



Integrated Application Summary

March 2023



Our Purpose and Core Values

We empower students with the tools and experiences needed to create an individualized and equitable path to lifelong personal success through a culture that encourages growth, service, and exploration.





Our Focus

Meaningful Learning and
Meaningful Relationships



Our Equity Statement

As a school, we must ensure that all students are guaranteed a comprehensive, rigorous, and inclusive education that empowers them to thrive after they exit high school. This not only benefits students individually, but also strengthens our communities and builds a stronger democracy and society. Despite this commitment, the school's persistent opportunity gaps remain, producing outcomes that are not representative of the strengths and abilities of students. These outcomes are not acceptable. Efforts have been made to address the inequities, and much work remains to ensure all students have the opportunity to succeed. This work is the responsibility of the school, its leaders, and all of its employees. Additionally, by committing to inclusive teaching practices, equitable learning opportunities, and a focus on relationship-building, WillCA will further explore the correlation between student engagement and positive learning outcomes.



Our Equity Lens

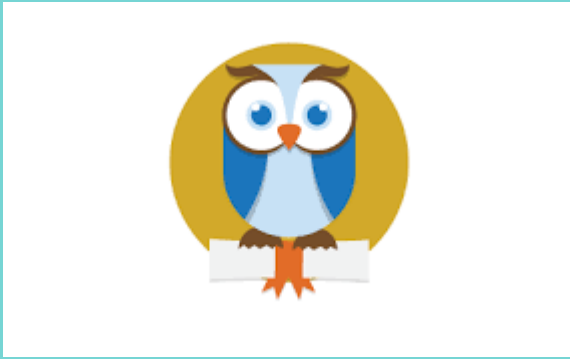
1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved partners who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity and native language?
8. What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?

Our Integrated Guidance Application

We are applying for available funds for the 23-25 biennium for

- EIIS - Early Indicator and Intervention System
- HSS - High School Success

Fund	23-24 Funding	24-25 Funding	Total Funding
EIIS	\$3770.10	\$3770.10	\$7540.20
HSS	\$395,323.84	\$411,459.51	\$806,783.35
Total Funding	\$399,093.94	\$415,229.61	\$814,323.55



Early Indicator & Intervention System

Funds applied for by schools and districts and awarded by the state on a biennium basis with the following goals:

- Enable school districts, students, families, educators, school counselors and community organizations to help students graduate from high school
- Use corrective action that is based on
 - Research on graduation rates
 - Individual student reports on attendance, behavior at school, academic progress, and other factors adopted by the State Board of Education.





**HIGH SCHOOL
SUCCESS**

High School Success

Funds applied for by schools and districts and awarded by the state on a biennium basis with the following goals:

- Improve student progress toward graduation beginning with grade 9
- Increase High School graduation rates
- Increase equitable access to advanced coursework
- Improve High School graduates' readiness for college and career





How we have used HSS funds:

We have chosen to achieve the goals and support the focus areas in the following ways.

- Advisory and Career & Technical Education teachers salaries
- Stipends for staffing to support College & Career development and student engagement
- Professional development surrounding high needs populations, Diversity/Equity/Inclusion and Trauma-Informed practices
- Curriculum
- Software resources such as Zoom, Nearpod and Renaissance



Community Engagement Methods

- Surveys
 - School Board
 - Staff
 - Students
 - Learning Coaches
 - Focal Group
 - Partner District
 - Pearson Virtual Schools
 - Business Community
- School & Community Listening Sessions
- EIS & HSS Committee Meetings
- Collaboration Meetings with PVS CTE Partners
- Newsletter and Email Open Forums



Feedback Themes

Doing Well	Do Better	Ideas
<p>Teacher Willingness to Engage - Extra Resources, Improvement Opportunities, Connection</p> <p>Teacher Experience & Knowledge</p> <p>POC Platform - Ease of Use & Navigation</p> <p>12th Grade Team/Supports</p> <p>Flexibility - Program, Hours, STs</p>	<p>More Teachers or Teacher Aides - Reduce Response & Grading Time, Decrease ST Numbers</p> <p>Support for Struggling Students</p> <p>More Course Variety</p> <p>Better On-boarding - STs and Staff</p> <p>Attendance Tracking & Reporting Systems</p> <p>Staff Professional Development</p> <p>Clubs, Extracurriculars, and ST Engagement Opportunities</p>	<p>More Elective & CTE Courses</p> <p>Hire Additional Staff - spec.</p> <p>Dedicated ST Onboarding Staff and Teacher Stipends</p> <p>Software Funding - Math Improvements, Reminder System in Planners, Ensuring Lesson Functionality</p> <p>Mental Health Supports & Programming</p> <p>College & Career Supports - Community Outreach, Mentorship, Dual Credit, In-House AP Course Offerings</p>



**WILLAMETTE
CONNECTIONS
ACADEMY**

Our Outcomes

- Outcome A - 90% of 9th grade students will be on track to graduate by the end of 9th grade.
- Outcome B - School will achieve a graduation rate of 80% across all demographic groups.





**WILLAMETTE
CONNECTIONS
ACADEMY**

Our Strategies

- Outcome A - 90% of 9th grade students will be on track to graduate by the end of 9th grade.
 - Advisory program/curriculum presented to 8th & 9th grades to better prepare them for HS and CTE options
 - Increased CTE & Elective course offerings to ensure student engagement
 - Increased distribution of technology for 9th grade students to improve access and engagement
 - Implement a comprehensive onboarding and mentoring program for high school students and families
 - Increase opportunities for community engagement, belonging, and connectedness through more effective online lessons and activities





Our Strategies

- Outcome B - School will achieve a graduation rate of 80% across all demographic groups.
 - Advisory program/curriculum targeting 10th-12th grade to ensure on track status by end of each year and reduce potential dropouts
 - Improved collaboration between Special Populations and General Education Teachers
 - Increased focus on supports for 504 and EL students
 - Increased access to credit bearing course offerings for all ability levels
 - Provide equitable access to credit recovery courses and English and Math lab support courses starting in 9th grade



Relevant Links

[WillCA Integrated Guidance Virtual Charter Questions & Answers](#)

[WillCA Integrated Guidance Planning & Budget](#)

[WillCA Integrated Guidance Artifacts Summary](#)

[WillCA Integrated Guidance Website Links Page](#)



Q & A

