

North Clackamas School District  
Integrated Grant Application  
2023-2027

School Board Presentation  
February 23, 2023





# Purpose

- To share what was prioritized in our Integrated plan given the range of inputs.
- To explain how our Integrated plan was developed.
- To introduce the plan and seek approval at the March 9, 2023 meeting.





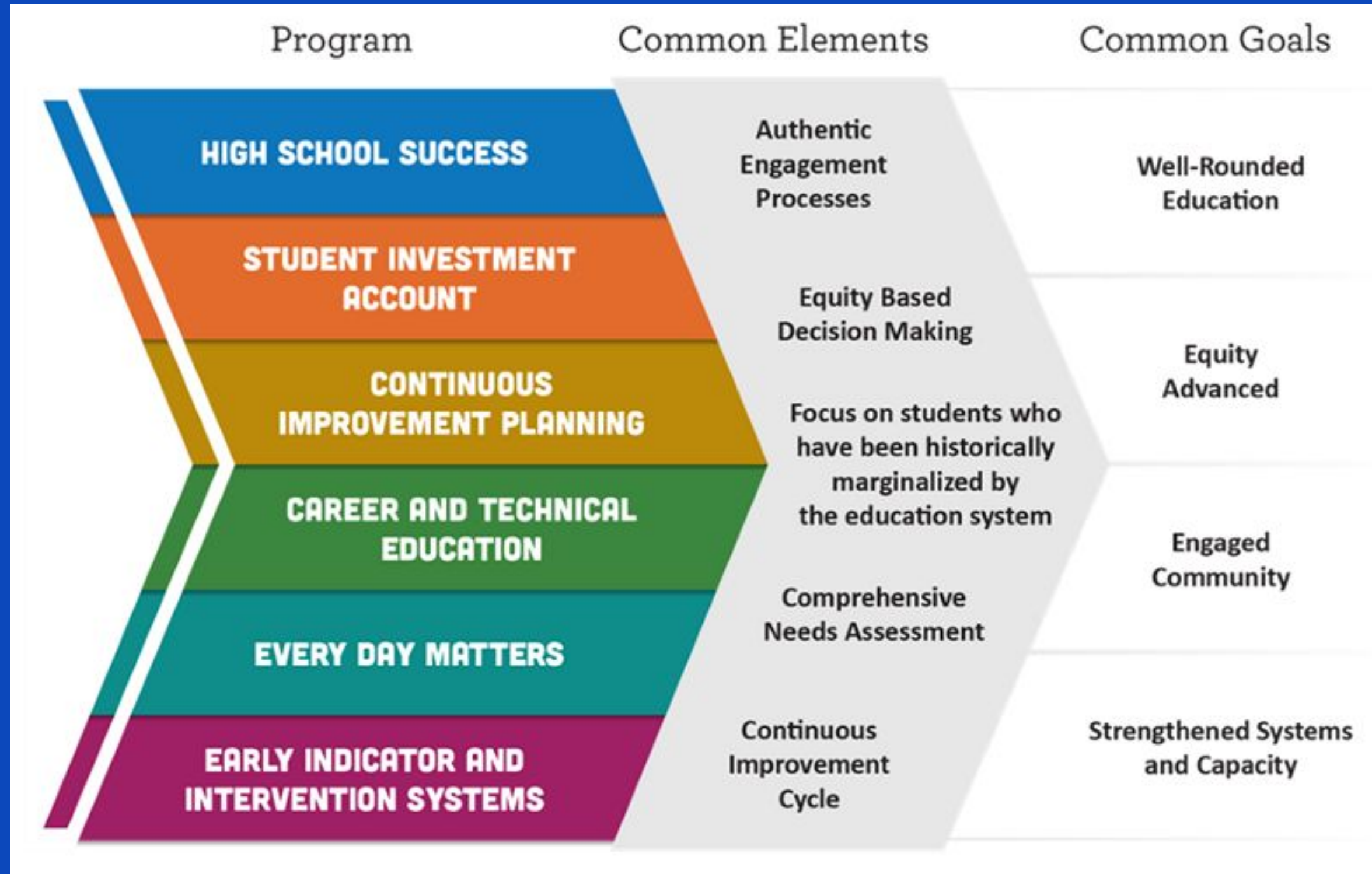
# Background

- Integration effort was responsive to requests from educational leaders and state legislators.

- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for six programs.

- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time.

# Six Programs & Common Goals



# Summary of Program Purposes

- **High School Success (HSS)** - Systems to improve graduation rates and college/career readiness.
- **Student Investment Account (SIA)** - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.
- **Continuous Improvement Planning (CIP)** - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.
- **Career and Technical Education - Perkins V (CTE)** - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.
- **Early Indicator and Intervention System (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.
- **Every Day Matters - (EDM)** - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

# Allocations

## Current 2022-2023

**Student Investment Account**  
\$12,588,000

**Measure 98**  
\$4,195,412

**Early Indicator & Intervention Systems**  
\$45,852

## Projected

**Student Investment Account**  
2023-2024 \$12,759,404  
2024-2025 \$13,280,196

**Measure 98**  
2023-2024 \$4,410,590  
2024-2025 \$4,590,614

**Early Indicator & Intervention Systems**  
2023-2024 \$45,852  
2024-2025 \$45,852

## Total North Clackamas Operating Budget

\$270 Million

# Planning Teams

**Community Engagement Team**  
**Needs Assessment Team**  
**Narrative & Budgeting Team**

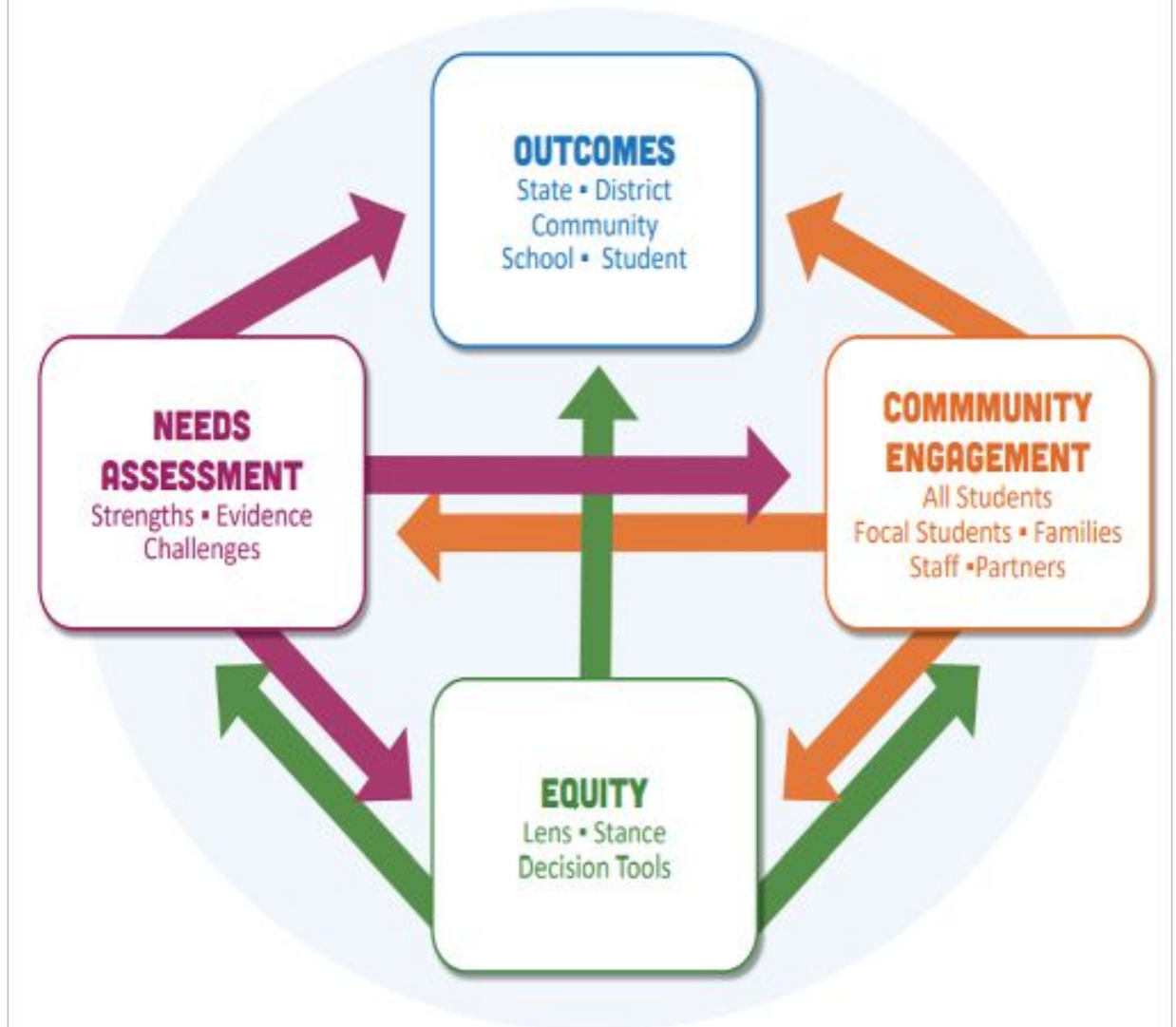
Supports Came From:

- Department Executive Directors/Directors/Associate Directors
- Teaching, Learning & Professional Development Coaches
- Community Outreach Coordinators/Liaisons/Engagement Specialists
- Communications Department
- Translation & Interpretation
- Building Level Administrators



# Required Process

- Use of an equity lens
- Community engagement
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model
- Review and use regional CTE Consortia inputs
- Further examination of potential impact on focal students tied to planning decisions
- Development of a four-year plan with clear outcomes, strategies, and activities





# Decision Making through an Equity Lens

## **North Clackamas School District Equity Lens**

**When making decisions and taking action, utilize the following questions:**

- Does this decision align with the District mission/ vision?
- What systems of oppression might exist within this situation?
- Whom does this decision affect both positively and negatively?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- Are those being affected by the decision included in the process?
- What other possibilities were explored?
- Is the decision/ outcome sustainable?





# Community Engagement Highlights

- **Engagement came in the following ways:**
  - Districtwide ThoughtExchange
  - Focal group engagement
    - Surveys
    - Interviews (in-person & phone calls)
    - Community meetings (in-person & virtual)
  - Licensed staff survey
  - CESD community surveys
  - YouthTruth
  - Strategic planning surveys

Interpreters, food, and child care were available at in-person opportunities.

Documents were translated to meet the language of the participants.

# Student & Family Focal Groups

- Native American/Native Alaskan
- Native Hawaiian/Pacific Islander
- Black/ African American
- Hispanic/Latinx
- Families receiving migrant services
- LGBTQIA+
- Chinese
- Families experiencing poverty
- Families experiencing housing insecurities
- Students and families with disabilities
- Justice Involved Youth (CESD)



# Key Learnings

## Parents/Caregivers

- Parents want to be communicated with and involved in their child's school.
- Inclusion and culturally relevant practices are desired.
- General overall desire for additional academic supports.
- Need for mental health supports in culturally affirming ways.

## Staff

- Class size and caseload reduction remains the #1 concern.
- There is an increase in students who are needing behavioral and/or mental health support.
- Retention/hiring of bilingual and staff of color is a continued need.
- The substitute shortage remains a large concern.

## Students

- Mental health supports are needed **and** are needed in a culturally affirming way.
- Desire for school staff that reflects the student demographics.
- Desire for stronger connection to culturally relevant curriculum and instruction.

# Needs Assessment Highlights

## **50 people representing different areas of our district:**

- High School Student Representatives
- Parents/Caregivers
- Community Partners
- School Board Member
- Administrators
- School Staff

## **Meetings:**

January 11, 2023 & January 19, 2023

5:30-8:00pm

Interpretation services/child care/dinner were provided.

## **Goal:**

Analyze data to determine prioritized areas of strengths and areas of growth/need.





# Our Process Meeting #1

1. Established community within the groups.
2. Discussed our “Hopes and Dreams” for students of NCSD.
3. Analyzed both qualitative and quantitative data to look for themes and patterns.
4. Groups discussed and then created posters to identify areas of strength and areas for growth.
5. Those posters were turned into themed areas for the second meeting.





# Needs Assessment Data

## Quantitative Data

- Seven-year look back of Oregon State Assessment Results
  - Four-year graduation rates
  - English Language Arts
  - Math
  - Science
  - Regular attender rates

## Qualitative Data

- Student focal group feedback
- Staff survey results
- Parent focal group feedback
- Community feedback
- Student ThoughtExchange
- Strategic plan feedback

# Our Process Meeting #2

1. Reviewed our strengths and growth work from the previous meeting.
2. Groups determined what their priorities were based on their work from the previous meeting.
3. Broke into new groups with one person from each group in that new group. Each person shared what their original groups priorities were and why. This allowed everyone in the room to hear what was important to each group.
4. Used the “Dotocracy” method we voted on the most important priority areas.





District Needs Assessment  
January 2023

Academic Outcomes & Engagement	
Areas of Strength to Build Upon	Areas of Need
<div><input type="checkbox"/> Strong/Increasing Graduation Rates</div> <div><input type="checkbox"/> Increased numbers of 9th Grade Students On-Track to Graduate</div> <div><input type="checkbox"/> Meaningful relationships between teachers, counselors and students</div> <div><input type="checkbox"/> College Pathways opportunities</div>	<div><input type="checkbox"/> Increase the number of Regular Attenders</div> <div><input type="checkbox"/> Increase after school program options</div> <div><input type="checkbox"/> Tutoring to support academic needs</div> <div><input type="checkbox"/> Reduce class size/case loads</div> <div><input type="checkbox"/> Curriculum that honors history and learning styles of racially and culturally diverse students</div> <div><input type="checkbox"/> Intervention Supports</div> <div><input type="checkbox"/> Graduation rates for students experiencing disabilities</div> <div><input type="checkbox"/> Attention to specific focal groups who are not showing growth in academic areas (ELA, Math)</div> <div><input type="checkbox"/> Culturally relevant and responsive Professional Development and coaching that is ongoing.</div>

30  
31

District Needs Assessment  
January 2023

Equity & Diversity	
Areas of Strength to Build Upon	Areas of Need
<div><input type="checkbox"/> Ongoing commitment to equity</div> <div><input type="checkbox"/> Communication with specific focal groups (Latinx, Native Hawaiian, Migrant families were specific focal groups who called this out.)</div> <div><input type="checkbox"/> Cultural &amp; Linguistic Engagement Specialists and Community Outreach</div> <div><input type="checkbox"/> Sense of pride in the overall NCSD community</div> <div><input type="checkbox"/> Community Partnerships are valued</div>	<div><input type="checkbox"/> Tribal specific events</div> <div><input type="checkbox"/> Increased diversity of staff/schools to reflect students and families</div> <div><input type="checkbox"/> BIPOC teacher retention</div> <div><input type="checkbox"/> Equitable Grading-Desire for strength based feedback. Balance between teacher autonomy and systematic equitable grading systems</div> <div><input type="checkbox"/> Continue to support school staff in this work so that they can work with polarizing issues and culturally relevant and responsive teaching.</div> <div><input type="checkbox"/> Culturally relevant and responsive Professional Development and coaching is ongoing.</div>

7

District Needs Assessment  
January 2023

Mental Health & Behavioral Supports	
Areas of Strength to Build Upon	Areas of Need
<div><input type="checkbox"/> Meaningful relationships between teachers, counselors and students</div> <div><input type="checkbox"/> Community Partnerships are valued</div> <div><input type="checkbox"/> Student Health Centers</div>	<div><input type="checkbox"/> Culturally specific support services in the area of counseling</div> <div><input type="checkbox"/> Overall need for more mental and behavior supports for students</div> <div><input type="checkbox"/> Increase the number of Regular Attenders</div> <div><input type="checkbox"/> More after school programs</div>

15

District Needs Assessment  
January 2023

Communication	
Areas of Strength to Build Upon	Areas of Need
<div><input type="checkbox"/> Overall communication</div> <div><input type="checkbox"/> Latinx, Native Hawaiian, Migrant families were specific focal groups who called communication out as a strength.</div> <div><input type="checkbox"/> Access to Translation and Interpretation services</div>	<div><input type="checkbox"/> Communication w/specific focal groups in mind, access to translators</div> <div><input type="checkbox"/> Streamline Communication-Too many varied ways information goes out to families, some systems are not accessible to families</div>

1

5



# Our Plan: The Priorities

1. Maintaining class size and caseload reduction.
2. Providing a well-rounded, equitable education, where students see themselves reflected in the staff, curriculum, and instructional practices.
3. Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups.
4. Supporting the behavioral and mental health needs of students.
5. Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics.

# Our Plan:

## Outcomes/Strategies/Activities

### Outcomes

- Long term goals.
- Reflect the priority work we are setting forward in our plan.

### Strategies

- Specific projects, tactics and approaches that will help us achieve our outcomes.

### Activities

- Key investments.
- Support positive growth toward outcomes.

# Example:

## Outcome/Strategies/Activities

### **Outcome:**

Ensure students' mental health needs are addressed, social-emotional, and behavioral needs are met by qualified professionals in schools to increase students' sense of belonging, and increase graduation and attendance rates.

### **Strategies:**

1. Meet the mental and behavioral health needs of students by ensuring students have access to comprehensive counseling and mental health services.
2. Provide professional learning and coaching for the social and emotional needs through the Caring School Communities curriculum.
3. Provide direct equitable and increased access for focal group, students and families, to access mental health or social service supports.
4. Access to standards based health education including core Health and Comprehensive Sexual Education content provided by licensed professionals.



# Example:

## Outcome/Strategies/Activities

- School counselor positions
- Contract with outside mental health services
- Qualified Mental Health Providers
- Campus Monitor
- Elementary Social-Emotional Learning Coach
- Social Workers
- Family Advocate
- Family Support Workers
- Elementary Health and Wellness licensed teachers
- School Nurses
- Contract with Substance Abuse Counseling/Provider
- Restorative Justice Coordinator

# Our Plan-Tiered Approach

At this time, we are working with anticipated budget allocations. Should the actual allocations change, we alternate activities that address the goals of the grant. For example, if we are unable to hire for specific positions or if contracts with outside partners come in lower than anticipated, we would have additional funds available and would be able to nimbly move toward these activities.



# Tiered Examples

**Outcome:**

Ensure students' mental health needs are addressed, social-emotional, and behavioral needs are met by qualified professionals in schools so as to increase students' sense of belonging, and increase graduation and attendance rates.

- Increase social workers.
- Purchase curriculum to support the social and emotional needs of students.

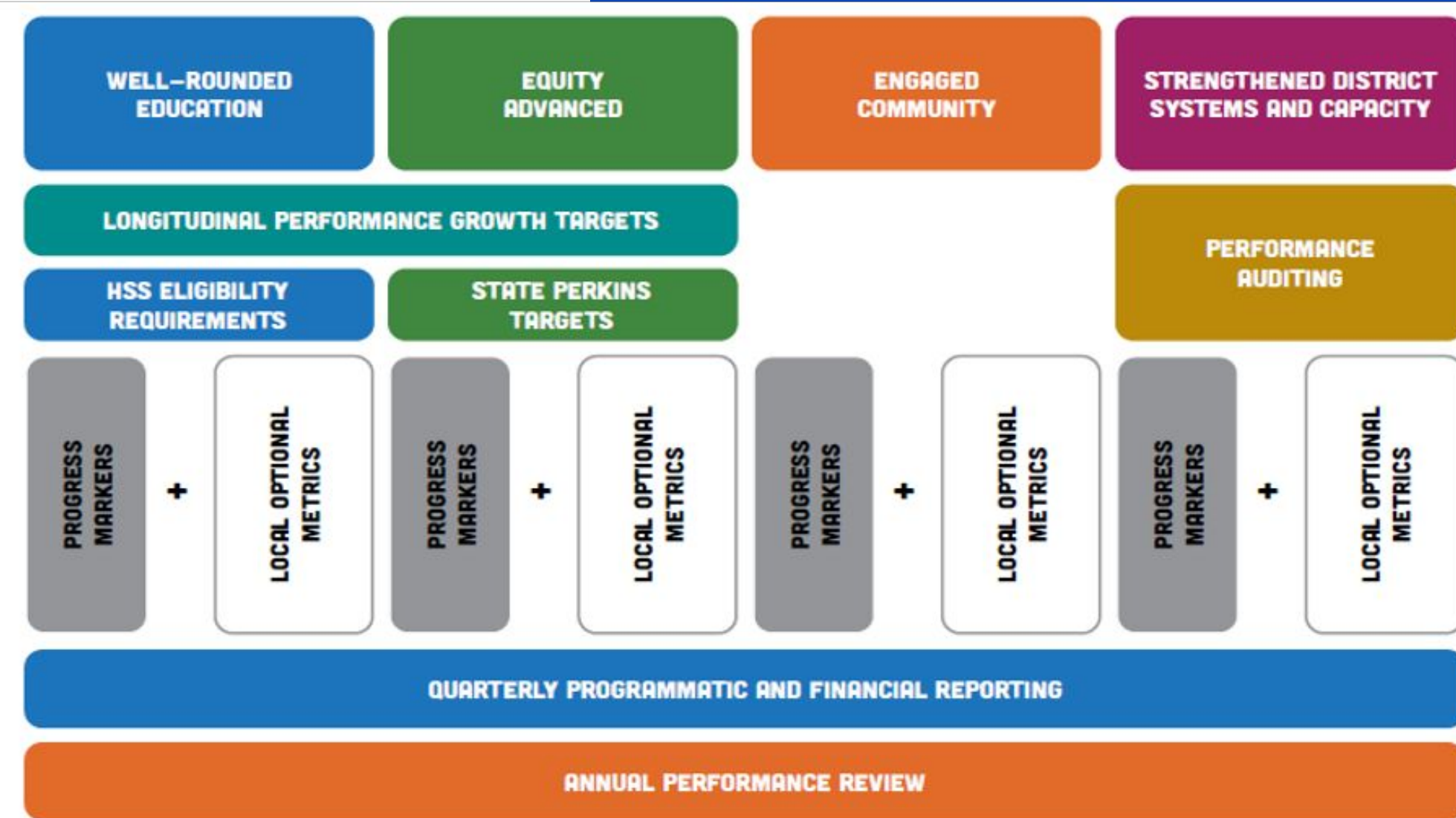


# Public Review and Comment

Link to website where the narrative and investments can be found here.

- This plan will be open to the public for feedback between February 24, 2023 and the March 9, 2023 School Board meeting.
  - A ThoughtExchange will go out via ParentSquare on Friday, February 24, 2023.
- Public comment regarding this plan can also be made during the March 9, 2023 School Board Meeting.

# How the State Defines Success



## Summary of Performance Measures

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

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

# Longitudinal Performance Growth Targets (LPGTs)

As a district, NCSD uses data for longitudinal analysis.

Guidance has been established by ODE to, in conjunction with our local ESD, collaborate in the developing Longitudinal Performance Growth Targets, using applicable metrics for the overall population and disaggregated for focal groups.

- Third-grade reading proficiency rates measured by ELA
- Ninth-grade on-track rates
- Regular attendance rates
- Four-year or on-time graduation rates
- Five-year completion rates



Referred to as  
“5 Common Metrics”



# What Happens Next?







Questions?