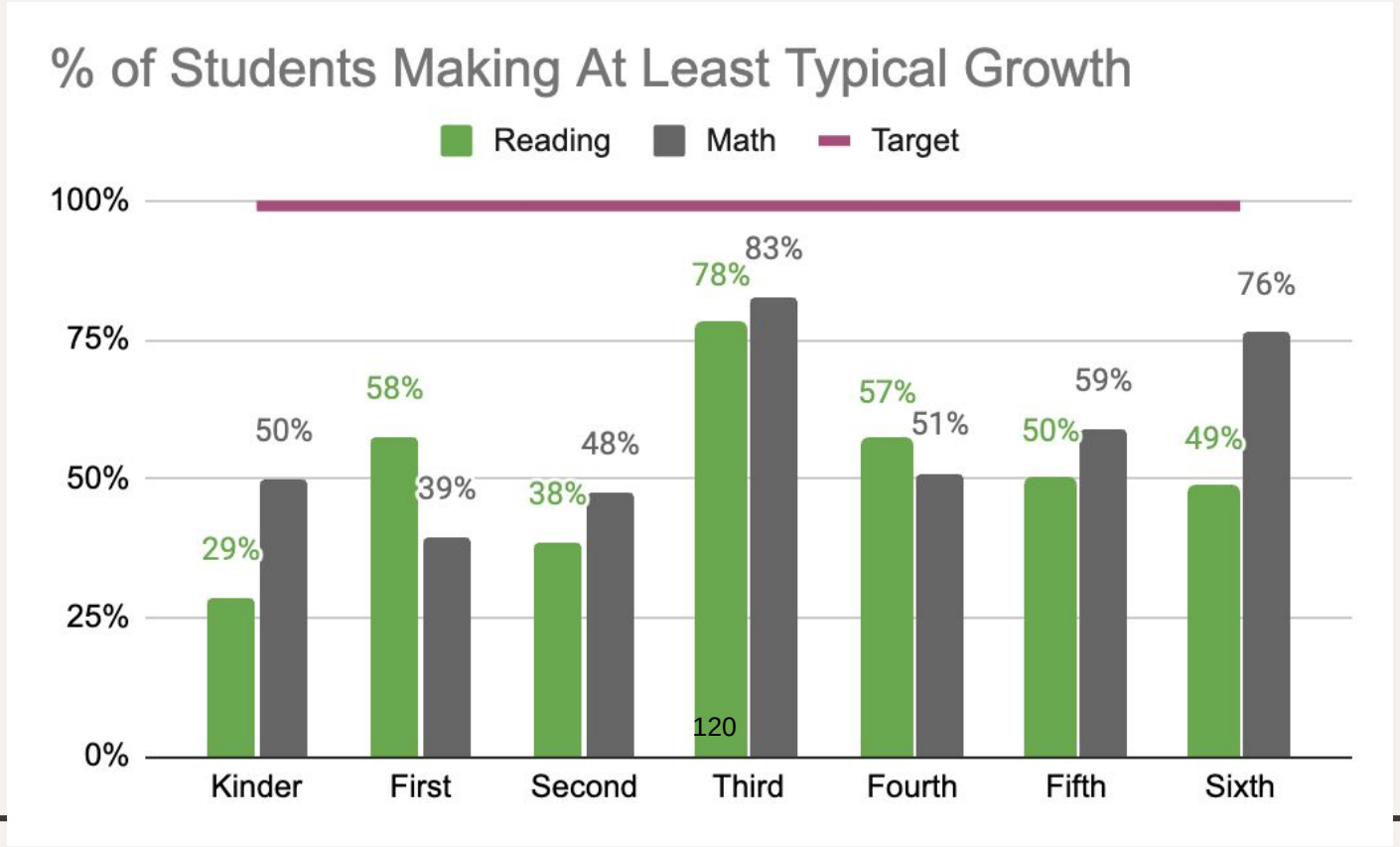
November 14, 2023

Goal 1: Reading & Math Growth

Students at or above grade level will make typical growth throughout the year.

Students below or well below grade level will make more than typical growth throughout the year.

Goal 1: Reading & Math Growth (End of ‘22 - ‘23 SY)



Goal 1 Strategies

Tier 1 - All Students

- Development of Standards of Practice in ELA
  - Including effective instructional practices, professional learning plan, and monitoring plan.
- Core Review Meetings 3x/Year
- Weekly PLCs around Reading, using data
- Peer Walkthroughs

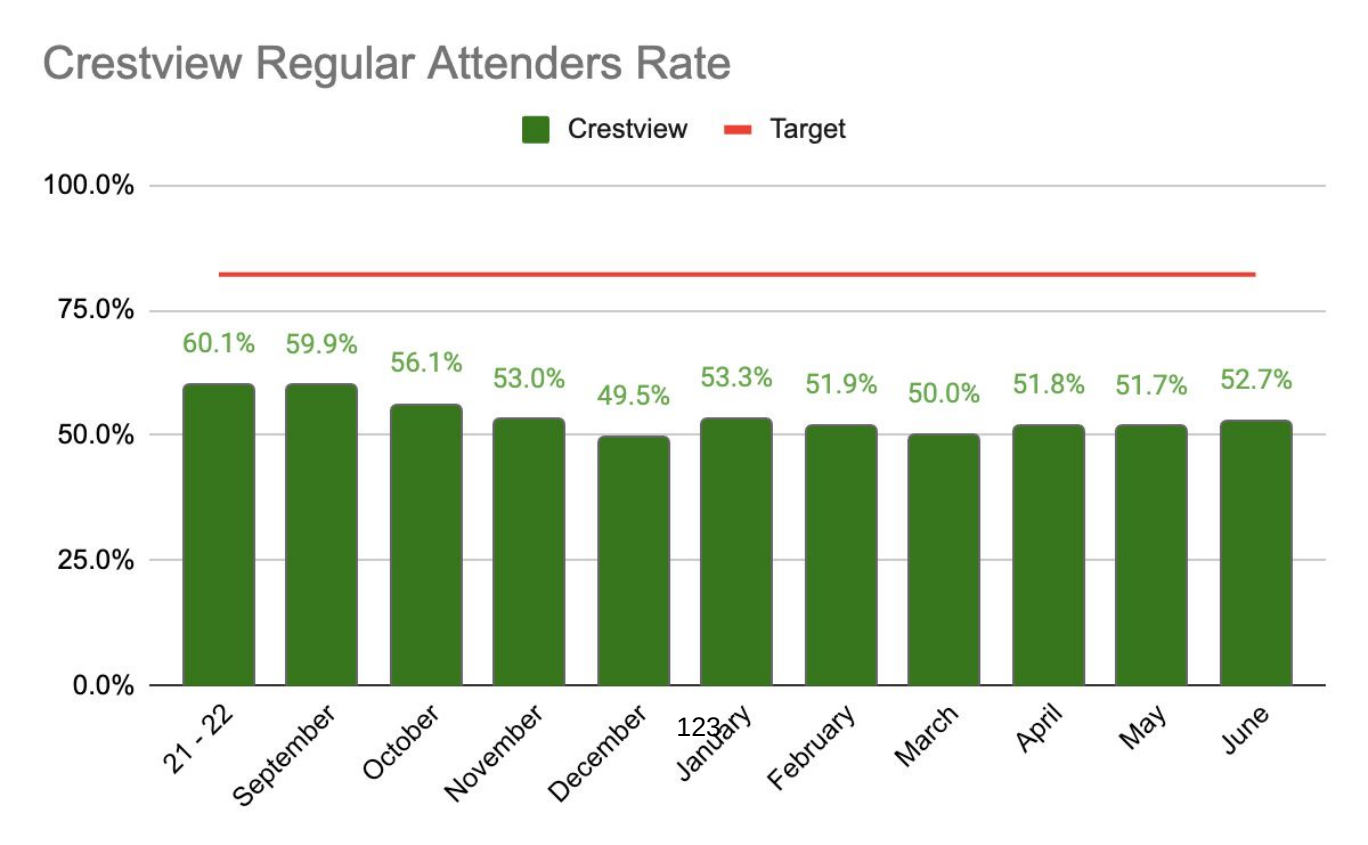
Tier 2 - Some Students

- Intervention Placement & Review Meetings
- Daily reading interventions

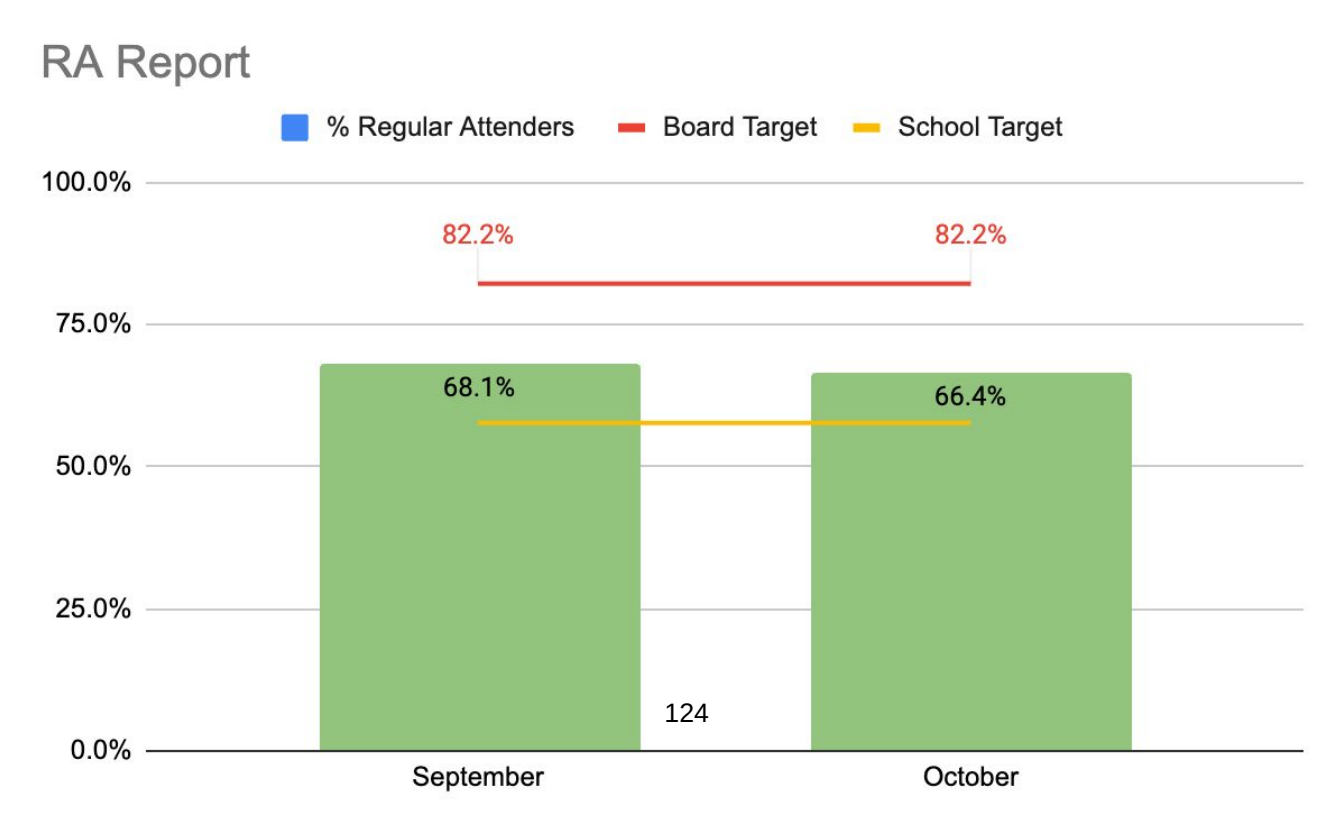
Goal 2: Attendance

School-wide regular attenders rate will increase 5% from the end of last year from 52.7% to 57.7%.

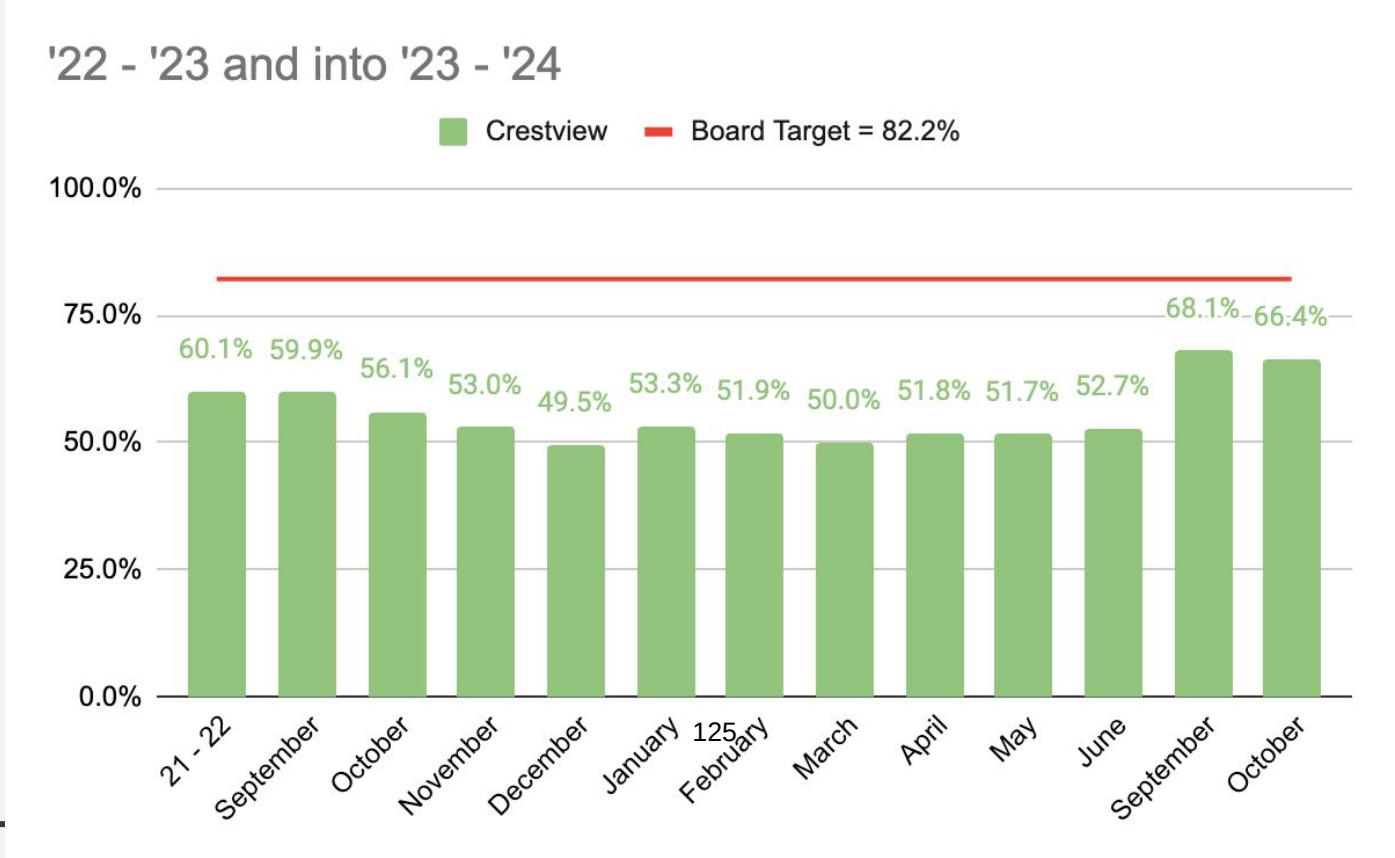
Goal 2: Attendance (End of ‘22 - ‘23 SY)



Goal 2: Attendance (‘23 - ‘24 SY)



Goal 2: Attendance (‘23 - ‘24 SY)



Goal 2 Strategies

Tier 1 - All Students

- Monthly Assemblies & Family Events
- Lessons
- Class rewards for 90% attendance daily.
- Monthly - Highest grade-level award.
- Monthly Brag Tags
  - 100%
  - 1 or Less Days
- Family Newsletters

Tier 2 - Some Students

- Daily Reminds
- Nudge Letter - October
- Punch Cards

Goal 1: iReady - Waldport MS



WMS Students will increase all 7th grade students to “on grade level” by June 2024 for their iReady Math assessment.

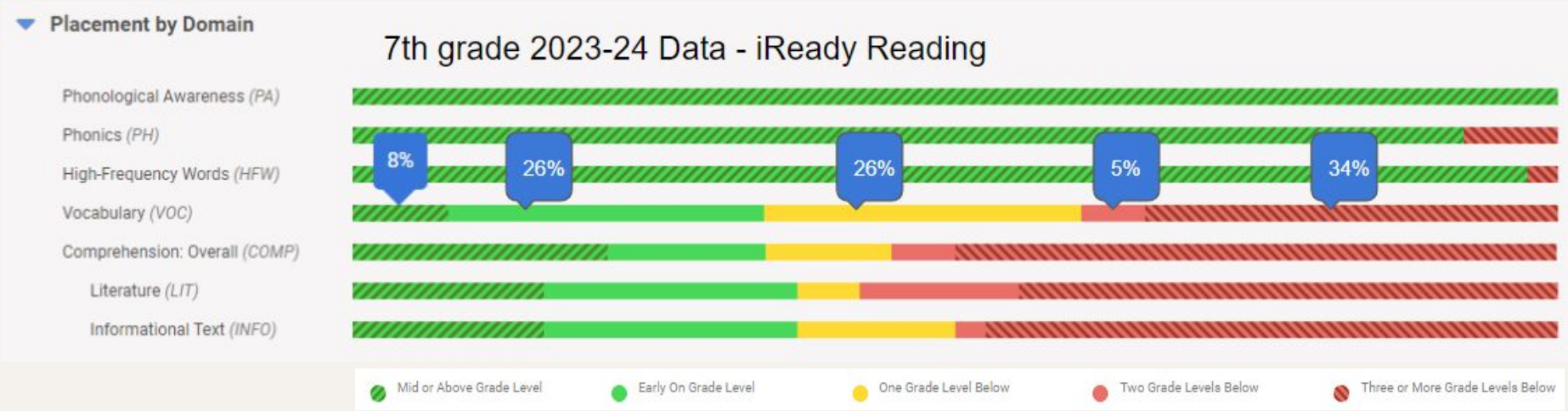
WMS Students will increase all 7th & 8th grade students to “on grade level” by June 2024 for iReady Reading in vocabulary.

Goal 1: iReady - Waldport HS



WHS Students will increase all 9th & 10th grade students to “on grade level” by June 2024 for their iReady Math in numbers and operations.

WHS Students will increase all 9th & 10th grade students to “on grade level” by June 2024 for iReady Reading in vocabulary.

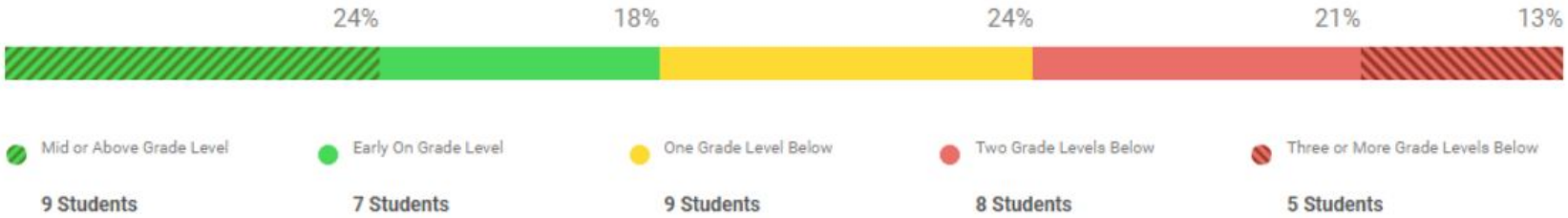


Baseline Data

6th grade 2022-23 Data - iReady Math

Overall Placement

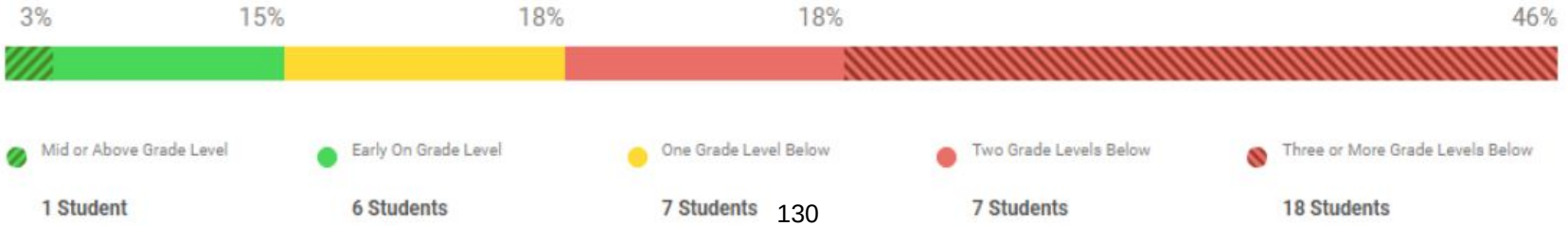
Students Assessed/Total: **38/38**



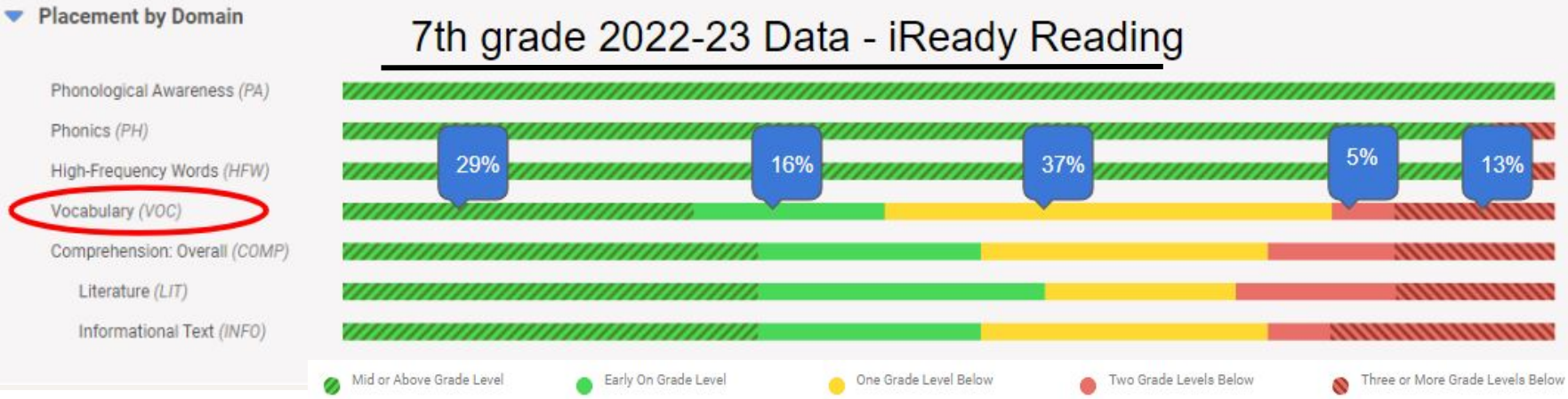
7th grade 2023-24 Data - iReady Math

Overall Placement

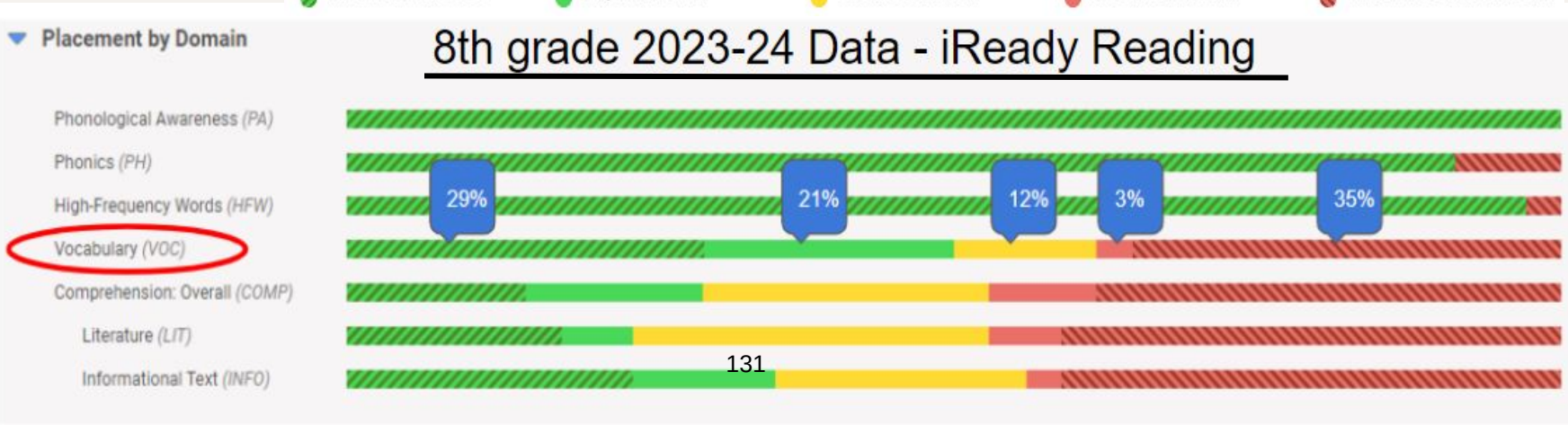
Students Assessed/Total: **39/39**



7th grade 2022-23 Data - iReady Reading



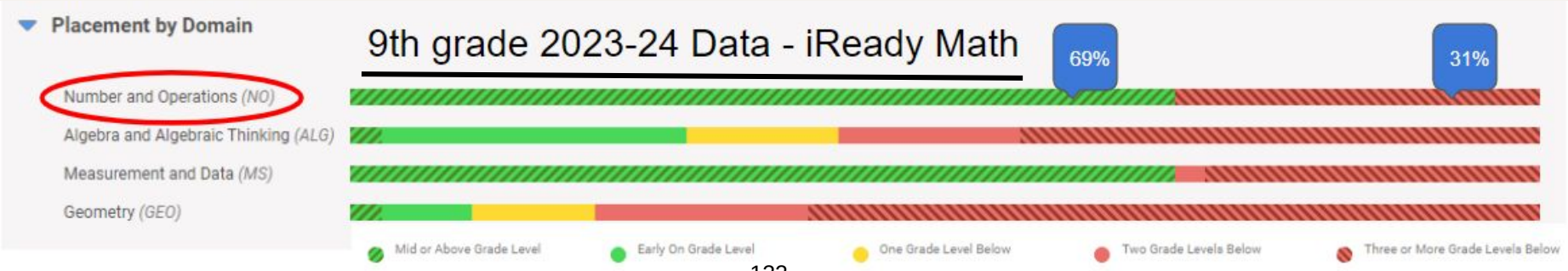
8th grade 2023-24 Data - iReady Reading

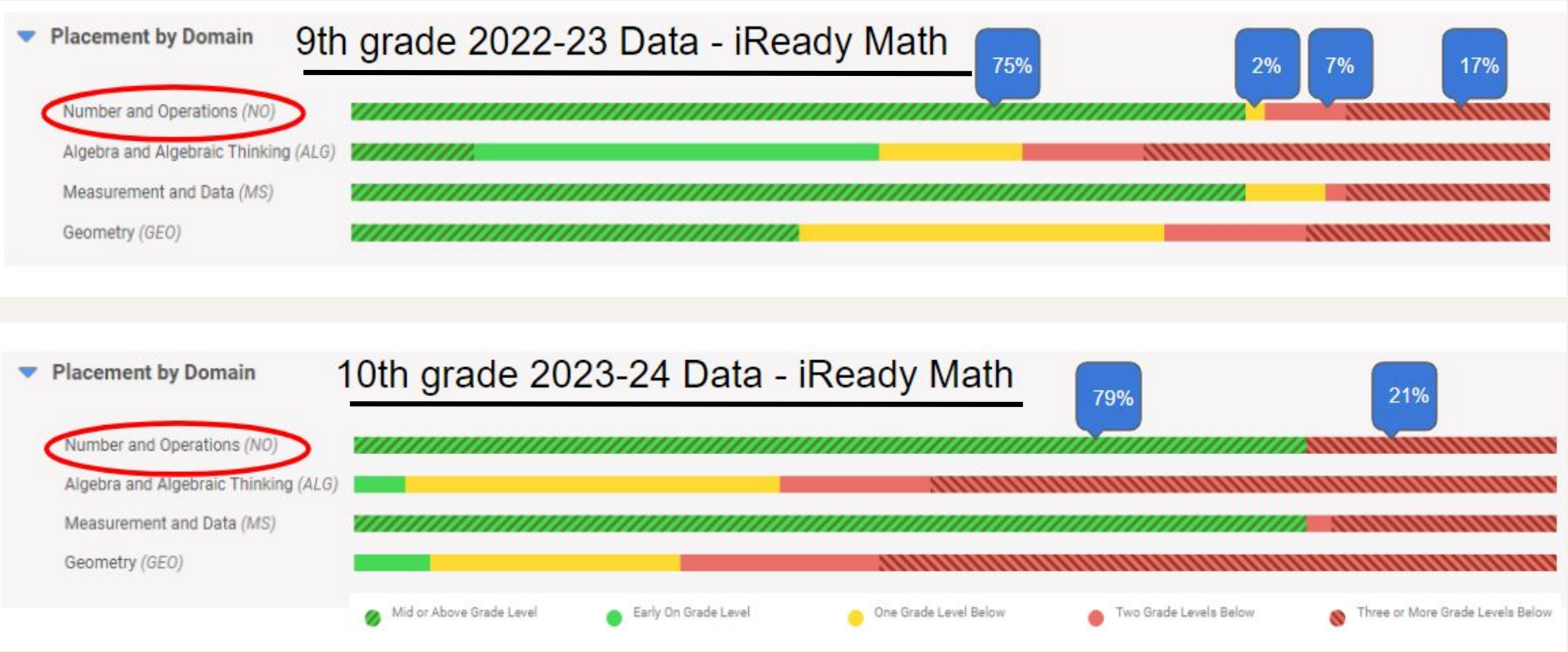


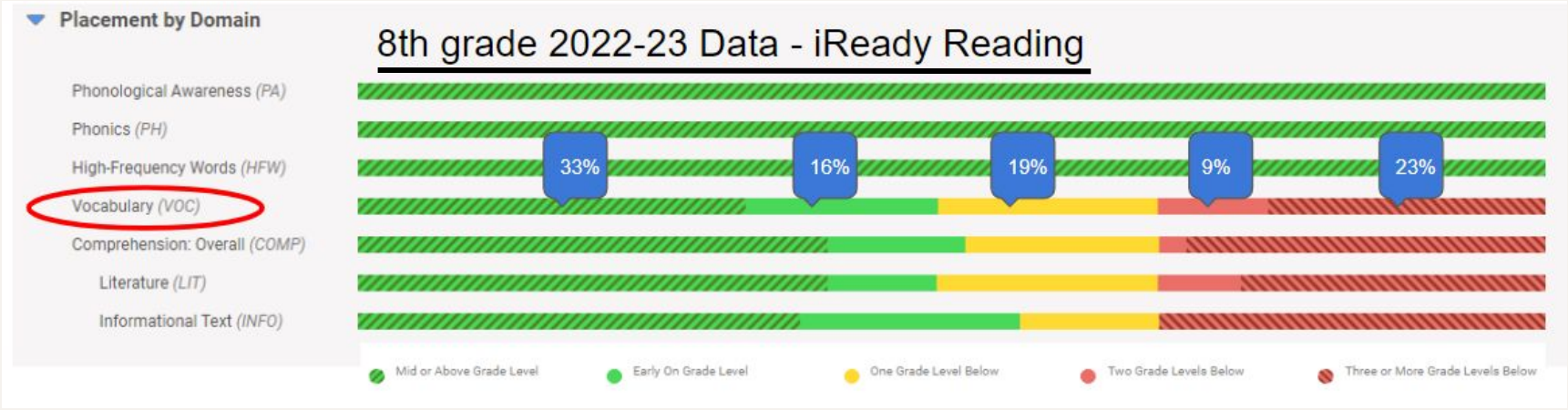
8th grade 2022-23 Data - iReady Math

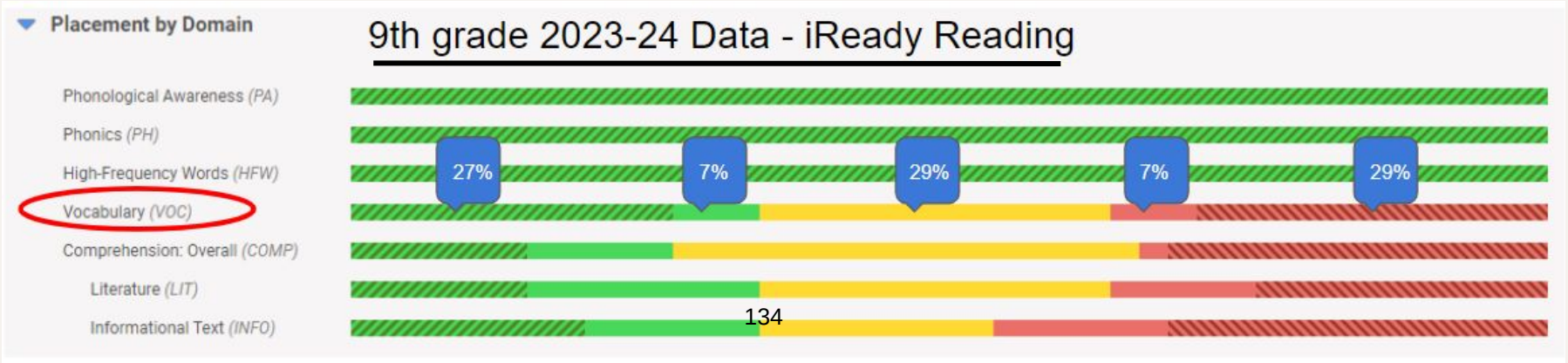


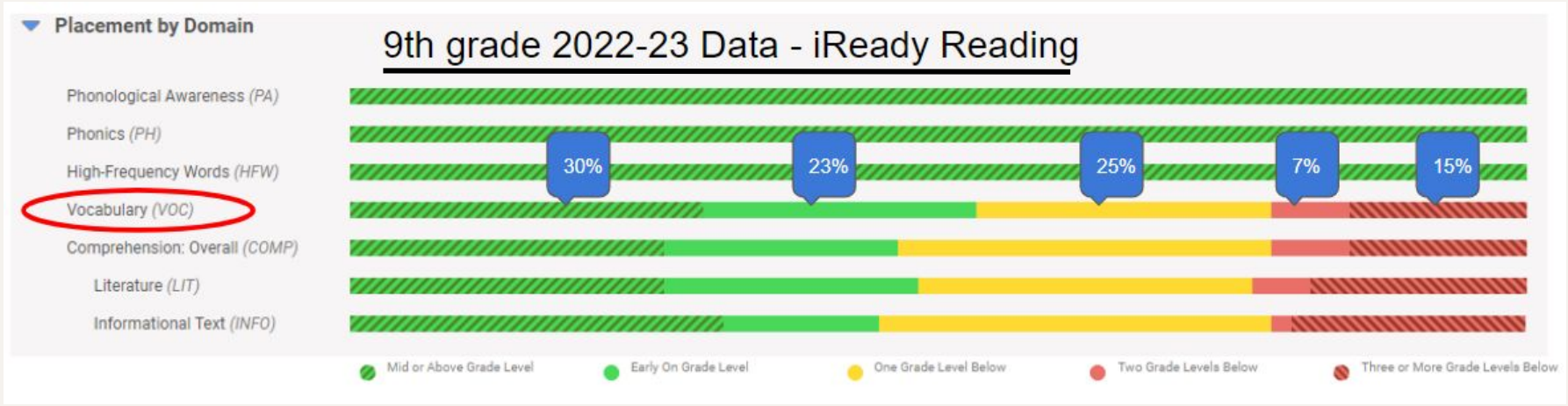
9th grade 2023-24 Data - iReady Math

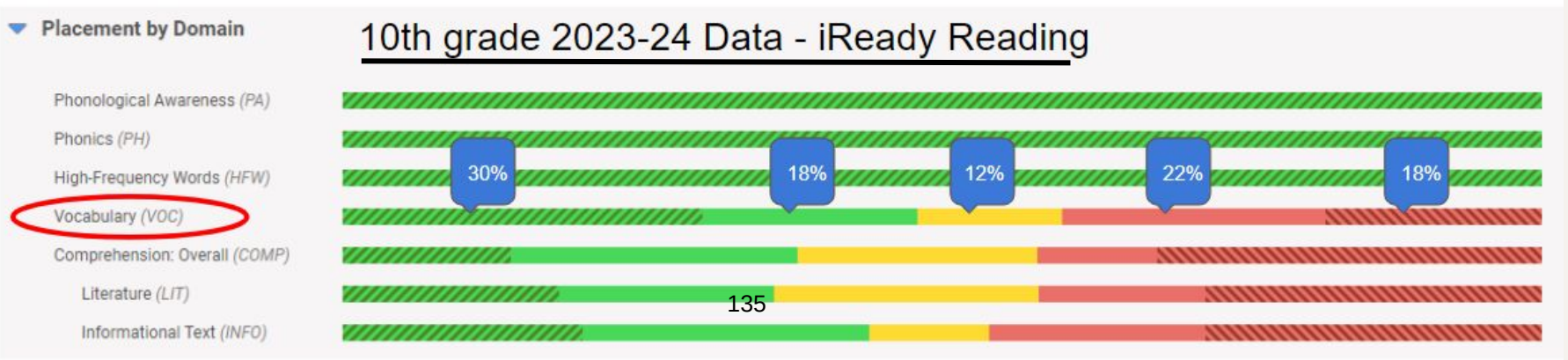



Placement by Domain
9th grade 2022-23 Data - iReady Math
75%
2%
7%
17%
Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)
Placement by Domain
10th grade 2023-24 Data - iReady Math
79%
21%
Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)
Mid or Above Grade Level
Early On Grade Level
One Grade Level Below
Two Grade Levels Below
Three or More Grade Levels Below


Placement by Domain
8th grade 2022-23 Data - iReady Reading
Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Overall (COMP)
Literature (LIT)
Informational Text (INFO)
33%
16%
19%
9%
23%
Mid or Above Grade Level
Early On Grade Level
One Grade Level Below
Two Grade Levels Below
Three or More Grade Levels Below


Placement by Domain
9th grade 2023-24 Data - iReady Reading
Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Overall (COMP)
Literature (LIT)
Informational Text (INFO)
27%
7%
29%
7%
29%


Placement by Domain
9th grade 2022-23 Data - iReady Reading
Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Overall (COMP)
Literature (LIT)
Informational Text (INFO)
30%
23%
25%
7%
15%
Mid or Above Grade Level
Early On Grade Level
One Grade Level Below
Two Grade Levels Below
Three or More Grade Levels Below


Placement by Domain
10th grade 2023-24 Data - iReady Reading
Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Overall (COMP)
Literature (LIT)
Informational Text (INFO)
30%
18%
12%
22%
18%

Goal 1 Strategies



Tier 1 - All Students/Teachers

- PLCs use iReady data as their CFA.
- Bell work to practice language acquisition strategies. Focus on increasing student's skills in reading and/or math across content areas.

Tier 2 - Some Students/Staff

- MS & HS Success Classes
- 7th Grade Math Intervention Plan
- MyPath rewards

Goal 2: Attendance - Waldport MS



WMS Students will increase their attendance of regular attenders by 5%, from 76% to 81%.

*Up from 57% in 2021-22 (19%)!

Goal 2: Attendance - Waldport HS



WHS Students will increase their attendance of regular attenders by 5%, from 66% to 71%.

*Up from 59% in 2021-22 (7%)

Goal 2 Strategies



Tier 1 - All Students/Teachers

- Weekly Eligibility
- Attendance Tickets
- Next step: tardies

Tier 2 - Some Students/Staff

- Remind Notifications
- More to come...
- Skip to tier 3 - work with students one on one



Thank you!

November 14, 2023

West Area Board Report

December 12, 2023

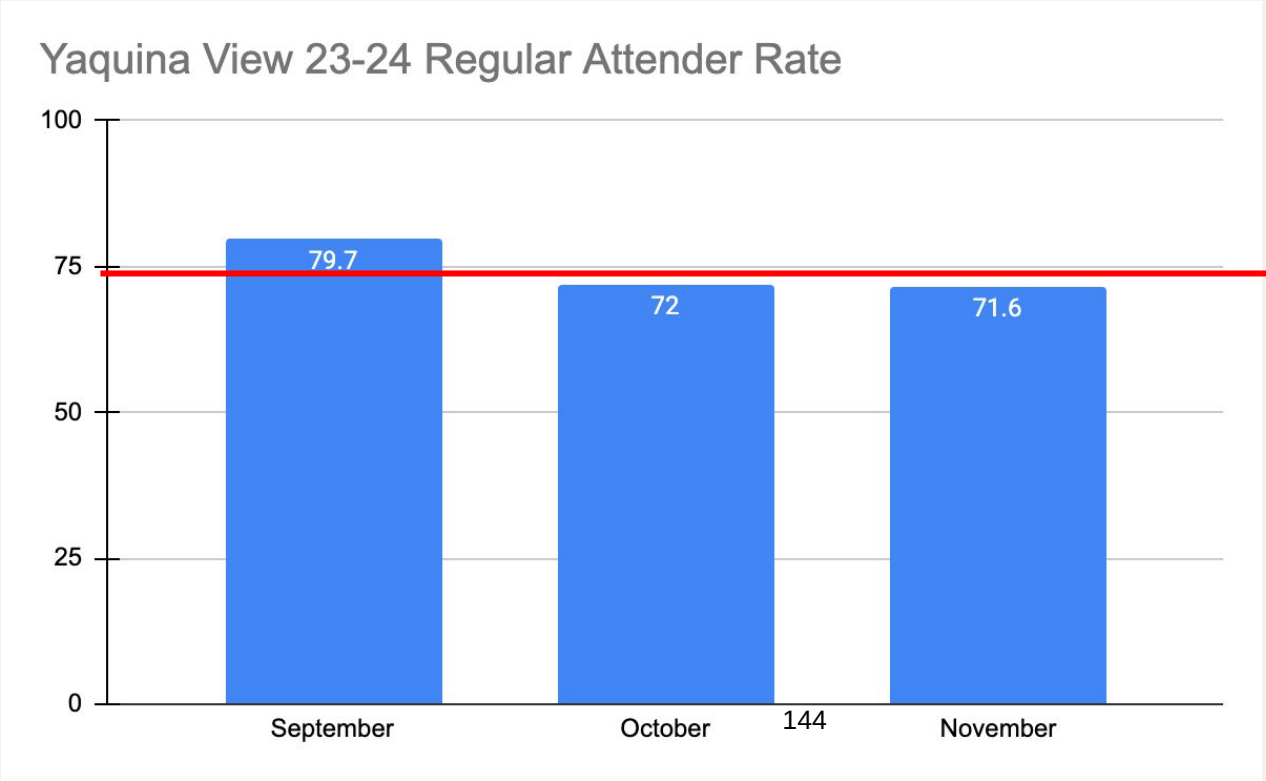
Yaquina View Elementary



Goal #1: Attendance

For the 2023-2024 school year, the percentage of Regular Attenders for Yaquina View as measured by the monthly Regular Attender Report will increase from 50.3% in 2022-2023 to 75.4% to meet LCSD Board Goals.

Goal #1: Attendance



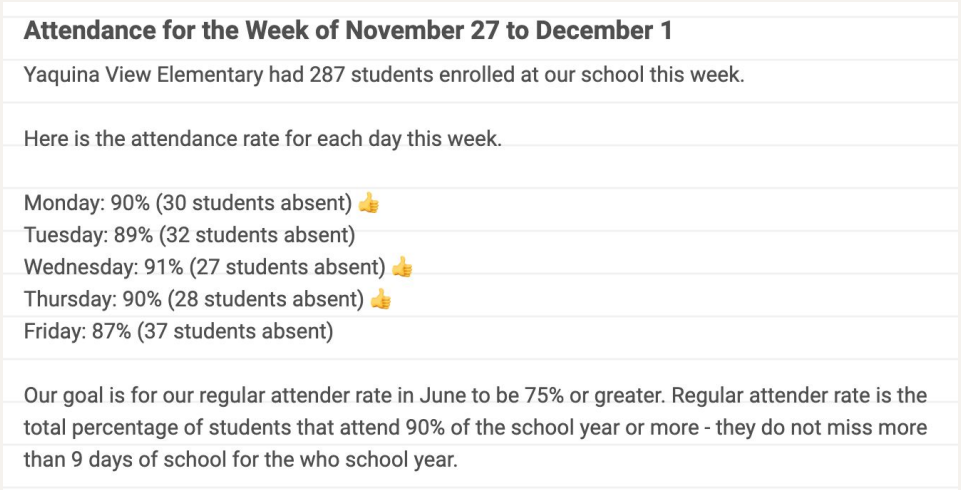
Goal #1: Attendance

Tier 1 - All Students

- Classroom Lessons
- 9 or less is Best Classroom Challenge
- Families connected to the school
  - Coffee with Kristin
  - Parents and Pancakes
- PBIS and Restorative Practices

Tier 2 - Some Students

- Weekly Tier Meetings



Attendance for the Week of November 27 to December 1

Yaquina View Elementary had 287 students enrolled at our school this week.

Here is the attendance rate for each day this week.

Monday: 90% (30 students absent) 👍
Tuesday: 89% (32 students absent)
Wednesday: 91% (27 students absent) 👍
Thursday: 90% (28 students absent) 👍
Friday: 87% (37 students absent)

Our goal is for our regular attender rate in June to be 75% or greater. Regular attender rate is the total percentage of students that attend 90% of the school year or more - they do not miss more than 9 days of school for the who school year.

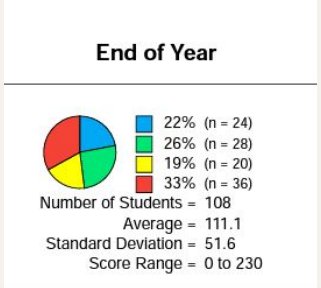
Next Steps

- Weekly updates to families about daily attendance featured in Cub Connection
- Effective weekly team meeting structure
- Check & Connect

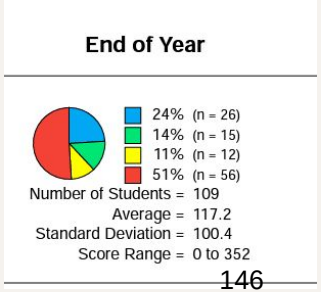
Goal #2: On Time Graduation

In order for the Class of 2034 cohort to meet 90% proficiency, we have to increase the proficiency rate by 50% for students to be on track to graduate.

Kindergarten
21-22



1st Grade
22-23



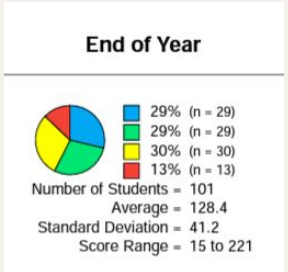
2nd Grade
23-24



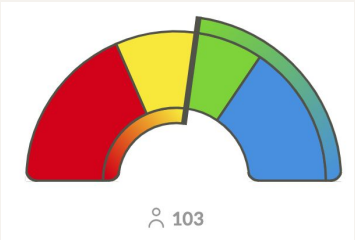
Goal #2: On Time Graduation

In order for the class of 2035 to meet 90% proficiency, we have to increase and maintain proficiency by 32% for students to be on track to graduate.

Kindergarten
22-23



1st Grade Fall
23-24

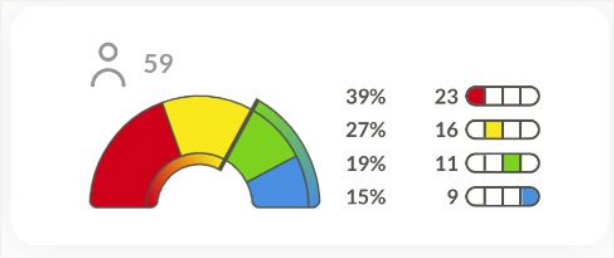


Above Benchmark: 31% or 32 students
Benchmark: 15% or 15 students
Below Benchmark: 17% or 18 students
Well Below Benchmark: 37% or 38 students

Goal #2: On Time Graduation

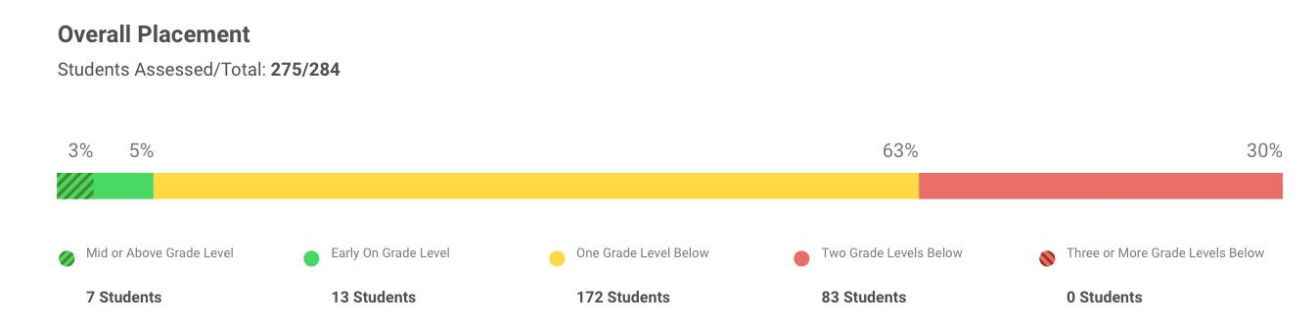
In order for the class of 2036 to meet 90% proficiency, we have to attain and maintain 90% proficiency for students to be on track to graduate.

Fall: we need to move 62% of the students who do not meet in order to have 90% of the graduating class on track to graduate.



Goal #2: On Time Graduation

Other areas of focus: Math



Grade	Overall Grade-Level Placement					Students Assessed/Total
Grade K		3%	2%	95%	0%	0%	59/64
Grade 1		1%	6%	71%	22%	0%	101/105
Grade 2		3%	5%	38%	53%	0%	115/115

Goal #2: On Time Graduation

Other areas of focus: Math



Goal #2: On Time Graduation

Related Area of Focus: Writing

1st Grade 22-23 ELPA	1	2	3	4	5	n/a
Reading	46%	25%	21%	4%	0	4%
Writing	75%	11%	11%	0	0	4%
Listening	25%	0	32%	36%	7%	0
Speaking	32%	29%	4%	7%	4%	7%

Goal #2: On Time Graduation

Related Area of Focus: Writing

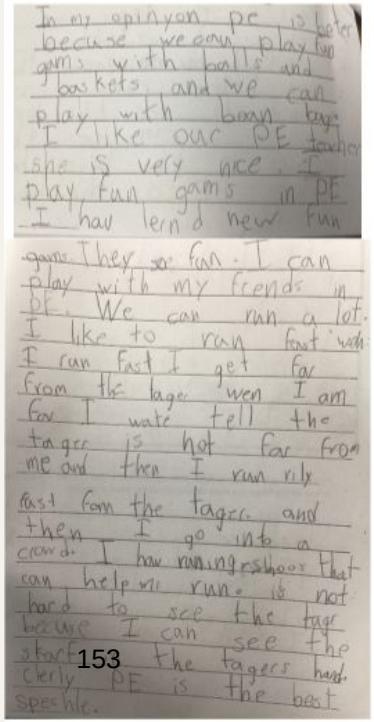
Kindergarten 22-23 ELPA	1	2	3	4	5
Reading	13%	25%	42%	13%	8%
Writing	33%	54%	13%	0	0
Listening	4%	25%	50%	13%	8%
Speaking	17%	21%	38%	8%	17%

Goal #2: On Time Graduation

Other areas of focus: Writing

Level 8 *End of second grade benchmark

__ produces writing with previously studied high frequency words spelled correctly
__ spells words correctly based on previously studied regular spelling patterns
__ may use logical invented spelling for unfamiliar or advanced words.
__ uses a rich and descriptive written vocabulary
__ writes the substance of five or more sentences on a related topic.
__ uses a variety of sentence structure and length
__ uses correct end punctuation and capitalization in simple sentences
__ usually uses advanced print conventions appropriately (quotation marks, commas, apostrophes, exclamation marks, contractons, and possessives), though they may be inconsistent



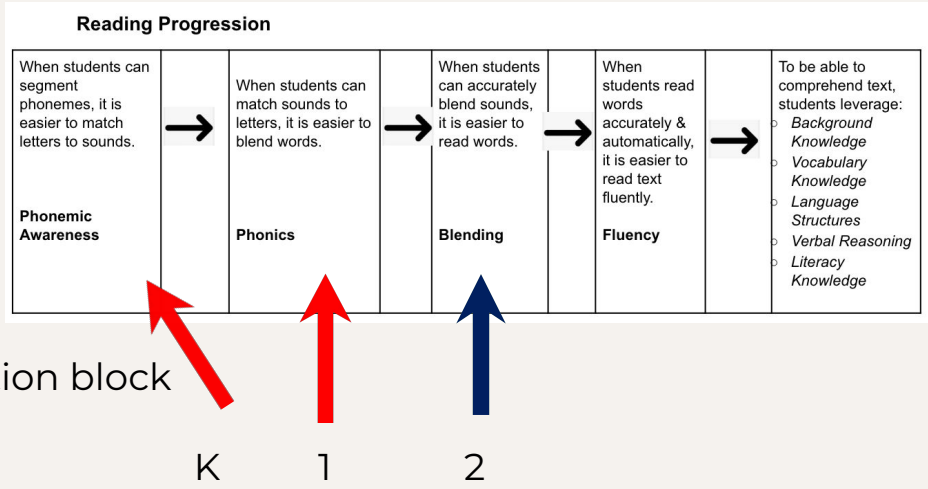
In my opinion PE is better because we can play fun games with balls and baskets and we can play with bean bags. I like our PE teacher she is very nice. I play fun games in PE. I have learned new fun games. They are so fun. I can play with my friends in PE. We can run a lot. I like to run fast. When I run fast I get far from the tagger. When I am far, I wait until the tagger is not far from me and then I run really fast from the tagger and then I go into a crowd. I have running shoes that can help me run. Its not hard to see the tagger because I can see the scarf in the tagger's hand. Clearly PE is the best special.

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Adapted by Yaquina View Elementary 2023

Goal #2: Strategies

Tier 1 - All Students

- Weekly PLC focused on reading
  - Common Formative Assessments
- 100% Meetings (3x per year) for Reading
- Co-planning & Co-Teaching for Writing



Tier 2 - Some Students

- 20% Meetings (2x per year) for reading
- Walk to Read during 30 minute Intervention block

Next Steps

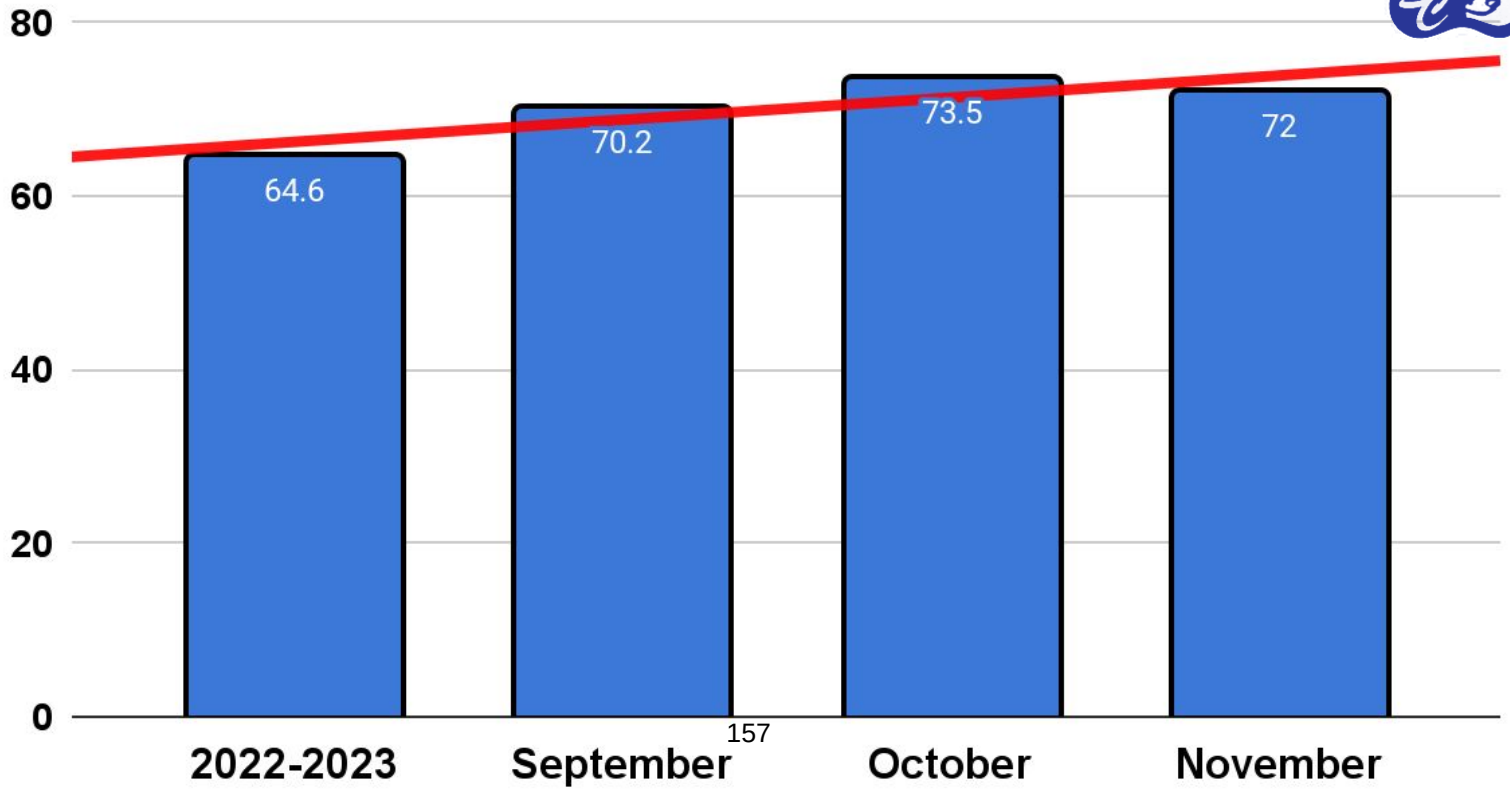
- **Engagement → Focus on all students responding**
- Walk to Read Intervention data to determine instructional effectiveness
- Evaluate our co-planning/co-teaching model
- Adapt and implement writing continuum and rubric
- Focus on Underrepresented populations

Sam Case Elementary

Goal 1: Attendance

For the 2023-2024 school year, the percentage of Regular Attenders for Sam Case Elementary, as measured by the monthly Regular Attender Report, will increase from 64.6% in 2022-2023 to 82.6% to meet LCSD Board Goals.

Goal 1: 2023-2024 Sam Case Attendance



Goal 1 Strategies

Tier 1 - All Students

- Weekly Challenge Assembly: Together, We are Unstoppable!
- Counselor/Grade Level Lessons
- Restorative Practices: Community Circles/Building Community
- Task Force Teams
- Cub Crew: Student Leadership Team
- Parent Letters (Conferences)

Tier 2 - Some Students

- Check in-Check Out (5%)
- Here I Am! (Pilot Program Started on December 4th)
- Weekly Tier Meetings
- Nudge Letters

Next Steps

- Here I Am! Continue Pilot & Evaluate Effectiveness
- Parent Newsletter

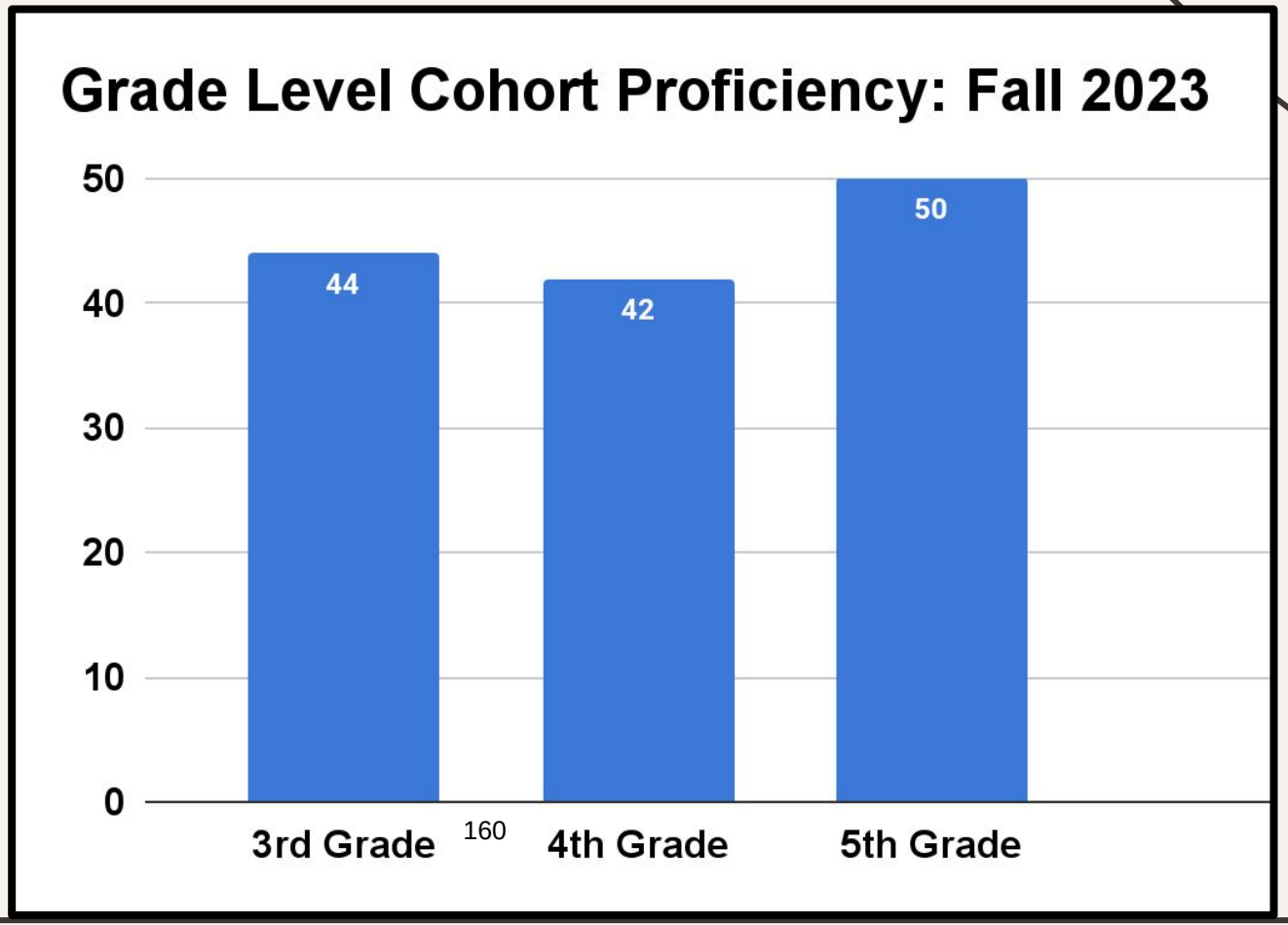
Goal 2: On-Time Graduation

For the 2023-2024 school year, Sam Case will improve the percentage of students reading at grade level proficiency aligned to their grade level cohort goal, as measured by the Acadience Benchmark Assessment.

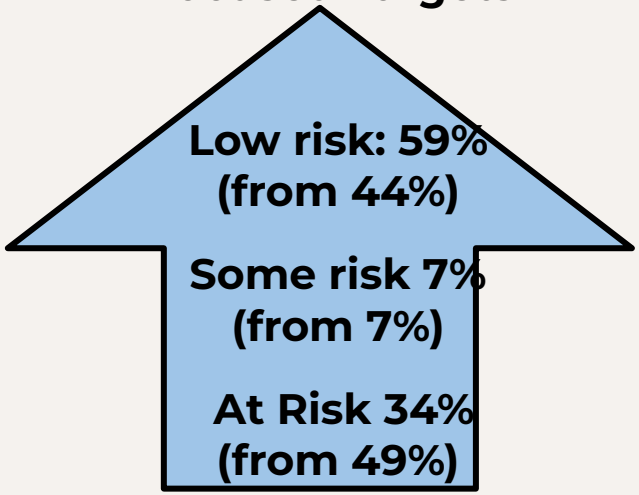


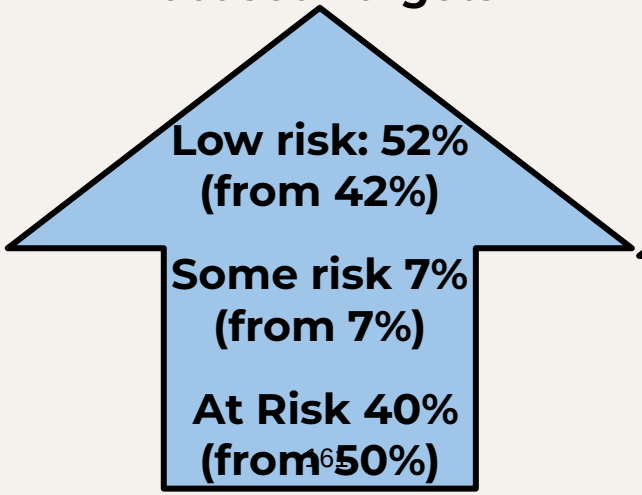


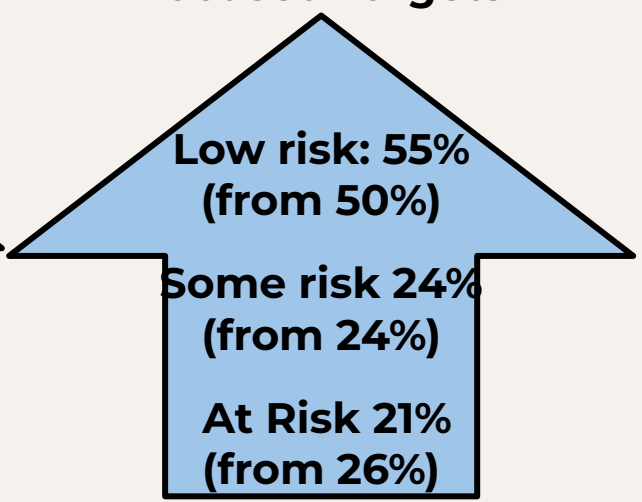



Grade Level Cohort Proficiency: Fall 2023
50
40
30
20
10
0
44
42
50
3rd Grade
4th Grade
5th Grade

Professional Learning Community (PLC) Targeted Goals: Winter Benchmark







Goal 2 Strategies

Tier 1 - All Students

- All 3-5 Grade Staff Trained in Explicit Reading Routines
- Guiding Coalition: PLC Lead Training
- PLC's focused on Reading Growth & Engagement
- AVID Task Force Team: Vertical Teams & Instructional Targets
  - Critical Reading Strategies
  - Rigorous Instruction Analysis: WICOR
- Culture & Climate Task Force Team: PBIS & Restorative Practices

Tier 2 & 3 - Some Students

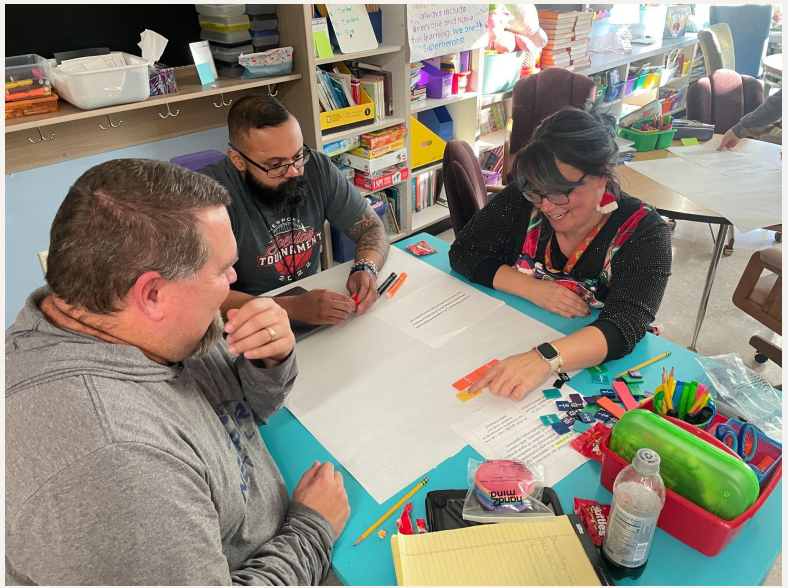
- Title I Interventions Services
- Progress Monitoring
- Tiered Meetings

Next Steps

- AVID Task Force Team: Peer Walkthroughs
- Culture & Climate Task Force Team: Restorative Practice Professional Development

The Key is PLC: 3 Year Cohort

3rd Grade Priority Target: All students well below and below benchmark at the beginning of the year will double their WPM and increase their accuracy by the end of the 2023/2024 school year. Also, the students who are at or above benchmark will maintain or exceed their benchmark status as well as maintain or exceed their accuracy.



Newport Middle School





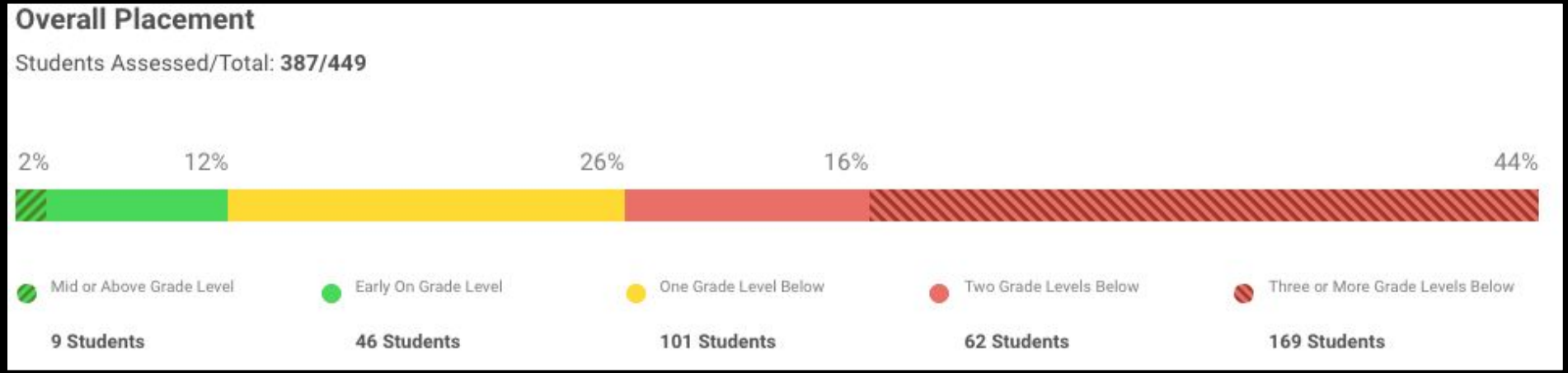
Academic Goal 2023-2024

Student Learning Growth Goal (1)
(Graduation)

All Newport Middle School students will make gains in mathematics. Students at or above grade level will increase by 20% by the end of the school year (June 2024), and those students that are one or more grade level below will decrease by 20% in June 2024.

- ❑ Distinguished: gains of 20-25% and similar decreases of students in (yellow, red and double red).
- ❑ Proficient: gains of 15-19.9% and similar decreases of students in (yellow, red and double red).
- ❑ Basic: gains of 5-14.9% and similar decreases of students in (yellow, red and double red).
- ❑ Unsatisfactory: 0-4.9% gains and similar decreases of students in (yellow, red and double red).

Math (i-Ready) Data- Oct. 2023



Intervention 23.24 (Math)

Tier 2:

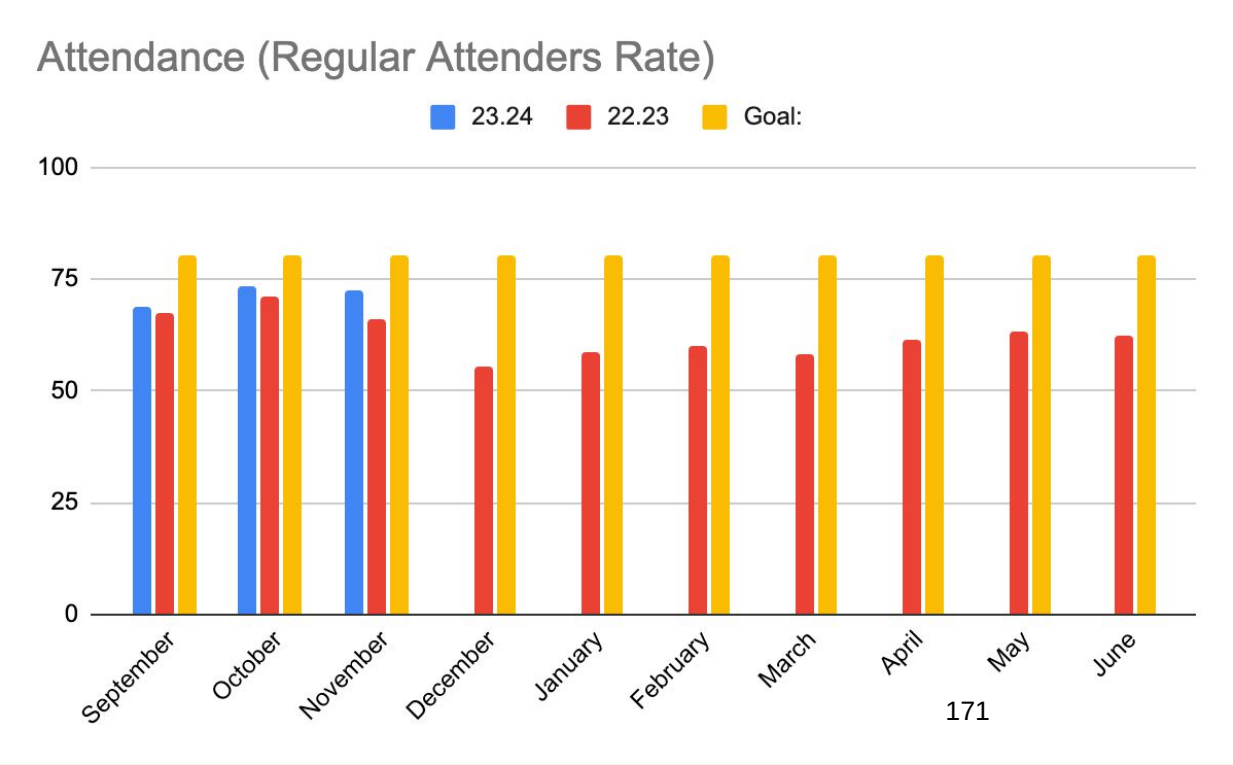
- **Math Support Classes (6 total) (3+ grade levels below)**
- **Check and Connect (Grades)**

Tier 1:

- **MyPath: Homeroom (x2/week)**
- **Math Review (Warm-up/Bell Work)**
- **GVC: Math Curriculum (Go Math)**

Attendance 2023-2024

Attendance 2023-2024



	23.24	22.23	Goal:
September	68.7	67.2	80.2
October	73.6	70.9	80.2
November	72.6	66	80.2
December		55.6	80.2
January		58.6	80.2
February		60.2	80.2
March		58.4	80.2
April		61.4	80.2
May		63.2	80.2
June		62.4	80.2

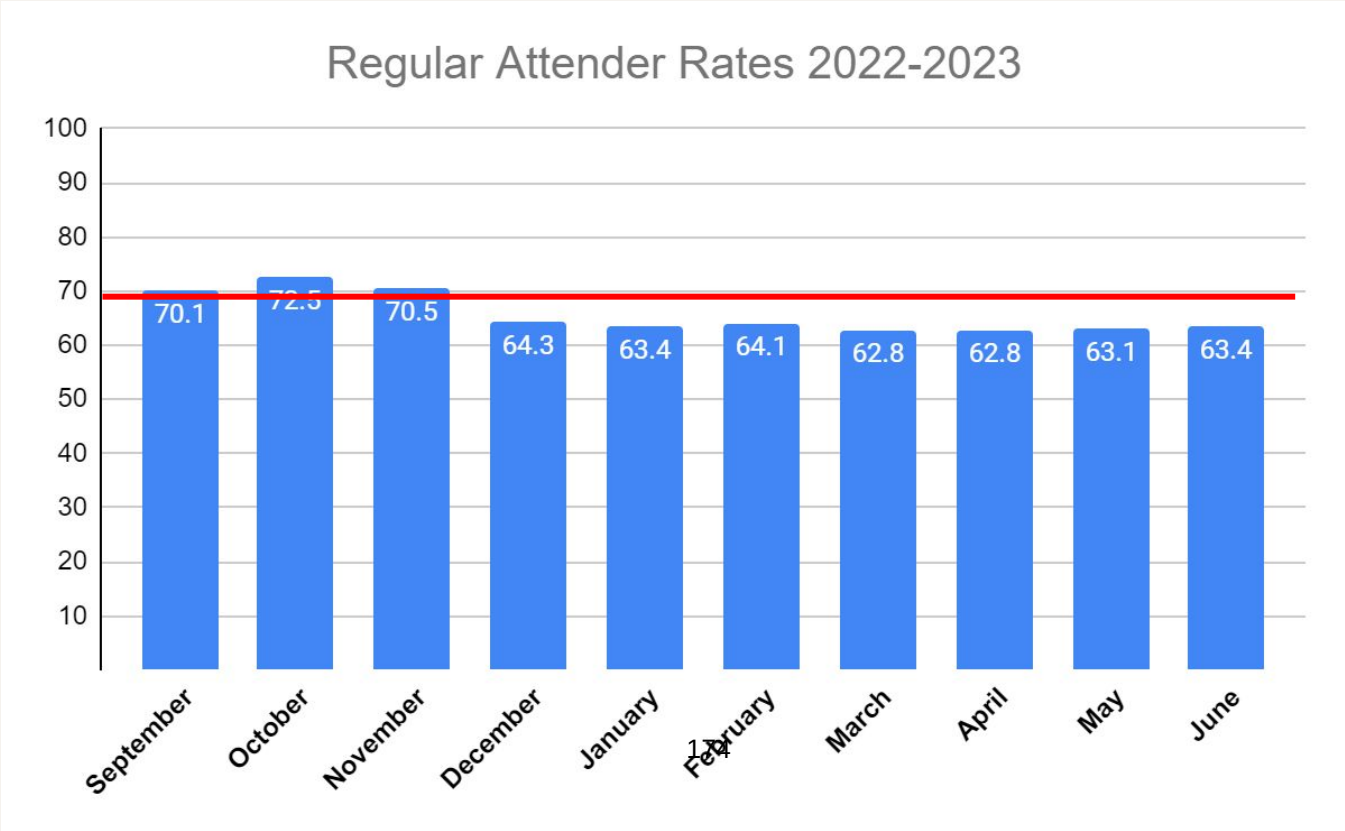
Newport High School



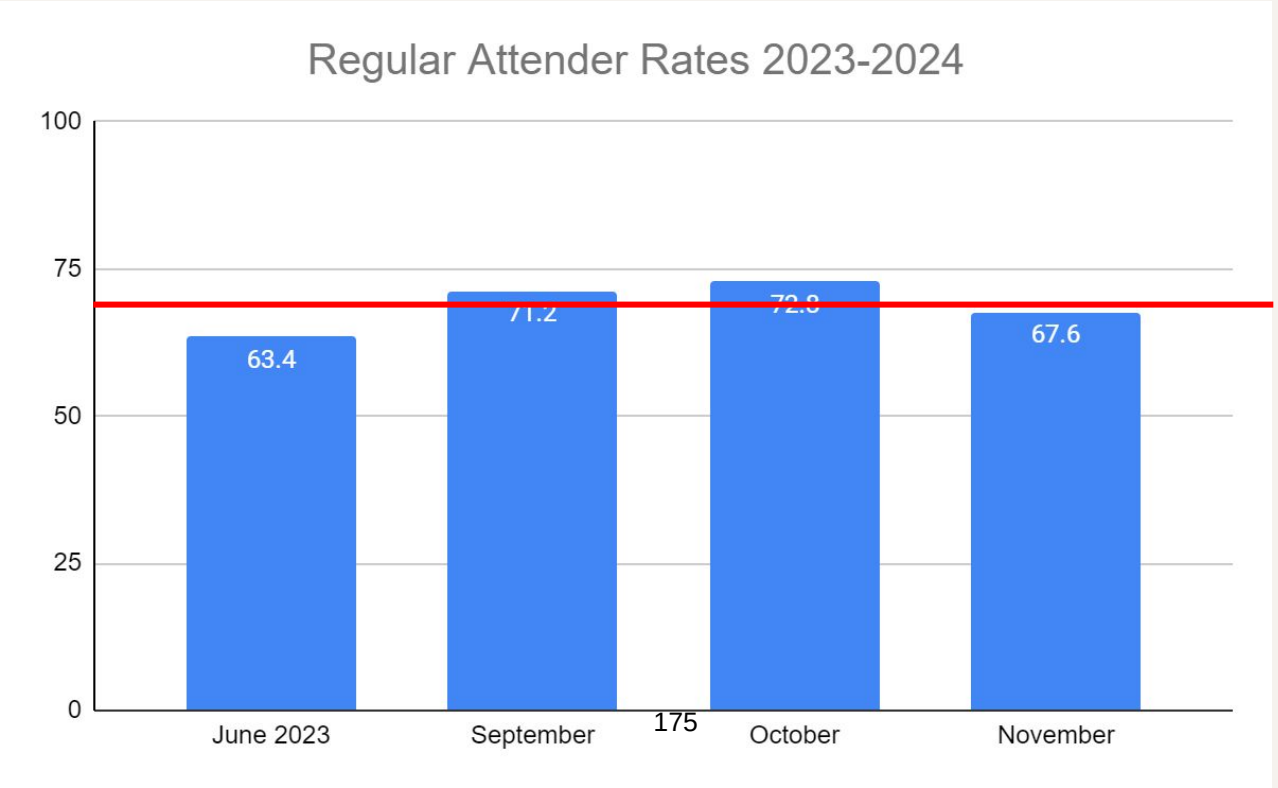
Goal 1: Attendance

For the 2023-2024 school year, the percentage of Regular Attenders for Newport High School as measured by the monthly Regular Attender Report will increase from 63% in 2022-2023 to 69% to meet LCSD Board Goals.

Goal 1: Attendance 2022-2023 School Year



Goal 1: Attendance 2023 - 2024 School Year



Goal 1 Strategies

Tier 1 - All Students

- Homeroom Lessons
- Homeroom Challenges
- Parent Letters

Tier 2 - Some Students

- Daily Reminds
- Check and Connect
- Pledge to Attend
- Weekly Tier Meetings

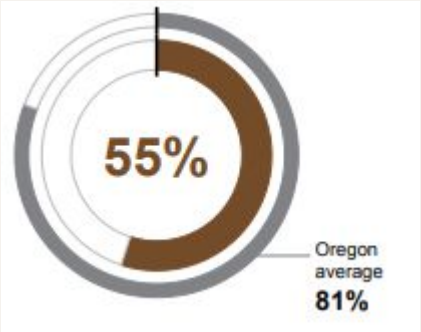
Next Steps

- Touchless Attendance System
- Attendance Requirements for Extracurricular
- Digital Hall Pass

Goal 2: On-Time Graduation

For the 2023-2024 school year, the percentage of On-Time Graduation Students for Newport High School as measured by the ODE Report Card will increase from 85% in 2022-2023 to 88% to meet LCSD Board Goals.

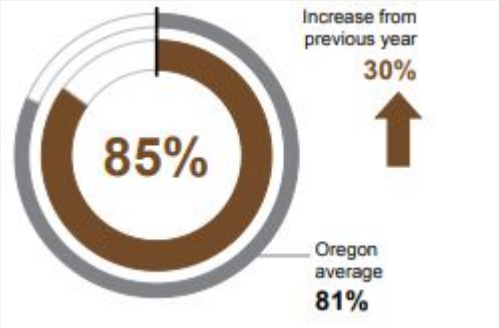
Goal 2: On-Time Graduation
2021-2022 School Report Card Data



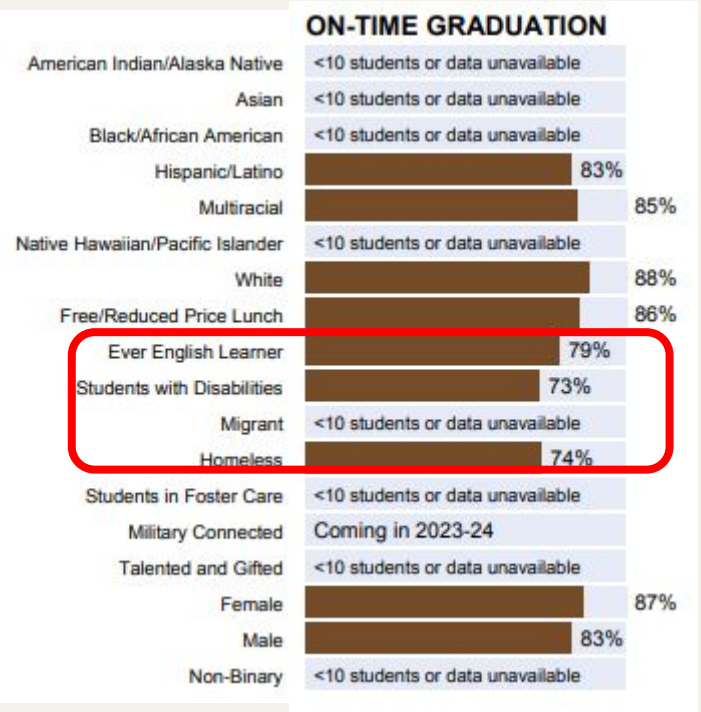
Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	Math Achievement	Regular Attenders	On Track to ELP	9th Grade On-Track	Four-Year Cohort	Five-Year Completers
All Students	Not Identified	Level 2	Level 1	Level 2	Level 2	Level 4	Level 2	Level 3
Economically Disadvantaged	Not Identified	Level 2	Level 1	Level 2		Level 4	Level 2	Level 3
English Learners	Targeted	Level 1	Level 1	Level 1	Level 2	Level 2	Level 1	Level 2*
Students with Disabilities	Targeted	Level 2*	Level 1	Level 2		Level 3	Level 1	Level 1

Goal 2: On-Time Graduation
2022-2023 School Report Card Data



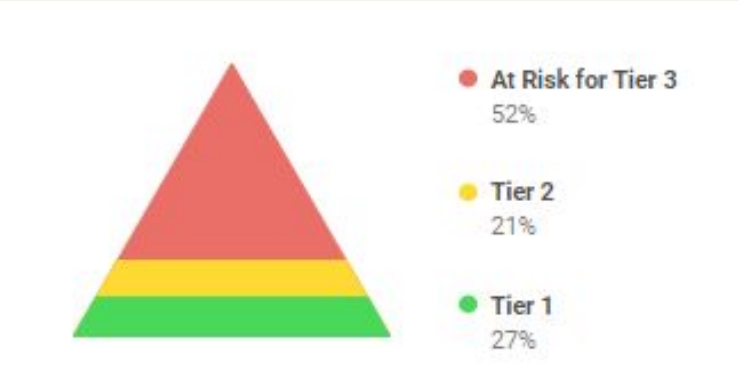
English Learners	Targeted	Level 1	Level 1	Level 1	Level 2	Level 4 ↑	Level 1	Level 1 ↓
Students with Disabilities	Not Identified	Not Rated	Not Rated	Level 2		Level 5 ↑	Level 1	Level 1



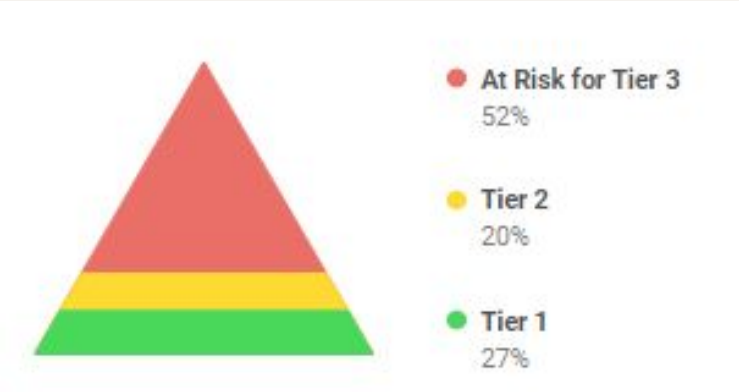
Goal 2: On-Time Graduation

iReady Fall Assessment

Current Year - All Students



2022-2023 - All Students



Goal 2 Strategies

Tier 1 - All Students

- PLC's focused on QSSSA
- Peer Walkthroughs
- Homeroom Lessons
- Restorative Practice Training - All Staff

Tier 2 - Some Students

- Intervention using iReady MyPath
- Angel Torres, ELD Graduation Coach (TSI Funded)
- Wednesday Tutoring
- Sped I & II additional Time (TSI Funded)

Next Steps

- Expand Intervention
- Semester 2 Study Skills Class

Thank you!

December 12, 2023

North Area
Board Report Jan 2024







OCEANLAKE ELEMENTARY



Oceanlake Elementary Goal



LCSD CIP Goal:
Goal #1: Graduation Rate

OLES Goal:
By end of May 2024, K-2 students at or above grade level reading proficiency will increase on average by 20%, moving from 36.6% to 56.6%. This will be measured by the Acadience Screener and Reading Benchmark Assessments.

Strategies:
- Focused Teacher Professional development - Science of Reading
- Intentional professional Learning Communities and goals
- Teacher Feedback and Coaching

Oceanlake Acadience Reading Composite Scores

(upcoming assessment Jan 22nd)

	Fall 2022	Spring 2023	Fall 2023	Winter 2024	Spring 2024
K	28%	N/A	37%		
1st	25%	46% (end of k scores)	32%		
2nd	41%	30% (end of 1st scores)	41%		

Oceanlake

Teacher Professional Development:

- Instructional (reading & math):
  - Reading
    - ECRI (Enhanced Core Reading Instruction
    - ODE Literacy Framework: Science of Reading
    - ORTIi (Oregon Response to Instruction & Intervention) Cadre
  - Language Acquisition / Multilingual learners
  - Math:
    - Productive Struggle & problem solving
    - Manipulatives Workshop

Oceanlake Cont…

- **Reading Curriculum:**
  - Enhanced Core Reading instruction (explicit instructional routines)
    - Phonics
    - Phonemic Awareness
    - Vocabulary
    - Comprehension
    - Fluency
- **AVID:**
  - Critical Reading Process
  - Graphic Organizers
  - Interactive Notebooks (2nd grade)
- **Technology:**
  - iReady myPath for math instruction (goal is 45 minutes a week)

OCEANLAKE
Changes and updates this year so far…

- Installed new play structure near the Pre K classrooms for Kindergarten
- Art Outreach with Lincoln City Cultural Center is going well!



NORTH AREA
TAFT ELEMENTARY



Taft Elementary: Current State & Goal

LCSD CIP Goal:
Goal #1: Graduation Rate

TAES Goal:
By May 2024, all students in grades 3-6 at Taft Elementary will increase reading proficiency to average 75%, as measured by the RfR Benchmark Assessments.

Measure:

- Acadiance
- Reading Benchmark
- iReady Math Diagnostic

Strategies:

- Focused Professional development
- Intentional PLC
- Purposeful teacher collaboration

Acadiance Reading
(Composite Score by cohort)

	Fall 2022	Spring 2023	Fall 2023	Winter 2024	Spring 2024
Class of 2033	43%	40%	48%		
Class of 2032	28%	37%	33%		
Class of 2031	45%	41%	47%		
Class of 2030	37%	36%	62%		

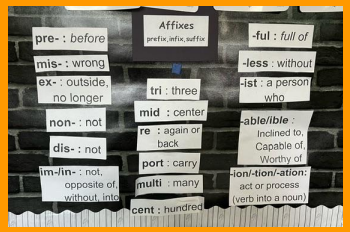
Reading Growth Statistics
(Since Nov. 27, 2023)

37	Transitioned to a higher reading intervention group or graduated to the next reading level (ie from strategic to approaching)
12	Title Accelerated growth completed an intervention book
9	Currently progressing in Title at accelerated rate

Taft Ele: Explicit Instruction

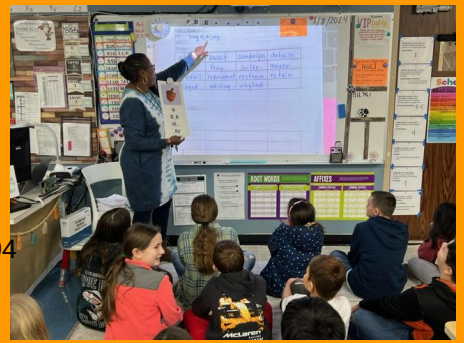
- **Teacher Professional Development:**
  - Day 1 & 2 Explicit Reading Instruction - Fall
  - Day 3- Nov. and Feb
- **Explicit Reading Instruction:**
  - All grades dedicate 20 minutes
  - Phonics (inc. affixes)
  - Syllabication
  - Vocabulary







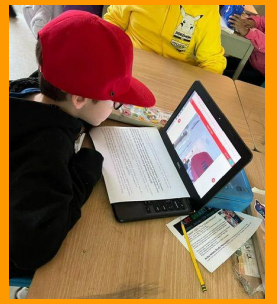


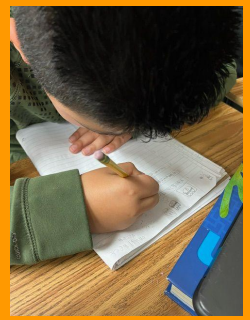




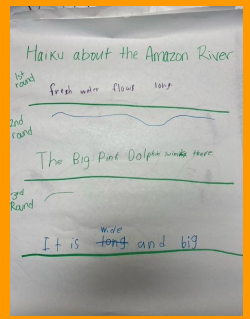
Taft Ele: Embedded Skills

- **Reading Curriculum:**
  - Syllabication around vocabulary words
  - Decodable incorporation
  - Reading Log “word search” spelling patterns within text
- **AVID:**
  - INB- categorizing spelling patterns, documenting definition and word examples and application
  - Critical Reading: mark the text- decodables, spelling patterns in text
  - Frayer Models
- **Technology:**
  - Fluency practice with Seesaw of decodable
  - Chat GPT to create new passages to include spelling focus
- **Language Acquisition:**
  - Haikus of ecosystems

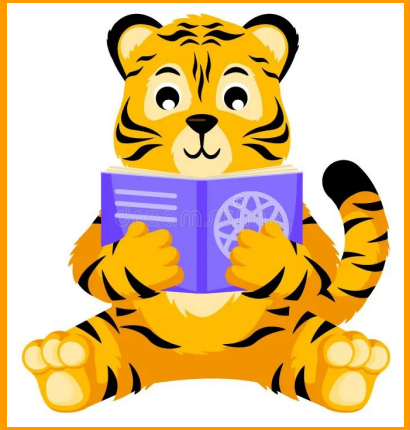








Taft Ele: Literacy Focused Next Steps



- **Teacher Professional Development:**
  - **Reading:** Day 3- Explicit Reading Instruction for upper elementary students around vocabulary and comprehension
  - **AVID:** Rigorous Instruction and Focused Note Taking with peer observations (Feb. 15)
  - **Language:** "7 Steps to a Language Rich Classroom" (Feb. 12)
- **Family Engagement:**
  - **Author's Tea Family Night** and Published Author and Taft Grad as Student Guest Speaker (Feb. 8)
  - **Family Literacy Night:** Supporting Struggling Readers at Home (Feb. 22)

Taft 7-12

We model passionate learning in a safe and respectful environment, empowering students to be resilient and prepared for future opportunities in a global society.

Board, District & Building Goal:

Graduation Rate:
For the 2023-2024 school year, the percentage of On-Time Graduation Students for as measured by the ODE Report Card will increase from 93% in 2022-2023 to 95% or maintain 90%+ to meet LCSD Board Goals.

Taft Goal: Reading across all grade levels…

Taft will increase the number of students on grade level by 21% going from 29% of students on grade level to 50% as measured by iReady Diagnostic Assessment.

iReady Reading



2021-2022:

- 32% On grade level
- 23% One grade level Below

2022-2023:

- 29% On grade level
- 22% One grade level Below

2023-2024:

- Goal - 50% on grade level

Teacher Growth

Teacher Professional Development:

AVID:

- Increase teachers knowledge of instructional strategies (WICOR) with a monthly newsletter and a focus on instructional strategies.
- Implementation of Interactive Notebooks

DANIELSON:

Focus - Domain 3: Instruction

- Embedded Formative Assessments in every classroom

ELD

- Language Acquisition - “I Don’t Know”, Language Objectives, & QSSSA Strategy

Action Plan

Middle School Success: (7th & 8th Grade)
Tuesday/Thursday - iReady MyPath

High School Success: (9th Grade)
Wednesday - iReady MyPath

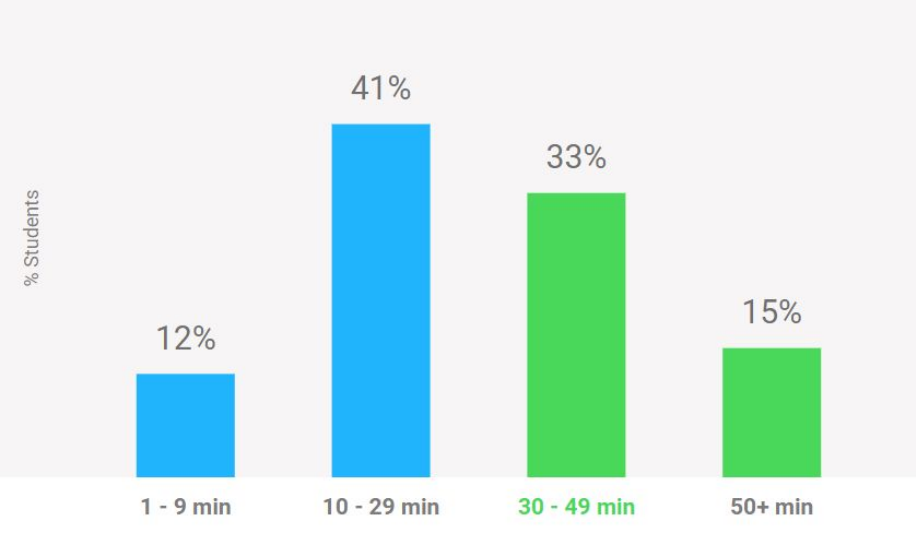
Sophomore Success: (10th Grade Second Semester)
Reading Focus

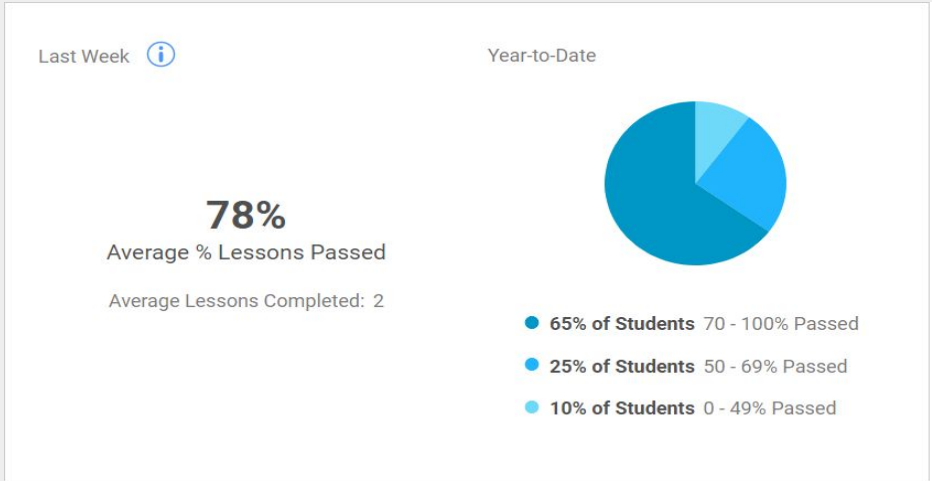
All Grades
Identified Reading Strategy determined with Gradeband

MyPath Progress

	Average Lesson Time-on-Task per Student	Students Using Instruction	Average % Lessons Passed	0-49%	50-69%	70-100%	Students Completing Lessons
Grade 7	6h 54m	113/122	73%	13%	30%	56%	112/122
Grade 8	3h 59m	130/141	80%	7%	23%	70%	122/141
Grade 9	2h 53m	82/109	74%	12%	24%	64%	76/109
Grade 10	29m	30/115	96%	0%	0%	100%	10/115
Grade 11	1h 1m	4/115	100%	0%	0%	100%	1/115

Last Week...iReady Reading





Students Using Instruction/Total (Last Week): **243/710**

Students Completing Lessons/Total (YTD): **321/710**



Next Steps...

Winter Assessment:

- School wide Assessment Day - Build Confidence and importance of Diagnostic Data with the students. Taft will be having a school-wide Reading diagnostic day.

Data Protocol with PLC:

- Teachers will analyze data and determine reading strategy focus for February, & March
- HS/MS Success: Designated iReady placement for support

Sophomore Success:

- Populate course with Selected Tier 2 Students

Questions...



East Area

Toledo Elementary

Toledo Jr/Sr High School

Compass School

Compass 6-12 Online School MARINERS

ENGAGE & ELEVATE

TOLEDO JR/SR HIGH

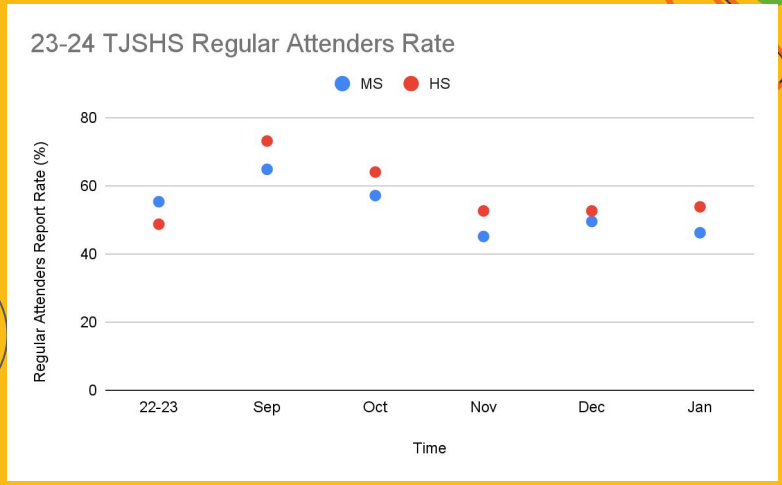
Toledo Jr/Sr High School

Vision for Student Learning/Experience

At TJSHS, the classroom is an emotionally secure space where students hear and include each other, practice empathy, value diversity, and promote respect. Students take ownership over their education and intentionally pursue growth with equitable access to interactive, collaborative, and inquiry-based learning.

Toledo Jr/Sr High School

Our goal is to increase our rate of Regular Attenders by 5% by the end of the school year.



Right now, our HS program is meeting our goal, but our MS program is not.

Goal 2	**Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.**

Action Steps

- Activity Eligibility
- Tier I on Expectations: Reteach @ start of 2nd Semester for 7th-10th
- Attendance lessons in Homeroom
- Rewards: GPA (party), attendance (raffles), behavior (longer lunch)
- Synergy Support- report making for attendance competitions (rewards coming this Friday)
- Attendance Punch Card for MS students
- HS Mentor MS Students- Tier II
- PD for staff on importance of accurate attendance (2/1 date)

Fun Things @ TJSHS

SITE Council

Hosting District Wrestling

GEAR UP & ASPIRE

Peer:Peer Observation Cycle

Rotary Student of the Month

BeyBlades Club

CARE Assemblies

Ron from Siletz- Friday's

Lions Club Peace Poster Contest

Staff Culture- cooking competitions



Fun Things @ TJSHS

COLLEGE FIELD TRIPS

Oregon Coast Community College (Seniors)
Lane Community College (Sophomores)
Lane Community College CTE Career Day (Juniors & Seniors)
Linn-Benton Community College (Juniors)
Linn-Benton Community College Healthcare Occupations Center (Juniors & Seniors)
Western Oregon University (7th grade)
University of Oregon (8th grade, to come February 9)
Oregon State University (9th grade, to come March 12)
African American Youth Leadership Conference at OSU (to come March 12)

VOCATIONAL/TRADES FIELD TRIPS

Phagans Cosmetology College (High School)
PNW Carpenters Institute (Juniors & Seniors)



EVENTS

GEAR UP Week
College Application Week
Paying for College Night
FAFSA Completion Workshop (to come February 15)
College Exploration Week (to come February 26-March 1)

COLLEGE REP VISITS

University of Oregon rep visit
University of Oregon Duck Express application workshop
Southern Oregon University
Western Oregon University (did instant admissions)
Portland State University
Pacific Northwest College of Art (to come February 5)
Central Oregon Community College (to come February 23)

Compass Online

Compass Online

Our goal is to increase our rate of Regular Attenders by 5% by the end of the school year.

Currently: 44% of our students are regular attenders since coming to Compass. Overall district attendance is at 27.5%

Currently:
Our students have a 78% attendance rate.

Goal 2

214

Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.

Action Steps

New transfer paperwork - just like all other schools in our district to help students be as successful as possible.

Celebrations

We started the year with: 66 Students
6th Graders - 4 now at 6
7th Graders - 6 now at 13
8th Graders - 11 now at 25
9th Graders - 3 now at 13
10th Graders - 11 now at 20
11th Graders - 15 now at 24
12/12+ Graders - 16 now at 26
Current Enrollment: 127 Students

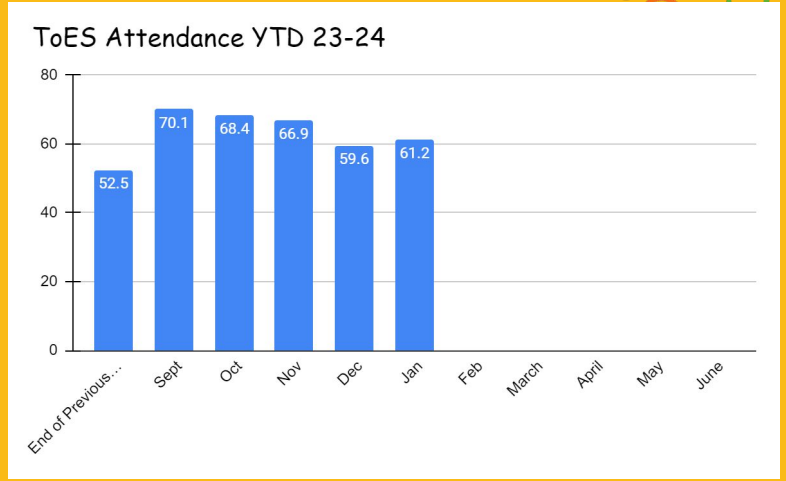
Seniors
4 students have completed so far
16/20 are on track to graduate - 80%
3 seniors, 2 juniors going for GED



Toledo Elementary School

Toledo Elementary School

Our goal is to increase our rate of Regular Attenders by 5% by the end of the school year.



Right now, 61.2% of our students are regular attenders.

Goal 2	**Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.**

Action Steps

- Personal phone calls
- Attendance reminders on the daily announcements
- TAPP - Tribal Attendance Promising Practices
- Tier II - Attendance small groups and punch cards
- Classrooms tracking attendance on a graph for perfectish attendance
- Synergy support - Remind messages

Fun Things @ ToES

SITE Council

Sitka Art Lessons for all classes

Monthly Assemblies with student Awards

Reading Buddies

Sensory spots in the building

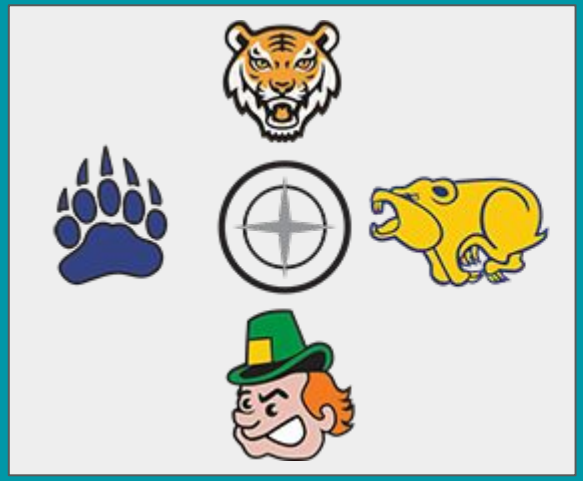
Makerspace in the library

6th grade Newsletter

Love of Reading Night



Questions...



7.b. Student Report

7.c. Financial Report

7.c.1. January Board Financial Report

General Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2023-24
Year To Date Transactions as of January 31, 2024

	Period 1 Actual July '23	Period 2 Actual Aug '23	Period 3 Actual Sept '23	Period 4 Actual Oct '23	Period 5 Actual Nov '23	Period 6 Actual Dec '23	Period 7 Actual Jan '24	Period 8 Projected Feb '24	Period 9 Projected March '24	Period 10 Projected April '24	Period 11 Projected May '24	Period 12 Projected June '24	Period 13 Projected July '24	Projected 2023-24 Totals		Adopted 2023-24 BUDGET	Year-To-Date 2023-24 Actuals	YTD Diff Budget vs. Projected	% of Budget
R E V E N U E S																			
LOCAL SOURCES:																			
Current year's levy		267			36,739,329	2,882,454	663,036	280,699	1,026,342	155,045	175,196	1,088,227	368,690	43,379,284	*	41,878,114	40,285,085	1,501,170	96%
Prior years' taxes		168,049	150,279	81,596	53,737	115,026	55,707	37,035	96,375	(36,429)	37,656	78,170	53,189	890,390	*	805,000	624,394	85,390	78%
Interest on Investments	73,925	79,375	66,752	55,673	91,554	213,264	183,587	45,656	47,193	31,260	37,640	34,650	15,697	976,226		400,000	764,130	576,226	191%
Fees Charged to Grants		2,702	39	9,974	9,447	1,143	14,734	42,779	50,703	65,496	29,382	132,169	74,394	432,961		550,000	38,038	(117,039)	7%
Rentals										1,446		1,221	217	2,884		10,000	-	(7,116)	0%
Contributions				591										591		0	591	591	#DIV/0!
Other Local Income	17,819	623	6,990	28,673	58,512	156,717	16,673	84,838	99,286	104,760	146,035	120,339	258,489	1,099,754		1,334,218	286,007	(234,464)	21%
INTERMEDIATE SOURCES:																	-		
ESD - Severe Disab Support						38,235	-	26,757		30,290	24,765	27,112		147,159		195,000	38,235	(47,841)	20%
County School Fund					5,409			37,116			67,541	24,411	19,439	153,916	*	300,000	5,409	(146,084)	2%
Other, Hvy Eq Rent Tax, etc		65	1,192		92									1,348			1,348	1,348	#DIV/0!
STATE SOURCES:																	-		
SSF- Current Year	3,958,011	1,977,818	1,977,818	1,977,818	1,977,818	1,977,818	1,933,139	1,871,971	1,846,971	1,871,971	1,871,971			23,243,124		23,130,549	15,780,240	112,575	68%
SSF- Prior Year														0			-	-	#DIV/0!
Common School Fund							-	282,660	122,344					405,004	*	701,538	-	(296,534)	0%
State Timber					8,796			63,425			115,728			187,950	*	500,000	8,796	(312,050)	2%
Unrstd Grants, HCD, Wildfire				1,525,352										1,525,352		910,136	1,525,352	615,216	168%
FEDERAL SOURCES:																	-		
Federal Forest Fees														0			-	-	#DIV/0!
Foster Care Transp Reimb									32,627			41,373		74,000		74,000	-	-	0%
OTHER RESOURCES:																	-		
Interfund Transfer														0		10	-	(10)	0%
Sale of Assets/Ins Proceeds														0			-	-	#DIV/0!
Beginning Fund Balance	16,037,138													16,037,138		14,115,000	16,037,138	1,922,138	114%
Total Monthly Revenues	**20,086,893**	**2,228,899**	**2,203,069**	**3,679,677**	**38,944,693**	**5,384,657**	**2,866,876**	**2,772,937**	**3,321,841**	**2,223,839**	**2,505,913**	**1,547,672**	**790,115**	**88,557,081**		**84,903,565**	**75,394,763**	**3,653,516**	**89%**
CUMULATIVE RESOURCES	**20,086,893**	**22,315,791**	**24,518,860**	**28,198,538**	**67,143,230**	**72,527,887**	**75,394,763**	**78,167,700**	**81,489,541**	**83,713,381**	**86,219,294**	**87,766,965**	**88,557,081**						
E X P E N D I T U R E S																			
Salaries (100)	602,384	792,888	2,630,859	2,655,067	2,821,310	2,672,906	2,602,285	2,777,926	2,704,446	2,661,276	2,791,877	6,671,306	0	32,384,532		31,281,886	14,777,701	1,102,646	47%
Employee benefits (200)	268,030	357,840	1,341,922	1,366,953	1,372,110	1,348,599	1,334,564	1,546,102	1,558,337	1,544,364	1,582,180	3,992,534	10,183	17,623,719		18,374,837	7,390,018	(751,118)	40%
Purchased services (300)	984,252	996,968	986,922	1,117,151	928,422	2,247,048	1,472,675	1,443,887	1,480,163	1,465,968	1,686,889	1,504,830	369,843	16,685,017		18,356,147	8,733,438	(1,671,130)	48%
Supplies (400)	97,690	185,678	215,890	172,562	181,208	149,932	84,123	141,805	138,828	195,198	302,785	353,263	219,521	2,438,481		2,750,414	1,087,082	(311,933)	40%
Capital outlay (500)	11,704				7,713			5,191	12,755	8,308	10,808	500	20,887	77,866		143,000	19,417	(65,134)	14%
Insurance/Other (600)	818,473	85,776	34,880	17,341	26,610	7,503	12,383	8,495	5,678	9,394	36,275	12,758	13,956	1,089,521		1,002,281	1,002,966	87,240	100%
Interfund Transfers (700)								4,305,000						4,305,000		4,305,000	-	-	0%
Contingency (800)														0		3,750,000	-		0%
Unappropriated Funds (800)														0		4,940,000	-		0%
Total Monthly Expenditures	**2,782,533**	**2,419,150**	**5,210,473**	**5,329,074**	**5,337,373**	**6,425,987**	**5,506,030**	**10,228,407**	**5,900,206**	**5,884,507**	**6,410,814**	**12,535,191**	**634,389**	**74,604,136**		**84,903,565**	**33,010,622**	**(1,609,429)**	**39%**
CUMULATIVE EXPENDITURES	**2,782,533**	**5,201,684**	**10,412,157**	**15,741,231**	**21,078,604**	**27,504,591**	**33,010,622**	**43,239,029**	**49,139,234**	**55,023,742**	**61,434,555**	**73,969,747**	**74,604,136**						
Month-end Fund Balance	**17,304,360**	**17,114,108**	**14,106,704**	**12,457,307**	**46,064,626**	**45,023,296**	**42,384,142**	**34,928,671**	**32,350,307**	**28,689,639**	**24,784,739**	**13,797,219**	**13,952,945**	**13,952,945**				**42,384,142**	

Revenue Assumptions:

Projection amounts based on Adopted Budget and avg % received during same time period over past 8 years

Beginning Fund Balance is estimated as of 9-7-23 & subject to change. It represents the bulk of current Excess Ending Fund Balance.

June ADM is final at 5,072.2, it has been adjusted down from 5,086.2

Local Revenue no longer includes Federal Forest Fees per OR legislation.

Updated BFB to Audited

Updated to reflect remaining total per 12/19/23 SSF Estimate

*** Local Revenue - Projected**	**45,016,545**	
Local Revenue included in 12/19/23 SSF Estimate	44,176,519	
Estimated 2023/24 SSF Adjustment (May 2025)	**(840,026)**	Depends on Actual Local Revenue at Yr End
Anticipated Ending Fund Balance	**13,112,919**	
Less Unappropriated Ending Fund Balance (7% Required) & Contingency	(8,690,000)	
Excess Ending Fund Balance	**4,422,919**	Includes Approx $1,000,000 Building Carrover

Expenditure Assumptions:

Projection amounts based on Adopted Budget and avg % expended during same time period over past 8 years

Monthly ADM - Prior Years

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
5,489.2	5,523.3	5,567.9	4,892.4	5,163.5	5,095.5
5,487.6	5,549.3	5,586.5	4,945.8	5,189.8	5,111.6
5,477.9	5,541.6	5,596.7	4,968.0	5,191.8	5,109.0
5,480.6	5,538.8	5,585.9	5,089.1	5,192.9	5,098.5
5,480.8	5,512.2	5,577.6	5,054.0	5,184.1	5,095.4
5,470.6	5,491.0	**5,569.1**	5,052.3	5,180.8	5,103.0
5,438.7	5,476.0	COVID-19	5,048.6	5,170.4	5,101.0
5,411.8	5,447.3	ADM Frozen	5,048.6	5,167.2	5,097.6
5,378.6	5,401.7	2nd Qtr (Dec)	5,049.0	5,157.0	5,093.8
5,332.9	5,482.5		5,090.2	5,122.6	5,007.0
5,443.2	5,482.5		5090.2	5122.6	5072.2

Monthly ADMr Comparison	Monthly ADM 2023-24	YTD ADM 2023-24
September	4,959.1	4,959.1
October	4,984.2	4,988.3
November	4,974.9	4,976.6
December	4,961.0	4,972.2
January	4,945.4	4,962.6
February		
March		
April		
May		
June		
June YTD		

Lincoln County School District
2023-24 Monthly Comparison - General Fund Projected to Actual
January 2024

REVENUES	Projected**	Actual	Actual Compared to Projected		Comments
LOCAL SOURCES:					
Current year's levy	515,075	663,036	147,960	*	
Prior years' taxes	34,262	55,707	21,445	*	
Interest on Investments	53,169	183,587	130,418		Rates Increased
Fees Charged to Grants	46,956	14,734	(32,222)		
Rentals	1,446		(1,446)		
Contributions			-		
Other Local Income	106,493	16,673	(89,820)		
INTERMEDIATE SOURCES:					
ESD - Severe Disability Support	37,826		(37,826)		
County School Fund			-	*	
Other, Hvy Eq Rent Tax, etc			-		
STATE SOURCES:					
SSF- Current Year	1,871,971	1,933,139	61,168	*	
SSF- Prior Year			-	*	
Common School Fund	141,491		(141,491)	*	
State Timber			-	*	
Unrestricted Grants			-	*	
FEDERAL SOURCES:					
Federal Forest Fees			-		No longer Local Revenue
Foster Care Transport Reimb			-		
OTHER RESOURCES:					
Interfund Transfer			-		
Sale of Assets/Ins Proceeds			-		
Beginning Fund Balance					
Total Monthly Revenue	**2,808,689**	**2,866,876**	**58,186**		
EXPENDITURES					
Salaries (100)	2,681,388	2,602,285	(79,103)		
Employee benefits (200)	1,516,758	1,334,370	(182,388)		
Purchased services (300)	1,431,826	1,475,365	43,539		
Supplies (400)	149,530	84,123	(65,407)		
Capital outlay (500)			-		
Insurance/Other (600)	10,391	12,383	1,993		
Interfund Transfers (700)	4,305,000		(4,305,000)		Requested for Feb
Contingency (800)					
Unappropriated Funds (800)					
Total Monthly Expenditures	**10,094,893**	**5,508,526**	**(4,586,367)**		

*Indicates SSF formula revenue -- excesses are returned to the State

** Projections based on budget and average % received/expended during same time period over past 8 years

Lincoln County School District
2023-24 General Fund - Purchased Services Monthly Comparison
January 2024

		July	Aug	Sept		Oct	Nov		Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs	D	8,780	10,351	12,120	D	31,714	16,350	E	132,553	51,883						263,750
Cleaning Services			343,923	18,300	B	361,981	180,991		181,290	183,636						1,270,121
Repairs & Maint		5,104	48,291	18,620		9,196	30,808		25,620	27,458						165,097
Rentals		602	13,860	13,900		24,880	8		2,193							55,443
Utilities		7,603	37,963	97,251		117,301	127,555		147,492	185,786						720,950
Transportation		778	6,319	298,354	C	51,512	39,409	C	1,225,517	468,409						2,090,297
Travel		1,405	10,739	5,712		7,615	18,705		10,378	3,154						57,709
Telephone			8,000	8,761		9,106	9,390		9,487	9,469						54,213
Postage		559	1,893	3,555		2,290	2,602		3,538	3,119						17,556
Advertising			70	150			197									417
Printing & Binding			9,813	16,867		10,988	5,831		15,131	7,137						65,767
Data Lines			60	177		177	177		157	127						875
Charter School Pmts		914,194	457,783	457,783		457,783	457,783		457,783	457,783						3,660,892
Tuition			28,396	28,396		27,480	28,396		27,480	28,396						168,544
Audit Services										25,225						25,225
Legal Services				917		1,485			887							3,289
Architect/Engr Svcs				2,620			855		360	490						4,325
Neg/Labor Consltg																-
Managemnt Svcs																-
Data/Tech Svcs			3,000	1,500			6,000		1,500	18,865						30,865
Election Services						23										23
Other Gen Prof Svcs	D	45,228	16,508	1,940		3,620	3,366		5,682	4,429						80,772
Total		**984,252**	**996,968**	**986,922**		**1,117,151**	**928,422**		**2,247,048**	**1,475,365**	**-**	**-**	**-**	**-**	**-**	**8,736,127**
	D	(1,900)			D	(24,780)										
For Reference Only:																
Less Transportation		(778)	(6,319)	(298,354)		(51,512)	(39,409)		(1,225,517)	(468,409)	-	-	-	-	-	
Charter Sch Pmts		(914,194)	(457,783)	(457,783)		(457,783)	(457,783)		(457,783)	(457,783)	-	-	-	-	-	
Purchased Services		**67,380**	**532,866**	**230,785**		**583,076**	**431,230**		**563,748**	**549,173**	**-**	**-**	**-**	**-**	**-**	**A**

Notes:

A: Removing Transportation & Charter Payments with their irregular payment patterns from the totals smooths the monthly totals for comparison purposes. For Reference Only.

B: September & October Custodial Bills paid in October due to billing errors.

C: Waiting on corrected invoices to reflect contract amendment to increase driver wages. Pd Dec 1.

D: Figures updated after audit - items moved to grant funds, Special Education

E: Special Education contracted SLP's

LINCOLN COUNTY SCHOOL DISTRICT

2023-24 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of January 31, 2024 UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Special Revenues & Grants (200-285 & 900-994)				
Revenues:				
Local	754,099		885,318	(131,219)
Intermediate				
State	4,058,911		185,126	3,873,785
Federal	12,641,146		1,775,034	10,866,112
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	1,384,117		1,526,528	(142,411)
Total Revenues	18,838,273		4,372,005	14,466,268
Expenditures:				
Instruction	7,848,625	1,822,821	1,550,701	4,475,103
Support Services	5,806,756	1,279,797	1,550,982	2,975,978
Enterprise	636,587	85,458	130,575	420,554
Facilities Acq & Const	3,446,650	376,593	2,102,600	967,457
End Fund Bal/Tfrs	1,099,655			1,099,655
Total Expenditures	18,838,273	3,564,669	5,334,857	9,938,746
Fund Balance			**(962,852)** ***	
Indigenous Peoples (286)				
Revenues:				
Local				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance*	103,050		103,049	1
Total Revenues	103,050	0	103,049	1
Expenditures:				
Instruction	81,050			81,050
Support Services	22,000			22,000
End Fund Balance				0
Total Expenditures	103,050	0	0	103,050
Fund Balance			**103,049**	
Less Encumbered			0	
Available for Expenditure			**103,049**	
Musical Instruments (287)				
Revenues:				
Transfers				
Beg. Fund Balance*	505,000		306,835	198,165
Total Revenues	505,000		306,835	198,165
Expenditures:				
Instruction	295,000	15,285	51,580	228,135
Support Services	110,000		3,375	106,625
End Fund Balance	100,000	100,000		0
Total Expenditures	505,000	115,285	54,955	334,760
Fund Balance			**251,880**	
Less Encumbered			115,285	
Available for Expenditure			**136,595**	

	Budget	Encumb'd	YTD Actual	Remaining
Pre-School Promise (288)				
Revenues:				
State	523,800		34,641	489,159
Beg. Fund Balance*			0	0
Total Revenues	523,800		34,641	489,159
Expenditures:				
Instruction	372,943	308,875	222,048	(157,980)
Support Services	58,544	6,148	7,079	45,317
Enterprise	92,313			92,313
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	523,800	315,023	229,127	(20,350)
Fund Balance			**(194,486)** ***	
Student Investment Account (289/989)				
Revenues:				
State	4,228,625		4,124,097	104,528
Beg. Fund Balance*				0
Total Revenues	4,228,625		4,124,097	104,528
Expenditures:				
Instruction	1,942,573	979,038	867,113	96,422
Support Services	2,284,052	1,286,563	1,149,901	(152,412)
Enterprise	2,000	180	188,511	(186,691)
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	4,228,625	2,265,781	2,205,525	(242,681)
Fund Balance			**1,918,572** ***	
Curriculum (290)				
Revenues:				
Local			53,481	0
Transfers	1,600,000			1,546,519
Beg. Fund Balance*	1,900,000		1,900,000	0
Total Revenues	3,500,000		1,953,481	1,546,519
Expenditures:				
Instruction	360,000			360,000
Contingency	3,140,000			3,140,000
End Fund Balance				
Total Expenditures	3,500,000		0	3,500,000
Fund Balance			**1,953,481**	
Less Encumbered			0	
Available for Expenditure			**1,953,481**	

	Budget	Encumb'd	YTD Actual	Remaining
Small Schools Grant (291) WHS & Toledo 7-12				
Revenues:				
Local			3,327	
State	67,000			67,000
Beg. Fund Balance *	143,000		129,187	13,813
Total Revenues	210,000		132,514	77,486
Expenditures:				
Instruction	123,483	10,752	18,043	94,688
Support Services	19,517	1,130	3,045	15,342
Enterprise				0
Facilities Acq & Const				
End Fund Balance	67,000			67,000
Total Expenditures	210,000	11,882	21,088	177,030
Fund Balance			**111,426**	
Less Encumbered			11,882	
Available for Expenditure			**99,544**	
High School Success (292)				
Revenues:				
State	1,589,075		71,803	1,517,272
Beg. Fund Balance *			0	0
Total Revenues	1,589,075		71,803	1,517,272
Expenditures:				
Instruction	742,590	238,330	185,674	318,586
Support Services	846,485	274,852	372,977	198,657
End Fund Balance				
Total Expenditures	1,589,075	513,182	558,650	517,243
Fund Balance			**(486,847)** ***	
Building Maintenance (293)				
Revenues:				
Local	25,000		50,411	(25,411)
State				
Federal				
Fund Tfrs/Asset Sales	905,000			905,000
Beg. Fund Balance *	1,373,000		2,269,009	(896,009)
Total Revenues	2,303,000		2,319,420	(16,420)
Expenditures:				
Support Services	681,587	40,127	303,006	338,453
Enterprise				
Facilities Acq & Const	1,621,413	30,677	365,952	1,224,784
End Fund Bal/Tfrs				
Total Expenditures	2,303,000	70,805	668,958	1,563,237
Fund Balance			**1,650,462**	
Less Encumbered			70,805	
Available for Expenditure			**1,579,657**	

*** Beginning Fund Balances are Audited**
**** Fund Balances do NOT include encumbered expenditures**
***** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal**

LINCOLN COUNTY SCHOOL DISTRICT

2023-24 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of January 31, 2024 UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Food Services (294)				
Revenues:				
Local	190,100		78,285	111,815
State	35,000		263,080	(228,080)
Federal	3,663,253		824,727	2,838,526
Beg. Fund Balance *	900,000		1,238,958	(338,958)
Total Revenues	4,788,353		2,405,050	2,383,303
Expenditures:				
Instruction	115,160	37,018	54,064	24,078
Support Services	33,482	14,199	19,941	(658)
Enterprise	4,089,711	2,193,133	1,402,942	493,636
Facilities Acq & Const	300,000		599	299,401
End Fund Balance	250,000	250,000		0
Total Expenditures	4,788,353	2,494,351	1,477,547	816,456
Fund Balance			**927,504** ***	
Student Activities (295)				
Revenues:				
Local	1,300,000		630,284	669,716
Beg. Fund Balance *	1,325,000		1,243,391	81,609
Total Revenues	2,625,000		1,873,675	751,325
Expenditures:				
Instruction	1,315,000	82,125	476,424	756,451
Support Services	95,000	846	3,455	90,699
Enterprise	45,000	210	65,607	(20,817)
Contingency	1,170,000			1,170,000
Total Expenditures	2,625,000	83,181	545,487	1,996,332
Fund Balance			**1,328,189**	
Less Encumbered			83,181	
Available for Expenditure			**1,245,008**	
Outdoor School for All (296)				
Revenues:				
State	149,098			149,098
Total Revenues	149,098		0	149,098
Expenditures:				
Instruction	142,398	68	19,724	122,606
Support Services	6,700		544	6,156
Total Expenditures	149,098	68	20,268	128,762
Fund Balance			**(20,268)** ***	
ODE Facilities Grants (297)				
Revenues:				
State Sources	10,000			10,000
Total Revenues	**10,000**	**0**	**0**	**10,000**
Expenditures:				
Support Services	10,000			10,000
Total Expenditures	**10,000**	**0**	**0**	**10,000**
Fund Balance				

	Budget	Encumb'd	YTD Actual	Remaining
Technology (298)				
Revenues:				
Local	136,015		139,222	(3,207)
Local - Tech Fees	45,900		35,316	10,584
Transfers	1,600,000			1,600,000
Beg. Fund Balance*	1,446,893		1,750,475	(303,582)
Total Revenues	3,228,808		1,925,013	1,303,795
Expenditures:				
Instruction	37,500			37,500
Support Services	729,739	266,954	151,574	311,211
Contingency	2,461,569			2,461,569
End Fund Balance				0
Total Expenditures	3,228,808	266,954	151,574	2,810,280
Fund Balance			**1,773,440**	
Less Encumbered			266,954	
Available for Expenditure			**1,506,485**	
Vehicle Replacement (299)				
Revenues:				
Local	29,500		1,213	28,287
Sale of Assets				0
Beg. Fund Balance *	51,900		40,410	11,490
Total Revenues	81,400		41,623	39,777
Expenditures:				
Support Services	81,400			81,400
End Fund Balance				
Total Expenditures	81,400	0	0	81,400
Fund Balance			**41,623**	
Less Encumbered			0	
Available for Expenditure			**41,623**	
PERS Bonds Debt Service (320)				
Revenues:				
Local	5,082,765		2,483,000	2,599,765
Beg. Fund Balance *	10,563,450		10,709,267	(145,817)
Total Revenues	15,646,215		13,192,267	2,453,948
Expenditures:				
Debt Service	6,116,208		683,104	5,433,104
End Fund Balance	9,530,007	9,530,007		0
Total Expenditures	15,646,215	9,530,007	683,104	5,433,104
Fund Balance			**12,509,164**	
GO Bonds Debt Service (330 & 331)				
Revenues:				
Local	6,104,995		5,859,697	245,298
Transfers	1,431,655			1,431,655
Beg. Fund Balance *	1,354,500		1,331,821	22,679
Total Revenues	8,891,150		7,191,518	1,699,632
Expenditures:				
Debt Service	5,290,500		114,826	5,175,674
Transfers	1,431,650			1,431,650
End Fund Balance	2,169,000	2,169,000		0
Total Expenditures	8,891,150	2,169,000	114,826	6,607,324
Fund Balance			**7,076,692**	

	Budget	Encumb'd	YTD Actual	Remaining
Capital Construction Fund (405)				
Revenues:				
Local	1,095,672		366,180	729,492
Beg. Fund Balance *	1,563,700		1,785,693	(221,993)
Total Revenues	2,659,372		2,151,873	507,499
Expenditures:				
Support Services	459,372			
Facilities Acq & Const	2,200,000	11,369	660,752	1,527,879
End Fund Balance				
Total Expenditures	2,659,372	11,369	660,752	1,987,251
Fund Balance			**1,491,120**	
Less Encumbered			11,369	
Available for Expenditure			**1,479,751**	
Future Property Purchases Reserve (420)				
Revenues:				
Local	15,000		30,183	(15,183)
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	1,061,018		1,072,295	(11,277)
Total Revenues	1,076,018		1,102,478	(26,460)
Expenditures:				
Facilities Acq & Const	1,076,018			1,076,018
Total Expenditures	1,076,018			1,076,018
Fund Balance			**1,102,478**	
Dental/Vision Self Insurance (610)				
Revenues:				
Local	963,000		438,543	524,457
Beg. Fund Balance *	1,215,000		1,178,070	36,930
Total Revenues	2,178,000		1,616,613	561,387
Expenditures:				
Support Services	870,000		478,143	391,857
Contingency	1,308,000			1,308,000
Total Expenditures	2,178,000		478,143	1,699,857
Fund Balance			**1,138,470**	
Less Encumbered			0	
Available for Expenditure			**1,138,470**	
District Medical Group HRA (620)				
Revenues:				
Local	874,600		489,847	384,753
Beg. Fund Balance	2,120,000		2,129,863	(9,863)
Total Revenues	2,994,600		2,619,709	374,891
Expenditures:				
Support Services	440,000	11,439	241,809	186,752
End Fund Balance	2,554,600			2,554,600
Total Expenditures	2,994,600	11,439	241,809	2,741,352
Fund Balance			**2,377,900**	
Less Encumbered			11,439	
Available for Expenditure			**2,366,461**	

*** Beginning Fund Balances are Audited**

**** Fund Balances do NOT include encumbered expenditures**

***** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal**

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over $10,000 - All Funds
2023-24 Fiscal Year
January 2024

Date	Payee	Description	Amount
1/5/2024	COPELAND LUMBER YARDS, INC	SUPPLIES VARIOUS LOCATIONS	13,460.45
1/5/2024	E-THERAPY LLC	CONTRACTED MONTHLY SERVICES - SLP	10,125.00
1/5/2024	SODEXO, INC & AFFILIATES (CUST)	MONTHLY CONTRACT SERVICES	182,584.15
1/12/2024	FIRST STUDENT, INC.	STUDENT TRANSPORTATION	439,260.89
1/12/2024	LATHAM CENTERS, INC.	MONTHLY TUITION - OUT OF STATE SPECIAL ED PLACEMENT	28,396.00
1/12/2024	THE HELLO FOUNDATION, LLC	CONTRACTED MONTHLY SERVICES - SLP	15,040.00
1/19/2024	PAULY, ROGERS AND CO., P.C.	FISCAL YEAR 2022-23 AUDIT SERVICES	25,225.00
1/19/2024	SEIDLITZ EDUCATION	PROFESSIONAL DEVELOPMENT - TEACHERS	17,200.00
1/19/2024	SODEXO, INC & AFFILIATES (CAFE)	MONTHLY CONTRACT SERVICES	136,145.51
1/19/2024	SYNERGY SECURITY SOLUTIONS	ANNUAL FIRE INSPECTIONS	13,900.00
1/22/2024	COMMUNITY SERVICES CONSORTIUM	2023-24 SSF PAYMENTS	12,299.00
1/22/2024	EDDYVILLE CHARTER SCHOOL	2023-24 SSF PAYMENTS	228,834.93
1/22/2024	SILETZ VALLEY CHARTER SCHOOL	2023-24 SSF PAYMENTS	207,680.58
1/26/2024	EDNETICS	TECH SYSTEM BACKUPS & MONITORING SERVICES	17,364.71
1/31/2024	AMAZON CAPITAL SERVICES	SUPPLIES VARIOUS LOCATIONS	16,851.39

LINCOLN COUNTY SCHOOL DISTRICT
INVESTMENT REPORT
Jan-24

Oregon State Treasury - Local Government Investment Pool

Beginning Balance	$ 60,831,957
Additions	2,455,836
Reductions	4,750,000
Ending Balance	**$ 58,537,793**

Oregon State Treasury - Local Government Investment Pool - 2002 PERS Bonds

Beginning Balance	$ 1,134,662
Additions	4,805
Reductions	(0)
Ending Balance	**$ 1,139,467**

Oregon State Treasury - Local Government Investment Pool - 2003 PERS Bonds

Beginning Balance	$ 1,537,581
Additions	6,511
Reductions	(0)
Ending Balance	**$ 1,544,092**

Oregon Coast Bank - Money Market Account

Beginning Balance	$ 10,158,853
Additions	6,050,182
Reductions	1,596,700
Ending Balance	**$ 14,612,335**

Oregon Coast Bank - 13 Month Time CD (Fund 331 QSCB Sinking Fund)

.75% APY

Beginning Balance	$ 379,223
Additions	-
Reductions	-
Ending Balance	**$ 379,223**

Monthly Totals

Beginning Balance	$ 74,042,277
Additions	$ 8,517,333
Reductions	$ 6,346,700
Ending Balance	**$ 76,212,910**

Interest Rates	**November**	**December**	**January**
LGIP	**5.00%**	**5.00%**	**5.00%**
Oregon Coast Bank	**5.12%**	**5.12%**	**5.12%**

7.d. First Student Report (Written)

Board Meeting 02/13/2024-Report Prepared by Darleen Van Riper, Location Manager First Student

Talking Points-Please contact me at Darleen.vanriper@firstgroup.com with any comments or questions.

1. **Drivers Needed!**

   Over the last few weeks, multiple drivers decided to resign. Most reasons given are not work-related and include health issues, relocation, and retirement. There are also a couple of reasons that are directly related to the job: disrespect of passengers towards the drivers who feel like they cannot continue to expose themselves to this behavior; resignation is their last resort to avoid high levels of stress and anxiety. We are working with all employees to target any issues that may lead to such a decision. Most of the time, we can help and remedy the situation, but sometimes, we have individuals who are truly not able to handle the job. In those cases, it is best for them to move on.

2. **FirstActs & the Referral Process**

   As the school year progresses, more incident reports are submitted, and we are entering the phase where we have more students reaching the level where an initial contract meeting is prescribed and requested. As you recall, our drivers submit incident reports to document events. Once the nature and number of reports reaches a level where more rigorous intervention is necessary, referrals are sent to the school. After three referrals, First Student requests the initial contract meeting with parents, school, student, and driver to discuss opportunities for successful ridership. It is time-consuming but worthwhile the effort to make things right.

   Trainers help drivers develop Danger Zone Awareness

   Adding this exercise to our training will help trainers demonstrate, discuss, and apply Danger Zone Reference points to the Student Loading and Unloading procedure. Trainers use a Mirror Grid Setup with Danger Zone Reference Points for this exercise to review the importance of mirror use while operating their vehicles (school bus and personal!).





Front of Vehicle Ask the driver to look ahead and locate the where the top of the steering wheel is lined up with the top of cone 1. Use ruler to draw a line on the windshield to mark the spot located by the driver. **NO-GO:** Anything below this line is inside the Danger Zone. **GO:** Anything above the line is clear of the Danger Zone.	**Passenger Side/Service Door** Ask the driver to look to the right and locate where they see the top of cone 2. Use a ruler to draw a line on the window to mark the spot located by the driver. **NO-GO:** Anything below this line is inside the Danger Zone. **GO:** Anything above the line is clear of the Danger Zone.
Driver's Side/Service Window Ask the driver to look to the left and locate where they see the top of cone 3. Use a ruler to draw a line on the window to mark the spot located by the driver. **NO-GO:** Anything below this line is inside the Danger Zone. **GO:** Anything above the line is clear of the Danger Zone.	**Right Rear Tire/Passenger Side** In Mirror #4, the driver should see all three cones of the Mirror Grid off the rear tire. Ask the driver to identify where they see cone 4 in the mirror. Draw a vertical line on the mirror. **NO-GO:** Anything to the left of the line is inside the Danger Zone. **GO:** Anything to the right of the line is clear of the Danger Zone. Mirror #5, anything visible in this mirror is inside the Danger Zone, NO-GO.
Behind the Vehicle - Driver's Side Ask the driver to locate the base of cone 5 in Mirror #1. **NO-GO:** Anything between the base of the cone and the rear of the vehicle. **GO:** Anything beyond the base of the cone.	**Behind the Vehicle - Passenger Side** Ask the driver to locate the point where the base of cone 6 lines up with the top of the rear duel in Mirror #5. **NO-GO:** Anything between the base of the cone and the rear of the vehicle. **GO:** Anything beyond the base of the cone.

3. **Driver/Candidate Comparison Report (as of 02/07/2024)**

	1/4/2024		2/7/2024	
Lincoln County Bus Routes	73	Driver Shortage	74	Driver Shortage
Drivers on hand (as of 01/04/2024, LOA excluded)	50	23	48	26
Out of Town Drivers	3	20	1	25
Routes not currently serviced (combos)	16	4	16	9
Other Considerations:				
Cover Drivers positions not staffed	3	26	3	29
Route Monitor positions not staffed	2		-3	
Drivers on LOA/FMLA/WC (Regular & Casual)	2		1	
Casual Drivers with limited availability	6		5	
LCSD & FS Staff (1 & 9) Available to Drive	10	10	10	10

Please note that this information is subject to frequent changes.

4. **School Bus Driver Appreciating Being**







7.e. Food Services Report (Written)

7.e.1. Nutrition Services Report

THE MONTHLY FEED - FEBRUARY 2024

jamie.nicholson@lincoln.k12.or.us
sara.gibson@lincoln.k12.or.us
patty.graves@lincoln.k12.or.us

NUTRITION SERVICES
Lincoln County School District
School Meals • Gardens • Food Pantry
Growing Foods - Growing Minds - Feeding Our Future



The LCSD Nutrition Services Team will have a heavy presence at this year's Farm to School Conference February 15-16 in Corvallis. Our story is inspiring many Oregon School Districts and we are happy to share our knowledge and learn valuable tools to continue to grow our own program. Also attending and supporting our presentations will be teachers Corrina Hargett (NHS), Chris Martin (NMS), Ruth Saunders (SCE) and Derek Robinson (TOHS).

Navigating the Jungle of School Nutrition, Farm to School Procurement, and School Garden Programs for Big Impact

Lincoln County School District, in partnership with a food service management company, has used teamwork, hard work, institutional knowledge and a whole lot of creativity to support holistic nutrition in our schools. Since integrating school gardens into our educational and nutritional footprint, we have seen students become more engaged in their food choices. Kids are becoming stakeholders in their own wellbeing, environmental stewardship, and social emotional learning through hands-on garden learning. Come learn about our story with all its twists, turns, potholes, and speed bumps as we work on creating a sustainable garden and nutrition program for our students.

Sara Gibson, LCSD School Garden Coordinator, Lincoln County School District
Jamie Nicholson, LCSD CNP Manager, Lincoln County School District
Patty Graves, Sodexo General Manager Nutrition Services, Sodexo

Integrating School Garden and Local Foods Into School Meals

See how one middle school's garden and kitchen started a district wide food revolution

Patty Graves, Sodexo General Manager Nutrition Services, Sodexo/LCSD
Leann Graves, Sodexo Kitchen Training Manager, Sodexo/Lincoln County School Dist.
Rebecca Smith, Sodexo Kitchen Training Manager, Sodexo/Lincoln County School Dist.

Classrooms in the Garden

Hear how School Gardens support secondary education, social and emotional learning, STEM, and School Meals while encompassing a learning environment for all ability levels.

Sara Gibson, Garden Coordinator, Lincoln County School District

 This institution is an equal opportunity provider.

WHAT'S GROWING ON?
-LCSD SCHOOL GARDENS-

When life gives you an ice storm....

The recent historic ice storm knocked down thousands of trees around Lincoln County. Especially sad was the loss of the Arcadia School apple tree that grew great cider apples. The loss inspired the garden program to learn grafting. Students at NMS and NHS were able to graft scions from the cider tree to hardy root stock creating new apple trees!



Using specialized tools the students learned how to graft safely and learned a new skill that they can use in the future. They also learned how farms create orchards and clone apple varieties.

FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)

The Fresh Fruit and Vegetable Program (FFVP) is an important tool in our effort to combat childhood obesity. The program has been successful in introducing elementary school children (K-8) to a variety of produce that they otherwise might not have the opportunity to sample. This month's menu includes: Daisy Tangerines, White Dragonfruit, Purple Cauliflower, Kiwi, Mango, and Broccoli Rabe.

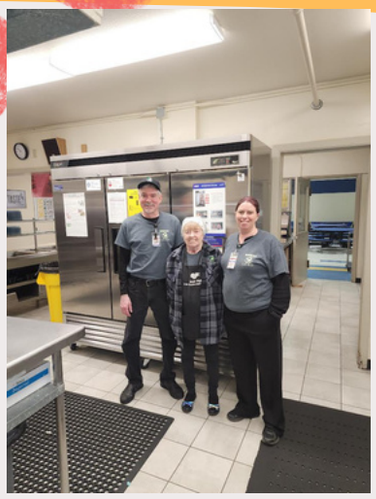
DID YOU KNOW?

Dragon Fruit grows on a cactus!





MEET THE CREW



Meet the Toledo JR/ SR Team!
Eric, Jessica, and Maryellen have worked hard this year implementing the new menus, increasing the offerings on the salad bars and serving up the homemade soups that the kids love!

Want to be part of an amazing team?
Go to us.sodexo.com or call (541) 336-2156.

@lcsdschoolgardens

@Lincoln County Oregon School Gardens

joke of the month

Why shouldnt you tell an egg a joke?
Because it might crack up.

Save The Date!

April 10, 2024
Location & Time TBD

Come learn about USDA/ODE guidelines and restrictions, and give input on the Nutrition Services programs offered in Lincoln County Schools. We are always trying to make things better for our students!

Email jamie.nicholson@lincoln.k12.or.us if you are interested in participating!

This institution is an equal opportunity provider.

8. Board Reports
9. Superintendent's Report
    9.a. 2023-2024 Goals and Measures Review

Lincoln County School District

2023-2024 Board/Supt Goals & Measures

Goal	February Data	June Data
1. <u>Academic Achievement and Student Success</u>		

- ***Increase Attendance***
  - Each school will increase their Regular Attenders (RA) rate (students attending school more than 90% of the time) to meet or exceed the pre-pandemic regular attenders rate (as listed in first column of June 2021 RA Report) by June 2024.

2023-2024 Regular Attenders Rate Lincoln County School District

SCHOOL	As of end of... 22-23	September	October	November	December	January	February	March	April	May	June	School attendance goal 23-24	Difference as of most recent
North													
Oceanlake Elementary School	36.6	52.7	53.0	49.1	46.2	0.0	0.0	0.0	0.0	0.0	0.0	72.7	-26.5
Taft Elementary School	56.9	64.4	65.8	60.8	57.4	0.0	0.0	0.0	0.0	0.0	0.0	81.3	-23.9
Taft Middle School	59.2	61.6	67.5	64.1	61.9	0.0	0.0	0.0	0.0	0.0	0.0	74.3	-12.4
Taft High School	48.4	59.0	53.7	53.6	51.4	0.0	0.0	0.0	0.0	0.0	0.0	70.3	-18.9
RA Rate: North	50.5	59.9	60.4	56.9	54.1	0.0	0.0	0.0	0.0	0.0	0.0	N/A	N/A
East													
Toledo Elementary School	52.5	70.1	68.4	66.9	59.6	0.0	0.0	0.0	0.0	0.0	0.0	75.6	-16.0
Toledo Junior High School	55.3	64.8	57.1	45.1	49.5	0.0	0.0	0.0	0.0	0.0	0.0	69.6	-20.4
Toledo Senior High School	48.7	73.1	64.0	52.6	52.6	0.0	0.0	0.0	0.0	0.0	0.0	67.3	-14.7
RA Rate: East	51.8	70.2	65.4	59.4	56.0	0.0	0.0	0.0	0.0	0.0	0.0	N/A	N/A
West													
Newport High School	63.4	71.2	72.8	67.6	66.0	0.0	0.0	0.0	0.0	0.0	0.0	68.8	-2.8
Newport Middle School	62.4	68.7	73.6	72.6	69.5	0.0	0.0	0.0	0.0	0.0	0.0	80.2	-10.7
Sam Case Elementary School	64.6	70.2	73.5	72.0	72.7	0.0	0.0	0.0	0.0	0.0	0.0	82.6	-9.9
Yaquina View Elementary School	50.3	79.7	72.0	71.6	63.2	0.0	0.0	0.0	0.0	0.0	0.0	75.4	-12.2
RA Rate: West	61.0	71.7	73.0	70.4	67.8	0.0	0.0	0.0	0.0	0.0	0.0	N/A	N/A
South													
Crestview Heights Elementary School	52.7	68.1	66.4	67.7	63.9	0.0	0.0	0.0	0.0	0.0	0.0	82.2	-18.3
Waldport Middle School	67.8	69.2	76.6	73.1	74.0	0.0	0.0	0.0	0.0	0.0	0.0	73.1	0.9
Waldport High School	62.9	69.3	67.4	66.3	68.6	0.0	0.0	0.0	0.0	0.0	0.0	64.6	0.7
RA Rate: South	58.4	68.7	68.2	68.0	66.9	0.0	0.0	0.0	0.0	0.0	0.0	N/A	N/A
Non-traditional													
Compass 6-12	29.8	47.5	42.9	33.8	27.4	0.0	0.0	0.0	0.0	0.0	0.0	79.0	-51.6
Future Bound School North	N/A	N/A	40.0	22.2	12.5	0.0	0.0	0.0	0.0	0.0	0.0	79.0	-66.5
Future Bound School West	17.6	44.4	50.0	44.4	45.5	0.0	0.0	0.0	0.0	0.0	0.0	79.0	-33.5
RA Rate: Non-Traditional	27.8	47.2	43.1	33.8	27.9	0.0	0.0	0.0	0.0	0.0	0.0	N/A	N/A
RA Rate: District	53.9	66.7	66.5	63.1	60.4	0.0	0.0	0.0	0.0	0.0	0.0	75.1	-15.4
Charter/Special Schools													
Eddyville Charter School	57.7	67.9	57.1	56.7	61.0	0.0	0.0	0.0	0.0	0.0	0.0	69.5	-19.0
Lincoln City Career Tech High	42.4	87.5	37.5	37.5	33.3	0.0	0.0	0.0	0.0	0.0	0.0	48.2	-14.9
Siletz Valley School	40.4	57.3	59.5	53.8	49.6	0.0	0.0	0.0	0.0	0.0	0.0	64.1	-14.5
Orala Center for Children and Families	80.0	75.0	80.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	79.0	15.0

School	Pre-Pandemic Rate	June 2023	Dec. 2024 Rate *(most current)*
Oceanlake	72.7%	36.6%	46.2%
Taft El	81.3%	56.9%	57.4%
Taft MIddle	74.3%	59.2%	64.1%

Taft High	70.3%	48.4%	51.4%
Toledo El	75.6%	52.5%	59.6%
Toledo Middle	69.6%	55.3%	49.5%
Toledo High	67.3%	48.7%	52.6%
Yaquina View El	75.4%	50.3%	63.2%
Sam Case El	82.6%	64.6%	72.7%
Newport Middle	80.2%	62.4%	69.5%
Newport High	68.8%	63.4%	66%
Crestview Heights	82.2%	52.7%	63.9%
Waldport Middle	73.1%	67.8%	74%
Waldport High	64.6%	62.9%	68.6%
Compass	*NA*	29.8%	27.4%

<u>Current Attendance work:</u>

- Attendance Campaign (Every Day Matters), Tier I schoolwide lessons, Attendance Challenges promoting 90% attendance or better
- Interventions- Punch Cards, Nudge Letters, Attendance CICO & Check and Connects, Attendance Advisor
- Collaboration between buildings emphasizing consistent attendance messaging to students/families

- **Increase Graduation Rates**
  - Each of our high schools will increase their 4-year cohort graduation rate by 3% (Baseline is the 2019 graduation rate).
  - The goal will be reached when we get to 95% or greater for a four-year cohort graduation rate in all schools.
  - Increase 9th grade on track at each high school by 10% per year.
  - Increase Dual Credit attainment by 5% per year.

Graduation Rates:

School	21-22	22-23
Compass	75%	43.2%
Newport	85.1%	82.1%
Taft	92.7%	91.6%
Toledo	83.8%	80%
Waldport	88%	96.8%

9TH GRADE ON-TRACK

School	22-23	24 Sem 1	24 Sem 2
Taft	77%	83%	
Toledo	66%	83%	
Newport	83%	97%	
Waldport	88%	97.7%	
Compass	36%	23%**	

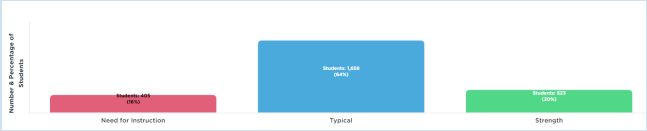
*Our 9th grade on track requirement is 6+ courses passed. This is a higher standard than the state requirement and would differ from the state report card.
**50% of 9th graders starting the year at Compass are on track after semester 1.

Dual Credit:
DUAL CREDIT/EARLY COLLEGE
2018-2019: 164 students
2019-2020: 207 students
2020-2021: 161 students

2021-2022: 203 students
2022-2023: 225 students
2023-2024: 222 students (to date)

- **Increase implementation of Positive Behavior Interventions and Supports (PBIS) and Social/Emotional multi-tiered systems of support**
  - All K-8 schools will utilize the DESSA-full to plan and implement small-group interventions with approximately 5% of students, to be tracked through MTSS multi-student plans in Synergy.
  - All schools will implement the Check In/Check Out (CICO) Tier 2 intervention and/or Check and Connect intervention with approximately 5-10% of students.
  - All schools will self-assess & receive district feedback re: fidelity of implementation of Tier 1 and Tier 2 meetings

DESSA K-8 (Fall 2023)



DESSA* & SAIGs MTSS Plans

School	# SAIGs MTSS Plans	# Students
Oceanlake	3	3% (9)
Taft El	9	7% (32)
Taft 7-12	0	0
Toledo El	1	11% (36)
TJSH	1	4% (10)
Yaquina View	8	11% (30)
Sam Case	4	5% (19)
NMS	4	4% (17)
NHS	*NA*	*NA*
CVH	6	9% (25)
WMSH	1	3% (9)

**Students in SAIGs groups are primarily chosen from DESSA data, yet discipline data might also have been used to place students in interventions.*

School	CICO	C&C	# Students
Oceanlake	X		4% (12)

Taft El	X		5% (21)
Taft 7-12	X	X	10% (70)
Toledo El	X		6% (21)
TJSH		X	11% (29)
Yaquina View	X		4% (10)
Sam Case	X		7% (27)
NMS	X	X	12% (53)
NHS		X	3% (23)
CVH	X		6% (17)
WMSH		X (only D&A)	3% (8)

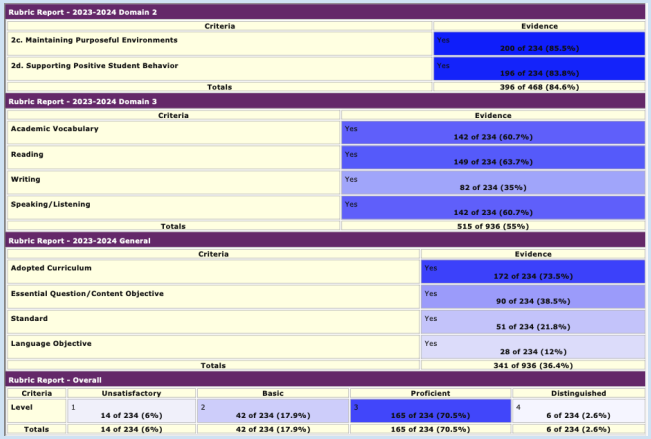
In addition to CICO and Check and Connect, schools are beginning to track Break Cards/Passes using MTSS Plans. Newport MIddle and Toledo Jr/Sr are currently tracking using MTSS Plans. WJSH is tracking "Irish Circles" as a Tier II behavior intervention for middle school and Freshman/Sophomore Success classes.

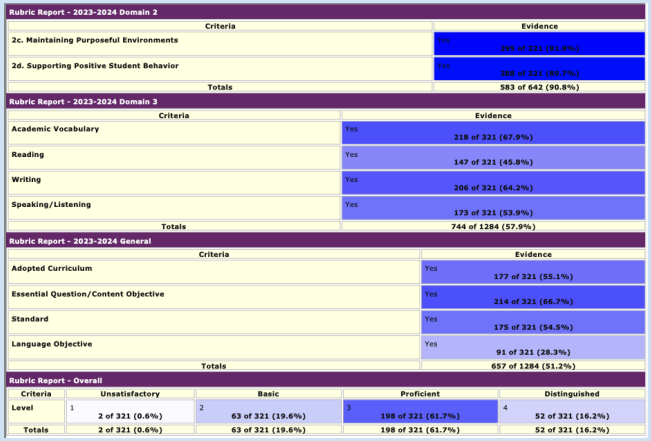
School	**Tier I TFI January 2024**	**Tier II TFI February 2024***
Oceanlake	63%	*TBD*
Taft El	90%	*TBD*
Taft 7-12	87%	*TBD*
Toledo El	90%	*TBD*
TJSH	90%	100%
Yaquina View	73%	*TBD*
Sam Case	80%	*TBD*
NMS	80%	92%

NHS	93%	*TBD*
CVH	93%	88%
WMSH	70%	*TBD*

** Semester 1 intensely focused on Tier I behavior planning and reteaching. Semester 2 will focus on Tier II/III, buildings to complete TFI by the end of February. Special Programs Admin and SpED Coordinator to attend all Tier II meetings and provide feedback/coaching.*

● ***Align K-12 Mathematics*** ○ By June of 2023, 100% of K-6 classrooms will have the newly adopted math curriculum fully implemented in their classrooms. All teachers will have access to teacher created resources such as pacing & assessment guides, unit plans, and professional development to support implementation. Teachers will also be provided PD opportunities from both the curriculum publisher as well as the K-6 District Math TOSA. ○ By June of 2023, all 7th Grade - Integrated 3 math classrooms will have fully implemented curriculum maps with a minimum of three common formative assessments that included information pertaining to mathematical computation and mathematical literacy.	**Elementary:** This year our Math TOSA has created a Math Guiding Coalition of teacher leaders K-6 from each building to continue implementation of math instruction. This team receives in depth PD from our Math TOSA and they lead our grade level district math PD/PLC sessions. In addition, we continue to work with Curriculum Associates who are now providing iReady PD at the school level. **Secondary:** Secondary Math TOSA, Alisha Powell has been working with LCSD Math teachers to develop Common Formative Assessments and course specific Curriculum Maps. **Curriculum Map:** - Curriculum maps have been created and posted to the Portal for Math 7 - Integrated 3. **Common Formative Assessments:** - **Int I and II:** CFA's have been created and they are in the process of students completed CFA #2 - **8th Grade:** CFA drafts created and ready for teacher review	

	- **7th Grade:** This is the next phase of work for the Secondary Math Cadre. - **Int III:** Math staff are working to identify common standards for CFA's that are appropriate for the courses offered at different schools. The target is still June of 2023.	
• **Continue to Align K-12 Advancement Via Individual Determination (AVID) Implementation and Strategies** ○ Our classrooms will have evidence of AVID Academic Language and Literacy strategies being implemented on average between a level 2 and 3 on a 4 point scale. ○ Walk through data will be used as a measure for this goal. Elementary and Secondary walkthroughs will also use literacy (reading, writing, listening/speaking) as measures. ○ Data will includes 5-7 walkthroughs (by an admin) per teacher with analysis of the walkthrough generated data by elementary and secondary.	Elementary Walkthroughs Semester 1 2023-2024  **Rubric Report - 2023-2024 Domain 2** Criteria / Evidence 2c. Maintaining Purposeful Environments — Yes 200 of 234 (85.5%) 2d. Supporting Positive Student Behavior — Yes 196 of 234 (83.8%) Totals — 396 of 468 (84.6%) **Rubric Report - 2023-2024 Domain 3** Criteria / Evidence Academic Vocabulary — Yes 142 of 234 (60.7%) Reading — Yes 149 of 234 (63.7%) Writing — Yes 82 of 234 (35%) Speaking/Listening — Yes 142 of 234 (60.7%) Totals — 515 of 936 (55%) **Rubric Report - 2023-2024 General** Criteria / Evidence Adopted Curriculum — Yes 172 of 234 (73.5%) Essential Question/Content Objective — Yes 90 of 234 (38.5%) Standard — Yes 51 of 234 (21.8%) Language Objective — Yes 28 of 234 (12%) Totals — 341 of 936 (36.4%) **Rubric Report - Overall** Criteria / Unsatisfactory / Basic / Proficient / Distinguished Level — 1: 14 of 234 (6%); 2: 42 of 234 (17.9%); 3: 165 of 234 (70.5%); 4: 6 of 234 (2.6%) Totals — 14 of 234 (6%); 42 of 234 (17.9%); 165 of 234 (70.5%); 6 of 234 (2.6%) *Elementary total is 257 including counselor walkthroughs. Secondary Walkthroughs Semester 1 2023-2024	

	 **Rubric Report - 2023-2024 Domain 2** Criteria / Evidence 2c. Maintaining Purposeful Environments — Yes — 295 of 321 (91.9%) 2d. Supporting Positive Student Behavior — Yes — 288 of 321 (89.7%) Totals — 583 of 642 (90.8%) **Rubric Report - 2023-2024 Domain 3** Criteria / Evidence Academic Vocabulary — Yes — 218 of 321 (67.9%) Reading — Yes — 147 of 321 (45.8%) Writing — Yes — 206 of 321 (64.2%) Speaking/Listening — Yes — 173 of 321 (53.9%) Totals — 744 of 1284 (57.9%) **Rubric Report - 2023-2024 General** Criteria / Evidence Adopted Curriculum — Yes — 177 of 321 (55.1%) Essential Question/Content Objective — Yes — 214 of 321 (66.7%) Standard — Yes — 175 of 321 (54.5%) Language Objective — Yes — 91 of 321 (28.3%) Totals — 657 of 1284 (51.2%) **Rubric Report - Overall** Criteria / Unsatisfactory / Basic / Proficient / Distinguished Level — 1: 2 of 321 (0.6%) — 2: 63 of 321 (19.6%) — 3: 198 of 321 (61.7%) — 4: 52 of 321 (16.2%) Totals — 2 of 321 (0.6%) — 63 of 321 (19.6%) — 198 of 321 (61.7%) — 52 of 321 (16.2%) *Secondary total is 330 including counselor walkthroughs. Of our 320 teachers: 305 teachers have 1 walkthrough, 199 have 1-3 walkthroughs, 106 have 4 or more.	
2. <u>Increase Student Engagement</u> ● Increase enrollment stability across the district as measured by enrollment data collections monthly. ● Increase student academic engagement as measured by school by school and class by class observations and walkthroughs of instructional work in classrooms-measure student engagement of multiple types		

(AVID, etc.). ● Increase community engagement around student success as measured by community surveys two times this school year, attendance at community listening sessions/meetings during the year, participation on Site Council and other school or district based committees. ● Maximize the instructional value of the investment in educational technology via the full implementation of the Triple E Framework as measured by evidence of the use of online systems in K-12 classrooms that score at or above 13 out of 18 points on the Triple E Evaluation Rubric.	Educational applications continue to be requested and vetted for use by our educators. 176 apps have been requested to date, and 124 of them are approved for student use. APP LIST The EdTech Cadre (one teacher from each school) will be observed in February 2024 in order to add more information to our database of Triple E scores for our Approved App List. In March 2024, the EdTech Cadre will work with a peer to teach them how to use the Triple E Rubric and they will complete an observation and debrief with that person.	
3. Providing Culturally Specific Outreach to our Growing Diverse Community 1. Monthly meetings of a Hispanic Family Advisory Group-the goal being one in Lincoln City and one based in Newport. 2. 4 diverse community open forum	1. 2. 3. 23/24 Hispanic Family Workshops: ● 9/21/23 Hispanic Community Connections Fair ● 10/27/23 Family Health and Wellness in collaboration with	

meetings - 2 in Newport and 2 in Lincoln City either in person or by zoom. 3. 3 Hispanic family workshops on topics such as anti-bullying, school district navigation, parenting for academic success. Topics to be generated by parent advisory groups. 4. Develop the “equity practices in the classroom” work of the District Equity Coordinators Marty Perez, Sandy Mummey and Tiana DeVries. 5. Continue to partner with the Western Regional Equity Network in projects about affinity groups and recruiting, retaining and promoting staff of diverse backgrounds. 6. Continue to develop LCSD equity, inclusion and diversity district policies via the district’s monthly meeting of our LCSD Equity Team.	Lincoln County Behavioral Health ● 11/27/23 Healthy Cooking and gratitude in collaboration with OSU Extension ● 1/26/24 Scholarship Empowerment in collaboration with OCCC ● 2/28/24 - Planned Community Event 4. *Fire Keeper's Daughter* book study with all administrators fall/winter 23/24. Attuned focus on equity practices impacts on youth specifically Native youth from their own lens through fiction text. Discussion questions were collected with a culmination socratic seminar planned for 2/20/24 5. 6. Education Equity Advisory Committee aligned with SB 732 convened for the first meeting on 10/26/23 made up of educators, administrators, community members and parents. Reviewed Second meeting planned for 2/2/24.	
4. Fully implement the Board’s Five Year Strategic Plan **GOAL ONE**: Demonstrate High Expectations For Student Achievement By Supporting an Equitable Education	**Goal Three:** LCSD continues to prioritize funding Facilities Maintenance projects through transfers of excess ending fund balance in the General Fund. A $1,650,000 transfer is scheduled this year.	

Framework. **GOAL TWO**: LCSD is a Convener and Influencer of City, County and State Education and Economic Policies. **GOAL THREE:** LCSD will provide for the Health and Welfare of our Facilities. **GOAL FOUR**: LCSD will Identify the Need and Development of a LCSD Political Action Committee for a possible 2026 Bond election. **GOAL FIVE**: Enhanced Communications and Community Engagement	**Goal Four:** The Board Chair and Vice Chair met with former Superintendent Tom Rinearson, Dr. Tolan, Business Director Kim Cusick, and Facilities Director Rich Belloni in the Fall to discuss the process and viability of a potential replacement bond election as early as May 2025, as well as the need for a PAC. The PAC formed for the 2011 bond issue may be able to be revived.	

9.b. Career Tech Charter School Update

CSC Community Services CONSORTIUM

Helping People. Changing Lives.

January 10th, 2024

Lincoln County School District
Attn: Superintendent
P.O. Box 1110
Newport, OR 97365

Dear Superintendent Tolan:

Please consider this Community Services Consortium's (CSC) notice of intent to cease operation of Lincoln City Career Tech Charter High School at the end of the 2023-24 school year. This meets CSC's contractual obligation of 180 days' notice of termination.

CSC will continue to work with both the Lincoln County School District and the parties interested in assuming future operation of the school to support a potential transition. We appreciate LCSD's continued partnership in this work. Our Communications Officer, Karla Garrett, will work with LCSD to prepare public facing joint messaging regarding any changes with Career Tech's status. Sean Larsen and I will continue to work directly with LCSD on behalf of CSC as we move forward with the next steps.

Sincerely,

Pegge McGuire
Executive Director

541-704-7627
pmcguire@communityservices.us
www.communityservices.us

10. Adoption of the Consent Calendar
    10.a. Minutes of the Board
    10.b. Human Resources
        10.b.1. Board Personnel Action

Board Agenda — February 13, 2024 — Personnel Action

Temporary Licensed Hire(s):

Valerie Pfeffer	Language Arts-Social Studies/Taft 7-12
Tom Nelson	PE Teacher/Oceanlake Elementary
Kathleen Martinson	Grade 4 Teacher/Crestview Heights
Claire Mattson	Grade 4 Teacher/Crestview Heights
Stacy Fischer	Health Teacher/Newport Middle School

Classified Hire(s):

Megan Shaeffer	Special Education TA II/Oceanlake
Jeanne Souter	Early Childhood Teaching Asst/Oceanlake
James Putnam	Instructional Assistant/Taft Elementary
Kaitlyn Smith	Special Education TA II/Toledo Elementary
Jacob Presley	Special Education TA II/Newport Middle
Olha Marushechko	Instructional Asst/Sam Case
Katie Hart	Special Education TA II/Crestview Heights

Coach Hire(s):

Hannah Weaver	Cheer/Taft 7-12

Resignation(s):

Kristi Anderson	Grade 4 Teacher Crestview Heights	2/16/2021 – 1/26/2024 Resignation
Julie Dammeier	Grade 1 Teacher Toledo Elementary School	8/26/2022 – 1/12/2024 Resignation

Amanda Mabe	Special Education TA II Crestview Heights	8/28/2023 – 3/12/2024 Resignation
Sherry Fitch	School Secretary Taft 7-12	10/9/2013 – 2/14/2024 Resignation
Kaitlyn Christensen	School Secretary Taft 7-12	12/1/2020 – 2/13/2024 Resignation
Eugenia Reza Torres	Bilingual Tutor Sam Case	8/31/2023 – 1/11/2024 Resignation
Anne Zink	Teaching Asst/21st Century Program Crestview Heights	10/2/2023 – 1/10/2024 Resignation
Hannah King	Special Education TA II Crestview Heights	8/31/2023 – 2/16/2024 Resignation
Noelani Napoleon	ESOL Teacher Oceanlake Elementary	8/25/2023 – 2/2/2024 Resignation
Loren Newman	Media and Technology Teaching Asst Sam Case	10/23/2023 – 2/29/2024 Resignation
Melaia Kilduff	Licensed Teacher 2023-2024 Leave of Absence	9/5/2006 – 6/30/2023 Resignation

10.c. Board

10.c.1. 2024-2025 Draft School Calendar

LINCOLN COUNTY SCHOOL DISTRICT

2024-25 DISTRICT-WIDE SCHOOL CALENDAR

AUGUST

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

	AUGUST	LCNSD 5	INSTRC DAYS 0	STDNT CONTACT 0
1	Administrators Report			
	Student Registration Days (Check school for dates and details)			
19-23	New Teacher Inservice Week			
26-30	All Teachers Report			

SEPTEMBER

MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

	SEPTEMBER	21	20	20
2	Labor Day Holiday (No School)			
3	First Day of School and various orientations (check schools for details)			
3-6	Kindergarten Orientation (Check Schools for details!)			

OCTOBER

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	*11
14	15	16	17	**18
21	22	23	24	25
28	29	30	31	

	OCTOBER	23	23	20
*11	LCSD Professional Development (No School)			
14	*Honoring Indigenous Peoples' Day*			
16	Evening Conferences			
17	Conferences Day and Evening (No School)			
**18	(No School**)			

NOVEMBER

MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	***27***	***28***	***29***

	NOVEMBER	18	16	16
1	Non Contract Day (No School)			
11	Veteran's Day Holiday Observed (No School)			
27-29	Thanksgiving Break (No School)			

DECEMBER

MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	***24***	***25***	***26***	***27***
30	***31***			

	DECEMBER	15	15	15
23-3	Winter Break (No School)			

JANUARY

MON	TUE	WED	THU	FRI
		1	***2***	***3***
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

	JANUARY	19	18	18
6	All students back to School			
20	Martin Luther King Day (No School)			
24	End of 1st Semester			
27	Records Day (No School)			

FEBRUARY

MON	TUE	WED	THU	FRI
3	4	5	6	7
*10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

	FEBRUARY	20	19	18
*10	LCSD Professional Development (No School)			
17	President's Day Holiday (No School)			

MARCH

MON	TUE	WED	THU	FRI
3	4	5	6	7
*10	11	12	13	14
17	18	19	20	21
24	***25***	***26***	***27***	***28***
31				

	MARCH	16	16	15
*10	LCSD Professional Development (No School)			
24-28	Spring Break (No School)			

APRIL

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	**18
21	22	23	24	25
28	29	30		

	APRIL	22	22	20
16	Evening Conferences			
17	Conferences Day and Evening (No School)			
**18	(No School**)			

MAY

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	*16
19	20	21	22	23
26	27	28	29	30

	MAY	22	21	20
*16	LCSD Professional Development (No School)			
26	Memorial Day Holiday (No School)			

JUNE

MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	24	26	27
30				

	JUNE	9	8	8
5	Seniors' last day			
6-7	High School Graduations			
11	All students' last day - End of 2nd Semester			
12	Teachers' last day/Records Day			

Total Days this Calendar 2024-2025	**190**	**178**	**170**
Total Days 2023-24	190	178	170

= Professional Development (No School)

= Records Day (No School)

= Wednesday Early Release (See specific schools for times)

= No School (Shaded days)

= Conference Day (No School)

** = Evening Conference Trade Day (No School)

* = Days included in Instructional time calculation, pursuant to Oregon Administrative Rule.

11. Action Items
    11.a. Board
        11.a.1. Resolution - Information Gathering for Potential Replacement Bond

LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
PO Box 1110, Newport, OR 97365
T 541-265-9211 | F 541-265-3059
www.lincoln.k12.or.us

RESOLUTION NO – 2023/24-02

A RESOLUTION OF LINCOLN COUNTY SCHOOL DISTRICT, LINCOLN COUNTY, OREGON, DIRECTING THE SUPERINTENDENT TO GATHER INFORMATION IN THE FOLLOWING AREAS FOR REVIEW IN DISCUSSION ON A POTENTIAL REPLACEMENT FACILITIES BOND.

WHEREAS, the Board of Directors of Lincoln County School District, Lincoln County, Oregon (the "District"), has determined that a need exists for the District to gather information in the following areas during the remainder of the 23-24 school year in no particular order:

- Determine the facility needs over the next 15-20 years. This complete facility needs assessment is to include: new/replacement structures, long term maintenance needs, and safety upgrades/enhancements; and
- Review the CMGC processes used in the 2011 Bond, as applicable, in an effort to keep work local; and
- Complete needs surveys of staff, students, and community members; and
- Develop a decision making matrix to include timelines and information needed for the Board to decide if they will seek a replacement bond; and
- Determine District capacity to implement a bond; and
- Conduct a population study.

WHEREAS, the Board of Directors of Lincoln County School District, Lincoln County, Oregon (the "District"), will receive regular updates on this information gathering at monthly work sessions.

ADOPTED by the Board of Directors of the Lincoln County School District, Lincoln County Oregon this 13th day of February, 2024

Attest:

_____
Peter Vince, Board Chair

_____
Dr. Majalise Tolan, Superintendent

12. Items of Information & Discussion
    12.a. Teaching & Learning
        12.a.1. Chromebook Purchase Presentation
    12.b. Business Services
        12.b.1. 2023-24 Budgeted Resources Transfer Resolution

Resolution 2023/24-03
2023-24 Budgeted Resources Transfer

Oregon budget law requires that appropriation levels (instruction, support services, enterprise and community services, capital projects and debt service) must not be overspent. In accordance with ORS 294.450, budget law allows the Board of Directors to authorize transfers of appropriations and/or resources after declaring the need, purpose and amount of the transfer.

The District's 2023-24 Adopted Budget includes appropriations of $4,305,000 in General Fund - Transfers Out for transfer to various specified Special Revenue Funds in order to provide current and future funding for Curriculum, Technology and Music purchases, as well as providing for the ongoing maintenance of District buildings.

Resources are adequate at this time to make this transfer and also meet the Board Policy requiring a 7% minimum ending fund balance in the General Fund.

Recommended for transfer are the following resources within the named funds:

	Increase	Decrease
General Fund		
– Transfers Out	$4,305,000	
Building Maintenance Fund – Transfers In (Revenue)	$ 905,000	
Curriculum Fund – Transfers In (Revenue)	$ 1,600,000	
Musical Instruments Fund – Transfers In (Revenue)	$ 200,000	
Technology Fund – Transfers In (Revenue)	$ 1,600,000	

APPROVED BY A VOTE AT A REGULAR BOARD OF DIRECTORS MEETING HELD FEBRUARY 13, 2024.

_____ _____

Board Chair Superintendent

12.c. Human Resources

12.c.1. *Draft* Contract non-renewals (Provided under separate cover)

12.d. Board

12.d.1. Public Comment (This time is reserved for general public comment to the Board)

12.e. Other

12.e.1. Reminders/Announcements

12.f. Adjournment

Board Goals 2024-2029

GOAL ONE: Lincoln County School District will establish and meet high expectations for student achievement.

GOAL TWO: Lincoln County School District will create equitable, diverse, inclusive, and accessible learning environments across the district within a framework of excellence in education.

GOAL THREE: LCSD will provide for the long term health and welfare of our facilities and finances, focusing on accessibility, technological innovation, and purposeful utilization.

GOAL FOUR: Lincoln County School District will strengthen community relationships through communication and engagement with staff, students, families, and community partners.

Lincoln County School District Equity Team
Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

NON-DISCRIMINATION: Lincoln County Schools do not discriminate nor tolerate discrimination on the basis of an individual's race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age of any other persons with whom the individual associates.