



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

Agenda

North Clackamas School Board
Thursday, October 8, 2026 6:00 PM
Boardroom/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

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

OPEN SESSION

6:00	Call to Order	
	Community Comments	
	Native Land Acknowledgement	2
	Flag Salute	3
	Consent Agenda	
	A. Employment Changes	
	B. Minutes - September 24, 2026	4
6:30	1. Division 22 Report	6
	Presenter: Ryan Richardson	
6:35	2. 2026-2027 Class Size Report	11
	Presenter: Ivonne Dibblee	
7:05	3. 2026 Summer Learning Report	33
	Presenter: Ivonne Dibblee	
7:25	4. Integrated Programs: Annual & Accountability Reports	49
	Presenter: Ivonne Dibblee	
7:50	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
September 24, 2026
Boardroom/YouTube

Open Session

With due notice having been given and a quorum present, Chair Jena Benologa convened open session at 6:02 p.m. with the following members present:

Jena Benologa	-	Chair
Samantha Tamtrem	-	Vice Chair
Monica Di Pietrantonio	-	Director
Tory McVay	-	Director
April Olson	-	Director
Glenn Wachter	-	Director
Shay James	-	Superintendent
Donna Collingwood	-	Board Secretary

Also present were Ivonne Dibblee, Tiffany Shireman, Michelle Riddell, Teresa Neff-Webster, Khaliyah Williams-Rodriguez, Petra Callin, Patricia Ahrens, Tammy O'Neill, Ryan Richardson, and David Kruse.

Community Comments -

- Michelle Gordian, Milwaukie, spoke about kindergarten enrollment.
- Carolyn Tziu, Milwaukie, spoke about school climate.
- Jamie Adlawan, Milwaukie, spoke about school climate.
- Kayley Harrington, Oak Grove, spoke about kindergarten enrollment.
- Holly Caprio, Happy Valley, spoke about school climate.

Native Land Acknowledgement video was shown. The Board led the Pledge of Allegiance.

R26/27-11

Consent Agenda – Glenn Wachter moved, April Olson 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 Chief of Human Resources & Business Services:

- Administrative terminations

- Licensed appointments, additional assignments, transfers, and reduction in force

Minutes - September 10, 2026 - Approve the minutes of the regular Board Meeting held September 10, 2026.

Policy Revisions - Approve revisions to the following policies as recommended by the Policy Review Committee.

- EBB – Integrated Pest Management
- ECAA - Access to Buildings
- KNA - Immigration Enforcement on District Property
- DBEA - Budget Committee
- GBA - Equal Employment Opportunity
- GBN/JBA and JBA/GBN - Sexual Harassment

Motion passed 5-0 - Benologa, Di Pietrantonio, Olson, Tamtreng, Wachter voted yes; McVay abstained.

Strategic Plan Renewal - Presentation – Chief of Staff Tiffany Shireman and Strategic Planning and Organizational Development Consultant, STUDER Education, Dr. Kathy Oropallo gave a presentation on the district’s strategic plan renewal process. Questions and comments from the Board were addressed.

North Clackamas Education Foundation Update Report - Chief of Staff Tiffany Shireman and North Clackamas Education Foundation (NCEF) Board Chair Claire Hobson provided the annual impact report on their partnership with NCSD. Questions and comments from the Board were addressed.

There being no further business to come before the Board, the meeting adjourned at 7:12 p.m.

Unapproved

DIVISION 22 REPORT

REPORT

Agenda Item #1
October 8, 2026

ORIGINATED BY:

This time is set aside on the agenda for the North Clackamas School District Board of Directors to receive the annual report on school district compliance to the Division 22 standards.

BACKGROUND:

Each year, Oregon's school districts are required to review the Oregon Administrative Rules (OAR), located in Chapter 581, Division 22, related to Oregon's standards for public schools. Each district assesses whether the district was in compliance with those standards for the prior school year.

On or before November 1st of each school year, the school district superintendent (or their designee) provides a report to their local school board regarding the district's standing with respect to all of the Division 22 standards.

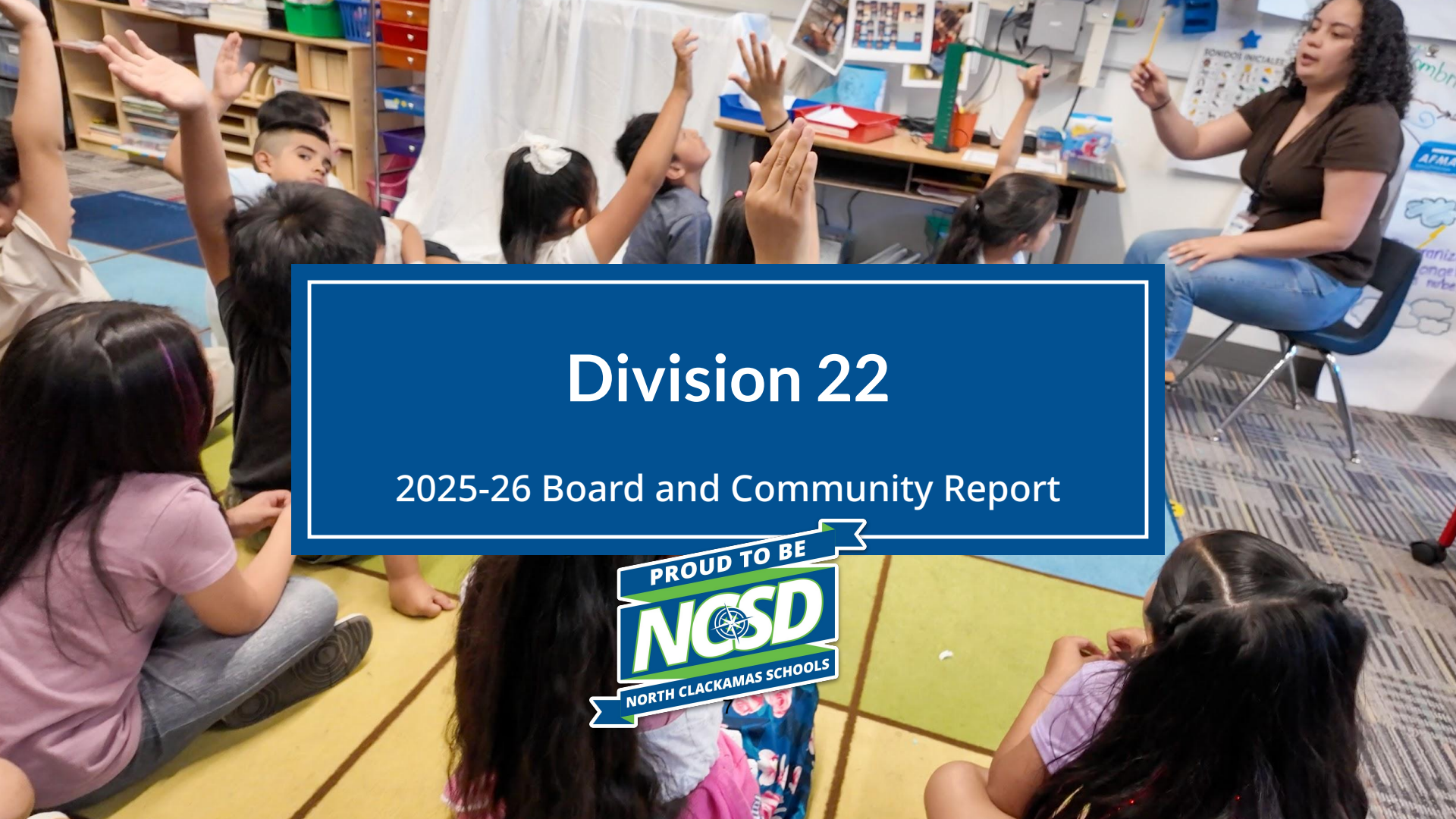
Districts are required to post a written report on their district website by November 1. Districts then complete and submit the annual Assurance Form by November 15 to the Oregon Department of Education.

ATTACHMENTS:

Division 22: 2025-2026 Board and Community Report

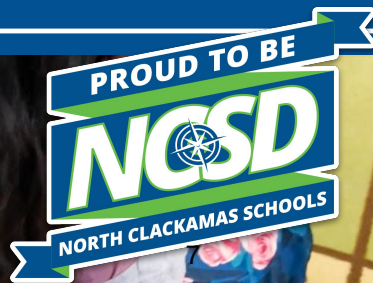
PRESENTERS:

Ryan Richardson, Executive Director of Multiple Pathways & Athletics



Division 22

2025-26 Board and Community Report



DIVISION 22: 2025-2026 Board and Community Report

- Division 22 are the Oregon Administrative Rules that govern standard practices in public schools.
- School Districts are required to publicly report their compliance with the standards each year

DIVISION 22 • 2025-2026 report



DIVISION 22 2025-2026 report

**NCSD has reviewed the
requirements for compliance
for the 2025-2026 school year**

**NCSD was in compliance with
all of the Division 22 standards***

***In the event that we are not in
compliance we would publicly share
areas out of compliance and the
corrective action plan(s) that would also
be submitted to the Oregon Department
of Education.**

2026-2027 CLASS SIZE REPORT

REPORT

Agenda Item #2
October 8, 2026

ORIGINATED BY:

Annual Board report.

BACKGROUND:

Class size report: Elementary 2026-2027

- The average class size for elementary school is **24.0** (24.9 in 2025-26).
- Elementary enrollment is **6,416** students, **186 below** the projection of 6,602. Twelve of 20 schools and programs came in below projection.
- The district staffed **267 K-5 classrooms**, with only **7 blended classrooms** districtwide.
- **42 classrooms** (about 1 in 6) have 19 or fewer students. School average class sizes range from 21 to 27.
- Class size counts include **132 TLC and SLC students**. About 70% of them spend less than 40% of their day in the general education classroom.

Class size report: Secondary 2026-2027

- The average core class size (Language Arts, Humanities, Math, Social Sciences, and Science) for middle school is **27.7** (28.2 in 2025-26), and the average core class size for high school is **28.5** (28.0 in 2025-26).
- Secondary enrollment is **8,732** students, **62 above** the projection of 8,670.
- Middle school enrollment (3,693) is on projection. High school enrollment (5,039) is 63 above projection, led by Milwaukie HS/MAA (+32) and Rex Putnam HS (+27).

ATTACHMENTS:

Board Presentation: [Class Size Report 2026-2027](#)
[MS/HS Class Size Averages by School and Subject](#)

PRESENTER / STAFF CONTACT:

Ivonne Dibblee, Assistant Superintendent of Education
Patricia Ahrens, Associate Director of Elementary Programs
Petra Callin, Executive Director of High School Programs
Tammy O'Neill, Executive Director of Teaching, Learning, and Professional Development



Class Size Report

Staffing Allocations, Class Sizes & Student Supports

Board Report • October 8, 2026



DISTRICT PROFILE & STAFFING PRIORITIES

Staffing with Students at the Center

OCTOBER 1ST ENROLLMENT

16,527

Projected total: **16,760**

Enrollment reviewed routinely across all schools.

Students Stay Close to Home

Preventing overflow from neighborhood schools.

Allocation Based on Student Need

Adjusting for poverty, language, and special education.

Responsible Stewardship

Balancing a budget with student impact.

EQUITY-BASED ALLOCATION MODEL

Target Staffing Allocation Ratios

ELEMENTARY

25 : 1

MIDDLE SCHOOL

29 : 1

HIGH SCHOOL

32 : 1

INDIVIDUAL SCHOOL ALLOCATION ADJUSTMENT FACTORS

Poverty Index

Family income status & poverty considerations.

Language Support

Concentration of English Language Learners.

Special Education

Identified student disability & IEP needs.

MAINTAINED RATIOS DESPITE SIA ALLOCATION REDUCTION FOR CLASS SIZE

Licensed Staff Transfers Across Schools

FROM SCHOOL (FTE DECREASE)	FTE & POSITION	TO SCHOOL (FTE INCREASE)
Cannady	1 FTE - teacher	Scouters Mountain
Ardenwald	1 FTE - teacher	Scouters Mountain
Oak Grove	1 FTE - teacher	Riverside

FTE Additions to Address Student Needs

LICENSED

+1.0 **SPED Services**
Physical Therapist (0.5) & Behavior Specialist (0.5)

+1.0 **Student and Family Services**
School Nurse (1.0)

+4.1 **Elementary Growth**
Scouters Mountain (3.0), Sunnyside (1.0), & Specialist Riverside (0.1)

CLASSIFIED

+3.25 **SPED Paraeducator Support**
RMS, RCMS, ACMS

+3.0 **Paraeducator Support**
Mt. Scott, Oregon Trail, Ardenwald, Cannady



The Story Behind the Numbers

Enrollment trends, class sizes, and the choices behind our staffing.

SECONDARY ENROLLMENT VS. PROJECTION

Secondary Enrollment by the Numbers

SECONDARY TOTAL

8,732

+62 vs. projection of 8,670

MIDDLE SCHOOL

3,693

-1 vs. projection of 3,694

HIGH SCHOOL

5,039

+63 vs. projection of 4,976

MIDDLE SCHOOLS

	Enrolled	vs. Proj.
Alder Creek MS	716	-23
Happy Valley MS	1,237	-24
Rock Creek MS	915	+42
Wilbur Rowe MS	825	+4

HIGH SCHOOLS

	Enrolled	vs. Proj.
Adrienne C. Nelson HS	1,557	-7
Clackamas HS	1,248	+18
Milwaukie HS / MAA	1,153	+32
Rex Putnam HS	967	+27
New Urban HS	114	-7

Smaller Classes Are Entering Our Schools

KINDERGARTEN

919

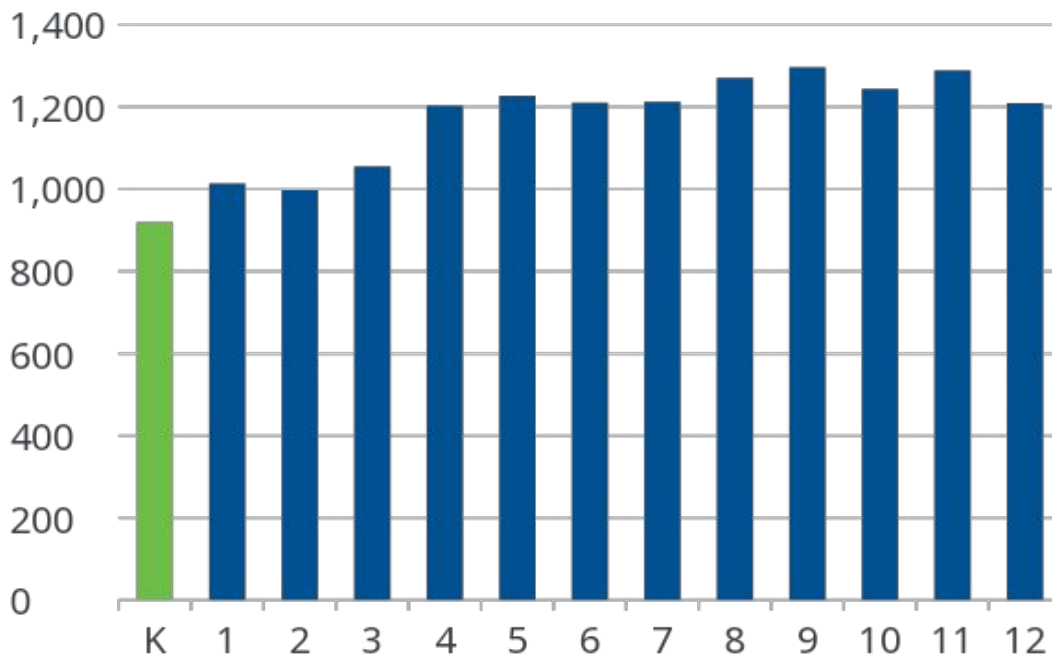
308 fewer students than 5th grade (1,227) — a **25% smaller** cohort.

Elementary: 6,416

186 **below** projection

Secondary: 8,732

62 **above** projection



ELEMENTARY ENROLLMENT VS. PROJECTION

Enrollment Came in Below Projection

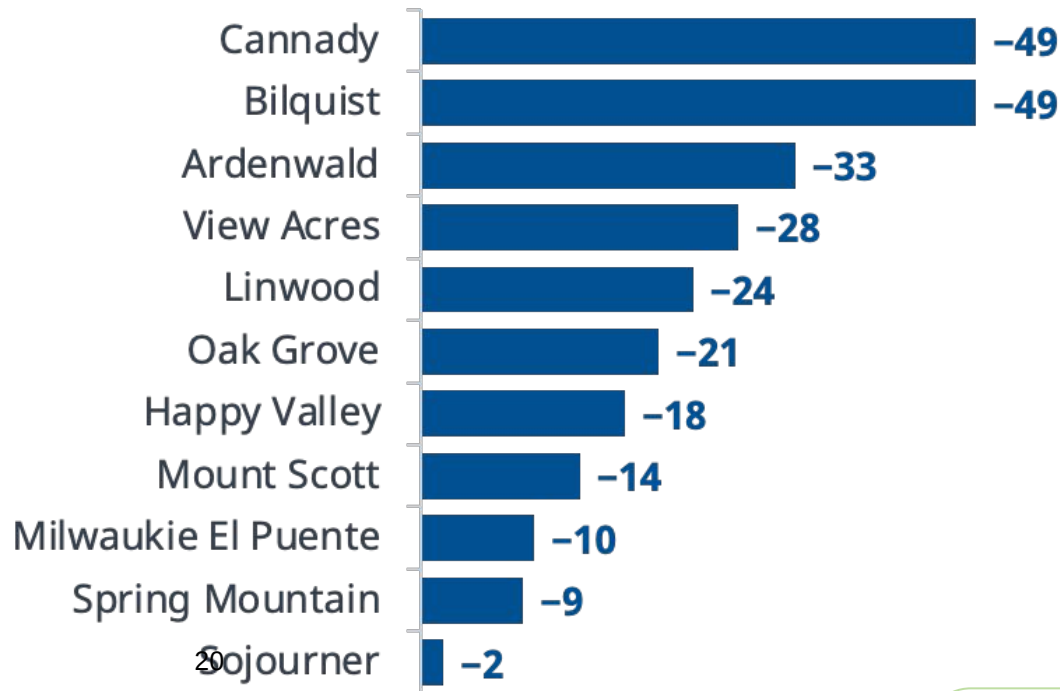
BELOW PROJECTION

-186

6,416 enrolled against a
projection of 6,602.

12 of 20 came in below
schools and programs (-257)

8 came in above
adding 71 students.



ELEMENTARY CLASS SIZE

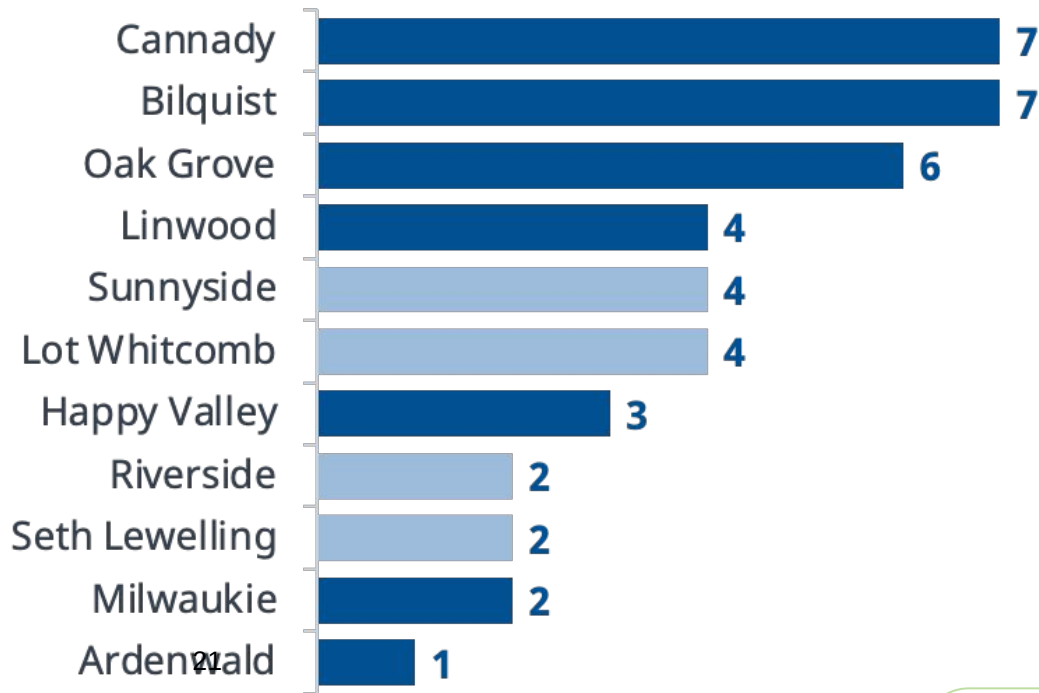
Classrooms in the Teens

19 OR FEWER STUDENTS

42

elementary class groups; about 1 in 6 districtwide.

30 of 42 are at schools that came in below projection (dark bars).



Class Sizes Include Program Students

IN CLASS LESS THAN 40% OF THE DAY

70%

of the 132 TLC and SLC students counted in general education class sizes.

EXAMPLE: ARDENWALD 4TH GRADE

Two classes posted at **34**. Eight of those students are in the mainstream class **less than 40%** of the day.



Less than 40% of day

93 students

40-79% of day

38 students

80%+

1 student

Program students across 11 host schools, as of 10/1/26.

Allocating With Intention

BY THE NUMBERS

257

classrooms at a
straight 25 : 1 ratio

WHAT WE STAFFED

267

elementary
classrooms (K–5)

10 classrooms strategically
allocated to maintain stability and
protect student learning.

Our stability comes from stewardship: we invest with intention in the classrooms and schools where students learn every day.

No overflow

Students stay in their neighborhood school.

Blends kept to a minimum

Single-grade classrooms wherever possible.

Neighborhood schools sustained

All elementary schools fully staffed and actively supported.



2026-27 Elementary Class Size Analysis

Grade band averages, blended classroom configurations, and overflow tracking.

Grade Band Averages, Blends & Overflow

Grade Band Averages

Kindergarten **21.41**

1st – 3rd
Grades **22.97**

4th – 5th
Grades **26.83**

Blended Classrooms

0

1/2 Blends

0

2/3 Blends

1

3/4 Blends

6

4/5 Blends

Overflow Students

Kindergarten **0**

1st Grade **0**

2nd Grade **0**

3rd Grade **0**

4th Grade **0**

5th Grade **0**

A young man with dark hair, wearing a black suit jacket, is shown in profile, playing a cello. He is holding the bow with his right hand and the neck of the cello with his left. The background is dark, and a blue chair is visible in the lower right. The text is overlaid on the image.

2026-27 Secondary Class Size Analysis

Middle school and high school core class sizes, supports, and program growth.

Middle School Class Size Status

STAFFING ALLOCATION RATIO

29 : 1

Average core class sizes at middle schools is **27.7** which remains **below** the target of **29**.

Core Subjects Defined

Language Arts, Social Studies, Math, and Science.

Instructional Supports

Increased instructional support to MS with full time coaches.



2026-27 SECONDARY DATA

High School Class Size & Program Growth

STAFFING ALLOCATION RATIO

32 : 1

Core class sizes remain well below the staffing ratio.

SABIN SEAT UTILIZATION

+6.3%

Increase in the percentage of filled CTE program seats over three years.

Allocation Ratio Maintained

Average core class sizes are **28.5** which remain below the 32: 1 ratio despite having 63 more HS students than projected.

Singleton Course Variance

Class sizes vary mainly due to specialized singletons (AP, IB, and core ELD).

Sabin CTE Expansion

Increase of 352 seats available to students through the addition of FTE to Barbering, Fire Science, and Health Sciences.

Comprehensive Adult-to-Student Ratios

Class size numbers alone do not tell the full story; how all adults serve students and their needs drives meaningful learning.

Paraeducators

Direct small-group and classroom support

Mental Health

Counselors support emotional well-being

Instructional Coaches

Model lessons and integrate priorities



Teachers Are Not Alone

District Support System

Assessment Teams

Alleviate testing demands and streamline evaluation.

Leadership Teams

Collaborate to identify needs and deploy targeted resources.

Behavior Teams

Support schools with behavioral strategies and staff training.

Instructional Coaches

Facilitate PLCs, co-teach, and embed curriculum priorities.



Thank You!

Questions & Discussion



**North Clackamas School District Middle and High School Class Size Averages
By School and Subject Areas 2026-2027**

Middle Schools

	Alder Creek MS	Happy Valley MS	Rock Creek MS	Rowe MS	Average Core MS
Language Arts	24.8	28.1	31.5	26	27.6
Math	26.5	28	31.4	28.7	28.6
Science	26.5	28.1	31.8	31	29.3
Social Studies	23.6	25.5	27.5	26.6	25.8

Neighborhood High Schools

	Adrienne C Nelson HS	Clackamas HS	Milwaukie/MAA HS	Rex Putnam HS	Average Core HS
Language Arts	28.4	27.9	29.3	26.6	28.1
Math	29.7	27.2	29.4	28.3	28.7
Science	28.9	27.5	26.4	27.5	27.6
Social Studies	28.8	29.1	28.8	28.8	28.9

2026 SUMMER LEARNING REPORT

REPORT

Agenda Item #3

October 8, 2026

SUPERINTENDENT'S RECOMMENDATION:

This item is for Board information only.

REASON FOR BOARD CONSIDERATION:

Board request for information and annual update.

BACKGROUND:

Historically, NCSD has offered robust summer learning programs. These programs support NCSD's equity focus and the strategic points of student experience and success, resources and service, and family and community collaboration.

In April of 2026, the Oregon Department of Education, ODE, awarded NCSD a three-year summer learning grant of \$950,000 for each year. ODE directed that programs were focused on addressing lagging literacy levels, credit recovery, and enrichment.

NCSD was able to braid the summer learning grant with other funding sources, including Title I funding, Measure 98, and general funds, to offer summer learning opportunities to over 1700 students. This included:

- A high school credit recovery program and senior session designed to get students on track for on-time graduation, which served 611 students and awarded 771 full credits.
- A work-study program that employed 33 high school students.
- A new Career and Technical Education program focused on supporting the 8th to 9th grade transition that served 44 students.
- A program designed to support rising 6th-grade students, along with literacy supports for rising 7th and 8th-grade students that served 185 students.
- A full-day CARE enrichment program that served 466 students, including 52 students who received full scholarships to attend and receive literacy supports.
- A Title I summer school program that served 129 students.
- A new elementary Literacy Camp program that served 168 students.

- An extended school year program that served 77 students who received special education services and were identified as being at high risk for summer learning loss.

ATTACHMENTS

[2026 Summer Learning Presentation Slides](#)

PRESENTER / STAFF CONTACT:

Ivonne Dibblee, Assistant Superintendent of Education

Natalie Whisler, Director, Community Services



Summer Learning

35

Board Report — October 8, 2026

Summer Learning- Timeline

- HB2007 establishes Oregon summer learning grant funding, April 2025
- NCSD awarded one time grant funds, summer 2025
- State grant rulemaking process, fall 2025
- Grant RFA released, February 2026
- Grant application deadline, March 2026
- Award notification, April 28, 2026
- First day of summer programs, June 22, 2026



36



Summer Learning Grant Funding

NCSD awarded \$950,000 for summer programs for three consecutive years

Oregon Summer Learning Grant 2026 Program Criteria:

- Provide in person services focused on students not yet reading at grade level including literacy focus, credit recovery, literacy infused enrichment, evidence based strategies
- 80 continuous hours programming per cohort, 30 for kindergarten transition programs
- Work in collaboration with community partners
- Offer meaningful family engagement

NCSD Programs funded by the 2026-2028 Summer Learning Grant

- Elementary Literacy Camp
- CARE (scholarships & literacy support)
- Middle School Summer Program
- High School 8th to 9th CTE
- High School Student Internship Program



37



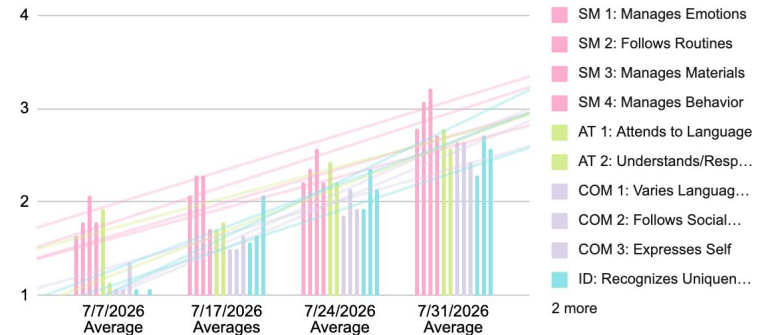
Elementary Literacy Camp

- 168 students identified in need of additional literacy support participated; 97% saw meaning growth towards literacy targets
- 48 student participated in a Dual Language Immersion cohort
- 25 incoming kindergarten students participated. 100% increased in kindergarten readiness skills
- 92 students participated in an extended day option including two hours of hands on STEM supported by Clackamas Education Service District

38



Weekly Student Averages - with and without IEPs (N=14)



CARE

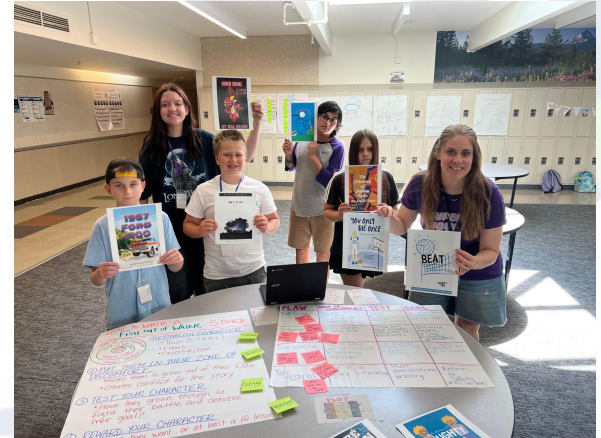
- Full day, 8 week long enrichment program
- 2 site locations
- 466 elementary students
- 41 students attended on a scholarship supported by the summer learning grant, 11 attended on scholarship supported by the 21st Century Summer Expansion Grant
- Daily art, STEM, literacy, PE, adaptive curriculum, special events



39

Middle School Summer Program

- 185 students identified for literacy and middle school transition supports participated
- 118 incoming 6th graders focused on elementary to middle school transition supports
- All students received direct teacher led literacy instruction and used adaptive literacy software
- Students participated in high interest enrichment electives during the afternoons



High School CTE 8th to 9th Transition

- 44 rising 9th grade students earned 30 credits
- Students explored Career and Technical Education (CTE) pathways including;
 - Health Sciences
 - Barbering
 - Welding
 - Culinary
 - Forestry
 - Automotive
- Students had the option of priority enrollment to the program of their choice for fall



High School Student Work Study

- 33 students enrolled
- Students were paid for their work in elementary summer programs and eligible to earn credit
- Students received mentoring and workforce skills development



42

Elementary Title I Summer School

- 129 incoming 1st-3rd grade students from all 8 Title 1 elementary schools
- Dual Language Immersion strand included
- Rising second and third grade students increased oral reading fluency by an average of 14.5 words per minute and 19.5 words per minute respectively
- Students demonstrated growth in literacy benchmarks at each grade level
- 86 students participated in extended day enrichment activities in partnership with CESD STEM Hub
- Funded with Title I funds



Extended School Year

- Skill maintenance, learning recovery and transition programs for students experiencing disability and are at risk of skill regression over the summer break
- 77 K-12+ Students participated in Extended School Year (ESY)
- Transportation and meals provided
- 94% of students maintained skills identified on their IEP and ESY Goals
- Students in the High School and Adult Transition ESY Program worked on life skills, making weekly trips into the community to practice life skills
- Funded by the general fund

44

High School Credit Options

- Opportunities for high school students to recover course credits
- 611 students attended summer school
- 54 students attended and 35 completed senior session
- Students earned 771 full credits
- Targeted supports for students learning English and students identified for special education

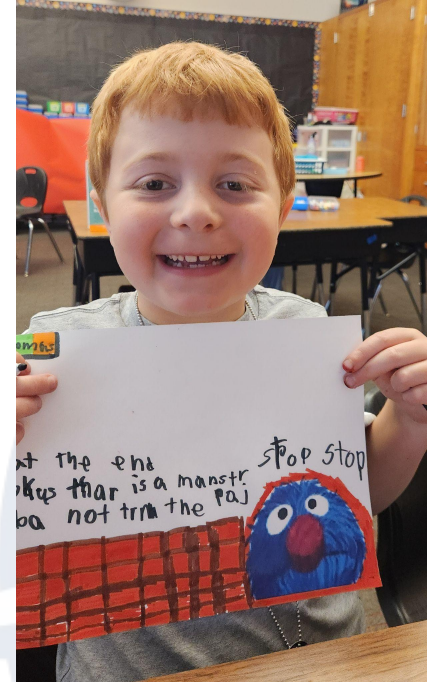
Community Partnerships

- Neighborhood Health and NCSD Smile Squad
- I9 Sports
- Hands that Help
- OMSI
- Flip! Children's Museum
- Ledding Library
- Happy Valley Library
- Chapel Theater
- Bridge City Music
- 3 O'Clock Rock
- Clackamas Womens Services

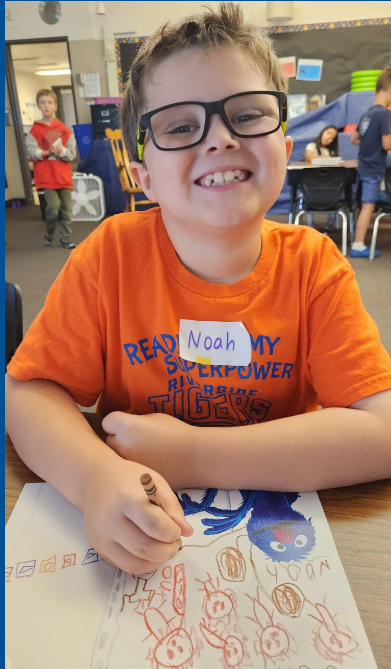


Highlights

- More than 1,700 students participated in a summer program
- Strong initial data for literacy skill advancement
- Students supports - 22,516 meals were served to students, students received mental health supports on site
- New programs and program expansions using multiple funding sources
- Family engagement - each program offered ways for families to engage, including a culminating program event



Questions?



Equity · Relationships · Integrity⁴⁸ · Empowerment · Care

**INTEGRATED PROGRAMS: ANNUAL &
ACCOUNTABILITY REPORTS**

REPORT
Agenda Item #4
October 8, 2026

ORIGINATED BY:

Recipients of Student Investment Account funds are required to annually review progress toward the outcomes identified in their Integrated Programs plan, report on implementation and expenditures, and share that progress publicly with their governing board. Senate Bill 141 (2025) requires each district to set Performance Growth Targets (PGTs) and to review interim test results with the board at a public meeting.

BUDGET IMPACT/SOURCE OF FUNDS:

The allocation for 2025–2026 from the Student Investment Account to North Clackamas School District was \$16,080,935.94. Student Investment Account funds are one component of the district’s broader Integrated Programs investments supporting student success and well-being.

BACKGROUND:

The Student Success Act established the Student Investment Account (SIA) to support school districts in improving student outcomes while addressing disparities experienced by historically underserved students. Investments are intended to strengthen student mental and behavioral health, increase academic achievement, and reduce barriers to student success.

North Clackamas School District’s Integrated Programs plan reflects priorities identified through data analysis and ongoing engagement with students, families, staff, and community members. District investments and improvement efforts continue to focus on:

- Reducing class sizes and staff caseloads
- Providing a well-rounded and equitable education where students see themselves reflected in staff, curriculum, and instructional practices
- Increasing academic achievement while reducing barriers and disparities for focal student groups
- Supporting the behavioral and mental health needs of students and families
- Providing ongoing and meaningful community engagement that is inclusive of race, culture, and language.

In addition to Integrated Programs reporting requirements, Oregon's 2025 Education Accountability Act (Senate Bill 141) established a statewide framework for measuring student outcomes and continuous improvement. Under SB 141, districts establish Performance Growth Targets aligned with statewide measures of student success. These targets provide measurable benchmarks for monitoring progress and identifying areas where additional strategies or supports may be needed.

NCSD has selected Career & Workforce Ready as its local metric. NCSD targets are not yet finalized. ODE has released a new timeline, and the district will be able to revisit goals in the spring.

This report will provide information on:

1. Budgetary information specific to the Student Investment Account
2. Progress toward the district's outcomes
3. Barriers and challenges encountered in implementing the plan
4. Overview of Senate Bill 141 (2025)
5. Interim tests: requirements, board reporting, and family communication
6. Key dates for districts
7. State Performance Growth Targets and definitions
8. Approved local metrics
9. NCSD draft targets (submitted, not finalized)
10. Why Career & Workforce Ready: our theory of action

ATTACHMENTS:

- [Presentation Slides](#)
- 2025–26 Student Investment Account (SIA) Budget Detail
- 2025–26 Integrated Programs: Student Investment Account (SIA) Annual Report Responses for ODE

PRESENTER / STAFF CONTACT:

Ivonne Dibblee, Assistant Superintendent

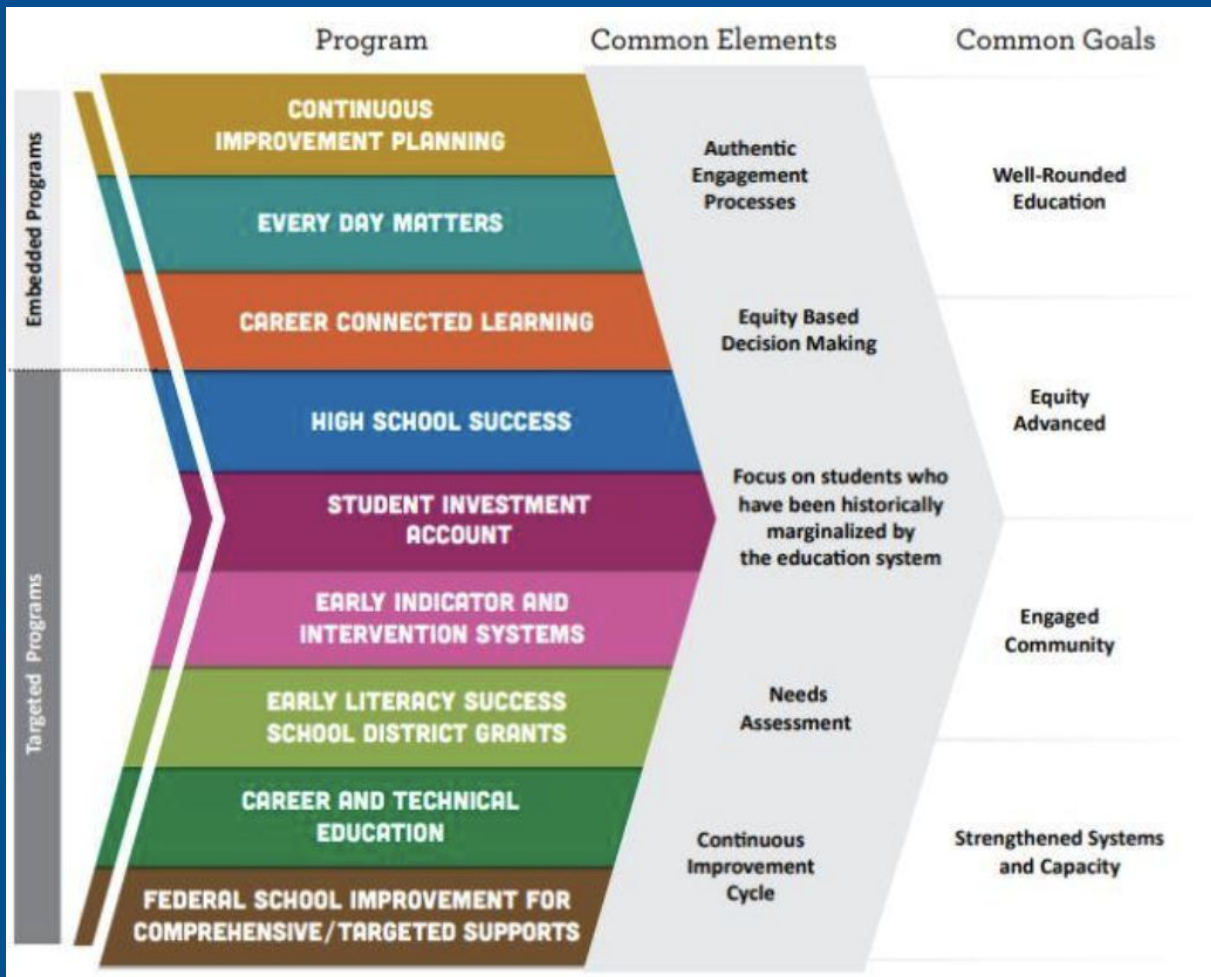
Jennifer Dove-Kiltow, Executive Director, Student & Family Services

2025-2026 Integrated Programs Annual & Accountability Reports

North Clackamas School District
October 8, 2026



Integrated Programs



Annual reporting requirements for the Student Investment Account

SIA recipients are required by statute to:

- Review progress on an annual basis through an annual progress report and financial audit
- Present annual report to their governing board at an open meeting with opportunity for public comment
- Post the report to the district or charter school website

Nine programs with common elements and common goals

SIA Funding for 2025-2026

2025-2026 SIA Allocation: \$16,080,935.94

Expenditures Specific to the Student Investment Account:

Line Item Budgeted	Budget
Class size/Caseload reduction	\$7,088,500.00
Supporting behavioral & mental health needs	\$5,331,501.00
Ongoing & meaningful community engagement	\$841,540.00
Provide a well-rounded, equitable education	\$1,257,821.00
Increase academic achievement of students while reducing barriers and academic disparities for focal student groups	\$1,061,573.94
Indirect charges	\$500,000
Eligible Charter Schools*-(Cascade Heights & Clackamas Middle College) less the 2.5% Indirect Charge NCSD charges per contract	\$188,728.37 (CH) \$257,513.27 (CMC)

**Per state requirements, school districts must report on eligible charter schools within their boundaries. In North Clackamas, the district serves as a pass-through for SIA funding for two district-sponsored charter schools, Cascade Heights and Clackamas Middle College (CMC). Their allocations are reported separately and are not included in NCSD's overall SIA allocation total. Milwaukie Academy of the Arts, however, is fully included in NCSD's SIA plan and budget; therefore, its allocation is included in the district's overall SIA allocation.*

Annual Report Question #1

Discuss at least one Outcome where you have seen progress in implementation.

Strengthening the Conditions for Student Success

- SIA investments support literacy, English Language Development, dual language & targeted academic supports
- Disaggregated data + Plan Do Study Act cycles firmly in place
- Data teams increasingly consistent across grade levels
- More consistent use of assessment data to identify interventions
- Progress Marker 13: Low → Medium
- Progress Marker 14: Medium → High
- Growth targets have not yet improved at the level we expect

Next Step → Evaluate impact and adjust strategies based on student outcomes.

Annual Report Question #1

Discuss at least one Outcome where you have seen progress in implementation.

Progress Marker #	Progress Marker	2025-2026 Q2 Progress	2025-2026 Q4/Annual Progress
PM 13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.	Low	Medium
PM 14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.	Medium	High

Annual Report Question #2

Discuss at least one Outcome where you have experienced barriers or challenges in implementation.

Community Engagement: Challenge & Opportunity

- Strong community partnerships exist across schools and departments
- Partnerships and resources are not always connected districtwide
- Families, students, and staff may be unaware of available resources and opportunities
- Continue two-way communication
- Opportunity to systematize access to partnerships and resources
- Explore innovative approaches that respond to evolving community needs
- Goal: equitable access, regardless of school, department, or individual connections

Next Step → Move from strong individual partnerships to a more connected, equitable system of access.



SB 141 Update

Oregon's School District Accountability Update

SB 141 (2025)

- Passed by the 2025 Oregon Legislature to renew the state's school accountability system
- Requires 7 specific Performance Growth Targets, plus one locally selected metric, for every district
- Districts set five-year and one-year growth targets
- Aligned to the Student Investment Account longitudinal targets with a few additional targets, which include the local metric

SB 141 INTERIM TESTS

What districts must do, grades K–8

Source: ODE Interim Tests page & FAQ; OAR 581-003-3035

1

Select

an ELA and math interim test from the State Board–approved list: i-Ready, MAP Growth, Smarter Balanced (ICAs/IABs), or STAR

2

Administer

the tests three times per year (fall, winter, spring). The state summative test cannot count as the third

3

Review

the data at least 3x per year with each school's administrators and at a public board meeting with the superintendent

NCSD: STAR for Elementary; grades 1 - 5 and MAP Growth for MS grades 6-8

Interim Tests: Reporting to the Board

After each administration, results are presented and discussed in a public board meeting. No set dates, format, or board vote required.

Fall 3–6 wks after school starts	Winter 3–6 wks after winter break	Spring 3–6 wks after spring break
Board review	Board review	Board review

Suggested testing windows (2–3 weeks each); set locally.

Guardrails

- Suppress groups under ~10 students; show >95% / <5%
- Never used to judge or compare individual teachers
- Don't compare across different tests or to OSAS

Minimum elements for each board report	
1	Test context: name, subject, grades, window
2	Participation: number and % of students tested
3	Summary of results using the test's own performance levels
4	Growth fall → winter → spring (same test only)
5	Disaggregated results by student group, privacy-protected
6	Key observations and action steps



Interim Tests: Family Communication

ODE materials do not require telling parents which test we use. ODE recommends clear, accessible communication:

Start of year

Share testing windows, why interim tests matter, and when results will be available

Home language

Plan for visuals, interpreters, or translated documents

Results

Help families interpret strengths, growth areas, and limits; interim tests are one measure among many

Partnership

Invite families to share context about their student and co-create learning goals

Parent questions about opting out

Opt-out does not apply. The Student Assessment Bill of Rights (ORS 329.479) covers the statewide summative tests only.

Exemptions may apply. Under OAR 581-021-0009, for disability or religious beliefs: the parent submits a written request with reasons and a proposed alternative activity; school staff decide. Discuss accommodations first.

Performance Growth Targets (PGTs)

PGT Definitions

1. **K-2 Attendance (*new*)** – percent of students attending 90% or more of school days.
2. **K-12 Attendance** – percent of students attending 90% or more of school days.
3. **3rd Grade ELA** – percent of students scoring at a level 3 or higher on the OSAS ELA summative test.
4. **8th Grade Math (*new*)** – percent of students scoring at a level 3 or 4 on the OSAS Math summative test.
5. **9th Grade On-Track** – percent of students earning at least 6 credits in their 9th grade year.
6. **4-Year Graduation** – percent of students within the 9th grade cohort that graduate in 4 years.
7. **5-Year Completers** – percent of students within the 9th grade cohort that graduate in 5 years.

Approved Local Metrics*

1. 5th Grade Science Achievement
2. Academic Growth**
3. Career and Workforce Readiness
4. Multilingual Proficiency
5. Postsecondary Readiness

**Align to investments and district goals.*

***ODE has not established measurement or baselines yet.*

Career and Workforce Readiness

ODE Definition

“Career and Workforce Readiness” means the composite total of CTE Participants and CTE Concentrators. It is a weighted composite of Career and Technical Education (CTE) student participants and concentrators.

What does that mean?

The sum of students earning at least .50 CTE credit and students earning 2 or more credits in a CTE pathway, compared to the total student population at the high school.

How is it measured?

Weighting Logic: The count of concentrators is weighted to give districts more credit for students concentrating in a CTE pathway.

Composite score, NOT a percentage: 0-400

A score of 400 would mean ALL students were concentrators.

SB 141: NCSD Targets

Submitted, not finalized

Oregon's Required Metrics				
Metric	5-Year Target		Average Annual Change	
	NCSD All Students	NCSD Focal Students	NCSD All Students	NCSD Focal Students
K-2nd Grade Attendance	77.2%	73.9%	.8%	1.2%
K-12th Grade Attendance	70.6%	70.6%	.4%	1.1%
3rd Grade English Language Arts	57%	49%	+2.8%	+4.3%
8th Grade Math	38.8%	38.8%	+2.1%	+3.4%
9th Grade On-Track	89.1%	92%	+.12%	+1.2%
4-Year Graduation	89.6%	89.6%	+.3%	+1.1%
5-Year Completers	92.5%	92.5%	+.6%	+1.1%
Local Metric				
Career & Workforce Ready	+149.9	+142.6	+2% gain in composite growth	+3% gain in composite growth

Why Career & Workforce Ready?

Our local metric choice is grounded in our theory of action.

OUR EVIDENCE

98%

of CTE concentrators
graduate from high
school

IF

we invest in opening access to CTE programs of study so more students can become concentrators,

THEN

Career & Workforce Ready becomes a conduit to higher high school graduation rates and more relevant, real-world learning experiences,

SO THAT

our vision comes to life: ***we create environments where students are inspired to be creative and critical thinkers as they prepare for success in life, college, and career.***

Questions?



Thank You



Student Investment Account Budget Detail, Priorities & Outcomes

2025-2026 SIA Allocation: \$16,080,935.94

Expenditures Specific to the Student Investment Account:

Line Item Budgeted	Budget
Class size/Caseload reduction	\$7,088,500.00
Supporting behavioral & mental health needs	\$5,331,501.00
Ongoing & meaningful community engagement	\$841,540.00
Provide a well-rounded, equitable education	\$1,257,821.00
Increase academic achievement of students while reducing barriers and academic disparities for focal student groups	\$1,061,573.94
Indirect charges	\$500,000
Eligible Charter Schools*-(Cascade Heights & Clackamas Middle College) less the 2.5% Indirect Charge NCSD charges per contract	\$188,728.37 (CH) \$257,513.27 (CMC)

Per state requirements, school districts must report on eligible charter schools within their boundaries. In North Clackamas, the district serves as a pass-through for SIA funding for two district-sponsored charter schools, Cascade Heights and Clackamas Middle College (CMC). Their allocations are reported separately and are not included in NCSD's overall SIA allocation total. Milwaukie Academy of the Arts, however, is fully included in NCSD's SIA plan and budget; therefore, its allocation is included in the district's overall SIA allocation.

District Priorities & Outcomes

Priority # 1

Maintaining class size and caseload reduction.

Outcome(s):

Targeted class size and caseload reductions will allow teachers to more readily scaffold instruction for all students and employ culturally relevant and responsive instructional strategies, resulting in improved proficiency in English Language Arts, Math, and Science.



Priority # 2

Providing a well rounded, equitable education, where students see themselves reflected in the staff, curriculum, and instructional practices.

Outcome(s):

- Professional development and job-embedded coaching in effective reading and culturally relevant practices will increase outcomes in third-grade English Language Arts.
- Increased recruitment and retention of a diverse staff that reflects our student demographics will be supported through professional development that helps administrators more deeply understand and remove biases and systemic barriers in the hiring process.

Priority # 3

Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups.

Outcome(s):

Extended learning opportunities will help close achievement gaps and reduce barriers for focal students, resulting in increased rates of third-grade English Language Arts proficiency, ninth-grade on-track status, and four-year graduation.

Priority # 4

Supporting the behavioral and mental health needs of students.

Outcome(s):

Students' mental health, social-emotional, and behavioral needs will be addressed by qualified professionals in schools, resulting in an increased sense of belonging and improved graduation and attendance rates.

Priority # 5

Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics.

Outcome(s):

Ongoing community engagement that provides opportunities for two-way communication will foster a greater sense of trust and belonging among families, students, and the district.

2025-2026 Integrated Programs Annual Report

Annual Report Questions	
Question	Context/Guidance
1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation.	One outcome where we have seen progress is increasing academic achievement while reducing barriers and disparities for focal student groups. Student Investment Account resources support a range of strategies intended to strengthen access to instruction and targeted academic supports, including literacy supports and professional development, emergent literacy coaching, English Language Development, dual-language programming, and other academic supports. Our progress-marker reflection shows that we are strengthening the systems and practices that support this work. The use of disaggregated student data within continuous improvement cycles and the implementation of data teams are firmly in place. We have also made progress in the consistent use of assessment and literacy data to identify interventions and adjust supports. PM 13 moved from Low to Medium, reflecting progress in the use of balanced assessment systems, including STAR, K–12 interim writing assessments, literacy-focused data meetings, grade-level PLCs for ELI and DLI, and the use of ELPA data. PM 14 moved from Medium to High, reflecting greater consistency in school-based teams and the use of data to identify and address barriers to student success. While we are seeing progress in implementation, we have not yet seen the level of improvement we are seeking in our Longitudinal Performance Growth Targets and Local Optional Metrics. The progress markers provide evidence that important systems and practices are becoming more

	consistent across the district, but implementation alone is not the outcome. Our continued work is to examine whether these strategies are having the intended impact for students, particularly focal student groups, and to use our continuous improvement processes to adjust our approach when the data indicate that different or additional strategies are needed.
2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.	One area where we have experienced challenges is our outcome focused on providing ongoing and meaningful community engagement that is inclusive of race, culture, and language. Over the past several years, we have invested time and attention in building and fostering strong relationships with community organizations and partners. These partnerships are a strength across our district; however, they are often developed and accessed within individual schools or departments rather than through a coordinated districtwide system. As a result, staff and families may not always be aware of the full range of resources, services, and opportunities available across our community. This is consistent with our progress-marker reflection, which identified strong community partnerships while also recognizing gaps in consistent two-way communication and family awareness of available opportunities. As the needs of our students and families continue to evolve, we recognize an opportunity to explore new and innovative ways to better connect our schools, departments, community partners, and families. Important next steps to consider include: 1. Systematize how partnerships and resources are connected, communicated, and accessed across the district. A more coherent approach will help ensure equitable access so that connecting with resources does not depend on which school a

	student attends, which department a family interacts with, or individual knowledge of available support. 2. Explore new approaches that strengthen two-way communication, improve awareness of opportunities, and make it easier for students and families to access the resources they need. This could include identifying innovative and effective models for coordinating community partnerships and creating more equitable pathways to resources across the district.
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