



BEAVERTON

SCHOOL DISTRICT

Needs Assessment Summary

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

The Beaverton School District regularly reviews data with efforts focused on equity and addressing student needs. The district Needs Assessment included community engagement and a review of disaggregated data. The goal of the Needs Assessment was to explore trends related to student learning through the lenses of equity, engaged community, provision of a well-rounded education, and strengthening systems and capacity.

Our engagement with industry and community partners has grown over the past two years. CTE Industry Advisory Boards meet regularly and increasingly provide an opportunity for meaningful collaboration between industry partners and CTE educators. Disaggregated data on student participation and persistence in CTE Programs of Study has been reviewed and analyzed by advisory boards, CTE teachers, and high school administrators. The gaps evident by gender and some focal groups have informed goal setting for each Program of Study.

Beginning in Spring 2024, the District's Integrated Guidance team reviewed each ODE Student Success Plan paired with a review of our Longitudinal Growth Performance Targets, our Strategic Plan indicators, and disciplinary data for the

focal group highlighted in each Success Plan. This led to a close focus on the needs of individual focal groups.

The 4 year graduation rate for the Class of 2024 was 87.66%, a 1.54% decrease from the prior year, but higher than pre-pandemic rates. The 5 year graduation for the Class of 2023 was 93.06%. In 2023-24, the percentage of 9th graders on track for graduation grew at the same rate for focal group students and all students. 3rd Grade ELA Proficiency as measured by SBAC has not yet returned to pre-pandemic levels and decreased in 2023-24. In 2023-24 the percentage of regular attenders increased for both the focal student group and overall student groups, with significant improvement for the focal student group. This data informs equity-based decision making and resource allocation within the district.

Overall, our results indicate our areas for improvement and further investment are to:

- Increase student sense of belonging, particularly for focal group students
- Increase early literacy achievement, closing the achievement gap for focal group students
- Increase 4 and 5 year graduation rates, particularly for focal group students
- Increase awareness of and access to career connected learning opportunities at the middle and high school levels
- Increase access to and persistent through CTE Programs of Study

Equity Advanced

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

BSD's Equity Lens asserts that in order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments. We apply this Equity Lens by considering the following questions as we make decisions:

- Whose voice is and isn't represented in this decision?

- Who does this decision benefit or burden?
- Is this decision in alignment with the BSD Equity Policy?
- Does this decision close or widen the access, opportunity, and expectation gaps?

Our Integrated Programs plan is designed to support every BSD student, including prioritized focal student groups. As part of the plan, the following outcomes and strategies were identified to address needs:

1. Increase academic achievement for K-3 early literacy, focused on achievement for all student focal groups
 - 1.1. Invest in high-quality instructional materials to support evidence-based literacy practices
 - 1.2. Provide intensive support through High Dosage Tutoring
 - 1.3. Provide additional learning opportunities through extended learning programs and other interventions
 - 1.4. Implement and support best practices in literacy instruction
2. Increase graduation rates for all student demographic groups
 - 2.1. Continued support of reduced class sizes to close the opportunity and achievement gap using the Staffing Allocation Methodology (SAM)
 - 2.2. Continue 9th Grade (On-Track) Success Teams at all high schools
 - 2.3. Mentoring and support of high school students who are not on-track for graduation within four years
 - 2.4. Provide credit recovery options through high schools, as well as online opportunities
 - 2.5. Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all students
3. Students in every focal and demographic group will report an increased sense of belonging at school
 - 3.1. Create school communities focused upon equity and inclusive practices
 - 3.2. Provide professional learning opportunities for all staff focused upon diversity, equity and inclusion
 - 3.3. Create opportunities for families to connect and engage
 - 3.4. Expand the number of staff of diverse racial, ethnic and linguistic backgrounds through recruitment, hiring and mentoring
4. BSD will fully implement a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students
 - 4.1. Design and implement a K-12 MTSS focused upon the whole student, including students' academic, behavioral and social-emotional needs

- 4.2. Provide equitable access to academic support and interventions
- 4.3. Provide equitable access to behavioral health and wellness supports
- 5. All students will be provided with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated achievement for students in every focal demographic group
 - 5.1. Increase access to accelerated learning opportunities for students historically underrepresented in AP/IB/Dual Credit courses
 - 5.2. Expand Dual Language programs to increase access to students districtwide
- 6. Increase the number of students prepared for postsecondary success through CTE Program of Study participation, with a specific focus on focal group students who are underserved in district CTE programs
 - 6.1. Enhance and expand CTE programs to align with industry-identified standards that will lead to high skill, high wage, and in-demand occupations
 - 6.2. Increase student, family, and community awareness of district CTE programs and career opportunities related to CTE programs offered within BSD
 - 6.3. Provide training and support to HS Counselors and other staff on marketing CTE programs and recruiting students into CTE courses and Pathways
 - 6.4. Actively reduce barriers of entry for CTE programs by eliminating CTE student course fees and providing financial support for programs to purchase supplies and materials necessary for students to engage in hands-on learning activities;
 - 6.5. Implement a career connected learning system with equitable access for all middle and high school students

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

Licensed staff new to the district and classified staff will participate in Engaging Equity modules to ensure they have access to the arch of learning that has been the focus for educators over the past two years. Teaching and Learning TOSAs will continue to provide and support professional development activities that embed high leverage, culturally responsive instructional practices and embed Tribal

History/Shared History in content area instruction. As we move into the second year of MTSS implementation, data literacy and refinement of tiered practices will support students; social, emotional, and academic needs.

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

The district has implemented policies and procedures to ensure inclusion of students experiencing homelessness, including compliance with the McKinney-Vento Act, which removes barriers to education and provides equal access to educational services and resources. Students experiencing homelessness in the Beaverton School District have access to all the programs and activities that housed students have. The district's McKinney-Vento team serves as a point of contact to support students and their families, as well as provide training to staff on best practices for working with students experiencing homelessness.

In an effort to ensure students experiencing homelessness have equal access to opportunities, the Beaverton School District has leveraged both general fund and grant funds to pay for course fees, registration fees for extra curricular activities, test fees, and other needs of the student to be able to participate fully in education and enhancement opportunities. In order to protect the status of students experiencing homelessness, the district has developed a confidential database to monitor this focal group, but access to this information is shared through the district homeless liaisons, and is limited to school-based staff only on a need to know basis.

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

A recent gap analysis of participation and persistence in CTE Programs of Study showed that BSD's participation and persistence gaps between female and male students are greatest in the Industrial and Engineering Systems learning area and the Arts, Information, and Communications learning area, where male students were more likely than female students to participate. In the Health Sciences learning area and Human Resources learning area female students were more likely than male students to participate and persist.

Efforts to promote student, family, and staff awareness and understanding of CTE Programs of Study continues to be an important strategy for increased participation in CTE programs. Information about both school and district CTE Programs of Study are frequently updated on our district and school websites to inform students, their families, and community members. Promotional materials and events are created to reach students and their families, including informational tables at high school curriculum nights, and career events. During the course selection process, CTE Programs of Study host various promotional events during the student day that invite students into CTE classrooms to learn from staff and other students. Tours of district CTE Option Programs have been organized for high school counselors, who play a key role in supporting student course selection. The intent has been to expand counselor understanding of both the CTE opportunities within their school and in district wide programs.

To develop awareness of CTE programs before students begin high school, each neighborhood middle school offers a “Future Lab” elective course that provides students an opportunity to explore careers with active, hands on learning through modules that are aligned to CTE Programs of Study offered at their future high school and in district CTE Options programs. The intent is for students to see themselves in a pathway that they may have not yet considered for themselves.

Well-Rounded Education

Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework.

Our program review and assessment of our implementation of the practices described in Oregon’s Early Literacy Framework remain the same, with a few areas of notable progress and new areas of growth. We have since adopted a new, high-quality curriculum based on the Science of Reading and provided ongoing professional development for teachers to support fidelity of implementation. We have also implemented a universal screener for Early Literacy and Reading and are seeing student growth. We have created structures for time for K-3 teachers to engage in PLCs regularly. Across the other elements of the Framework, our progress and reflection remains largely unchanged.

How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

Ensuring that the adopted curriculum is aligned with state and national standards occurs through a systematic process that includes the careful review and alignment of the standards, a gap analysis assessing current materials, development of learning targets and a scope and sequence, selection of curriculum materials, and ongoing assessment and adjustment.

BSD's Standards-Based Learning System relies on a scope and sequence of K-12 learning targets aligned to Oregon State Standards, with common, district wide rubrics to measure student proficiency. Implementation is supported by the Teaching & Learning Department which ensures teachers have access to scope and sequence of grade level standards and learning targets, as well as district adopted resources. Teachers on Special Assignment (TOSAs) provide ongoing professional development for teachers on evidenced-based, effective instructional practices. An interdisciplinary district course committee works to ensure alignment of courses within our secondary schools. This ensures that students have access to all of the state and national standards to help them achieve post-high school success.

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

Beaverton School District school administrators are tasked with evaluation and supervision of classroom instruction. Staff are observed both formally and informally and go through an annual professional goal setting process, based upon the CEL 5D+ Teacher Evaluation Rubric to support this work and ensure a focus upon intentional and engaging instructional practices that challenge each and every student. The 5D+ framework is a research-based tool that provides a shared language for instruction that grounds teaching and learning in classroom environment and culture, student engagement, curriculum and pedagogy, and assessment for student learning and purpose, and thereby development of high-quality instructional practices.

Principal supervisors support this work by participating in classroom observations alongside principals to sharpen our focus on the implementation of high leverage,

evidenced-based instructional strategies. This provides timely feedback to administrators and teachers, helping identify professional development needs and guide efforts towards school improvement goals. Through this focus, we strive to support standards-aligned, rigorous instruction particularly in the core, Tier 1 settings.

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

A goal in our strategic plan is Safe and Thriving: Student Safety and Well-being. This focus upon creating a safe and welcoming educational environment extends to include families, community members, faculty and staff.

Creating safe and inclusive learning environments is supported through district wide practices and ongoing professional development for all staff in Engaging Equity modules. School counselors and social workers provide additional support to students and families. Behavioral Health and Wellness teams collaborate on identifying interventions for students who may need additional support. A district-wide Social Emotional Learning TOSAs is available to assist schools and families in managing challenging situations, ensuring that students remain in a safe learning environment. For students who need extra support, Student Safety Plans are created, which may include gang contracts developed in collaboration with School Resource Officers and school counselors. These strategies ensure that students who need additional support have a structured plan to remain safe and engaged in their education. Online reporting tools such as SafeOregon and BSD's Bias Incident Reporting Tool provide a mechanism for students to report concerns about safety if they are not able to share the concerns with a trusted adult at school, resulting in a prompt response from administrators.

The district is dedicated to implementing strategies to develop and support the needs of our community and recognize the importance of every community member. To ensure all members of the community experience a safe and welcoming environment the district adheres to consistent safety measures at all campuses, uses signage and displays in multiple languages and formats that highlight the assets of our diverse student and community population, and encourages community involvement through a variety of ways. Interpreters are available for family conferences and other meetings. Bilingual liaisons support

schools in outreach efforts to families. Student and family affinity groups help increase a sense of inclusion and belonging.

Additionally, each year the district recognizes the tremendous efforts and generosity of volunteers and community partners through the district's community awards. A community celebration is held to honor, celebrate and share the impact that the annual awardees have upon the lives of students, in hopes of inspiring others to join in and offer their support in collaboration with the district.

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

The district has three licensed District Librarians that curate and manage library collections, as well as direct and support the Library Media Assistants at each of the schools. This support includes guiding the Library Media Assistants to work with classes of students to explore library collections and digital resources as well as checking out books.

At elementary schools, students participate in a specials rotation in the library where they have access to both physical and digital publications to check out, as well as learning sessions on digital literacy. At the secondary level students have access to robust school libraries with both physical and digital publications available to check out. In addition to Language Arts classroom libraries, digital literacy lessons and research lessons are embedded in content courses.

The District allocates funds to each school on a per pupil basis to support ordering new books and resources to ensure libraries include high quality, culturally responsive books and materials for students. As the District expands Dual Language Programs, additional resources are allocated to ensure the libraries at schools with Dual Language Programs include books in the target language.

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

At every school, a Behavioral Health and Wellness Team (BH&W) is formed as a collaborative, general education, solution-generating student intervention team made up of a variety of school perspectives. The BH&W team includes an Administrator, Student Success Coach/School Success Specialist, Counselor, Social Worker, Psychologist, and School Nurse. As available, the team may also include a

Substance Use Specialist, Learning Specialist, Academic Coach, Grad Mentor, Campus Monitors, ELD Teacher/Staff, Case Manager, and Youth Services Officer.

The purpose of the BH&W Team is to work to provide every student what they need to thrive in the general education setting by:

- Reviewing the Universal Screener data, Early Warning System (EWS,) and other reports to track student needs
- Implementing evidence-based Tier II and III behavior and Tier III academic interventions when needed
- Monitoring and tracking interventions over the course of established time

Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience

How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups?

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

BSD is in Year 1 of implementing a districtwide Multi-Tiered System of Support, universal screeners in Reading and Math are used to identify students who may need additional tiered support. The universal screeners provide one data point, that when combined with other data such as teacher observations, classroom assessments, and state tests help to identify what support is needed. School data teams implement interventions, collect data, adjust interventions, and monitor student progress. If students are not making adequate progress even after being provided with additional interventions, they may be referred for further evaluation with consent of the parent/caregiver.

For students who show mastery of learning objectives, teachers differentiate instruction. Differentiate instruction focuses on content, process, product, or learning environment. Modifications are guided by student readiness, interests, and learning profile. Strategies include, but are not limited to the higher level questioning, extensions, cluster/flexible grouping, independent study, curriculum compacting, independent projects, open-ended assignments, and single-subject acceleration.

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

Two new CTE Programs of Study are in the planning stages at this time: Behavioral Health Systems and Electrical.

During the 2024-25 school year, an industry partner approached the staff at Sunset High School about the regional workforce need for Behavioral Health support staff. SHS staff visited a similar program, surveyed students to gauge interest, and developed additional industry partnerships. The primary goal of the Behavioral Health CTE program is to provide BSD students the opportunity to be knowledgeable, skilled, and compassionate job-ready graduates whose multilingual, multicultural, and/or cultural assets and empathy address workforce and client needs. In Fall 2024, the start up program began with one cohort of students and staff continued to develop the pathway courses, including course descriptions, syllabi, learning targets and rubrics. In Fall 2025, the program will expand to become a District CTE Option Program, with enrollment open to students attending any comprehensive high school.

The CTE Electrical Program of Study is planned to coincide with the completion of the rebuild of Beaverton High School in Fall 2026. During the constructional planning process over the past several years, instructional space was specifically designed to support authentic learning experiences in an Electrical program. BHS staff, in consultation with industry partners, are developing the pathway courses, including course descriptions, syllabi, learning targets and rubrics. In Spring 2026, a CTE Electrical teacher will be hired for planning with courses beginning the following school year. Initially this program will be open only to Beaverton High School students, but may later be expanded to be a district CTE Options Program.

CTE staff will continue to collaborate with industry partners and high schools to analyze opportunities for new CTE programs aligned to high-wage and high-demand careers, relying on regional labor market data to guide decision making.

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

Work-based learning experiences available to BSD students include Clinical/Internship/Practicum, Cooperative Work Experience, Pre-Apprenticeship, School-Based Enterprises, Service Learning and Workplace Simulation. Availability of the experiences vary between Programs of Study, however 32 out of 33 CTE

programs actively incorporate work-based learning. The CTE Teacher on Special Assignment has provided professional development to build the capacity of CTE teachers to implement work-based learning, as well as to deepen the understanding of school administrators. Our goal is to embed work-based learning experiences at multiple points in each CTE Program of Study. A consistent process and agreement contract for clinical/internship experiences with industry partners has been implemented by the CTE program, Risk Management, and the district legal team. These protocols safeguard our students while building strong community partnerships. In addition, the district partners with the Washington County Chamber of Commerce to facilitate work-based learning experiences for all students.

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

Yes

Engaged Community

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

Engaging with our community has become an integral part of our decision making processes and following the widespread engagement in the Strategic Planning process, we have used focus groups, surveys, listening sessions and affinity groups to engage stakeholders in meaningful dialogue about their experiences, needs and perspectives on many topics. Beyond Integrated Planning, our students, staff, caregivers, and communities have provided feedback on many topics including cell phone policies, school schedules, facilities, and more. As we continue to strengthen trust with our families and community, meaningful collaboration is an expectation about the way we work together.

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

- Superintendent Listening Sessions & Coffee Chats
- Student surveys

- Parent/Guardian Surveys
- Student Advisory Committee to the Superintendent
- Student focus groups and interview
- Multilingual Family Nights
- CTE Industry Advisory Board meetings
- Family Engagement Groups
- Educational Equity Advisory Committee

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

- Classified staff surveys
- Licensed surveys
- CTE Program Equity Review (staff and community partners)
- School leaders engagement protocol

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

Students, families, industry and community partners, as well as staff are invested in the academic achievement and social emotional well-being of our students. Our review of assessment data showed areas of growth related to our Strategic Plan, including student sense of belonging, early literacy achievement, graduation rate, regular attendance, awareness of and access to career connected learning opportunities at the middle and high school levels, and CTE participation and persistence. When survey and achievement data was disaggregated, there are gaps when comparing focal student populations with the total student population. We also need to continue to address disparities in disciplinary actions. This informs our plans to continue to strengthen our core instructional model while further developing our academic and behavioral Multi-tiered system of supports.

Strengthened Systems and Capacity

What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?

The Beaverton School District's Human Resource Department recruits staff via professional educator fairs, outreach to specialized professional associations such as the National Association of Bilingual Educators (NABE), investment in grow-your-own pipeline programs and participation in regional networks dedicated to helping diversify the workforce. Efforts to recruit and retain educators and leaders representative of student focal groups include direct outreach to specialized professional associations, outreach to promising candidates, stipends for bilingual proficiency, affinity group support, dedicated affinity mentors, and pipeline programs specifically designed to support diverse staff.

The district onboards and supports new educators and leaders by dedicating time and resources to extended days of professional learning, and providing new employees with expert mentoring from full-release mentors. Additionally, the district provides ongoing professional learning embedded within eight non-student work days each school year, as well as opportunities for release time for additional learning and tuition reimbursement to encourage continuous learning.

What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

District leaders work closely with the Human Resources team to ensure staff assignments maximize teacher expertise in supporting and meeting the diverse needs of students, including focal group students. Further, the district annually reviews the licensure of each and every staff member to ensure that teachers who are out-of-field are properly supported so that instruction is robust. In recent years, the district has used grant funding, as well as general fund dollars to provide extra support and professional learning for teachers new to the profession and/or those on emergency teaching licenses. Teachers new to a subject area or level may be assigned a teacher mentor to assist them in providing high quality instruction. All instructional leaders are regularly trained and supported in effective staff supervision including support scaffolds to ensure that performance gaps are closed and all teachers consistently provide high quality instruction.

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

Each school's Behavioral Health and Wellness (BH&W) analyzes student behavioral data to identify root causes of student behaviors, then implement tiered supports for students. BH&W teams use tools such as student success or safety plans to

provide strategies and interventions to mitigate further behavior. They analyze specific focal groups to ensure that supportive measures are being offered and implemented as appropriate. This year, increased opportunities for professional development for both licensed and classified staff on a culturally responsive continuum of care.

Building and district administrators engage in both professional development and collaboration regularly, analyzing student behavioral data using the BSD Equity Lens. This year, school administrators at each school level are calibrating both their restorative and disciplinary practices, including accurate reporting in our student information system.

What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

When a student is transitioning from LTCT sites, YCEPs, or JDEPs to our schools, the school principal and Public Safety Director receive a Juvenile Adjudication notice. When this is received the school principal contacts the Juvenile Counselor or Probation Officer listed in the notice to gather information about the student's support needs. The administrator then develops a transition plan that addresses orientation with a warm welcome, credit recovery and a Safety plan. The Safety Plan attends to any no contact orders that should be in place with other students. If necessary a Digital Safety Plan is created that includes a plan for student learning without the digital tools.

How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades?

From middle grade to high school? From high school to postsecondary education and/or workforce?

A key outcome of our Strategic Plan is that all students leave each level with a plan and a purpose. The district employs a variety of strategies to support successful and seamless transitions between grade levels.

Early Childhood Programs to Elementary School

- Host PreK programs (4 year olds) and Head Start (3-4 year olds) at district schools
- Kindergarten Family Engagement Events
- Kindergarten staggered start for orientation day

Elementary to Middle School

- Incoming 6th Grade Family Night
- 5th Grade Fly Ups
- 6th Grade staggered start for orientation day
- Summer school, using data to identify students needing extra support

Middle School to High School

- Future Lab career exploration elective aligned to feeder high schools
- AVID Elective and schoolwide
- Incoming 9th Grade Family Night
- HS Counselor & Student Leaders visits to MS for course selection and community building
- 8.5 Summer School, using data to identify students needing extra support
- 9th Grade staggered start for orientation day
- 9th Grade Success Teams

High School to Post-Secondary and Workforce

- Early College High School
- AVID Elective and schoolwide
- Career-connected learning opportunities, such as career fairs, guest speakers, mock interviews, field trips to colleges and industry
- Family nights about the college application process and financial aid

At all levels, in order to meet the transition needs of students who experience a disability and are eligible for Section 504, elementary, middle and high school counselors collaborate to review student accommodation plans in order to ensure a seamless transition from one school to the next. Similar meetings are held between case managers for students eligible under IDEA.

What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands?

Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

Career exploration and career development coursework and activities are most robust at the high school level. This plan includes a strategy to implement a career connected learning system with equitable access for all middle and high school students.

At the elementary level currently, career exploration is largely variable between schools. Neighborhood middle schools offer a pre-CTE elective, Future Lab, that provides hands-on career learning experiences. Posters of CTE programs at their feeder high schools are displayed in the Future Lab, promoting the opportunities students will have in high school. Counseling teams facilitate career exploration through lessons and guest speakers. AVID Elective students participate in field trips to visit college campuses. The Pre-ACT 8 is offered to all 8th Grade students, which supports Career Exploration and can help students become more informed about and engaged in college and career exploration and planning. Results are shared with students and caregivers, along with resources to understand both the cognitive and non-cognitive results.

At the high school level, information about career connected learning and CTE opportunities are shared with students and caregivers through announcements, social media, school newsletters and academic planning guides, as well as promotional events during the school day for students and in the evenings for students and families. Counselors share information with students about CTE opportunities during the course selection process.

Career exploration and development is embedded in high school Advisory courses to support students meeting the graduation requirement of developing an education plan and building an education profile, in addition to participating in career-related learning experiences. Beginning with the Class of 2027, a Higher Education and Career Related Skills course will be a diploma requirement and will support enhanced communication with students and caregivers about career exploration and development.

The Pre-ACT is offered to all 10th Grade students and the ACT is offered to all 11th Grade students. Both support Career Exploration and can help students become more informed about and engaged in college and career exploration and planning. Results are shared with students and caregivers, along with resources to understand both the cognitive and non-cognitive results.

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

BSD welcomes teachers new to our district through a New Staff Academy prior to preservice week. The week includes both technical onboarding and professional development grounded in equity, creating inclusive classrooms and schools, restorative practices, and high leverage instructional strategies. In addition, new teachers are able to work in small groups with content area TOSAs to understand BSD's Standards-Based Learning System, including learning targets, course scope and sequence, and district-wide rubrics. The two members of Teaching & Learning's Native American and Alaska Native Title VI team collaborate with their department colleagues to ensure that new staff are familiar with the curated resources available on the staff intranet, especially Tribal History/Shared History lessons organized by grade level and content area. To build staff awareness of the assets of our American Indian/Alaskan Native students and families, additional information is available about our BSD Native Learning Gardens, Native Heritage Month & Indigenous Peoples' Day Supports, Classroom Tribal Representation Resources, Indigenous Language Supports, and the Beaverton Education Foundations Native Education & Student Fund.

EARLY LITERACY

What is the name of the funding source for the 25% match for early literacy?

SIA and General Fund

Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- Hiring
- Purchasing Curricula & Materials
- High Dosage Tutoring
- Extended Learning Programs

Professional Development & Coaching
Other

If you have more than one elementary school and/or schools serving elementary grades, select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district. Prioritization was determined based on schools that:

Have the lowest rates of proficiency in literacy in the district
Identified for comprehensive support and improvement under the federal Every Student Succeeds Act based in part on literacy score
Have literacy proficiency rates that have not recovered to pre-pandemic levels
Have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district
Not applicable if you only have one elementary school

If you have more than one elementary school and/or schools serving elementary grades, list the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each.

Aloha Huber Park - 4.1%	Hiteon Elementary - 2.4%
Barnes Elementary - 4.1%	Jacob Wismer Elementary - 2.4%
Beaver Acres Elementary - 4.1%	Kinnaman Elementary - 4.1%
Bethany Elementary - 2.4%	McKay Elementary - 4.1%
Bonny Slope Elementary - 2.4%	McKinley Elementary - 4.1%
Cedar Mill Elementary - 2.4%	Montclair Elementary - 2.4%
Chehalem Elementary - 2.4%	Nancy Ryles Elementary - 2.4%
Cooper Mountain Elementary - 2.4%	Oak Hills Elementary - 2.4%
Elmonica Elementary - 4.1%	Raleigh Hills Elementary - 2.4%
Errol Hassell Elementary - 2.4%	Raleigh Park Elementary - 4.1%
Findley Elementary - 2.4%	Ridgewood Elementary - 2.4%
Fir Grove Elementary - 4.1%	Sato Elementary - 2.4%
Flex Online - .4%	Scholls Heights Elementary - 2.4%
Greenway Elementary - 4.1%	Sexton Mountain Elementary - 2.4%
Hazeldale Elementary - 2.4%	Springville Elementary - 2.4%

Terra Linda Elementary - 2.4%
Vose Elementary - 4.1%

West TV Elementary - 2.4%
William Walker Elementary - 4.1%

Application Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach.

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

BSD's Strategic Plan, which drives our Integrated Programs application, consists of 4 Goal Areas and each has key outcomes to guide our planning.

1. Safe and Thriving: Student Safety and Well-being
2. Foundations of Success: Strong Start in Early Learning
3. Progress on Standards: Achievement for All
4. College and Career Ready: Supports for Post High School Success

In response to questions about safety and belonging on our annual survey in Spring 2024, most students responded positively, but responses for some focal groups were lower than the overall response. However, a leading indicator of students' sense of belonging may be evident in our attendance data. In 2024-25, the percentage of regular attenders increased for both the focal student group and overall student groups, with significant improvement for the focal student group. Continuing to support schools with Behavioral Health and Wellness staff and professional development on high leverage, culturally responsive strategies should result in improvements in this area.

3rd Grade ELA Proficiency as measured by SBAC has not yet returned to pre-pandemic levels and decreased in 2023-24. We believe that we will see improved learning outcomes with the continued implementation of the recent instructional materials based on the Science of Reading, expansion of dual-language programs and further development of our Multi-tiered System of Support

In 2024, the BSD overall graduation rate dropped 1.3% from the Class of 2023 to the Class of 2024. However, the graduation rate for the Class of 2024 continues to be higher than the pre-pandemic graduation rate and is higher than the statewide graduation rate. Overall, Hispanic/Latinx students and Native Hawaiian/Pacific Islander demonstrated a lower graduation rate compared to the overall BSD rates. Native American/Alaska Native and Black/African American students saw an increase in graduation rates from the Class of 2023 to the Class of 2024.

Several student groups demonstrated a lower graduation rate compared to the overall BSD rates. The student groups with the lowest graduation rate were Students Experiencing Homelessness and Students who were English Learners at any time during high school. Two focal groups (Recent Arrivers and Migrant Students) saw an increase in graduation rates from the Class of 2023 to the Class of 2024.

In 2023-24, the percentage of 9th graders on track for graduation grew at the same rate for focal group students and all students. Although they did not meet the LPGTs, the on track rate has returned to pre-pandemic levels. Continued work is reflected in the plan's investment in transition support.

Our plan includes strategies for enhancing and expanding CTE Programs of Study and includes a new strategy to implement a well-articulated career connected learning system at the secondary level. In our engagement activities it was apparent that students, families, community members, and even some staff were unfamiliar with CTE programs in our district or how to access them. On our annual survey, high school respondents indicated a lack of awareness of their progress toward career education requirements or progress towards their post-high school plans. As we strive to increase student participation and persistence in CTE Programs of Study, a critical strategy is developing a well-articulated career connected learning enhancement for all secondary students that includes career awareness, career exploration, and embedded career experiences.

How can ODE support your continuous improvement process?