



Board of Directors
North Clackamas School District 12
12400 SE Freeman Way
Milwaukie, Oregon 97222

Agenda

North Clackamas School Board
Thursday, October 26, 2023 - 6:30 PM
Board Room/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

Times listed on the agenda below are only estimates and may be adjusted.

OPEN SESSION

6:30	Call to Order	
	Community Comments	
	Native Land Acknowledgement	2
	Flag Salute	3
	Minutes - October 12, 2023	4
	Minutes - October 21, 2023	7
	Consent Agenda	
	A. Employment Changes	
7:05	1. Native American Heritage Month - Proclamation	8
	Presenter: Jena Benologa	
7:20	2. Budget Committee Vacancies Update - Report	10
	Presenter: Jena Benologa	
7:25	3. Early Learning Presentation: Elementary Programs - Presentation	13
	Presenter: Patricia Ahrens	
8:00	4. Multiple Pathways at New Urban High School - Presentation	44
	Presenter: Petra Callin	
8:25	5. Student Success Act: Student Investment Account Annual Report	56
	Presenter: Joel Stuart	
8:40	Adjourn	



Native Land Acknowledgment

We acknowledge the land on which we sit and which we call the North Clackamas School District rests on the traditional and indigenous lands and village sites of the Native peoples of the Kalapuya, Chinook, Molalla, and the Clackamas. We take this opportunity to offer gratitude for the ability to learn, work, and be a community on this land, and we offer thanks to the original caretakers of this region. We recognize the historic policies of colonization, genocide, relocation, and assimilation that affected Indigenous and Native families both past and present and that will affect those in the future, and honor the resilience and revitalization of our Indigenous and Native communities. We pay our respects to the Elders, both past and present, who have been the stewards of this land throughout the generations.



Flag Salute

I pledge allegiance to the Flag of the United States of
America, and to the Republic for which it stands, one Nation
under God, indivisible, with liberty and justice for all.

**NORTH CLACKAMAS SCHOOL DISTRICT 12
 CLACKAMAS COUNTY, OREGON
 MINUTES — BOARD OF DIRECTORS MEETING
 October 12, 2023
 Board Room/YouTube**

Executive Session With due notice having been given and a quorum present, Chair Jena Benologa convened executive session under ORS 192.660(e), at 5:30 p.m. with the following members present:

Jena Benologa	—	Chair
Kathy Wai	—	Vice Chair
Mitzi Bauer	—	Director
April Dobson	—	Director
Tory McVay	—	Director
Paul Kemp	—	Director
Glenn Wachter	—	Director
Shay James	—	Superintendent
Donna Collingwood	—	Board Secretary

Also present were Ivonne Dibblee, Cindy Detchon, Tiffany Shireman, and Matt Makara.

Real Estate Transaction - The Board consulted with NCS staff to conduct deliberations related to real property transactions.

Executive Session adjourned at 6:07pm.

Open Session Chair Jena Benologa convened open session at 6:32pm.

Present, in addition to those in the executive session were Khaliyah Williams-Rodriguez, Tammy O’Neill, Petra Callin, Patricia Ahrens, and Michelle Riddell.

Community Comments -

- Michael Corbus, (on behalf of their daughter Kylie Corbus), Oak Grove, spoke regarding Free Appropriate Public Education.
- Michael Corbus, Oak Grove, spoke regarding freedom of speech.

Kathy Wai read the Native Land Acknowledgement. Paul Kemp led the Pledge of Allegiance.

R23/24-19

Minutes – Kathy Wai moved, Tory McVay seconded the motion to approve the minutes of the regular Board Meeting held September 21, 2023.

Motion passed unanimously, 7-0.

R23/24-20

Consent Agenda – Kathy Wai moved, Glenn Wachter seconded the motion to adopt the consent agenda as recommended:

Employment Changes - Approve employment changes as listed, with a copy of the list made as part of the official minutes, as recommended by the Executive Director of Human Resources:

- Licensed appointments, additional assignments, transfers, leaves, and terminations

Travel Permission Request -

- Grant permission for 11 students from Sabin-Schellenberg Professional Technical Center to travel to Indianapolis, IN, October 29 - November 5, 2023.

Motion passed unanimously, 7-0.

North Clackamas Education Association (NCEA) Featured Educator – NCEA Representative, Melinda Ryan, recognized Summer Smith, Sunnyside Elementary School teacher, as the NCEA Featured Educator of October.

Happy Valley Elementary - School Presentation - Executive Director of Elementary Programs Patricia Ahrens, Principal of Happy Valley Elementary School Heather Hull, 5th grade teacher Heather Harris, 1st grade teacher Crystal Navarro, PTO Co-President Tawnya Thomas, and PTO Co-President Rachel Pierce gave a presentation on Happy Valley Elementary School. The presentation included school mission and vision, reading engagement, student growth, and community engagement. Questions and comments from the Board were addressed.

Superintendent Report – Superintendent Shay James gave a report recognizing Nutrition Services, celebrating Tory McVay’s 10 years of service on the Board, reporting on Youth Equity Committee, Educational Equity Advisory Committee, Community Conversations, and Division 22.

- Division 22: The district is required to report annually on compliance with Oregon's Division 22 standards for public elementary and secondary schools. NCSD was compliant with the required standards for the 2022-2023 school year with the exception of OAR 581-022-2263 regarding middle school Physical Education instructional minutes. Staff will work with the Oregon Department of Education regarding the area of non-compliance, submit the appropriate report and action plan to ODE and post compliance information on the school district website prior to the Oregon Department of Education's November deadline.

Board Reports - Board members made brief reports on activities and events they had attended.

2023-2024 Class Size Report - Assistant Superintendent of Education Ivonne Dibblee, Executive Director of Elementary Programs Patricia Ahrens, and Executive Director of Secondary Programs Petra Callin presented a report on class sizes for elementary, middle and high schools.

2023 Summer Learning Report - Assistant Superintendent of Education Ivonne Dibblee and Director of Community Services Natalie Whisler presented an annual update on the summer learning program.

R23/24-21

Contract Award: ESS Substitute Contract - Discussion/Action - Tory McVay moved, Glenn Wachter seconded the motion to authorize the Superintendent to award a contract to ESS West Substitute Staffing Services to provide licensed and classified substitute staffing services to North Clackamas School District.

Motion passed unanimously, 7-0.

There being no further business to come before the Board, the meeting adjourned at 8:43 p.m.

Unapproved

**NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS GOVERNANCE MEETING
October 21, 2023
Board Room**

***Governance
Session***

With due notice having been given and a quorum present, Chair Jena Benologa convened governance session at 9:08 a.m. with the following members present:

Jena Benologa	–	Chair
Kathy Wai	–	Vice Chair
Mitzi Bauer	–	Director
April Dobson	–	Director
Tory McVay	–	Director
Paul Kemp	–	Director
Shay James	–	Superintendent
Donna Collingwood	–	Board Secretary

Also present were Ivonne Dibblee, Cindy Detchon, Tiffany Shireman, Patricia Ahrens, Petra Callin, Tammy O’Neill, and Matt Makara.

Data Literacy - Assistant Superintendent of Education Ivonne Dibblee, Executive Director of Secondary Programs Petra Callin, Executive Director of Elementary Programs Patricia Ahrens, and Executive Director of Teaching, Learning, and Professional Development Tammy O’Neill gave a presentation on data literacy. Questions and comments from the Board were addressed.

Naming Facilities (NCS D Board Policy FF) - Chief of Staff Tiffany Shireman and Assistant Superintendent of Operations Cindy Detchon discussed the naming facilities policy, NCS D board policy FF. Questions and comments from the Board were addressed.

There being no further business to come before the Board, the meeting adjourned at 11:10 a.m.

Unapproved

PROCLAMATION:
NATIVE AMERICAN HERITAGE MONTH

ACTION
Agenda Item #1
October 26, 2023

SUPERINTENDENT'S RECOMMENDATION:

Board adoption of the proclamation recognizing November 2023 as Native American Heritage Month in North Clackamas School District.

ORIGINATED BY:

Annual item.

BACKGROUND:

National Native American Heritage Month celebrates and recognizes the accomplishments of the peoples who were the original inhabitants, explorers and settlers of the United States. For more than five hundred years, Native communities across the Americas have demonstrated resilience and resistance in the face of violent efforts to separate them from their land, culture, language and each other. They remain at the forefront of movements to protect the Earth and the life it sustains.

Since 2009, United States Presidents have issued annual proclamations which designate November as National Native American Heritage Month. These proclamations honor and celebrate the history, heritage and contributions of the Native Americans, Alaskan Natives, and Indigenous Peoples, and urge the people of the United States to learn more about Native and Indigenous history and culture.

ATTACHMENTS:

Proclamation

PRESENTER:

Jena Benologa, Board Chair



Native American Heritage Month

in

North Clackamas School District

WHEREAS, National Native American Heritage Month celebrates and recognizes the accomplishments of the peoples who were original inhabitants, explorers, stewards and settlers of the United States; and

WHEREAS, for more than five hundred years, Native communities across the Americas have demonstrated resilience and resistance in the face of violent efforts to separate them from their land, culture, language and each other. They remain at the forefront of movements to protect our Earth and the life it sustains; and

WHEREAS, the North Clackamas School District is deeply committed to equity and inclusion. This stance includes the cultural affirmation of our students, staff, parents, and community members who identify as Native or Indigenous People; and

WHEREAS, the North Clackamas School District strives to close the equity and outcome gaps for Native American and Alaska Native students through policies and practices that reflect the experiences of Indigenous Peoples, ensure greater access and opportunity and honor Native and Indigenous roots, history, heritage and contributions; and

WHEREAS, our community is better because of the diversity of our population; and

NOW, THEREFORE, BE IT RESOLVED that the North Clackamas School District hereby proclaims the Month of November 2023 as Native American Heritage Month in the North Clackamas School District and encourages all residents to honor Native American history and culture.

Adopted this 26th day of October 2023.

Signed:

Chair, Jena Benologa, School District Board of Directors

BUDGET COMMITTEE VACANCIES UPDATE

REPORT
Agenda Item #2
October 26, 2023

PURPOSE OF AGENDA ITEM:

Update on progress toward filling Budget Committee vacancies.

BACKGROUND:

On September 21, 2023 the Board declared multiple Budget Committee positions vacant and proceeded with an application process.

Applications were due to the Board Secretary at 4:00 p.m. on Friday, October 13, 2023. Twenty-three completed applications were received. Completed applications were received from the following:

David Barclay	Simona Beattie	Carol Bernhard
Karina Bjork	Joshua Callahan	Angela Donley
Bill Ensley	Elizabeth Fraticelli	Sarah Howell
Chris Jones	Marrion Kaufman	Robert Keys
James Merten	Brionna Neeley	Antony Nguyen
Fadi Oppenorth	Raymond Parise	Jennifer Pope
Aimee Reiner	Andrea Smith	Rebecca Turner
Brandon Wren	Amanda Wright	

A special meeting on November 2, 2023 has been scheduled to interview Budget Committee candidates. Candidates selected for an interview will be contacted to attend.

The Board is scheduled to appoint Budget Committee members at the November 9, 2023 Board meeting.

ATTACHMENTS:

Board Policy [DBEA](#)

PRESENTER:

Jena Benologa, Board Chair



Code: DBEA
Adopted: 10/16/08
Revised/Readopted: 9/16/10; 3/17/11; 9/27/18;
5/11/23
Orig. Code: DBEA

Budget Committee

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for reviewing the financial programs of the district, reviewing the proposed district budget as presented by the superintendent, and recommending an annual district budget in keeping with the provisions of applicable state laws.

Educational policy decisions are the responsibility of the Board, not the budget committee.

The committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the committee may, in effect, delete programs because of a fund decrease, the committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The following will govern the make-up and process of establishing the district's budget committee:

1. The budget committee consists of seven members appointed by the Board plus the elected Board members of the district. To be eligible for appointment, the appointive member must:
 - a. Live and be registered to vote in the district;
 - b. Not be an officer, agent or employee of the district.
2. At least one member of the budget committee must be a member of the district's educational equity advisory committee.
3. No budget committee member may receive any type of compensation from the district;
4. At a regular meeting, the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;
5. At a regular Board meeting, the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At a subsequent regular Board meeting, the Board will appoint persons to fill the vacant positions;

6. The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year.
7. If any appointive member is unable to complete the term for which the member was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at a subsequent regular Board meeting.

Budget Committee Responsibilities

The following items explain the budget committee responsibilities:

At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee;

1. A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action;
2. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public;

The budget committee may request any information used in the preparation of or for revising the budget document from the superintendent or Executive Director of Finance and Business Services. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the Superintendent or as subsequently revised by the committee;

After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)
[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)
[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

**EARLY LEARNING PRESENTATION:
ELEMENTARY PROGRAMS**

PRESENTATION
Agenda Item #3
October 26, 2023

SUPERINTENDENT'S RECOMMENDATION:

This item is presented for Board Information.

BACKGROUND:

Our presentation provides an overview of the progress and initiatives related to early learning. The presentation aims to highlight the work that enriches the experience for our youngest learners in alignment with our district's strategic plan.

The presentation includes:

1. Background on Early Learning
2. Early Learning Programs and Initiatives
3. Successes
4. Opportunities
5. Continuous Improvement Efforts

ATTACHMENTS:

- A. [Early Learning Overview Slides](#)
- B. [Reference: Research on Early Learning Return on Investment](#)
- C. K-2 Final DIBELS Data (2022-2023)
 - a. [Kindergarten](#)
 - b. [First Grade](#)
 - c. [Second Grade](#)
 - d. [Key to DIBELS Data Review](#)

PRESENTERS / STAFF CONTACT:

Patricia Ahrens, Executive Director of Elementary Programs
Dianna Ngai, Associate Director of Teaching, Learning & Professional Development
Jen Burkart, Early Learning Coordinator • Elementary Programs
Marie Claire Wonacott, SEL Coach • Elementary Programs



Early Learning Update

October 26, 2023



Early Learning Overview

1. Background on Early Learning
2. Early Learning Programs and Initiatives
3. Successes
4. Opportunities
5. Continuous Improvement Efforts



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Why Early Learning is Essential



1. Early childhood education and care has the highest return on investment.
2. The architecture of a child's brain is formed and established in their youngest years.
3. Access to preschool is determined by income; preschool has high impact in addressing equity.



OREGON
DEPARTMENT OF
EDUCATION



Strategic
Plan
2022-2027



Alignment



Student Experience & Success

- Strengthen and improve instructional and assessment practices.
- Ensure that modes and delivery of teaching and learning are varied and responsive to students' learning needs.



People & Culture

- Foster professional growth and leadership across all levels of the organization.
- Cultivate a collaborative environment that empowers employees and provides job satisfaction.

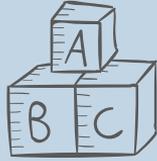
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Family & Community Collaboration

- Improve family engagement through a variety of relevant, accessible and meaningful opportunities.
- Strengthen and develop partnerships that remove barriers to learning and advance the school district's vision and goals.

Where have we focused our efforts?



Preschool

- Access to preschool predicts future success
- Only 15% of eligible children attend preschool
- Disproportionate impact on families



Early Literacy (K-2)

- 3rd grade reading proficiency predicts future success
- Literacy is the epicenter of equity
- Large shifts require extensive professional development and coaching

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Where are we with preschool?

- Year 2 of NCSD's first free, full day preschool program
- Increasing access to high quality preschool
- Kindergarten alignment
- Shared learning with county-wide preschool programs



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How are we developing a high quality program?

Chicago, Texas, Vancouver B.C. and Boston Public



Lessons and Guidance:

- Academic focus within a trauma-informed & developmentally appropriate classroom environment
- Documenting Learning
- Family engagement
- Informing K-2 practices

Who are our partners in the work?



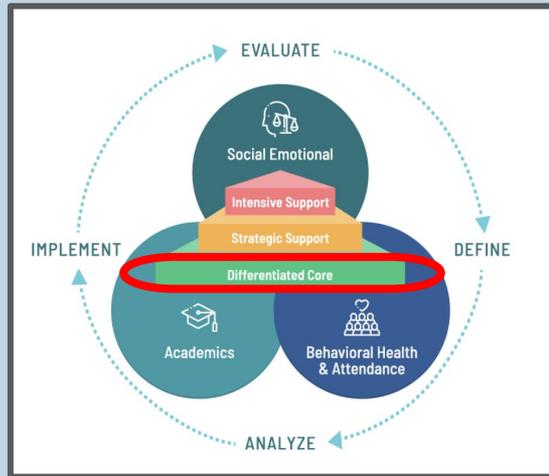
Programs in Partnership

- **Clackamas Education Service District:** Head Start to Success & Early Childhood Special Education
- **Metropolitan Family Services:** Ready, Set, Go!
- **Clackamas County Children's Commission:** Early Head Start and Head Start

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Why is it essential to focus on the core?

Early Literacy: If less than approximately 80% of students are successful given **core, universal instruction**, engage in Tier 1 level **problem-solving**.



Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic support
- Provide supplemental interventions and support
- Provide intensified interventions and support
- Develop guidelines to implement curriculum with universal design for learning (UDL)

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SWiFT
education center

North Clackamas Schools First Grade Language Arts Instructional Framework

NCSD Core Instruction

In order to ensure learning for each student in every classroom, North Clackamas School District follows a framework for teaching literacy that includes both high quality instructional practices and high quality curricular resources. Ensuring high quality literacy education empowers students to think critically and to actively participate in their world. The standards coupled with assessment data drive instruction. |

The North Clackamas School Board has adopted a language arts curriculum that aligns with Oregon State Standards.

Current Core Instructional Programs:

- From Phonics to Reading
- Fountas and Pinnell Classroom
- Fountas and Pinnell Writing Minilessons

SCARBOROUGH'S READING ROPE (2001)

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

SKILLED READING

THE MANY STRANDS WOVEN INTO SKILLED READING

PHONIC AWARENESS, PHONIC RECOGNITION AND FLUENCY

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE (world, culture, etc.)

VOCABULARY (orphans, phrasal, terms, etc.)

LANGUAGE STRUCTURE (syntax, semantics, etc.)

VERBAL REASONING (inference, analogies, etc.)

LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)

DECODING (orthographic patterns, spelling-sound correspondences)

SIGHT RECOGNITION (of familiar words)

How are we working to improve the core?

- Preschool - 2nd Grade Instructional Alignment
- Grade-Specific Early Literacy Specialists & Coaches
- Writing professional learning and unit development
- Spanish Dual Immersion Program
- August Literacy Institute



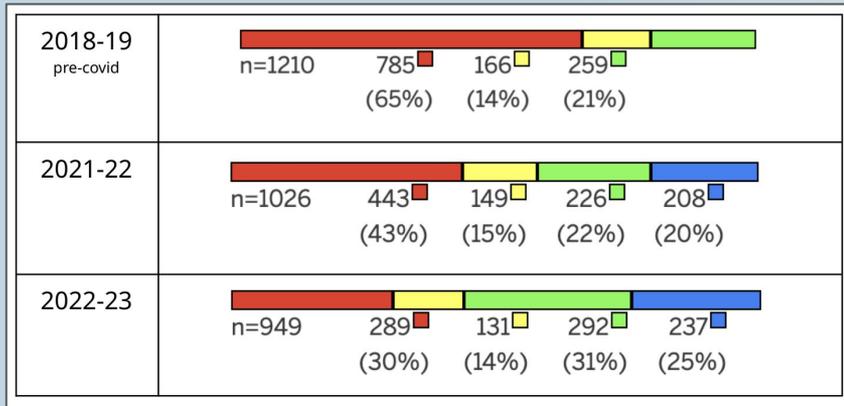
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What does this work look like in our schools?

What Is Early
Literacy Coaching?

What story does our data tell us?

Kindergarten 2022-2023



Kindergarten:

- Increased reading growth by 16%
- 13% (154) fewer students needing intensive reading intervention

First Grade:

- Increased reading growth by 11%
- 13% (130) fewer students needing intensive reading intervention

Second Grade:

- Increased reading growth by 3%
- 8% (99) fewer students needing intensive intervention

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Why Teaching Skills to Support Social and Emotional Well-being is essential



Beginning early in life, learning skills to support social and emotional well-being is highly important for helping young children to understand and manage their emotions, feel and show empathy for others, establish healthy relationships, set positive goals, and make responsible decisions.

How do we support social and emotional skills?

For All: Tier 1 Core

- **Caring School Community**
 - Research: Autonomy, Belonging, Competence
 - Daily Circles & Meetings
- **Monthly Regulation Weeks**
- **Data & Support for Growth Areas**
 - Report Card Data:
 - Self Awareness & Self Management Skills
 - Social Awareness & Relationship Skills



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How has math instruction changed?



How did you learn what the number 6 represents?

How would you teach a child?

What are Habits of Mind and Interaction?

HABITS OF MIND



Use, Create, or
Connect Visual
Representations



Connect
Concepts, Ideas,
or Strategies



Notice Regularity,
Patterns,
or Structure



Reflect on
Our Thinking



Use Mistakes and
Stuck Points for
Learning



Create Meaning
of Concepts,
Language,
or Tasks



Justify



HABITS OF INTERACTION



Reason
Privately



Explain My
Reasoning



Make Sense of
Other's Ideas



Ask Genuine
Questions



Share Multiple
Pathways



Compare Our
Logic and Ideas



Critique and
Debate



Generalize

How do we support mathematics ?



Mathematics Support

- 3 Elementary schools are participating in Math Studio PreK-5th grade with Teachers Development Group
- 17 K-2 teachers are attending “How Math Teaching Matters” with an emphasis on Habits of Mind and Habits of Interaction
- Elementary Coaches will be attending a Math Studio
- 4 elementary schools are piloting 2 new math curricula with an emphasis on conceptual understanding

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How do we use adaptive technology?



Data Driven Support

- As students complete lessons, teacher receives formative assessment data
- Teachers are able to assign lesson based on students' needs
- Accelerated learning is recognized and supported within Dreambox while supporting students' missed learning
- For students identified as TAG this addresses rate and level

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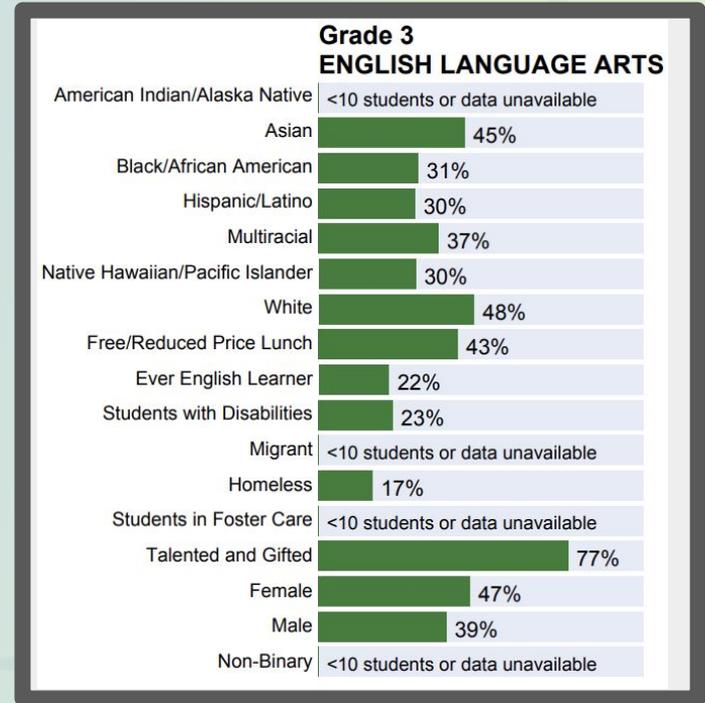
What are our opportunities for equity and access?

Grant Opportunities

- Student Investment Act
- Preschool Promise Grant
- Early Literacy Success

Access and Equity

- Empathy Interviews
- Family Literacy Engagement
- Access to Preschool
- Culturally Relevant Practices



Disaggregated Achievement Data
(2021-2022)

How are we working to improve?

- Professional Learning Communities
- Data informed decisions
- School-based Coaches
- Multi-Tiered System of Support w/ focus on Tier 1 or Universal Instruction
- Principals as Instructional Leaders



“Our children are already genius when they come to school and classrooms. We only need to cultivate it...to cultivate something is to water and nourish what already exists inside our students.”

- Dr. Gholdy Muhammad, Cultivating Genius



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**Thank you!
&
Questions?**

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There's more to gain by taking a comprehensive approach to early childhood development.

James J. Heckman is the Henry Schultz Distinguished Service Professor of Economics and Director of the Center for the Economics of Human Development at the University of Chicago, a Nobel Laureate in economics and an expert in the economics of human development.

Start at birth, coordinate services into comprehensive early childhood programs and achieve greater economic and social gains. Professor Heckman's latest research, "The Lifecycle Benefits of an Influential Early Childhood Program," shows that high quality birth-to-five programs for disadvantaged children can deliver a 13% per year return on investment—a rate substantially higher than the 7-10% return previously established for preschool programs serving 3- to 4-year-olds. Heckman, his University of Chicago colleague Jorge Luis García, Duncan Ermini Leaf of the Leonard D. Schaeffer Center for Health Policy and Economics at University of Southern California, and María José Prados of the Dornsife Center for Economic and Social Research at University of Southern California, find that significant gains are realized through better outcomes in education, health, social behaviors and employment.

A past program that's very relevant today.

Lifecycle Benefits analyzes the effects of two identical, randomized-controlled preschool experiments conducted in North Carolina in the 1970's: The Carolina Abecedarian Project (ABC) and the Carolina Approach to Responsive Education (CARE). They offered comprehensive developmental resources to disadvantaged African-American children from birth to age five, including nutrition, access to healthcare and early learning. Children were randomly assigned into either the treatment group or a control group that had access to alternatives such as lower quality center-based care or in-home care. Given that many high-quality programs today include the components central to ABC/CARE, evidence from ABC/CARE is relevant today. About 19% of all African-American children would be eligible for the program today. And, research shows that the negative effects of a disadvantaged early childhood are similar across races.

Rich data provides insight into long-term benefits.

Existing research on the effectiveness of early childhood programs largely focuses on short-term academic gains when it is long-term benefits that provide a more relevant measure of value. *Lifecycle Benefits* analyzes a wide variety of life outcomes, such as health, the quality of life, participation in crime, labor income, IQ, schooling and increases in mothers' labor income as a result of subsidized childcare. ABC/CARE collected data on the participants throughout childhood and well into adulthood, allowing for an in-depth analysis of long-term effects in multiple dimensions of human development. From birth until the age of 8, data were collected annually on cognitive and socio-emotional skills, home environments, family structure, and family economic characteristics. After age 8, data on cognitive and socio-emotional skills, education, and family economic characteristics were collected at ages 12, 15, 21, and 30. In addition, there is a full medical survey at age 35 and detailed records of any criminal activity.

The Heckman Equation



The benefits of high quality starting at birth.

Children who received treatment had significantly better life outcomes than those who did not receive center-based care or those who received lower quality care. 75% of the control group children were enrolled in relatively low quality alternative childcare centers, usually after age 3; others stayed at home. Consistent with other research, results varied by gender. For females, ABC/CARE had positive effects on high school graduation, years of education, adult employment and the adult labor incomes of participants and their parents. These treatment results are higher when compared with the alternative of staying exclusively at home. The results for males show lower drug use and blood pressure, as well as positive effects on education and later labor income. The results for employment, hypertension, and blood pressure are higher when the treatment group is compared to the children who attended alternative childcare centers. Separation from the mother and being placed in relatively low quality childcare centers have far more negative consequences for male subjects than for female ones. This suggests that high program quality is necessary to generate quality outcomes.

A two-generation effect on workforce.

ABC/CARE improved the economic prospects of treated children and their mothers, allowing the latter to enter the workforce and increase earnings while their children gained the foundational skills to make them more productive in the future workforce. ABC/CARE provided childcare to the parents of treated children for more than nine hours a day for five years. Only 27% of mothers of children lived with a partner and this status barely changed during the program, making employment critical for upward mobility. Childcare generates positive effects in maternal education, labor force participation, and parental income.

Comprehensive quality care pays off.

While the costs of comprehensive early childhood education are high, the rate of return of programs like ABC/CARE imply that these costs are good investments. Every dollar spent on high quality, birth-to-five programs for disadvantaged children delivers a 13% per annum return on investment. These economically significant returns account for the welfare costs of taxation to finance the program and survive a battery of sensitivity analyses. The cost of ABC/CARE was \$18,514 in 2014 U.S. dollars. The average cost of childcare alone in the United States ranges from \$9,589 to a high of \$23,354 with few assurances of the quality necessary to generate quality life outcomes for children.¹

A call to do more and better for disadvantaged children.

Child poverty is growing in the United States; investing in comprehensive birth-to-five early childhood education is a powerful and cost-effective way to mitigate its negative consequences on child development and adult opportunity. Elements of the ABC/CARE program exist today through a number of often disjointed home visiting, child well-being, nutrition, early learning, childcare and preschool programs. Policymakers would be wise to coordinate these early childhood resources into a scaffolding of developmental support for disadvantaged children and provide access to all in need. The gains are significant because quality programs pay for themselves many times over. The cost of inaction is a tragic loss of human and economic potential that we cannot afford.

¹ Schulte, Brigid, and Alieza Durana. "The New America Care Report." Better Life Lab (2016): 1-104. Web. 29 Nov. 2016.

García, Jorge Luis, James J. Heckman, Duncan Ermini Leaf, and María José Prados. "The Life-cycle Benefits of an Influential Early Childhood Program." (2016): n. pag. Web.

This research was funded by the Buffett Early Childhood Fund, Pritzker Children's Initiative and the Robert Wood Johnson Foundation's Policies for Action program.

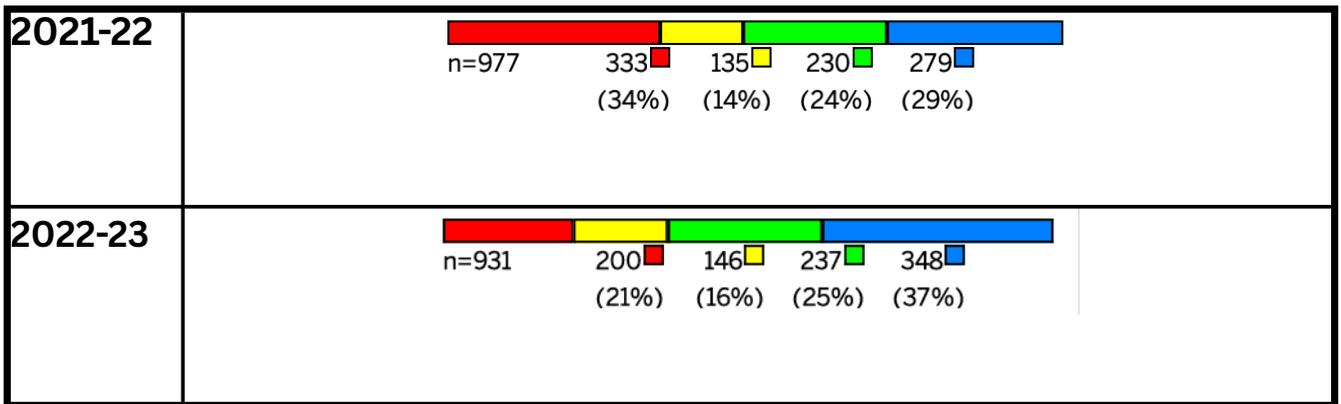


2018-19 pre-covid	<p>n=1210 785 (65%) 166 (14%) 259 (21%)</p>
2021-22	<p>n=1026 443 (43%) 149 (15%) 226 (22%) 208 (20%)</p>
2022-23	<p>n=949 289 (30%) 131 (14%) 292 (31%) 237 (25%)</p>

KINDERGARTEN END OF YEAR DIBELS DATA

2022-23 Spring 16% LARGER growth from fall to spring	2022-23 Spring 14% MORE students need Core & Beyond
2021-22 Fall to Spring -5% change in intensive	2021-22 Spring 42% of students core and beyond
2022-23 Fall to Spring -21% change in intensive	2022-23 Spring 56% of students core and beyond
2022-23 Spring 13% fewer student in need of intensive intervention, about <u>154 FEWER</u> students	
2021-22 Spring 43% need intensive instruction	2022-23 Spring 30% need intensive instruction

WHERE TO NEXT?	<i>Everyday is a chance to get better</i>
<ul style="list-style-type: none"> Instructional Model adjustments to increase foundational skills to 30 minutes Kindergarten specific content at the 2023 Summer Literacy Institute Continue to refine whole and small group instruction Ongoing, Kindergarten specific, professional learning throughout the 2023-24 school year 	



1st Grade End of Year DIBELS Data

2022-23 spring 8% LARGER growth from fall to spring	2022-23 spring *10% MORE students need Core & Beyond
2021-22 Fall to Spring -13% change in intensive	2021-22 Spring 53% of students Core & Beyond
2022-23 Fall to Spring -21% change in intensive	2022-23 Spring 63% of students Core & Beyond

2022-23 spring 13% fewer students in need of intensive instruction about 130 FEWER students!!!!

2021-22 Spring 34% need intensive 2022-23 Spring 21% need intensive

Where to Next?	<i>Everyday is a Chance to get Better</i>
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- Every 1st grade teacher will have opportunity to attend two Lesson Studies with colleagues from around the district
- Add additional 10 minutes to Foundational Skills
- Increase the amount of daily cumulative review by sharing a weekly slideshow with skills to review
- Provide teachers with an assessment tool that includes a decodable passage and skills aligned with *From Phonics to Reading* sequence
- Continue to refine whole group instruction, in addition to a focus on refinement of small group tier 1 & 2 instruction

2ND Grade DIBELS Data

	Beginning of Year	Middle of Year	End of Year
2021-22	2nd n=950 375 (39%) 112 (12%) 227 (24%) 236 (25%)	 n=1000 403 (40%) 114 (11%) 257 (26%) 226 (23%)	 n=1013 363 (36%) 104 (10%) 257 (25%) 289 (29%)
2022-23	2nd n=1014 409 (40%) 134 (13%) 233 (23%) 238 (23%)	 n=989 387 (39%) 113 (11%) 241 (24%) 248 (25%)	 n=960 310 (32%) 103 (11%) 245 (26%) 302 (31%)

Beginning of Year to End of Year Growth (within same school year)

2021-22 Fall to Spring -3% change in intensive

2022-23 Fall to Spring **-8%** change in intensive

We are moving more students than ever before out of needing intensive intervention! That's 99 students! Also, check out the growth for students exceeding the expectation...also an 8% change!

2022-23 Spring 4% fewer student in need of intensive intervention

2021-22 Spring 36% need intensive instruction

2022-23 Spring 32% need intensive instruction

WHERE TO NEXT?

Everyday is a chance to get better

- Continue to refine whole and small group instruction through grade specific literacy PD's throughout the year
- Opportunities for collaboration with colleagues from around the district
- Ongoing professional learning from nationally known experts at 2023 Summer Literacy Institute PLUS 6 additional evening opportunities throughout the 23-24 school year

DIBELS Data Key

Legend

Blue goal = Core support; Negligible risk

(nearly all students in this range score at or above the 40th percentile rank on criterion measure)

Green range = Core support; Minimal risk

(about 80% of students who score at or above the 40th percentile rank on criterion measure fall in this range or above)

Yellow range = Strategic support; Some risk

(about 80% of students who score below the 40th percentile on criterion measure fall in this range or below)

Red range = Intensive support; At risk

(about 80% of students who score below the 20th percentile on criterion measure fall in this range)

Please note: During the 2018-2019 School Year, DIBELS only used 3 color levels (Red: At Risk, Yellow: Some Risk, Green: Low Risk)

MULTIPLE PATHWAYS AT NEW URBAN HIGH SCHOOL

PRESENTATION

Agenda Item #4
October 26, 2023

PURPOSE OF AGENDA ITEM:

This report is presented for Board information.

BACKGROUND:

The North Clackamas School District’s mission is to inspire graduates who are empowered to act with courage in life and to strengthen local and global communities. We know that our students need a differentiated and personalized education. Most of our students are able to experience that at their neighborhood school, but we know that we have students and families that require more flexible approaches.

In an effort to provide a personalized education for students, as well as connect to the Strategic Plan, the district aims to ensure that modes and delivery of teaching and learning are varied and responsive to students' needs. As a response, we have developed a multiple pathways approach that harnesses our resources and organizes our opportunities to ensure that we are successful in our mission.

This agenda item provides a comprehensive overview of our multiple pathways programming.

ATTACHMENTS:

Multiple Pathways Report

PRESENTER / STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs



Multiple Pathways

2023 - 2024



Inspiring graduates who are empowered to act with courage in life and to strengthen local and global communities

Multiple Pathways @ New Urban High School

Providing students in the North Clackamas School District with the flexibility and personalization they need to realize our mission

Purpose

Our multiple pathways programming has been built to ensure that we are positioned to offer our students and families a personalized and flexible approach to their education. By combining resources and services under one umbrella we are better poised to provide higher levels of support and cohesion.

Multiple Pathways programming and resources offered:

- New Urban High School
- New Urban Online (formerly Virtual Online Program)
- Twilight Center
- GED Center (small pilot this year)
- Oak Grove Center
- Reconnections Center

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Multiple Pathways & Reconnections Center @ New Urban High School

Oak Grove
Center @
NUHS

Regular
Classes @
NUHS

GED @
NUHS

Twilight@
NUHS

Reconnections
Center

New
Urban
Online

New Urban High School

- * Optional program that supports students in a smaller and more personalized environment
- * Access to coursework needed to graduate with a NUHS diploma
- * Access to Sabin-Schellenberg Technical Center
- * Students will have access to courses supported through New Urban Online (formerly Virtual Online Program)

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New Urban Online

- * The Virtual Online Program is now merged under the New Urban umbrella
- * Access to programming and format is not changing
- * Access to Sabin-Schellenberg Technical Center
- * Access to in-person classes at New Urban HS
- * New Urban Online retains the middle school program at this time
which does not co-enroll with NUHS



Twilight Center

- * Evening education option for students seeking to finish requirements to earn a diploma
- * Focus on 12th grade students who need a flexible option to finish outside the regular school day
- * Programming is primarily online with a certified teacher available on site to support students

Oak Grove Center at New Urban

- * Offers middle and high school students a smaller and more supportive environment in lieu of expulsion
- * Focus on academics, credit attainment for high school students, restoration, and skill building
- * Goal is to successfully transition students back to their home school
- * Program is individualized for each student

Reconnections Center at New Urban

- * Purpose is to locate and reconnect students back to a school or program that will support diploma completion
- * Supports a personalized plan to re-engage students in their education
- * Students may engage in one or more programs that are tailored to their exact needs
- * Options also can include programs outside of the New Urban umbrella such as Portland Youth Builders or Job Corps



GED Center at New Urban

- * GED center to be developed in the 23-24 school year
- * Intended for students who would not be able to finish
- * Purpose is to provide this option in district to ensure completion and access to resources

Thank you
Questions?

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**STUDENT SUCCESS ACT: STUDENT INVESTMENT ACCOUNT
ANNUAL REPORT**

REPORT
Agenda Item #5
October 26, 2023

SUPERINTENDENT’S RECOMMENDATION:

This item is presented for Board information.

ORIGINATED BY:

Grant recipients are required by statute to review their progress on an annual basis through a cumulative progress report and municipal audit.

BUDGET IMPACT/SOURCE OF FUNDS:

The allocation for 2022-23 from the Student Investment Account to North Clackamas School District and its eligible charter schools was \$13,295,136.83.

BACKGROUND:

The purpose of the Student Investment Account funds are to:

1. Meet students’ mental and behavioral health needs.
2. Increase academic achievement & reduce academic disparities for students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other student groups that have historically experienced academic disparities.

The North Clackamas School District participated in an extensive need assessment (2019-2020) which included a data review and community, staff, and student engagement processes. Key themes that emerged from the district’s need assessment identified as most urgent were:

- Increase Mental Health Supports
- Retain/Recruit Diverse Staff
- Lower Class Size/Caseload
- Strengthen Culturally Relevant Practices Throughout System
- Develop Community Partnerships
- Increase Proficiency in Literacy (Grades K-3)
- Expand Social Services to Students and Families

These themes of the most urgent needs informed the development of the three-year proposal for the Student Investment Account funds which was approved by the Oregon Department of Education and the North Clackamas School Board on October 8, 2020.

The North Clackamas School District Student Investment Plan (2020-2023) established five strategies to meet the goals and outcomes established.

Strategy 1: Invest in targeted class size reduction/case load in secondary English Language Arts, science, and math classes, special education, English Language Development and elementary schools with an emphasis on grades K-2.

Strategy 2: Expand and invest in teams of professionals to support the behavioral health and wellness needs of students and families.

Strategy 3: Develop and support collaborative partnerships with families and community organizations using culturally relevant and linguistically specific practices.

Strategy 4: Invest in job embedded and periodic professional learning aimed at relevant practices and effective instructional techniques and hiring practices.

Strategy 5: Reduce barriers for accessing academic interventions.

This report will provide information on:

1. The progress towards the (2020-2023) goals and outcomes of the Student Investment Account.
2. The barriers or challenges North Clackamas School District experienced with the Student Investment Account implementation.
3. The ongoing engagement North Clackamas School District maintains with our community.

ATTACHMENTS:

- Presentation Slides
- North Clackamas School District Annual Student Investment Account Report
- Student Investment Account Budget Detail 2022-2023

PRESENTER / STAFF CONTACT:

Joel Stuart, Student Investment Account Administrator
Jen Dove-Kiltow, Director of Integrated Programs



Student Investment Account 2022-23 Annual Report

October 26, 2023

Funding for 2020-2023

- **2020-2021 Original Proposed Allocation: \$13,594,925.98**
 - Actual Allocation: **\$4,313,087.74**
- **2021-2022 Allocation: \$12,588,139.01**
- **2022-2023 Allocation: \$13,295,136.83**

Student Investment Account 2022-2023

Line Item Budgeted	Budget
Strategy 1: Invest in targeted class size reduction/case load in secondary English Language Arts, science, and math classes, special education, English Language Development and elementary schools with an emphasis on grades K-2.	\$5,800,000.00
Strategy 2: Expand and invest in teams of professionals to support the behavioral health and wellness needs of students and families.	\$2,800,000.00
Strategy 3: Develop and support collaborative partnerships with families and community organizations using culturally relevant and linguistically specific practices.	\$605,000.00
Strategy 4: Invest in job embedded and periodic professional learning aimed at relevant practices and effective instructional techniques and hiring practices.	\$2,545,000.00
Strategy 5: Reduce barriers for accessing academic interventions and supports.	\$720,000.00
Eligible Charter Schools – (Cascade Heights & Clackamas Middle College)	\$325,000.00
Indirect	\$500,000.00

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Positive Impact

- Maintained Elementary School Wellness Positions & K-12 Counselor Positions
- Lowered/Maintained Class Size/Caseload – Elementary, Middle School, High School, Special Education, & English Language Development
- Maintained Community Outreach Facilitators (Black/African American, Native Hawaiian-Pacific Islander & Native American/Alaskan Native)
- Contracted Mental Health Services
- Hired Social Workers
- Ongoing Professional Development (Literacy, Hiring Practices, Grading Practices)
- Provided Literacy Supports
- Supported Elementary Literacy Summer Institute and Kindergarten Exploration
- Maintained Bilingual Technology Help Desk Technicians
- Supported Communication and Engagement through the YouthTruth, Thought Exchange, and Parent Square Programs
- Ongoing Community Engagement-Strategic Plan of District

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Challenges Along The Way

- **Barrier 1- A shortage of teacher substitutes:** Substitute shortages continue to impact day to day operations. These shortages in critical areas have a direct impact on educational opportunity for each of our students.
- **Barrier 2 - Professional Development:** The lack of substitutes meant many professional development efforts were eliminated, others shortened and others yet offered to a smaller group of people than the original plan was designed for.
- **Barrier 3 - Hiring:** A continued and constant challenge is the ongoing hiring and retaining of applicants for specialist positions.
- **Barrier 4 - Cost/Stable Funding:** Increasing insurance costs and inflation are factors that impact the rising staff costs of a grant that is primarily “people” focused. The other related barrier is that of adequate state funding.

Next Steps: Aligning for Student Success

- Integrated Programs: brings 6 programs together operationally to improve outcomes and learning conditions.
- These six programs include;
 - High School Success
 - Student Investment Account
 - Career Technical Education
 - Continuous Improvement Planning
 - Every Day Matters
 - Early Indicators and Intervention Systems.





North Clackamas Schools

www.nclack.k12.or.us



Student Investment Account (SIA)
2022-23 Annual Report
North Clackamas School District

Background

The purpose of the Student Investment Account funds is to:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement & reduce academic disparities for students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other student groups that have historically experienced academic disparities.

The North Clackamas School District participated in an extensive need assessment (2019-20) which included a data review and community, staff, and student engagement processes. Key themes that emerged from the district's need assessment identified as most urgent were:

- Increase Mental Health Supports
- Retain/Recruit Diverse Staff
- Lower Class Size/Caseload
- Strengthen Culturally Relevant Practices Throughout System
- Develop Community Partnerships
- Increase Proficiency in Literacy (Grades K-3)
- Expand Social Services to Students and Families

These themes of the most urgent needs informed the development of the three-year proposal for the Student Investment Account funds which was approved by the Oregon Department of Education and the North Clackamas School Board on October 8, 2020.

The North Clackamas School District Student Investment Plan (2020-2023) established five strategies to meet the goals and outcomes established.

Strategy 1: Invest in targeted class size reduction/case load in secondary English Language Arts, science, and math classes, special education, English Language Development and elementary schools with an emphasis on grades K-2.

Strategy 2: Expand and invest in teams of professionals to support the behavioral health and wellness needs of students and families.

Strategy 3: Develop and support collaborative partnerships with families and community organizations using culturally relevant and linguistically specific practices.

Strategy 4: Invest in job embedded and periodic professional learning aimed at relevant practices and effective instructional techniques and hiring practices.

Strategy 5: Reduce barriers for accessing academic interventions and supports.

Outcomes:

Outcome 1: Cultivating a safe, caring and inclusive learning environment where the success of each student is not be predicted by race, ethnicity, language, gender, gender identity, country of origin, disability, sexual orientation, socio economics, religion, marital status, or initial proficiencies.

Outcome 2: Attract, hire and retain high-quality staff that reflect the student demographics of the school district while elevating the professional capacity of our workforce to meet the needs of today’s learners.

Outcome 3: Each adult in the system addresses and responds to each student’s academic, social, emotional, and physical needs.

Outcome 4: Support student learning with rigorous, culturally relevant, consistent curriculum and clear expectations for teaching and learning while providing instructional supports and systems to meet the needs of students.

Outcome 5: Strengthen connections between our students, our schools, and our community.

The North Clackamas School District Student Investment allocation for 2022-23 and its eligible charter schools was \$ 13,295,136.83.

Graph of Expenditures:

Line Item Budgeted	Budget
Strategy 1: Invest in targeted class size reduction/case load in secondary English Language Arts, science, and math classes, special education, English Language Development and elementary schools with an emphasis on grades K-2.	\$5,800,000.00
Strategy 2: Expand and invest in teams of professionals to support the behavioral health and wellness needs of students and families.	\$2,800,000.00
Strategy 3: Develop and support collaborative partnerships with families and community organizations using culturally relevant and linguistically specific practices.	\$605,000.00
Strategy 4: Invest in job embedded and periodic professional learning aimed at relevant practices and effective instructional techniques and hiring practices.	\$2,545,000.00
Strategy 5: Reduce barriers for accessing academic interventions and supports.	\$720,000.00
Eligible Charter Schools – (Cascade Heights & Clackamas Middle College)	\$325,000.00
Indirect	\$500,000.00

The following supplemental questions are required by the Oregon Department of Education for the annual report.

1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

The North Clackamas School District builds relationships with students to honor their cultural heritage, foster their physical, social, and emotional well-being, cultivate joy in learning, and engage each student to reach their full potential. We create environments where students are inspired to be creative and critical thinkers as they prepare for success in life, college, and career. The support of the Student Investment Account funds has contributed to our efforts in moving our vision forward.

The North Clackamas School District (NCS) graduation rate was 86.0 percent earning a diploma in **four years**. This exceeds the state average of 81.3%. The North Clackamas School District (NCS) graduation rate was 90.0 percent earning a diploma in **five years**. This exceeds the state average of 83.8%. This rate is largely consistent for North Clackamas School District's High School graduates of color, and far exceeds Oregon's average.

North Clackamas attributes the graduation rate gains to focusing on the whole child, offering robust, culturally-competent classroom options, being home to Oregon's largest Career and Technical program, and authentically affirming the identity of each child and family.

The North Clackamas School District utilized the Student Investment Account resources to lower case load and class sizes in targeted areas, address mental and behavioral health needs, provide focused professional learning, ensure students had necessary resources in the classroom to be successful, as well as provided additional academic supports.

Overall, the additional resources provided through the Student Investment Account funding were critical to supporting equitable learning opportunities during a unique and challenging three-year period of time during a worldwide pandemic. We recognize the importance of balancing mental and behavioral supports with academic supports, and find that our approach is improving student learning.

2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustment, if any, did you make to your SIA plan as a result of these challenges?

The continued impact of communicable disease and its repercussions continued to bring challenges and hardships. The main challenges were:

- **Barrier 1- A shortage of teacher substitutes:** Substitute shortages continue to impact day to day operations. These shortages in critical areas have a direct impact on educational opportunity for each of our students, and research shows that educator shortages disproportionately impact students of color, students from low-income backgrounds, and students with disabilities. North Clackamas School District Human Resource department is working to expand recruitment and retention strategies.
- **Barrier 2 - Professional Development:** The lack of substitutes meant many professional development efforts were eliminated, others shortened and others yet offered to a smaller group of people than the original plan was designed for. North Clackamas School District is trying to be creative about how professional development is provided within and outside contract hours.
- **Barrier 3 - Hiring:** A continued and constant challenge is the ongoing hiring and retaining of applicants for specialist positions. There continues to be an ongoing challenge in hiring an adequate number of staff for the positions available due to staffing shortages statewide.
- **Barrier 4 - Cost/Stable Funding:** Increasing insurance costs and inflation are factors that impact the rising staff costs of a grant that is primarily “people” focused. The other related barrier is that of adequate state funding. Our district may identify that we want to add more mental health specialists, but if we are concerned about a drop in overall state funding, it is difficult to commit to hiring new positions if we may have to lay off teachers or other existing staff.

All four of these barriers promote time and energy being spent on “reacting” to changes and obstacles to provide a safe and effective learning environment for each of our students. In addition to this, mental health concerns appear to have increased in children, families, and throughout the community over the past few years.

3. SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout the academic year?

We have continued to engage our students, staff and community through the use of surveys, focus groups, and personal connection. We continue to engage the defined focal populations as well as the broader community through interviews, small group gatherings, one on one conversations, and surveys. Our continued efforts to reach out have created a more diverse collection of perceptions and beliefs from our students and parents. We have worked at creating conditions that families feel supported and able to comfortably express their perspectives and participate in the design process.

Survey results for our 2022-2027 strategic plan confirm there was high interest in providing feedback. This feedback is used to help determine if NCS D's day-to-day actions and programs through the funding of the Student Investment Account is aligned with what we hear from our community on the definition of success in school.

Some of those details adopted by the school board and employed districtwide include:

Student Experience and Success

- Ensure that modes and delivery of teaching and learning are varied and responsive to students' learning needs.
- Support the mental health and well-being of each student.
- Strengthen and improve instructional and assessment practices that lead to meaningful academic and experiential learning for each student.

People and Culture

- Recruit, hire, and retain exceptional employees with a strong sense of commitment to the district's mission, vision, and core values.
- Foster professional growth and leadership across all levels of the organization.
- Strengthen practices that lead to a workforce that reflects the diversity of the North Clackamas Community.

Family and Community Collaboration

- Build trusting relationships with students, families, and community.
- Improve family engagement through a variety of relevant, accessible and meaningful opportunities.
- Foster inclusive spaces that build community with families and students through culturally relevant practices.

Resources and Service

- Create impactful and sustainable systems that are adaptable to changing needs.
- Strengthen and develop partnerships that remove barriers to learning and advance the school district's vision and goals.
- Improve processes and systems to enhance accessibility while using culturally responsive practices.

- 4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?**

Learning #1:

The activities implemented this year are centered around three priority areas, (1) social and emotional health, (2) recruit and retain a diverse staff, and (3) curriculum and instruction. These three priority areas meet the goal of the student investment account funds.

We have confirmed that these three areas are correctly identified and continue to be top priorities for our stakeholders. Analysis of multiple district data sources has determined that the activities funded in the Student Investment Account are making an impact.

Learning #2:

A key strategy for the district in navigating the current and coming years is to ensure continuity of services through a braiding of one-time or limited duration federal funds (ESSER), Student Investment Account funds, federal formula grants, and basic support from the State School Fund. Considering these all as cascading funding sources, such that, as one-time federal funds are reduced or eliminated in the coming years the district is not forced to eliminate critical programs. This requires discipline in understanding programmatic prioritization and placing the highest priority items for long-term support into the general fund, down to the lowest priority and limited duration programs into the federal funding bucket. This also requires routine, strong messaging that services will change overtime and what exists today may not in the future.

Student Investment Account Budget Detail 2022-2023

The North Clackamas School District Student Investment allocation for 2022-2023 and its eligible charter schools was \$13,295,136.83.

Line Item Budgeted	Budget	Strategy
Class Size/Case Load – Elementary Teachers Middle School & High School Teachers Special Education Staff English Language Development Staff	\$5,800,000.00	One
Behavioral Health/Wellness Counselors Elementary Wellness Teachers Social Workers Family Advocates Nurses Wichita Family Support Center Contracted Mental Health Services Social Emotional Learning Professional Development	\$2,800,000.00	Two
Partnerships with Families and Community Organizations Community Outreach Facilitators Ready, Set, Go Program Parent Square, Youth Truth, and Thought Exchange Community Engagement Equity, Student Connections and Enrollment Options Administrator	\$605,000.00	Three

<p>Professional Learning/Relevant Practices and Effective Instructional Practices Development and Visioning of Preschool-2nd Grade K-2 Developmentally Appropriate Learning Environments Benchmark Specialist and Support Staff (Pilot) District Professional Development (Literacy, Grading Practices, Hiring, Equity) Student Health Centers (Clackamas High School/Adrienne C. Nelson High School) Learning Programs (Technology) Social Emotional Learning Curriculum (K-5) Early Learning Coordinator Summer Literacy Institute (K-5) Kindergarten Exploration (August)</p>	<p>\$2,545,000.00</p>	<p>Four</p>
<p>Reduce Barriers for Accessing Academic Interventions and Supports Multi-Systems of Support Coach Human Resources -Teacher Recruitment and Retention Administrator Technology Help Desk Bilingual REAP Program @ MHS/MAA Academic Supports @ MHS Middle School After School Program Support Educational Programs/Curriculum (Lexia, Dream Box, SPED Assessments)</p>	<p>\$720,000.00</p>	<p>Five</p>
<p>Eligible Charter Schools – (Cascade Heights & Clackamas Middle College)</p>	<p>\$325,000.00</p>	<p>Charter</p>
<p>Indirect Cost (5% or \$500,000 – whichever is smaller)</p>	<p>\$500,000.00</p>	<p>Indirect</p>