**HILLSBORO** SCHOOL DISTRICT

Integrated Programs Application Narrative
Applicant Official Name: Hillsboro SD 1J
Link to plan on applicant website: https://www.hsd.k12.or.us/Page/7451
Application Set: District Independent with CTE program and District Sponsored Charter

## Section 1: Needs Assessment Summary

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

Our needs assessment process began with a comprehensive gathering of student feedback through both a standardized survey, staff input, family input sessions, student survey, student small group input sessions and individual phone calls to families. The process began April 2024 and concluded February 2025. Survey responses and focus group feedback for staff, family, student and community were compiled by Qualtrics. The responses and data were reviewed by our Integrated Guidance planning team and shared with our School Board.  Students: The student online survey was administered in grades 3-12 with the following participation: 2,175 elementary students,1573 middle school students, and 1,956 high school students. Focus groups were held in this same time frame, with six sessions for high school students moderated by our superintendent. While the online survey was made available to all students, the students who participated in the focus groups were hand-selected to ensure there was broad representation across racial and ethnic groups, abilities, gender, and other factors. District and state-level data on student outcomes and access was also gathered on nineteen different metrics, including attendance/absenteeism, discipline, achievement, availability of courses, graduation, CTE, and more.  Staff: Cross-functional teams of district and school-level staff comprised our Integrated Guidance Planning teams that aligned to each grant under Integrated Guidance. These teams analyzed the data and reviewed best practices.  Families: Information was shared with our culturally-specific parent groups: Latino/a/x, Native American/Alaska Native, and Black Village Family Advisory Committee and Asian and Pacific Islander family engagement group. We made family phone calls that our family outreach liaisons conducted to elicit feedback on six core questions aligned to our goals about how our school system is serving students and what could be improved.  Student and parent response trends made it clear they support the district's continued effort on Student Mental Health and Career and College Readiness.  Our student outcome result trends indicate we still need to improve 3rd grade reading outcomes for our a Latino/a/x students and our focused work on 9th grade on track, specifically improving outcomes for our students

accessing special education services.  Based on these student outcome results, our plan will continue to include FTE and budgeting for instructional coaches focused on third grade reading outcomes for our Latino/a/x k-3 students and 9th grade on track FTE including graduation coaches and on track professional development. Community: A community survey was administered and approximately 1,011 people responded to the survey, including those whose children receive special education services, receive free or reduced lunch, speak a language other than English in the home, and/or identify as LGBTQ2SIA+.  For CTE assessment, we conducted 12 Industry Advisory sessions that gathered educator and partner feedback that advised our Perkins plan, as well as our High School Success plan.  The integrated guidance plan has emerged through this comprehensive process and will continue to be used to drive resource allocation into the second biennium of our strategic plan.

City View Charter School actively participated in conducting a needs assessment specific to our charter community. City View distributed a comprehensive survey to gather direct input from our students, staff, and families.The survey results revealed three clear priorities unique to our charter community: physical education enhancement, social-emotional/behavioral support systems, and targeted academic intervention programs. These identified needs have directly shaped our implementation approach, which maintains alignment with district goals while emphasizing these specific areas. While our overall objectives remain consistent with the district plan, City View's implementation strategy allocates resources differently based on our community's expressed priorities. For example, our charter will dedicate a percentage of funding toward expanding PE programming, implementing a research-based social-emotional curriculum with associated staff training, and creating a robust intervention system using evidence-based literacy and mathematics supports. Throughout the development process, City View leadership maintained regular communication with district administrators to ensure our targeted approach complemented the broader district initiatives while addressing the specific needs identified by our charter community.

## Section 2: Equity Advanced

2.1 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.

We utilized the HSD Educational Equity Policy, adopted by the Hillsboro School Board, to inform our process. This lens was central in ensuring that equity remained at the forefront.  We employed the *Every Student Belongs* Equity Guiding Questions to support and challenge our strategies, ensuring they were aligned with our commitment to addressing the needs of historically underserved students.  Two key examples demonstrate how we applied this equity approach in planning and budgeting. First, we decided to continue professional development for staff on how to run and analyze reports using disaggregated data from the district's data systems. These trainings empower staff to make data-informed decisions within their Professional Learning Communities (PLCs), allowing them to better support our student focal groups within our

Integrated Guidance plan goals, high priority student focal groups for example are Latino/a/x students and students with disabilities. The ability to access and use disaggregated data ensures that we are addressing achievement gaps and improving outcomes for students.  Second, we allocated IG funds for accelerated credit liaisons for College-Level Opportunities, such as Dual Credit, AP and IB programs. These liaisons focus on recruiting and retaining underrepresented student groups, including Latino/a/x students and those qualifying for Special Education services, in these advanced coursework programs. This effort ensures that students from historically marginalized groups have access to rigorous academic opportunities, which is critical in promoting long-term academic success and college readiness.  These actions ensure that resources are used strategically to close gaps and create equitable opportunities.

2.2 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?

HSD provides hundreds of professional development opportunities for our educators (classified, admin and licensed) each year.  We provide a series of school leadership team PD (includes admin in teacher leaders) at both the elementary and secondary level that focuses on the major academic and social emotional goals of our strategic plan and integrated guidance. We also provide language focused and integrated PD , including Constructing Meaning and Systematic ELD for K-12. Our DL educators get a series of DLP sessions and collaborations focused on strategies that support the learning of multilingual learners. Our equity based PD includes a 2 day Taking It Up training available twice a year, monthly Climate, Culture, and Voice meetings, task forces focused on better serving specific student focal groups, and restorative practices. To support the social, emotional, and behavioral needs of students, we provide PD on Collaborative Problem Solving, suicide prevention, Safety Care, classroom management, recess support, among other. To support our on-track and College and Career Pathway work we meet five times a year with high school grade level success teams, biannual CTE Advisory boards, biannual CCP steering committee, quarterly dual credit liaison meetings, monthly CCP support team meetings, twice a year CTE professional development, monthly School to Career team meetings, as well facilitating CTE teacher cohorts of Constructing Meaning PD and other instructional support PDs as needed.

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

The Hillsboro School District protects students experiencing housing hardship by maintaining confidentiality - only sharing information when necessary, appropriate, and approved by the family or student. We never flag students in Synergy, understanding the label of being "homeless" can be stigmatizing and negatively impact a student's confidence and sense of belonging at school. We also remove barriers to students participating in afterschool programs, college visits, clubs, sports, events, and field trips, making sure they are never left behind or singled out due to lack of funding, transportation or unnecessary paperwork. Above all else, we fully follow the McKinney-Vento Act.

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

Our district actively works to increase gender diversity in CTE by implementing intentional strategies that encourage students to explore nontraditional career pathways with confidence. We bring in industry representatives who are nontraditional by gender to interact with students, serving as real-world role models and demonstrating that all career fields are accessible, regardless of gender.  We also prioritize industry mentors in internship placements, ensuring students have exposure to professionals who reflect diverse representation in their fields. These mentors provide guidance, encouragement, and networking opportunities that help students see themselves in careers where their gender may be underrepresented.  Additionally, we ensure that CCP student ambassadors in each CTE program include students who are nontraditional by gender. These ambassadors serve as peer role models, sharing their experiences and encouraging younger students to explore a wide range of career opportunities.  Beyond mentorship, we embed inclusive recruitment strategies by highlighting diverse representation in marketing materials, career fairs, and course selection events. Our CTE teachers and counselors are trained to recognize and challenge gender biases, ensuring students receive equitable guidance when considering CTE pathways.

## Section 3: Well Rounded Education

3.1 Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework. Additional requirement: Please include any updates for charters.

For both HSD and CVCS our program review and assessment of our implementation of the practices outlined in Oregon's Early Literacy Framework remain largely consistent, with notable progress in some areas and new opportunities for growth. Previously, English foundational skills were identified as an area for improvement. In response, we have adopted a high-quality supplemental foundational skills curriculum and provided professional development for teachers and paraeducators to enhance foundational skills instruction in the early grades. As a result, assessment data from the Wonders/Maravillas Phonics Survey shows a 20% increase in students achieving proficiency in key foundational skills. While fostering multilingualism has always been a priority in our literacy program, we recognize the need for continued refinement in teacher understanding and instruction related to translanguaging, cross-linguistic transfer, and oral language development to better impact student outcomes. Additionally, strengthening connections between schools and families—particularly in literacy skills, milestones, and communicating student growth—remains an area for improvement. Across the other elements of the Framework.  Both HSD and CVCS remain committed to improvement and ongoing progress.

3.2 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?

We implement a rigorous curriculum review and approval process aligned with Board policies for core and supplemental curriculum.  These processes utilize the IMET rubric provided by ODE to ensure all of our adopted curriculum aligns to state and national standards. As part of the pilot and adoption process, the adoption leadership team ensures the curriculum is aligned to state and national standards through a rigorous review using the state IMET rubric and a post survey reported by piloting teachers. Our educators receive training on curriculum implementation, instructional best practices, and data-driven decision-making. Collaborative planning across grade levels and departments is also implemented to ensure instruction aligns to course and content objectives. Educators work on backward planning to ensure the implementation of the scope and sequence of content, standards and objectives. Educators align formative, summative, and benchmark assessments with curriculum objectives to monitor student progress effectively. Team planning and implementation of curriculum ensure equity and accessibility by considering diverse student populations, including English Language Learners, students with disabilities, and gifted learners through collaboration and PLC work focused on analyzing assessment data to allow for timely interventions, enrichment and curriculum adjustments based on data-driven insights. Teams provide multiple access points to content through planning for differentiated instruction, scaffolding, utilizing technology and Universal Design for Learning (UDL), which supports all students effectively.

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

To ensure classroom instruction is well-rounded, intentional, engaging, and challenging, we use the Center for Educational Leadership's (CEL) Five Dimensions of Teaching and Learning (5D) Framework in which teachers are held accountable to in their daily practice through observations, feedback and evaluation. We begin with Purpose, setting clear learning goals, communicating expectations, and using formative assessments to adjust instruction. Lessons are designed to be relevant and meaningful, connecting to real-world applications. For Student Engagement, we implement active learning strategies such as group work, student discourse strategies, inquiry-based tasks, and technology integration. By incorporating student interests and culturally relevant materials, we create an inclusive and stimulating environment that keeps learners engaged. Curriculum and Pedagogy focuses on differentiation and scaffolding to support diverse learning needs. A mix of direct instruction, project-based learning, and guided discovery ensures that all students, regardless of ability, are appropriately challenged. In Assessment for Student Learning, we use formative and summative assessments to track progress and guide instruction. Informal assessments like exit tickets and peer feedback, along with performance-based assessments, ensure student mastery while promoting self-reflection and metacognition. In Dual

Language classrooms native literacy instruction, we elevate the importance of multilingualism and transference in analyzing the learning of our multilingual community. Lastly, we cultivate a Classroom Environment and Culture that is safe, respectful, and fosters a growth mindset. Our commitment to well-rounded instruction is further strengthened by our robust Career and College Pathway system, which provides students with 69 career and college pathways, including 37 CTE programs.

3.4 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?

Creating a safe and welcoming educational environment is key to student success and community trust. We focus on building strong relationships, setting clear expectations, and fostering partnerships to promote prevention and belonging.  By cultivating authentic connections with students, families, and community members, we create an environment where students feel supported and engaged, reducing risky behaviors like substance abuse or violence.  We have a Violence Prevention Committee, which collaborates monthly to review data and implement strategies to ensure safety. Partnerships with organizations like Portland Opportunities Industrialization Center, REAP, Latino Network ROSA program, and Shifted Theory provide mentorship and culturally responsive support to at-risk students.  We also engage families through affinity groups, empowering diverse voices to help shape our school's culture. Together with staff, we implement consistent behavioral expectations and restorative practices, teaching students social-emotional skills to make positive choices and contribute to a safe, inclusive climate. Ultimately, creating safety and inclusion is about trust, empowerment, and ensuring every student and family feels valued and invested in the well-being of the entire community. Our district supports substance use prevention through partnerships with school-based mental health providers, including Youth Contact, and the Student Assistance Program (SAP). Middle schools implement SB-SBIRT (School-Based Screening, Brief Intervention, and Referral to Treatment) to address early risk factors. All secondary schools have dedicated counseling staff who support students at risk of school disengagement, including those impacted by substance use. These efforts reflect our commitment to creating safe, supportive school environments that prioritize early intervention, connection, and student well-being.

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

In grades K-6, students receive a weekly specials rotation in the library where they have access to both physical and digital publications to check out, media mini-lessons connected to career and college pathways, and digital literacy. At grades 7-12 students have access to robust libraries with both physical and digital publications available to check out, annual digital literacy lessons, and research lessons integrated into the content classrooms. School libraries are reported by students, especially some of our focal students, to be a safe and welcoming space. Over the past 3 years, we

have focused on culturally responsive practices in our libraries as they connect with transformative social emotional standards. Additionally, our K-6 students regularly receive lessons and read alouds connected to celebrations and commemorations like Hispanic/Latino Heritage month, Black History Month, Lunar New Year, in addition to others. We also highlight these celebrations in our middle schools and high schools through purposeful displays and connections to curriculum.

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

Our district monitors the effectiveness of interventions for students experiencing depression, anxiety, stress, and dysregulation through a comprehensive, multi-tiered Student Support Process. This process includes Action Team/Kid Talk and Student Success Team meetings, where educators and support staff collaborate to identify, implement, and evaluate targeted interventions. Care Team meetings provide additional support for students with more intensive needs, ensuring coordination between school staff, families, and community-based resources. Our middle schools utilize the School-Based Screening, Brief Intervention, and Referral to Resources (SBIRT) program to identify students at risk and provide timely support. This evidence-based approach helps address mental health and behavioral concerns by connecting students to appropriate interventions and monitoring their progress over time. Suicide screenings, Care Team referrals, and data from our Student Support and Wellness Counselors are also monitored as a part of a comprehensive interdisciplinary system of student support. General achievement indicators such as attendance data, grades, on-track indicators, and discipline data are regularly analyzed to assess the impact of interventions. Insights from belonging surveys and student voice inform refinements to our strategies, including trauma-informed SEL practices and climate and culture team initiatives. These efforts also address the needs of specific populations, such as students identifying as LGBTQIA2S+, through expanded supports like inclusive name and pronoun options.

3.7  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?

The district and school leadership use student achievement data to monitor underachieving groups and provide targeted support through assessments, professional development, and instructional materials. A structured Student Support Process ensures students, especially our focal students, receive appropriate interventions. The process begins with Professional Learning Communities (PLCs), where teachers meet twice a month to analyze data and adjust instruction. Identified students receive small-group instruction, interventions, or one-on-one support. If they do not respond, they move to the Action Team, which consults specialists, sets individualized goals, and modifies interventions. If students continue to struggle, they proceed to the Student Study Team, which includes parents, specialists, and school psychologists. This team intensifies

interventions or develops a new plan, and if progress is not made, students may be evaluated for Special Education. Beyond interventions, differentiation and acceleration ensure all students receive appropriate challenges. Each school has a Talented and Gifted (TAG) coordinator trained to support students exceeding academic standards. Equity in TAG identification is emphasized by diversifying data collection and shifting from percentile rankings to peer group comparisons.Teachers use instructional strategies such as flexible grouping, curriculum compacting, tiered instruction, and independent learning contracts. Pre-assessments and formative assessments guide decisions, and specialists support English Learners (EL) and Special Education (SPED) students. The district's structured, data-driven approach ensures all students receive the support needed to meet or exceed academic standards.

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

Hillsboro School District offers a diverse range of CTE-defined work-based learning (WBL) experiences to provide students with real-world, hands-on learning. These primarily include school-based enterprises, workplace simulations, and industry internships across multiple fields. Our Health Science programs provide clinical practicums, internships, and simulations in courses leading to CCMA, DA, CPhT, and PhT credentials, ensuring students gain direct patient care experience and industry certifications. Additionally, our district's paid internship program connects CTE students with HSD departments, placing automotive interns in transportation, culinary interns in nutrition services, construction interns in facilities, and technology interns in IT. A standout school-based enterprise is our Sustainable Agriculture program, where students run a farm, sell CSA produce boxes and salsa kits, and donate surplus to food banks and culinary programs. We also host Oregon's only BOLI Registered Youth Apprenticeship program for Certified Manufacturing Technicians providing students with paid, competency-based industry experience. To expand WBL, HSD employs a district-level WBL staff member who recruits students, builds industry partnerships, and manages onboarding processes. Also, a health sciences industry engagement specialist, funded through an ODE CTE Revitalization Grant, recently secured 17 new partners and 41 additional student placements. Expanding WBL remains a priority as we collaborate with teachers and industry partners to ensure all CTE students access meaningful career-connected experiences that prepare them for postsecondary success.


3.9 Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If not, please explain.


Yes. However, opportunities are limited due to PCC's instructor qualification constraints. Many CTE teachers have extensive industry experience, undergraduate degrees, and an MAT for teaching licensure, yet they are ineligible to offer 200-level dual credit because they do not hold an MBA, which was not required for their path into education.  Additionally, the most cost-effective dual credit model—PCC direct credit, which is free—is often the hardest to access due to restrictive credentialing. Other models, while more accessible, can cost $100–$800 per course, creating financial barriers for students.  The lack of consistency in dual credit policies makes it

difficult to sustain equitable opportunities. Requirements change frequently, and individual program deans can modify them, with new leadership often shifting policies. To create a fair and accessible system, we need standardized agreements on instructor qualifications and costs, along with expanded PLC-based and sponsored dual credit options to ensure all students have equal access to college credit opportunities.

## Section 4: Engaged Community

4.1 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?

We have made several improvements in our engagement with the community, including focal students, families, and staff. One significant change has been the increased frequency of connecting on the goals of our strategic plan which is directly tied to our integrated guidance plan. We use digital platforms and in person opportunities to foster communication and collaboration. We have been able to maintain consistent and accessible channels of communication that we also use to inform our school board and school district staff that tend to the goals of our plan. This qualitative data has allowed for more frequent monitoring and adjusting our action steps within our plans to best support families and personalized support for focal students. We have adopted a more culturally responsive approach to engagement with the leadership of our Equity, Access and Engagement (EAE) officer. The EAE team has made an effort to learn about the unique backgrounds of students and their families, which has helped build stronger relationships based on mutual respect and understanding. Hosting virtual and in person cultural nights and bilingual meetings has helped to make all families feel included. Some barriers remain despite the increased use of digital tools, access to technology and reliable internet connectivity continues to be an issue for some families, limiting their ability to fully engage. Additionally, ensuring that we are reaching all families and students in a culturally and linguistically responsive way still poses challenges. Building trust with families who may be hesitant to engage with the school system also requires ongoing effort.

4.2  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.)

We gathered 1,011 student, family, community and staff responses that helped shape our plan. Staff, students, families and community had an opportunity to share feedback in a Qualtrics survey.  Two key strategies for focused feedback were: 1. 312 individual phone calls made by our family outreach liaison team to our Parent Advisory Council members that participate in our Black Village, Native American/Alaska Native, LatinX and Asian Pacific Islander committees.  2. Our

superintendent met with diverse focus groups that totaled 110 high school students from our 6 high schools, 4 comprehensive, 1 online and 1 alternative options.

4.3 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.)

We gathered 1,011 student, family, community and staff responses that helped shape our plan. 1. Staff, students, families and community had an opportunity to share feedback in a Qualtrics survey, we gathered 178 licensed and classified staff responses from our survey and advertised the opportunity through Hot News, OSP Connected and school newsletters. 2. We created school based data packages and questions for administrators to review with school level teams made up of licensed and classified and then they shared back the input. 3. Our Integrated Guidance core planning team was made up of classified, licensed and administrative staff.

4.4 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.

Our community engagement process provided valuable insights into the needs, priorities, and concerns of both our community and staff. Through surveys, focus groups, and direct conversations with families, we learned that there is a strong desire to prioritize the mental and behavioral health needs of our students. This input was instrumental in planning to allocate resources, such as Full-Time Equivalent (FTE) positions and community partnerships, to better support these critical areas. We also heard from both the community and staff about the importance of differentiated learning and scaffolded support throughout our system. This feedback helped us plan for professional development, intervention materials, and school programs that meet the diverse needs of our students. Families expressed a need for more school-based engagement opportunities at the secondary level, especially for those navigating language barriers. Additionally, there was strong support for continuing our career and college readiness efforts. From our staff, educators emphasized the importance of continuing with the UFLI (University of Florida Literacy Initiative) professional development and appreciated the tools and strategies provided to support students' diverse literacy needs. We applied this feedback to inform our planning in several ways, ensuring that resources are allocated to support mental health, differentiated instruction, and career readiness. Overall, there was strong satisfaction with the work we've done, and a call for continued investment in our key strategic priorities to foster a more inclusive and supportive educational environment within the Hillsboro School District.

## Section 5: Strengthened Systems and Capacity

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

HSD attends college career fairs and hosts our HSD Licensed SPED Fair. We are also highly invested in GYO efforts as a named partner on four GYO grants which focus on navigation and tuition support for diverse staff. HSD is part of the first Teacher Apprenticeship Pilot Program. We have the first two completers in the state and have two more enrolled. All four are bilingual Spanish/English. HSD is also part of a Meyer Trust Grant focusing on the retention of staff that identify as Black. There are administrator pathways including with local colleges and a district leadership program for future administrators and executive administrators. There is individualized and targeted on-boarding for new licensed staff, administrators, and elementary special education assistants. HSD also holds space for affinity groups for staff of color and staff who identify as part of the LGBTIA+ community. HSD has a robust Diverse and Bilingual Educator Scholar Program which recruits students in HS who are interested in a career in Education. The BDEP Connector recruits, mentors and supports students to enroll in HS and supports the hiring of these students. We provide each student an internship and during the year if available throughout their college career. During their college senior year, they receive support with application and interviews and they commit to interview with HSD first. Since 2020, we have hired 16 educators in licensed positions,  and 13 in classified positions.


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

To ensure that focal students receive instruction from effective and highly qualified teachers as frequently as other students, our district implements several key systems. We prioritize hiring bilingual, culturally responsive educators with experience supporting multilingual learners and diverse student populations.  Professional development is also a priority. Teachers receive training in culturally and linguistically responsive teaching, inclusive instructional strategies, and data-driven approaches to meet the unique needs of focal students.  Equitable student grouping is a priority, with scheduling and placements designed to ensure that focal students have consistent access to high-quality educators. This avoids tracking or segregation that might limit opportunities. At the secondary level, all students have open access to course selection, with information about available courses and college/career pathways provided to both students and families. Counselors engage in class meetings, individual conversations, and parent evenings to ensure families are informed.  Once students select courses, administrators identify which classes will be offered. For example, the Executive Director for High Schools works with principals to ensure that all students, including those historically marginalized or in specialized programs (e.g., IEPs, English Language Development), have access to highly qualified teachers.  We regularly monitor student progress through formative assessments and make necessary adjustments to ensure focal students receive appropriate support. Teachers collaborate with specialists, instructional coaches, and support staff to implement evidence-based practices, and they have the opportunity to participate in Professional Learning Communities and other development programs.

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

We use a data-driven, equity-focused approach to analyze disciplinary referrals, suspensions, and expulsions. All incidents are documented and disaggregated by focal groups, including race, ethnicity, gender, special education status, and socioeconomic background. Our executive directors review this information with building administrators. This helps us identify trends and address any disparities. We regularly review the data with school leadership and counselors to ensure our disciplinary practices are fair, consistent, and aligned with restorative principles. We also share findings with our Violence Prevention Committee and family engagement groups to gather feedback. Based on the data, we implement targeted interventions, such as mentorship, counseling, or restorative practices, to support students and reduce disproportionality. Continuous monitoring allows us to adjust strategies as needed and ensure equitable outcomes for all students.

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

Our district has systems in place to support students and families transitioning from LTCT sites, YCEPs, and JDEPs back into schools to ensure a smooth reentry and continued academic progress. Our re-engagement team collaborates with school counselors, administrators, and community partners to provide personalized transition plans. These plans include credit evaluations, academic support, and social-emotional resources. We work closely with families to ensure they understand available supports and pathways for student success.  Additionally, our Career and College Pathways (CCP) team connects students to CTE programs, work-based learning, and dual credit opportunities, helping them transition into career-connected pathways that align with their interests and goals.  By fostering strong school connections, wraparound services, and clear academic pathways, we support successful transitions and help students stay on track for graduation and postsecondary success.

5.5 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?

To support transitions across grade levels, we invest in family liaisons and counselors at the school level and graduation coaches in secondary schools, providing real-time assistance to students and families. Our Education Liaisons focus on early learning, college and career readiness, and fostering community connections for our multilingual and multicultural families. The Bilingual Enrichment Summer Program helps accelerate learning while providing essential bridge support for students transitioning into Kindergarten, middle school, and high school. From Pre-K to Kindergarten, we regularly review Family Support Plans to ensure students receive the resources they need. We offer summer kindergarten jumpstart programs, aiding students and families in adjusting to the school environment. Elementary students engage with career kits at each grade

level, offering them early exposure to the academic and career programming available at the secondary level. As students move from elementary to middle school, family liaisons and counselors continue to support academic and social-emotional needs. The Bilingual Enrichment Program ensures that multilingual students bridge learning gaps, and middle school orientation events assist students in adjusting to new academic expectations. Transitioning from middle school to high school, students are introduced to career and college pathways through Career Spotlight Events and forecasting support from high school counselors. Graduation Coaches ensure students stay on track, both academically and socially. Starting in Fall 2024, middle and high schools use Xello to help students create a 6-year educational plan.  High school students access numerous college-level opportunities, internships, and workforce readiness programs, ensuring they are prepared for their futures.

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

Our district provides career-connected learning at all grade levels, ensuring students and their parents engage in exploration, awareness, and preparation for future careers.

Elementary: Schools use CCP Career Kits to introduce students and parents to career pathways through hands-on activities, culturally relevant texts, and integrated lessons. Many schools also host career fairs, where local industry partners and CCP programs share career opportunities.

Middle School: Students participate in career exploration coursework, interest assessments, and hands-on experiences such as field trips and introductory CTE courses. Career-connected electives, including Careers in Action, expose students to various industries. A CCP Connection Counselor supports 7th and 8th graders in exploring CCP programs before high school, with high school student ambassadors helping to showcase pathways.

 High School: Students gain career preparation and training through CTE programs, work-based learning (internships, job shadows, apprenticeships), dual credit courses, and industry certifications. Our School to Career Specialist and Assistant oversee career centers and district-wide career-connected learning opportunities. Families and students receive information through guidance counseling, advisory lessons, newsletters, parent nights, PAC meetings, and the CCP website. Collaboration between counselors, CTE teachers, and district staff ensures students graduate career- and college-ready.

5.7 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.

The State's Shared History Tribal History curriculum is used as a starting point for engaging educators and administrators in professional development throughout the school year. Participation from year to year is monitored and documented. At the moment, the curriculum is implemented in grades 4, 8 and 10 and integrated in Language Arts, Math, Science, Social Studies and Health.  with the goal of expanding to preK-12 soon.  Topics highlighted within the curriculum include the Native American experience in Oregon, tribal history, sovereignty issues, treaty rights, socioeconomic experiences and current events.  We find this curriculum to be culturally relevant, community based, and developmentally appropriate; and in alignment with the academic content standards adopted under ORS 329.045.

## Section 6: Early Literacy

All documents have been submitted in the Integrated Programs Reporting and Application WorkApp.

## Section 7: Plan Summary

7.1 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.

Our targeted universalism approach allows us to focus on both the strengths and needs of all students while strategically addressing how to best serve students in our focal groups. This approach ensures that every student has the opportunity to access, engage with, and succeed in our educational system. At the same time, we intentionally review and strategize ways to support students in our identified focal groups, ensuring we provide equitable opportunities for those who have been historically underserved. For example, our needs assessment revealed that a significant number of students in our district are language learners. In response, we have invested in staffing and a Dual Language program that celebrates all languages while creating pathways toward English/Spanish biliteracy. This approach ensures that language learners have the opportunity to thrive academically while also valuing their home languages. Additionally, our ongoing professional development focuses on culturally-responsive teaching practices, differentiated instruction, and scaffolding—research-backed strategies proven to better serve students from historically underserved backgrounds, while benefiting all students. Our plan is specifically designed to improve the academic, social, and emotional performance of our focal student groups. However, potential barriers to success could include limited resources, resistance to change among staff, and socioeconomic factors like poverty. Despite these challenges, our comprehensive approach—braiding funds, targeted professional development, and systemic support—empowers

us to move forward with confidence in our efforts. Our focal student groups each bring diverse assets and needs. In our needs assessment, we identified the strengths of our Career and Technical Education (CTE) programs, which were praised by both families and students for their wide range of offerings that connect students to various career pathways. We aim to overcome barriers related to language and culture by investing in multilingual staff, instructional materials, and professional development for teachers to become more culturally proficient. This will ensure that language learners and students from diverse cultural backgrounds can fully engage in CTE programming. We also recognize that historically marginalized populations face barriers to access and engagement in CTE. Our plan includes strategies to increase participation rates among these students, focusing on increasing completion rates for students from underrepresented and nontraditional groups. We are committed to raising awareness of CTE opportunities among families of underserved students, ensuring they understand the value of these programs. Additionally, we plan to expand access to unique CTE programming through initiatives such as a shuttle system and work-based learning opportunities in fields like graphic arts, computer science, and engineering. Overall, we believe the plan and budget we have developed will help us achieve the intended outcomes of our strategic plan, including our Local Performance and Growth Targets (LPGTs). These targets are central to our ongoing process of continuous improvement aimed at closing the achievement gap and ensuring overall student success. With a focus on equity, high-quality instruction, and intentional support, we are confident that our efforts will lead to positive outcomes for all students, particularly those in our focal groups.

7.1.a If sponsored Charter. Include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan.

Our charter school's educational programming aligns with district goals and objectives, while employing a differentiated approach to needs assessment that incorporates our implementation of the shared priorities. While maintaining alignment with district objectives, our needs assessment expanded public input through: (1) a comprehensive stakeholder survey collecting detailed feedback from staff, students, and families regarding educational priorities; (2) analysis of SBAC assessment data; (3) EL Education implementation benchmarks; and (4) intervention tracking metrics. The public input process confirmed strong community support for HSD's core educational goals while providing nuanced insight into implementation preferences such as additional mental health support, academic interventions and physical education. Our quarterly review process ensures ongoing alignment with district objectives while responding to the specific implementation preferences for City View's needs. All educational programming must explicitly demonstrate connection to both district goals and our charter-specific public input findings. This approach ensures our charter serves as an innovative implementation pathway toward our shared district objectives while honoring the specific input provided by our school community.

7.2 How can ODE support your continuous improvement process?

The Oregon Department of Education (ODE) can support our school districts' continuous improvement process in two key ways. First, we would like data reports on postsecondary information on our students.  We would like ODE to send us reports on both career and college information including employment, apprenticeship, military, etc. after our students graduate.  We would like to know how our system has served all students after high school, but we do not have the bandwidth to track this as the school district.  Second, continue to provide grants to support efforts aimed at reducing achievement gaps, particularly for students from marginalized communities.  As funding is a critical area, the grants and targeted financial support opportunities have been very beneficial.  With that being said please continue to streamline reporting processes.

## Section 8: Application Assurances and Attachments

All documents have been submitted in the Integrated Programs Reporting and Application WorkApp.