

Part One: General Information (Application)	
School Year	2020-2021
District	Lincoln County School District
Webpage <i>(Where SIA Plan will be Posted)</i>	https://lincoln.k12.or.us/
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Part Two: Narrative (Application)

Plan Summary

The Lincoln County School District (LCSD) is a rural countywide district. The county covers 1,000 square miles, has 600 employees, and serves 5,450 students in eleven schools elementary through high schools, three charter schools, and one alternative middle school. The Hispanic population has grown to 22%. Seven percent of the student population in Lincoln County is Native American and qualify for Title VI Indian Education Federal services. In 2019, over 1000 LCSD students were identified as homeless and receiving services from the homeless program in the county. Under CEP, all students in LCSD qualify for free breakfast and lunch. On the most recent Oregon Report Card, LCSD had a 16% Special Education identification rate. The current on-time graduation rate is 82% on-track to graduate rate is 78%. Many of our district schools have been identified (targeted) for needs for support in certain student groups in LCSD. Specifically, students with disabilities, English Language Learners, American Indian/Alaskan, Hispanic/Latino, white, and economically disadvantaged students were identified as needing more support. All four communities served by LCSD want to see strong schools with successful students. Community partners are eager to support career and technical education programs and the arts.

LCSD will create an Equitable and Healthy Schools Department to improve on the implementation of programs designed to support students’ mental and behavioral health needs (elementary counselors, behavior plan implementers, suicide prevention curriculum, MTSS facilitation, reading instruction support, PBIS incentives, area care teams that include nurses, social workers, and support staff, etc.) and provide oversight for comprehensive implementation for all students and families. To continue connection with students and families most in need, LCSD will provide access to summer school incorporating research based educational opportunities to reduce summer slide for students.

Students learn in and out of the classroom. By increasing co-curricular (music) opportunities for all students in the district, adding middle school extra-curricular athletics, and eliminating pay-to-play for athletic programs at the high school level, students will have a strengthened relationship with the community, cultural arts, and school. Exposure and experiences in the arts and athletics support mental health and wellness and attendance accountability. Eliminating fees from these opportunities

supports equitable access and removes barriers for all students. Supporting access to outdoor school and STEM related initiatives through a Science TOSA also connects the outside community and learning opportunities for all students, regardless of income or demographics.

The addition of translation services, special education focused support, an Hispanic Family Liaison, Indian Education Specialists, and Bilingual office staff to support families and students in accessing the educational system will increase communication and navigation through resources provided by LCSD and agency partners across the county. The increased support of similar services and addition of special education support in the classroom, has a ripple effect of impacting class size reduction because smaller groups of students will get direct services they need to access core content and grow academically. These supports, and the use of Remind for communication, will also increase student, family, educator, and community voice in the implementation and evaluation of the process. By developing steps to improve our collective voice, the plan will continue to become stronger and support to and access for students and families will improve.

Eddyville Charter School is a K-12 school with 214 students. Predominantly a white population, Eddyville has 5% Native American students, 8% Hispanic/Latino, and 8% identify as multiracial. The school has a 10% special education population and all students are eligible for free breakfast and lunch through CEP. In 2018-19, 100% of the students graduated on time and 88% of the 9th graders were considered "on-track". Eddyville continues to work on attendance strategies to increase its regular attender rate from 68% last year to 73% for the 19-20 school year. The Eddyville community is proud of its school and knows that facility improvements to the 92 year-old original building and 40+ year-old annex additions need to be made to accommodate the addition of programs in the areas of early learning and career and technical education, technology infrastructure, and to increase safety.

After gathering community, family, educator, and student input, Eddyville Charter is applying funds to increase the mental health counseling and behavior specialist/therapist support for all K-12 students. The will also increase career and technical education instruction and purchase necessary equipment and curriculum needed to expand program offerings. Finally, Eddyville will support providing students with a well rounded education by offering music and performing arts instruction at all levels.

Part Three: Community Engagement and Input (Application)

LCSD purposefully engaged all identified stakeholders in a variety of ways including surveys, forums, and focal groups to ensure that everyone had multiple opportunities to engage in the SIA conversation. This included all parents, staff, 4th - 12th grade students, as well as specific groups such as our Hispanic Parent Advisory and the Indian Education Parent Committee. In addition, other school groups were engaged in conversations such as our High School Leadership, School Site Councils, and the Teachers Association Leadership team. We also made sure to include community organizations in our work, so discussed SIA with Childcare Providers in the county, Behavioral Health Group, Community Justice/Probation, Public Health, & the Homeless Shelter.

We reached out to our community through our district website link, communication through our Remind app, links on all of our district and school social media pages, and via direct conversations with our affinity groups.

Our survey was administered at the end of January and our face to face conversations began in December of 2019 and continued throughout January, February, and March of 2020. Communication was conducted in both English and Spanish. Structured community forums in each of our four areas included activities that allowed all participants to contribute ideas and rank needs. Structured conversations were held during school based Site Council Meetings and scheduled meetings with our specific focal groups and community groups.

Our feedback and data revealed a strong desire for behavioral and mental health support in and out of the classroom setting.

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

LCSD has already taken steps to ensure we continue ongoing community engagement in a meaningful and authentic way. We have created a Hispanic Family Liaison position and instituted Hispanic Parent Advisory groups in both Newport and Lincoln City, where our largest population of Hispanic families reside. These groups help inform the district about support needed in their parent and student communities, so that we are meeting their needs in a responsive way. Meetings are held entirely in Spanish and/or Mam and interpreted into English when needed.

In addition, we are participating in a more intentional way with our local Native community through both participation at tribal meetings as well as their Indian Education Parent Committee. The superintendent is a member of the CEDARR Council with the Siletz Tribe, and our district administrator meets with the Indian Education Parent Committee on a regular basis. In order to make certain that we have engaged adequately with our tribal partners, an evening event has been planned for March 19 at the Tribal Community Center to have another opportunity for people to come and speak about how they would like to see the funding used and why. There is great concern about our Native American students in the schools and community as expressed by their parents, grandparents and community.

LCSD is approaching community engagement in a way that limits barriers to our stakeholders' participation. A significant barrier for our Hispanic families is the day and time of meetings. We have changed our Hispanic family events to occur on Friday evenings from 6:00pm - 8:00 pm to accommodate unique work schedules, especially for our migrant families. More will need to be done to meet the needs of our parents for school and district meetings and events.

We also realized that during large community events we needed to conduct side by side English/Spanish presentations, so that our Spanish speaking families did not miss any part of the questions, answers, or conversations that occurred during the events and feel more connected to the meeting. This allows our families to ask questions and seek answers in a

more authentic way. As we move forward, we will need to consider this type of interpretation for other district and school meetings and events.

What relationships and/or partnerships will you cultivate to improve future engagement?

We are continuing to strengthen our relationship with our Hispanic families in LCSD. Historically, there has been some distrust of the district within our Hispanic community. Through intentional relationship building, we are seeing a greater number of our families participate in our events and voice their needs to district leaders. Ways we are cultivating better relationships with the more 25% Hispanics in our district is to continue hosting a variety of meetings with our communities in the west and north where large concentrations of families are living and working. Advisory team meetings, specialized trainings in subject matter of interest that are conducted in Spanish plus other family oriented meetings have been successful so we need to do more of that. Likewise, we are building on the relationship between the district and our local tribes through outreach as well as participation in tribal meetings and events.

A large portion of the Lincoln County population is retired. It is estimated at about 60%. We must do a better job in communicating with them about how they can engage more often in the schools because once known, I believe more people will engage with us and our students. They just don't currently know how.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements?

Through collaboration with SB13 work, Title III work, and EB Visioning work LCSD has been supported by ODE in engaging with our families.

A missing component where we do need more support is with Mam interpretation resources and continued guidance in supporting our secondary SIFE students.

Who was engaged, and how did you engage them?

- Students of color Survey & HS Leadership Meetings
- Students with disabilities Survey & HS Leadership Meetings
- Students who are emerging bilinguals Survey & HS Leadership Meetings
- Students navigating poverty, homelessness, and foster care Survey, HELP Centers, Compass Center & HS Leadership Meetings
- Families of students of color Survey, Community Forums, & Hispanic Parent Advisory Meetings
- Families of students with disabilities Survey & Community Forums
- Families of students who are emerging bilinguals Survey, Hispanic Family Liaison, Community Forums, & Hispanic Parent Advisory Meetings
- Families of students navigating poverty, homelessness, and foster care Survey, HELP Centers, Compass Center & Community Forums
- Licensed staff (administrators, teachers, counselors, etc.) Survey, Community Forums, Association Leadership Meeting (debrief the survey distributed by the association)

- Classified staff (paraprofessionals, bus drivers, office support, etc.) Survey, Community Forums
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) Childcare Providers Meeting, Behavioral Health Group, Community Justice/Probation, Public Health, & Homeless Shelter
- Tribal members (adults and youth) Indian Education Parent Committee
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) Survey, Community Forums, Board Meetings, Site Councils
- Business community
- Community leaders County Commissioner at Childcare Providers meeting, Behavioral Health Group, Community Justice/Probation, Public Health, Homeless Shelter
- Other _____

How did you engage your community?

The strategies / activities deployed to engage our community:

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s) All four areas
- Focus group(s) Hispanic Parent Advisory, Indian Education Parent Committee
- Community group meeting CEDAR Meeting in Siletz Tribal Headquarters
- Website
- Email messages HELP Program, Schools, District Communication
- Social media District FB, School FBs
- School board meeting Update regarding forums, public comments
- Partnering with unions Supt, HR, & Association leadership meeting
- Partnering with community based partners Childcare provider group meeting, Behavioral Health Group, Community Justice/Probation, Public Health, Homeless Shelter
- Other Remind App, Site Councils

Evidence of Engagement

Upload your top five artifacts of engagement.

The artifacts included clearly demonstrate the extent to which we engaged all of our stakeholders, across all four distinct areas of our district, in the planning for our SIA application. The photographs and data from our forums illustrate how our community feedback was gathered in a highly interactive way. The survey graphics display the high percentage of participation from families across the district including those who indicated that they fit into the categories of Student with a Disability, Homeless, Navigating Poverty, Foster Care, Student Experiencing Mental Health Needs, Student/Family of Color, Migrant, or Emerging Bilingual. Also included are people that indicated their race/ethnicity as Native American, Asian, Hispanic/Latinx, Native Hawaiian/Pacific Islander or Black/African American. The additional survey graphic identifies the high percentage of participation by staff and their clear areas of priority.

Items uploaded:

- Forum data
 - [North Area](#)
 - [South Area](#)
 - [East Area](#)
 - [West Area](#)

Other artifacts:

- Pictures from forum nights: illustrate active engagement in the information gather process



- [Survey Monkey Summary SIA 2020](#)
- [Eddyville Charter School Survey Data](#)
- LCEA teacher survey data meeting notes (demonstrates commitment to teacher voice).
 - [Secondary](#)
 - [Elementary](#)

Describe at least two **strategies** you executed to engage each of the **focal student groups and their families** present within your district and community. Explain why those strategies were used.

In order to assure that all voices in our district were represented, heard, and equally valued, the following strategies were executed.

- Surveys: Easily reach students (4-12th grade) and all families, giving an opportunity to respond in native language (English or Spanish). Distributed widely on websites and social media, and time provided to students during the school day to capture input from all.
- Forums: Held in every area of the county, with bilingual support available at all. Activities to engage all participants. It is very important in LCSD to hold these community forums in each area of our county, as we are spread across a wide geographic area sometimes the needs/priorities of an area differ from those of another. Side-by-side interpretation allowed for full participation from all attendees, and sharing of understanding of needs/priorities among diverse community members.
- Affinity Group Meetings: District Administrators met directly with our Hispanic Parent Advisory groups in both Lincoln City and Newport and held meetings in Spanish to discuss SIA and seek input on their specific needs and wants. In addition, our district administrators met with tribal groups including the Indian Education Parent Committee and the CEDAR Council to discuss the needs of their children in the community.
- Community Organization Meetings: The superintendent met with various community organizations to explain the SIA and discuss county needs for support.

Describe at least two **activities** you executed to engage each of the **focal student groups and their families** present within your district and community. Explain why those strategies were used.

- LCSD communicated with families about the SIA survey via the Remind app, district & school website links, and the district & school social media pages in both English and Spanish. Our Hispanic Family Liaison presented the survey to the Hispanic Parent Advisory groups so that they were familiar with the Survey Monkey format and could encourage families to participate.
- Students were given direction on the reason for the survey, and pushed through district student email on district provided one to one device, to allow all to give input through the survey.
- Community forums were conducted with structured and interactive activities. Participants were asked to share their ideas for each category on sticky notes, then all participants were provided four 'dots' to vote on top priorities. All forum feedback was then collected as part of our data set.
- Structured conversations in scheduled leadership meetings between HS leadership students and the superintendent provided additional student voice to our process.
- Structured conversations at scheduled focal parent meetings between families and district administrators provide opportunities for deeper conversations.
 - Hispanic Parent Advisory meetings
 - Indian Education Parent Committee meetings
 - School-based Site Council meetings

Describe at least two **strategies** you executed to engage **staff**. Explain why those strategies were used.

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Describe at least two **activities** you executed to engage **staff**. Explain why those strategies were used.

LCSD supported the LCEA administering a survey to all licensed staff. LCSD believes the certified union to be a partner and encouraging the association to administer a survey showed a willingness on the District's part to include them in the plan. The LCEA and LCSD leadership met together to go over the suggestions from the union and include their feedback in to the District's recommendations.

LCSD administered its own survey to all staff. We had 37% of the responses were from licensed staff, 24% were classified staff, and nearly 4% were administrative staff. The information compiled from the survey has been shared with all administrators and the District level administrative team in funneling down to the main strategies to include in the application.

The District also had an open forum in each area of the District open to the public in which members of all classifications of staff attended. The Superintendent provided a short lesson on the spirit of the law and how their input is necessary to complete the District's application. Attendees asked questions and all meetings were presented in Spanish as well. Participants had the opportunity to provide feedback regarding the four main areas of the SIA and "vote" on their top ways they felt the money would support students in each of those four areas.

Describe and distill what you **learned from your community and staff**. How did you apply that input to inform your planning?

Community Rank:

1. Class Size (included behavior support as the biggest response in this category)
2. Health and Safety
3. Well-Rounded Education
4. Instructional Time

The community comments focused heavily on behavioral supports for the classroom. The narrative from the community included requests for more counselors, more mental health professionals to support students, more access for students with special needs. The community is feeling the pressure of dysregulated children, large classes, and the need for more resources for teachers in managing children with traumatized backgrounds. The class size category resonated with our community because of the number of students who need direct adult support; having fewer students with high needs per teacher came up over and over again. The community also reported the need for more electives, CTE, specials (music and pe) and other interest-based opportunities for children.

Staff Rank from the LCEA survey

1. Class Size
2. Well-Rounded
3. Health and Safety
4. Instructional Time

The LCEA focused on class size and ways to reduce the load on teachers. Since space is an issue in LCSD, the union offered co-teaching and roving teachers to support reducing the student-teacher ratio. Also, in an effort to address one of our struggling groups, was to add

Special Education teachers in order to increase the individualized attention for students with special needs. Secondly, the LCEA suggested increasing PE minutes for all students, adding music education time for all students, and adding more teacher librarians throughout the District. Health and safety suggestions included more cameras in schools and adding licensed nurses to the three the District currently employs. Increasing instructional time ideas included extending summer school, after school programs, or adding other transition programs for critical years (ex: 8th to 9th) to reduce adjustment time for students.

Part Four: Data Analysis (Application)

Describe the data sources you used and how that data informs equity-based decision making.

District and school report card data
School designations report
Behavioral data (discipline referrals, days of exclusion)
Academic data: SBAC scores (reading, math) Science assessment, PSAT scores
Graduation rates
Freshman on track rates
Attendance data: regular attenders rates
Oregon Student Wellness Survey

We analyzed the data from those sources and identified groups of students who are underachieving (special education, emerging bilingual, Native American students, students navigating poverty, housing insecure, foster care, families and students of color) compared to the district as a whole.

Part Five: SIA Plan

As a result of the data analysis, six priorities were articulated as aligning with both the community responses and the expectations of the Student Investment Act.

Strategy 1: If we increase targeted instructional time into the summer, then we will increase access to educational opportunities to reduce summer slide for our most impacted students.

Strategy 2: If we create a department for Equitable and Healthy Schools, then consistent oversight and implementation of services that support students mental and behavioral health will be provided to ensure aligned, coordinated, and comprehensive support for all students and families.

Strategy 3: If we equitably increase co- and extracurricular opportunities for students, then students will become more connected to their home community, culture, and school resulting in increased attendance and academic success and overall mental and behavioral health.

Strategy 4: If we provide increased support and accessibility to the educational system for our most impacted students and families, then provided opportunities become obtainable and student achievement

Plan B: Preschool Safety Upgrades. HS
Plan B: Cameras Upgrades HS
Plan B: Wireless upload of Bus Security videos HS
Plan B: Wifi for the buses IIT
Plan B: SEL Curriculum S2
Plan B: DESSA for SEL Universal Screening S2
Plan B: Administrator for Future Bound Alternative School/Newport Middle S2
Plan B: 1.0 FTE for reduction of class size K-12 RCS
Plan B: CTE teaching assistant .47 @ Toledo Jr/Sr RCS
Plan B: Science .25 @ Waldport HS WRE
Plan B: Increasing Time for current Educational Assistants S2
Plan B: K-12 Math Adoption WRE
Plan B: Increasing Time for current Special Education Assistants S6
Plan B: Expanding After School Programs K-6 IIT
Plan B: Expanding After School Programs to 7-12 IIT
Plan B: SIA Staffing Subs S3
Plan B: Intervention strategies for reading and math 7-9 S6
Plan B: Spanish Translation Module for Power Schools S6

Growth Targets and District Continuous Improvement Plan

Goal 1	Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.	
Metrics	By June 2021	By June 2022
	District Graduation statistics/Students On-track data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).	District Graduation statistics/Students On-track data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).
Goal 2	Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.	
Metrics	By June 2021	By June 2022
	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.

EQUITY LENS

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work.

LCSD currently uses the ODE Equity Lens in decision making. As we reviewed our beginning

data, we focused on our most impacted groups of students and how we could leverage funds to address their specific needs. While crafting our path towards applying for this funding, the equity questions were considered at each stage of the process. As stakeholder engagement was planned, district leadership was intentional about eliminating barriers so that our families, staff, and students had several different types of opportunities in multiple languages to engage in the conversation, whether that be through technology with the survey or in person at our forums and in specific affinity focal groups.

As we considered the best strategies to address the identified needs, we used the equity lens to ensure that there were no unintended negative consequences for our students and that the strategies would help to eliminate the opportunity gap and assure students' cultural needs are met.

Future plan adjustments will be based on disaggregated data to best serve our historically underserved groups of students in an intentional and focused way. Having had a successful experience in a previous school district that worked diligently with the community to create a district specific Equity Lens and Equity Policies, with the help of SIA funding, we are creating a new position known as an Equitable and Healthy Schools Administrator that will be leading and overseeing equity issues and issues of physical and mental health throughout the district. In addition, the district will be creating a new LCSD Equity Team that will be tasked with the development of a district specific Equity Lens. Our new Equity Lens will become the instrument through which we make all educational and budgetary decisions as we seek to close the opportunity and access gap for all kids.

Part Six: Use of Funds

Which of the following [allowable use categories](#) is your plan designed to fund within? Select any or all.

- Increasing instructional time
- Addressing students' health and safety needs
- [Evidence-based strategies](#) for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

- Increasing instructional time: *Increase academic achievement and Reduce academic disparities*
 - To continue connection with students and families most in need, LCSD will provide access to summer school incorporating research based educational opportunities to reduce summer slide for students.
- Addressing students' health and safety needs: *Meet mental health needs*

- Creation of an Equitable and Healthy Schools Department to improve on the implementation of programs designed to support students' mental and behavioral health needs (elementary counselors, behavior plan implementers, suicide prevention curriculum, social emotional curriculum and a universal screener for SEL, MTSS facilitation, reading instruction support, PBIS incentives, area care teams that include nurses, social workers, and support staff, etc.) and provide oversight for comprehensive implementation for all students and families. Professional development of these key personnel will ensure they are able to provide coordinated and high quality service to students and families.
- Evidence-based strategies for reducing class size and caseloads: *Increase academic achievement and Reduce academic disparities*
 - The increased support of bilingual tutoring services at the secondary level and addition of special education support in the classroom has a ripple effect of impacting class size reduction because smaller groups of students will get direct services they need to access core content and grow academically.
- Expanding availability of and student participation in well-rounded learning experiences: *Increase academic achievement and Reduce academic disparities; Meet mental health needs*
 - Students learn in and out of the classroom. By increasing co-curricular (music) opportunities for all students in the district, adding middle school extra-curricular athletics, and eliminating pay-to-play for athletic programs at the high school level, students will have a strengthened relationship with the community, cultural arts, and school. Exposure and experiences in the arts and athletics support mental health and wellness and attendance accountability. Eliminating fees from these opportunities supports equitable access and removes barriers for all students. Supporting access to outdoor school and STEM related initiatives through a Science TOSA also connects the outside community and learning opportunities for all students, regardless of income or demographics. The addition of translation services, special education focused support, an Hispanic Family Liaison, Indian Education Specialists, and Bilingual office staff to support families and students in accessing the educational system will increase communication and navigation through resources provided by LCSD and agency partners across the county. Utilizing the Remind communication tool w/parents (and students) increases 2-way engagement w/families, improving academic outcomes.

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan.

The following items will not only have an impact on the academic success of focal student groups, but are integral to the universal Tier 1 systems that support all students:

Health and Safety:

- K-6 counselors: The counseling program works in cooperation w/classroom teachers by helping students develop the mindsets and behaviors necessary for social emotional *and* academic success.
- Area Care Teams: Three teams to serve the district, comprised of Nurses, Social Workers, and Behavioral Specialists. Supervised by Equitable and Healthy Schools Administrator who provides oversight in order to ensure aligned, coordinated and comprehensive support for all students and families.
- TOSA for RTI/MTSS: helps support/improve academic/behavioral identification and early intervention by aligning screening and response systems for all students.
- Additional Behavior support personnel in order to provide capacity for tiered systems of behavior support (licensed staff, campus monitors, behavior plan facilitators)
- PBIS incentives: Supports PBIS systems and positive school culture for all students.
- Suicide prevention/intervention curriculum and training is provided to all students at the secondary level.
- SEL curriculum and universal screener K-6 (DESSA) benefits all students.

Well-rounded education:

- Athletic support for HS and MS: Cover fees for all HS athletic programs and establish MS Athletics programs. This will have a positive impact on student academics by more closely connecting students to their school culture, positive interactions w/peers and additional supportive adults, and increased oversight and accountability for classwork.
- Science TOSA supports access to outdoor school and STEM related initiatives and connects the outside community and learning opportunities for all students.
- Reading TOSA ensures alignment of implementation of best instructional practices for the core reading curriculum in all K-6 classrooms.
- Music teachers provide a well-rounded education to all K-12 students, thereby providing balance between core academics and co-curricular activities and increasing engagement for all students.
- Remind: communication w/parents (and students) increases 2-way engagement w/families, improving academic outcomes.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted, or otherwise experience the supports or changes you hope your plan causes?

- *Difficulty in recruiting, hiring and retaining needed staff*
- *Difficulty hiring staff of color to match our demographics which is a key strategy for student achievement*
- *Buy in for a new System of Care comprehensive multidisciplinary team approach to*

- student health and education -much needed PD around this new system of MTSS*
- *Sustainable funding*

Part Seven: Evidence of Board Approval

You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.

Notes from the March 31 and April 14 Board meeting
Link to our LCSD web page with SSA banner

Part Eight: Public Charter Schools (Application if applicable)

Do you sponsor a public charter school?

- Eddyville Charter School
- Siletz Valley School
- Lincoln City Career Tech

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

- Yes

Did any public charter schools you invited to participate in your SIA plan decline to participate?

- Yes, Lincoln City Career Tech and Siletz Valley.

Describe the process you took to collaborate with public charter school(s) in your community engagement efforts.

LCSD staff regularly meet with its public charter school administrators. At these meetings, updates are shared from Eddyville Charter School around curriculum and instruction, attendance, and program offerings. The Charter School Liaison and Secondary Teaching and Learning Administrator for LCSD made site visits around program expansion ideas and supporting the needs of a well rounded education. Specific collaboration came in identifying community and student needs to expand career and technical programs, specifically for Native American students to have access to CTE. The same format with gathering survey data, holding public meetings, and advertising on social media was used to engage the community to gather input for decision making.

You will be asked to upload any SIA charter school SIA specific agreement