North Central Virtual Charter Consortium 25-27 Integrated Programs Application

Needs Assessment Summary

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

Our needs assessment process incorporated both community voice and a comprehensive review of local and state data across all three schools: Cascade Virtual Academy, Destinations Career Academy of Oregon, and Insight School of Oregon Painted Hills. We engaged families and students through two formal surveys, six in-person feedback events, monthly PTO meetings, "Meet with the Principal" Zoom sessions, and weekly Student Council meetings. These touchpoints provided consistent feedback loops and ensured that students and families had an active voice in shaping school priorities.

Through these conversations, one of the most consistent requests from families was the need for a more flexible learning pathway for students who are unable to attend live sessions due to work, health, or family obligations. Stakeholders advocated for an attendance model that allows students to receive credit through meaningful connection with teachers and consistent progress in coursework, even if they are participating asynchronously.

We also conducted a thorough review of local and state data to identify broader trends and areas for growth. Key findings include persistently low rates of regular attendance across all three schools, with rates ranging from 25 to 49 percent, significantly below the state average of 66 percent. On-track-to-graduate rates for 9th graders and four-year graduation rates were also well below the state average at Insight and Cascade, though Destinations has shown improvement in this area. College-going rates remain low, and students with disabilities, students experiencing poverty, and English learners continue to show academic and engagement disparities. While student interest in Career and Technical Education (CTE) is strong, completer data indicates a need for increased advising and earlier student exposure to pathways.

Based on this feedback and data, we have identified several priority initiatives to guide this year's planning and budget. These include the development of a flexible attendance model that better reflects the realities of virtual learning, expansion of early intervention and tracking systems for 9th graders, targeted academic supports for priority subgroups, increased student engagement opportunities, and strengthened outreach and advising around CTE and postsecondary transitions. We will continue to center student and family voice in our implementation through ongoing surveys, site team meetings, and student leadership input. This multi-source needs assessment has helped us align resources with the most urgent areas of growth across all three schools.

Equity Advanced (250 words or less per question)

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

Incorporating our equity lens into the planning and budgeting process was a deliberate and structured effort led by our Equity Committee. Beginning in September 2025, we established regular biweekly committee meetings, each lasting one hour, to maintain focus and continuity throughout the year. The work began with a strong emphasis on self-awareness, where members engaged in exercises designed to deepen their understanding of personal biases and perspectives. This foundation was further supported by regular book chapter readings and reflections, drawing on the work of established researchers and scholars such as Jones (2021) and Winters (2017), both of whom provide best practices for building inclusive learning environments.

Through this process, our committee developed a formal purpose and mission statement for our school's Equity Committee. This statement intentionally aligns with the broader mission of our corporate organization, Stride (2025), as well as with the committee's own data collection and a current assessment of equity and inequity trends among our students, families, and staff.

Professional development was prioritized to ensure capacity building among committee members. All four committee members participated in ongoing training opportunities, both individually and collectively, throughout the school year. These experiences provided new insights and reinforced our commitment to applying an equity lens in our decision-making processes.

Our planning also included the introduction of both major and minor Equity Committee projects that directly align with our established stances. These projects were informed by feedback gathered from students, Learning Coaches, families, and staff, ensuring a community-driven approach to identifying needs and opportunities. Activities from our outcome/strategies Smartsheet specifically

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targeted support for prioritized focal student groups, ensuring that our planning and budgeting decisions remained centered on fostering inclusion, opportunity, and success for all learners.

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

Throughout the biennium, we have planned a series of professional development opportunities designed to address the cultural, social, emotional, and academic needs of all students, with particular attention to the needs of our focal student groups. The planned activities include:
Participation in the Equity Summit in October 2025, which will provide training on best practices for fostering inclusive and equitable school environments.
Attendance at the Women's Leadership Summit in November 2025 to strengthen leadership skills and address equity issues related to gender representation and empowerment.
Engagement in the Promising Practices Conference in March 2026, where staff will learn innovative strategies to support student success across diverse populations.
Training on Title VI & Disparate Discipline focusing on ensuring fair and equitable discipline practices for all students.
Participation in Title VI: Equal Opportunities for English Learners Confirmation in which supports equitable access and success for English Learners.
Implementation of ELL-ify Your Classroom training during the 2025–2026 school year, designed to equip teachers with strategies to better serve Emergent Bilingual students in mainstream classrooms.
A Mid-Year Emergent Bilingual (EB) Refresh for K–12 staff during the 2025–2026 school year to reinforce effective instructional practices and deepen cultural responsiveness when working with multilingual students.
In addition to these training opportunities, we are expanding our internal Equity Committee to include elementary and middle school teachers, ensuring that diverse perspectives across grade levels are represented. The Equity Committee will continue to meet twice a month and will select a new equity-focused book to study for the 2025–2026 school year. Committee members will present equity learning highlights and actionable strategies at monthly staff meetings to ensure that professional learning is shared across the entire staff.
Furthermore, we will formally integrate our Equity Stance into our school norms, creating a living reminder of our commitment to inclusivity and equity. Each weekly staff meeting will now include a dedicated section focused on equity practices, reflections, and strategies, reinforcing our schoolwide commitment to supporting the cultural, social, emotional, and academic needs of all students.

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This comprehensive approach reflects our dedication to continuous growth and ensures that every student, particularly those from historically underserved groups, receives the equitable support necessary to thrive academically, socially, and emotionally.

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

We ensure the inclusion of children and youth navigating houselessness by providing essential school and personal supplies, along with internet access support for students identified as McKinney-Vento (MKV). Depending on what best fits the family's needs, we offer either a hotspot device or a $15 per month internet stipend.

Additionally, our student resource coordinator work with each family—whether MKV or not—to identify their closest library and develop a schooling plan that allows them to attend 2-3 days per week as needed until they receive their internet device or establish reliable access. Rather than providing a list, I take a personalized approach, looking up nearby libraries, checking their hours, and working with the family to create a plan that ensures the student can stay engaged in their learning.

In the upcoming biennium, we plan to expand school materials to include supplies for elective courses, ensuring students have access to a well-rounded educational experience. We will also provide funding for transportation so MKV students can attend face-to-face events, supporting their participation in school activities.

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

We actively work to create inclusive opportunities for all students to participate in Career and Technical Education (CTE) programs, including those traditionally considered male- or female-dominated. In particular, we focus on promoting greater female participation in our Construction program, which has historically been male dominated.

Each May, our school attends the Oregon Tradeswomen's Career Fair, bringing female CTE students to engage in hands-on activities across a wide range of occupations in construction and manufacturing fields. This experience allows students to explore nontraditional career options in a supportive environment. Based on their interests identified at the event, we coach and mentor students throughout their high school journey, guiding them through their selected CTE pathways and helping them build the skills and confidence needed for success in these industries.

Through targeted recruitment efforts, early exposure to nontraditional fields, and personalized coaching, we strive to ensure that every student has the opportunity to pursue their passions and break barriers in career fields that have historically lacked gender diversity.

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

We ensure that curriculum design and adopted curriculum across all content areas, both core and supplemental, consists of a clearly stated scope and sequence of K–12 learning objectives and is fully aligned to state and national standards. All of our teachers are provided with detailed curriculum maps that include current standards, learning goals, and assessments. These curriculum maps serve as a foundation to maintain alignment and consistency across grade levels and subjects.

Teachers are required to keep their curriculum maps updated each semester to reflect any changes in standards, instructional practices, or student needs. This ongoing process ensures that our curriculum remains responsive, comprehensive, and fully aligned with both Oregon state standards and relevant national benchmarks. By maintaining an active system of curriculum mapping and regular updates, we ensure clarity, continuity, and rigor in the educational experience for all students.

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

We ensure that classroom instruction is well-rounded, intentional, engaging, and challenging for all students through a system of ongoing professional learning, instructional coaching, and reflective practices. Teachers participate in a structured Professional Learning Community (PLC) every Friday for one hour. Each year, professional learning is organized around four selected topics. Student engagement remains a consistent area of focus annually. For the 2025–2026 school year, additional topics include the use of artificial intelligence in education, navigating difficult conversations, and a content-area choice selected by teachers to meet instructional needs.

In addition to PLC meetings, teachers participate in Best Practices Tuesdays during weekly staff meetings, where they explore and discuss research-based instructional strategies that promote student engagement, academic rigor, and overall success.

Teachers complete an annual self-assessment using the school's adapted Danielson Framework rubric, allowing them to reflect on their instructional practices and identify areas for professional growth. Each teacher also works with an instructional coach who conducts classroom observations and coaching sessions twice a month. These sessions are designed to provide actionable feedback, support reflective dialogue, and guide strategic planning to strengthen instructional practices.

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Through consistent professional development, instructional coaching, structured self-reflection, and a culture of collaboration, we ensure that classroom instruction is designed to meet the academic, social, and emotional needs of all students.

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

We ensure that students, families, and community members experience a safe and welcoming educational environment through intentional programming, proactive relationship-building, consistent communication, and the advantages of our virtual school setting.

Each Friday, students participate in homeroom sessions that focus on relationship building and social-emotional learning using the School-Connect program. This research-based curriculum provides structured lessons that develop emotional regulation, strengthen interpersonal skills, and foster a positive, inclusive school culture. Homeroom activities are designed not only to build individual skills but also to create a broader sense of belonging across our school community.

As a fully virtual school, we are uniquely positioned to provide a safe, drug-free learning environment that is protected from risks often associated with physical campuses, such as drug use, gang activity, and violence. Our online structure creates a secure space where the emphasis remains on academic achievement, personal growth, and social well-being.

Additionally, we maintain regular communication with families through newsletters, learning coach outreach, and family engagement events to ensure that families feel informed, connected, and supported. Our staff also continuously monitors student well-being through attendance data, engagement tracking, and teacher observations to identify and respond quickly to any emerging concerns. Students needing additional support are connected with counselors, advisors, or intervention teams to provide timely assistance.

Through the integration of structured social-emotional learning, continuous monitoring and support systems, strong family communication, and the inherent benefits of a virtual model, we are committed to creating and sustaining a safe, welcoming, and supportive educational environment for all members of our school community.

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

We are committed to ensuring that all students have access to strong library programs, regardless of their location. During the first week of school, our onboarding coordinator helps students find the closest library to them, providing guidance on how to access local resources and services.

In addition to this, we organize a field trip to six libraries across the state as part of our face-to-face events. During these visits, students have the opportunity to obtain a library card, participate in programs, and engage with library staff by asking questions. This initiative helps students connect with their local library systems and strengthens their access to a wide variety of educational resources.

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

We have a K-8 and a high school Wellness Team that reviews weekly referrals for students struggling academically, socially-emotionally, or medically. We develop targeted interventions involving our 504 Coordinator, Student Resource Coordinator, Special Programs Administrator, Building Principal, classroom teachers, and Special Education teachers when necessary. Once students receive an intervention, we monitor their progress weekly by reviewing grades, parent reports, student information, teacher feedback, and attendance to assess their overall success in school. We evaluate the effectiveness of interventions through these weekly data reviews. If a student is not succeeding or thriving, we revise our plan and adjust supports until we find an approach that works best for them.

8. ⊠ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ⊠

We identify students who are not meeting or exceeding state and national standards using multiple data sources, including STAR assessments, SBAC results, and formative classroom assessments. This multi-tiered approach allows us to monitor student progress regularly and adjust support based on need.
Students who are not meeting expectations receive targeted academic interventions through our Multi-Tiered Systems of Support (MTSS). Tier 2 and Tier 3 supports include one-on-one help from teachers, small group instruction, and individualized academic assistance through our formal partnership with K12 Tutoring. Students with disabilities receive additional support through their Individualized Education Plans (IEPs), and our special education staff collaborates with general education teachers to ensure accommodations and modifications are consistently implemented. English learners and other focal student groups receive differentiated instruction tailored to their language development and academic needs.
For students exceeding academic standards, we offer a variety of enrichment and acceleration opportunities. These include career and college readiness programs, school-based internships, and leadership roles in producing our school magazine and video announcements. Talented and Gifted (TAG) students work with staff to develop individualized TAG plans that may include independent study, accelerated coursework, and interest-based projects beyond grade level.
Our system ensures that all students, including those with disabilities and other focal student groups, receive the support or challenge they need to grow and succeed academically.

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

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We are not planning for a new CTE Program of Study at this time.

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

We have work-based learning experiences for our students that are provided in a variety of ways. One of our most popular work-based learning experiences is when we take our pre-apprenticeship program students to Central Oregon Community College for five days and work with an instructor from COCC to complete their required hands-on components of their pre-apprenticeship certification. We are offering a Basic Life Support class (offered by the American Heart Association) for our health science students that allows students to earn this certification as well to have their BLS certification that includes CPR and First Aid components. This is another in-person and hands-on experience for students that gives students the opportunity to earn a certification. Our Arts, AV Technology, and Communication students participate in our News of the Week and create video news segments each week for our homeroom classes. Students write scripts, manage the editing process for the videos, and some are on video acting as the speakers. We are always working to expand these opportunities to our students by promoting the current experiences we are offering and working to grow our number of students able to attend.

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

Yes, through Central Oregon Community College and the Oregon Institute of Technology.

Engaged Community (250 words or less per question)

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

We have made several intentional improvements to better engage with our community and elevate the voices of our focal students and families. One of our key initiatives was the creation of a Parent Teacher Organization (PTO), which provides a space for parent leaders to collaborate with school staff and share feedback. This group ensures we are listening to and learning from our families in an ongoing and authentic way.
We have also strengthened our student voice efforts by expanding both our middle school and high school student council programs. These groups now regularly provide input on classroom

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instruction, field trip planning, and school culture initiatives. Their feedback is taken seriously and used to inform decisions that directly impact the student experience.

In addition to newsletters and emails, we create engaging, student-centered videos to build community and share updates. These videos feel more personal and accessible, especially for families and students who prefer visual or audio communication over written content.

These improvements reflect our belief that students and families are essential partners in creating a strong, inclusive school community.

Outcome of Engagement

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

Through ongoing conversations with our community and staff, we learned that families want our communication to be more streamlined and easier to follow. Specifically, they shared that they were receiving too many emails and that the messages often lacked clarity or felt overwhelming. In response, we made intentional changes to improve the quality and delivery of our messaging. As a school, we shifted to consolidated, grade-band newsletters that include only the most important updates and dates. Now, families receive a single, focused newsletter specific to their student's grade level—elementary, middle, or high school—making it easier for them to stay informed and engaged. We also committed to making all communication more clear, concise, and visually engaging, ensuring that the information we send out is not only useful but also easy to access and act on. Additionally, we heard from families in more remote regions of Oregon—particularly in Eastern Oregon and along the coast—that our events were often held too far away to reasonably attend. In response, we added regional, in-person events in these areas to reduce travel barriers and ensure more students and families could participate. These events have helped strengthen community connections and ensure that all families, regardless of location, feel seen and included in the life of the school. We also learned that many of our families wanted more flexibility in their students' learning. Some shared that the combination of six hours of synchronous classes plus another three hours of independent work was too much screen time for their students. In response, we reduced direct instruction time and shifted to allow more guided practice and assignment completion during class time with the teacher present. Additionally, we now offer a flexible learning model, where students can choose to take some classes asynchronously if they prefer. This change gives families and students more control over their schedules while ensuring that they still receive the support they need.

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

At our school, we have a statewide recruitment model that allows us to attract educators from all regions of Oregon. This wide reach helps us bring in a diverse range of teachers, including those who reflect the backgrounds and experiences of our student focal groups. We are intentional in our efforts to recruit educators who bring both cultural competency and a passion for student success.

Our onboarding system is both comprehensive and supportive. New educators participate in a two-week onboarding program that includes both synchronous and asynchronous training. Each teacher is provided with a detailed OneNote guide that includes all key links, instructions, videos, and tutorials to support their learning. Every morning, new teachers attend a live session with our dedicated new teacher trainer. These sessions include structured lessons, opportunities to ask questions, and support for navigating the systems and expectations of our school. This combination of consistent support and clear resources sets the foundation for success in their role. Retention is closely tied to our strong culture of support, collaboration, and professional growth. New staff are integrated into a community where mentoring, shared leadership, and continuous learning are valued. We work hard to ensure that teachers not only feel prepared but also connected and inspired to stay and grow with us.

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

We believe every student, especially those in our focal groups, deserves access to effective, highly qualified educators. To ensure this, we have systems in place that prioritize equity in teacher assignment, professional development, and instructional support.

Because we operate virtually and recruit from across the state, we are able to hire educators with diverse backgrounds, strong credentials, and deep content expertise. All teachers are fully licensed and highly qualified in their subject areas, and we work to ensure that focal students are not disproportionately served by less experienced or underprepared teachers.

We monitor teaching effectiveness through regular classroom observations, student data reviews, and instructional coaching cycles. We disaggregate SBAC and STAR data to identify achievement gaps, and we use these findings to reflect on and improve our teaching practices. This helps us determine where we can better meet the needs of students in focal groups.

We also have an internal equity group that leads professional development on supporting students with disabilities, addressing unconscious bias, and understanding race and identity in education. These sessions help staff grow in their cultural responsiveness and better serve all students, especially those who have been historically underserved.

All teachers participate in ongoing training focused on equity in grading, relationship-building strategies, and culturally responsive instruction. We are intentional in how we support and place teachers to ensure that all students have consistent access to excellent teaching.

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Ultimately, our goal is not just to assign teachers to students but to ensure that every student learns from educators who are deeply invested in their growth and equipped to help them succeed.

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

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

We would first place the student on our wellness team's radar to ensure a smooth transition back into school, especially if there is no known educational impact related to the diagnosis or reason for care. This allows us to monitor and support them closely during the reintegration process.
If the student requires flexibility or support due to their inpatient status but doesn't have a documented impact on learning, we would likely pursue a 504 plan to provide the accommodations they need. Being in a care facility indicates a need for some flexibility, even if academic performance hasn't previously been impacted.
However, if there is a clear impact on learning, we would refer the student to our SPED team to determine if an evaluation or additional services are appropriate.
We have strong structures in place with our wellness team and special programs team (which includes 504 and SPED), and we work directly with outpatient providers who are arranged as part of the student's discharge plan. This collaboration helps ensure students receive the support they need as they transition back to school.

5. ☒ How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? ☒

We support students and families in the transition from early childhood education to elementary school and from elementary to middle school through a variety of structured programs. For example, we have "Level Up" sessions, where teachers and students from the middle school share key information about what to expect in the next grade. These sessions cover both academic content and social aspects of the transition, helping students feel more prepared and excited about the changes.
We also ensure families are well-informed by sharing details through assemblies, our website, and newsletters. These communication channels help families understand what to expect during transitions and how to support their students.

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Additionally, our middle school student council plays an important role by welcoming elementary students, helping them feel part of the school community even before they officially join. This peer support creates a positive and inclusive environment for incoming students.

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒

All of our CTE courses are designed to bring career awareness and exploration into the classroom by highlighting the wide range of opportunities available within each industry. This happens not only through the course content but also through each teacher's direct industry experience, which helps students connect what they are learning to real-world applications.
To expand exposure beyond the classroom, our CTE teachers and other industry professionals present at our annual career fair, which is open to all high school students and 8th grade students. This event allows students to interact with experts, ask questions, and begin thinking about potential career paths.
In their daily teaching, our CTE educators consistently connect course content to specific careers and real-life skills, helping students see the relevance of their learning. Additionally, we offer events for middle school students that introduce them to our CTE pathways and provide early insight into career-focused coursework they can pursue in high school.
These layered opportunities across grade bands ensure students are developing awareness, exploring options, and preparing for future careers in meaningful and engaging ways.

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

ODE can support our continuous improvement process by recognizing and supporting class progress as a primary method of verifying attendance in virtual schools. In an online environment, consistent academic progress is one of the clearest indicators of student engagement and participation. Allowing schools to formally count course progress, meaningful teacher interaction, and mastery of learning objectives as valid measures of attendance would better align with how virtual students engage in learning and would help address chronic absenteeism without penalizing students working asynchronously.

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Additionally, ODE could assist by streamlining how schools manage enrollment changes. Students who leave virtual schools often remain on drop-off lists until a formal records request is received, inaccurately inflating dropout rates. A real-time notification system or more efficient withdrawal confirmation process would improve reporting accuracy and reduce unnecessary administrative delays.

Finally, improving systems that allow schools to quickly access and transfer student records—including transcripts and SBAC assessment scores—would support smoother student transitions, ensure faster academic placement, and reduce disruption to student learning. A centralized platform or simplified data-sharing process would be particularly beneficial for highly mobile student populations served by virtual schools.

By supporting course progress as a legitimate measure of attendance, improving student exit data processes, and accelerating access to academic records, ODE can help virtual schools better serve students while maintaining high standards of accountability and continuous improvement.

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics, if over 80 ADMr. (500 words or less)

Our comprehensive plan is designed to address identified strengths and areas for growth across Cascade Virtual Academy, Destinations Career Academy of Oregon, and Insight School of Oregon Painted Hills. Through a robust needs assessment process—including formal surveys, community engagement events, student councils, and a thorough review of local and state data—we identified key priorities: improving attendance, increasing student engagement, expanding flexible learning pathways, strengthening Career and Technical Education (CTE) access, and targeting academic supports for focal student groups.

A central component of our plan is the development of a flexible attendance model, allowing students to demonstrate learning through meaningful connections and consistent academic progress, even in asynchronous settings. This model responds to family feedback requesting more flexibility and supports students balancing work, health, and family obligations. At the same time, we are maintaining and strengthening expectations for traditional students by promoting daily live session attendance. Through a two-track system that offers flexibility while

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reinforcing the importance of regular class participation, we aim to improve overall rates of regular attendance and reduce chronic absenteeism across all student groups.

Additionally, our plan expands early warning systems to track ninth-grade credit attainment, prioritizes interventions for students with disabilities, English learners, and students experiencing poverty, and strengthens our support for McKinney-Vento students through materials, internet access, and transportation to school events.

To address CTE-related needs, we are increasing advising and early exposure to pathways. We promote nontraditional career exploration through initiatives like the Oregon Tradeswomen's Career Fair, targeted coaching for female students in construction and manufacturing, and expanded middle school career exploration events. Daily CTE instruction links academic content to real-world careers, and events such as our annual career fair connect students with industry professionals.

Our plan also advances efforts toward our co-developed Local Priorities and Goals Targets (LPGTs) by expanding opportunities for work-based learning, such as Basic Life Support certification courses and hands-on pre-apprenticeship experiences at Central Oregon Community College. These programs support students' transitions to postsecondary education and family-wage careers.

Throughout the biennium, we will strengthen family and community engagement by maintaining active PTOs, holding regional in-person events, streamlining communication through grade-band newsletters, and consistently seeking feedback through surveys and leadership groups. We have reduced screen time demands, incorporated more guided practice into live sessions, and expanded asynchronous course offerings, giving students more control over their schedules while keeping strong academic expectations in place.

Our vision is to create a safe, flexible, and inclusive educational environment where every student has equitable access to academic achievement, career exploration, and postsecondary success. By centering student and family voice, aligning resources to our highest needs, and deepening access to career pathways, our plan reflects a commitment to continuous improvement and to the diverse needs of the communities we serve.

Assurances

Assurance 1: You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race,

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color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

- **Guarantee of assurance 1:** True

Assurance 2: You have taken into consideration the Quality Education Commission (QEC).

- **Guarantee of assurance 2:** True

Assurance 3: Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).

- **Guarantee of assurance 3:** True

Assurance 4: Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.

- **Guarantee of assurance 4:** True

Assurance 5: Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

- **Guarantee of assurance 5:** True

Assurance 6: Each of the SSA plans were reviewed as part of your strategic planning.

- **Guarantee of assurance 6:** True

Assurance 15: You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

- **Guarantee of assurance 15:** True

Assurance 16: You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.

- **Guarantee of assurance 16:** True

Website: https://cva.k12.com/policies-and-docs/

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North Central Virt - Outcomes and Strategies 25-27

	Identifier	Outcome or Strategy	2025-27 Application Response
1	Outcome A	The team will reflect on disaggregated school data to refine school practices: Chronic absenteeism	Continue from 2023-25 through 2025-27
2	A1	Grow our equity team to reflect on disaggregated school data to refine school practices.	Continue from 2023-25 through 2025-27
3	A2	Professional development on how to disaggrate data and analyze it.	Continue from 2023-25 through 2025-27
4	A3	Professional development on Excel.	Continue from 2023-25 through 2025-27
5	A4	Improve chronic absenteeism by 10%.	New for 2025-27
6	A5	Ensure families academic and social needs are being met. Improve reregistration by 10%.	New for 2025-27
7	Outcome B	Create opportunities for all stakeholders to participate in school improvement twice a month.	Continue from 2023-25 through 2025-27
8	B1	Create an advisory committee comprised of students, family members, school staff, and local community members.	Continue from 2023-25 through 2025-27
9	B2	Student Council meets twice a week to provide a platform for student voice and ownership.	Continue from 2023-25 through 2025-27
10	Outcome C	Increase opportunities for student to receive intervention classes.	Continue from 2023-25 through 2025-27
11	C1	Students who score below grade level on the STAR assessment are invited to weekly targeted intervention groups to receive instruction in low performing state standards.	Continue from 2023-25 through 2025-27
12	C2	Students will receive math intervention through Nearpod.	Continue from 2023-25 through 2025-27
13	C3	Students will receive reading intervention and support through Orton-Gillingham multisensory instruction and NewEla.	Continue from 2023-25 through 2025-27
14	Outcome D	"ORDCA achieves at least a 80% graduation rate, CVA 80% and ISORPH 45% across all demographic groups.	Continue from 2023-25 through 2025-27
15	D1	Timely outreach for student transcripts. Ensure students who are credit deficiant are in the appropriate classes.	New for 2025-27
16	D2	High School Success Coordinator and High School Student Support Specialist provide students weekly tutoring sessions to improve study skills, increase effective time management, practice soft skills, and receive technical support navigating our learning management System.	New for 2025-27
17	D3	The High School Success Coordinator, Principal and instructional leaders provide professional development sessions twice a month that focus on intentional and engaging instruction.	Continue from 2023-25 through 2025-27
18	D4	The High School Success Coordinator, GED Coordinator, and FLEX coordinator leads teachers through a process to identify students at risk of failing every other week due to low attendance in class or incomplete assignments. Coordinators create processes to support students and train staff.	New for 2025-27
19	D5	PLC Book Study to improve engagement in classroom and 4-year graduation rates.	Continue from 2023-25 through 2025-27
20	Outcome E	Provide students opportunities for work experience, dual credit, and internship placement.	Continue from 2023-25 through 2025-27
21	E1	Create virtual and school level opportunities for work experience to create equal opportunity for all students.	Continue from 2023-25 through 2025-27
22	E2	"Regional Industry advisory committees are engaged at least quarterly to ensure CTE program alignment and quality	Continue from 2023-25 through 2025-27
23	E3	"Historically and currently marginalized students earn industry credentials and college credits, or combinations of credentials, at the same rate as all students, and concrete plans are in place to keep rates proportional.	Continue from 2023-25 through 2025-27
24	Outcome F	Dedicated time for professional learning on equity and trayuma informed practices.	Continue from 2023-25 through 2025-27
25	F1	Professional development on anti-racist pedagogy and culturally sustaining responsive practives.	Continue from 2023-25 through 2025-27
26	F2	Professional development on tramua informed practices.	Continue from 2023-25 through 2025-27

North Central Virtu - Budget Integrated Prog 25-27

	Prepopulation Response	Activity ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	EIIS Allowable Expenditure Area	HSS Activity Category
1				Total Allocation					
2				Unbudgeted (Autocalculate)					
3				⊟ Total Budgeted Amounts (Autosum)					
4			(D2, D3, D4)	High School Success Coordinator					DP STA
5			(D2, D3, D4)	High School Success Coordinator Benefits					DP STA
6			(D2, D3, D4)	High School Success Student Support Specialist					DP STA
7			(D2, D3, D4)	High School Success Student Support Specialist Benefits					DP STA
8			(A2, A3, E1)	Student Career Success Advisor and Data Manager					DP STA
9			(A2, A3, E1)	Student Career Success Advisor and Data Manager Benefits					DP STA
10			D4	Graduation Express Coordinator					DP STA
11			A5	Onboarding Coordinator					DP STA
12			D1	Credit Recovery Dropout					DP STA
13			A5	Reregistration Coordinator					DP STA
14			A4	TAG Coordinator					DP STA
15			(A1,F1)	Civil Rights Coordinator					DP STA
16			F1	Student Intervention Wellness Lead					DP STA
17			D4	GED and FLEX Coordinators					DP STA
18			(A2, A3, D5)	PD Department Chair Leads					DP STA
19			(D3, D4)	Formative					DP CUR
20			(E1, E2, E3)	Health Sciences, Manufacturing and Construction, and Arts Communications, and AV CTE pathway Dual Credit, certifications, and apprenticeship					CTE OCG *Start Up/Approved CTE POS*
21			(E1, E2, E3)	In Person Student Events					DP OCG
22			D5	Teacher Book Study for Dropout Prevention					DP PL
23			C2	Nearpod Subscription					DP CUR
24			(A1, F1, F2)	In person Professional Development					DP PL
25			D4	Transcripts Coordinator					

Object Code	FTE 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
		$3,591.90	$439,274.74	$442,866.64	$3,591.90		$457,204.32	$460,796.22	$903,662.86
		$0.00	-$4,000.00	-$4,000.00	$0.00		$0.00	$0.00	-$4,000.00
		$3,591.90	$443,274.74	$446,866.64	$3,591.90		$457,204.32	$460,796.22	$907,662.86
111			$70,682.38	$70,682.38			$72,802.84	$72,802.84	$143,485.22
2XX			$40,995.78	$40,995.78			$42,225.65	$42,225.65	$83,221.43
111			$58,000.00	$58,000.00			$59,740.00	$59,740.00	$117,740.00
2XX			$33,640.00	$33,640.00			$34,649.20	$34,649.20	$68,289.20
111			$67,202.71	$67,202.71			$69,218.79	$69,218.79	$136,421.50
2XX			$38,977.57	$38,977.57			$40,146.44	$40,146.44	$79,124.01
13X			$10,000.00	$10,000.00			$10,000.00	$10,000.00	$20,000.00
13X			$10,000.00	$10,000.00			$10,000.00	$10,000.00	$20,000.00
13X			$5,000.00	$5,000.00			$5,000.00	$5,000.00	$10,000.00
13X			$2,000.00	$2,000.00			$2,000.00	$2,000.00	$4,000.00
13X			$3,000.00	$3,000.00			$10,000.00	$10,000.00	$13,000.00
13X			$3,000.00	$3,000.00			$3,000.00	$3,000.00	$6,000.00
13X			$2,000.00	$2,000.00			$2,000.00	$2,000.00	$4,000.00
13X			$4,000.00	$4,000.00			$4,000.00	$4,000.00	$8,000.00
13X			$18,000.00	$18,000.00			$18,000.00	$18,000.00	$36,000.00
4XX			$10,000.00	$10,000.00			$11,000.00	$11,000.00	$21,000.00
410			$25,761.30	25761.3			$20,000.00	20000	45761.3
4XX		$3,591.90		3591.9		$3,591.90	5406.4	8998.3	12590.2
4XX			$2,000.00	2000			$3,000.00	3000	5000
4XX			$5,015.00	5015			$5,015.00	5015	10030
34X			$30,000.00	30000			$30,000.00	30000	60000
			4000	4000				0	4000