

WLA SIA application sections 1 to 8

Section Two: SIA Grant Application Preview Part One: General Information

Eligible Charter School Name: Willamette Leadership Academy Institution ID: 4058

Webpage: <https://www.willametteleadershipacademy.net>

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Part Two: Narrative

Willamette Leadership Academy (WLA) is a military-style, charter school providing rigorous academic, socio-emotional instruction to at-risk and challenged youth in grades 6 -12 sponsored by Springfield Public School District (SPS). Utilizing best practice academic and behavioral strategies and approaches, WLA plays a unique role in the Oregon education system serving youth: at-risk, of color, with disabilities; emerging bilingual, underserved, marginalized, navigating poverty, homeless, in the foster care system and other youth and their families who have historically experienced disparities in our schools in Douglas, Lane and Linn Counties. Data drives WLA's decision making process improving the quality of education and building a more equitable system to increase students' successful with youth who are chronically absent, no and credit deficient, behavioral issues, at-risk for expulsion from the home district, 64% on free and reduced lunch; a demographic of 1% Asian, 1% Black/African American, 1% Latino, 15% multiracial, 8% Native Hawaiian/Pacific Islander, 74% White. Forty-two percent of WLA students were behavioral referrals with fifty-eight percent of students choosing WLA for both academic and character development. WLA has developed a solid relationship with Department of Human Service (DHS) with 27% of cadets being in the foster care system. WLA averages 300-350 students with a model that demonstrates success for cadets of color; disabilities; bilingual cadets; and cadets navigating poverty, homelessness, the foster care system; and other cadets who have historically experienced disparities and/or disenfranchised in public school and are considered to have a higher probability of failing academically or dropping out of school. From this point on, students will be referred to as cadets.

WLA's needs funding to implement programs with a "high needs" population for an increase in socio-emotional supports to achieve success academically and reduce disparities. Our cadets are impacted by trauma, poverty, homelessness, and increased disparities in public school and communities. Our cadets need greater opportunities and outlets for physical and creative expression to achieve academic success and a safety net with greater school support system, opportunities and outlets. WLA will motivate and engage cadets in school to become more successful and graduate at or close to on-time.

WLA has extended day hours which increases the ability to gain credit and cadets to progress academically but it also poses problems with lack of nutrition and access to mental health services that SIA funding would address by removing these barriers. Increasing our therapeutic model: academic advising, embedded therapist and counseling, WLA will better meet the critical needs of our "high risk" and "high needs" cadet population that lacks access to services. Funding would increase the embedded therapist program to the neediest population and help coordinate youth learning supports and support services, provide school prevention and intervention programs, and increase our collaborative

partnership with our community providers and community resources. Funding would allow for greater staff professional development around socio-academic factors that negatively impact educational success. SIA funding would increase outlets for expression and increase a strong academic foundation to support a diverse populations' academic achievement because the same rules apply to everyone regardless of race, creed, gender, sexual orientation and identification or economic background.

Our military model allows for a great deal of physical activity but lacks the competitive and creative opportunities and outlets needed. Literature states outlets for physical and creative expression are critical to this population of cadets. Funding would allow for upgrading of the obstacle course and increase physical fitness and competition through archery, drum corps and precision-drill. Adding Creative Arts to our Career Exploration Block would allow the creative expression deemed vital to many cadets in this population's socio-academic success.

Funding would allow for upgrading and access to technological tools to provide individualized and differentiated learning and increase tools for academic success. This population has a greater than average lack of technology and internet access at home and in their communities. With increase access at school, this population would be more motivated to attend and more engaged while in school leading to academic success by reducing disparities.

Part Three: Community Engagement and Input Overview

WLA uses a multi-prong approach: a survey, Survey Monkey, Facebook, emails, Google Forms, webpage, face to face, award ceremonies, conferences, meetings, and accepted input in any format. A survey was the main vehicle of "controlled" input used in community forums, Survey Monkey, and with staff, cadets, parents, stakeholders and community to assess needs listed in the SIA funding priorities. Cadets, parents, the community at-large, CTE partners and key-stakeholder and volunteers gained greater input from other parents and their communities the needs for academic success and community issues beginning in Oct. and ending in Jan. The Parent Student Association (PSA) conducted Survey Monkey online and published widely for a four-month period

A Community Forum was conducted in October with one smaller meeting in Nov. Special community meetings were held for Latino and Native American cadets, parents and community in Nov. and Dec. because they requested special meetings to discuss specific needs' requests.

Data was provided to PSA, staff and key stakeholders, parents, cadet government, LGBTQ alliance and the Board of Directors October through Dec. Meetings and in-services were conducted for discussion, brainstorming around implementation of requests with staff, cadet government, PSA, business leaders, Board members and Selection Team in late Nov. thru Jan.

The results of the Needs assessment provided suggestions on how to increase academic achievement, decrease academic disparities, increase attendance and engagement and support student mental and behavioral health.

Self-Assessment of Community Engagement Overview:

In the short time frame, significant and meaningful input was received and authentic results gained have led to key improvements and better, on-going parent/community engagement.

PRE-Planning: Administration, Continuous Improvement Committee, Cadet Government and the PSA were involved in the planning and development of survey tool and strategies to review equity assets and challenges in a needs' assessment.

Phase 1: The Design Process was meaningful, flexible, organic, encouraged transparent communication and communicated a common understanding about equity. The process design became a strength in gaining greater input. An implementation (and later selection) **Team** of administrators, a board member, Chair of the PSA and two cadet leaders helped design and drive the process.

Phase 2: The **Team** gained input and considered the perspectives of multiple stakeholders and brought input to staff, the Board, PSA, parents and others in a timely fashion which created a feedback loop gaining greater input and discussion around programs and implementation. The Team received meaningful input from all populations attending WLA; former cadets and staff, dropouts, cadets that withdrew, community partners, business leaders, DHS, foster children and parents, LGBTQ community, behavioral health providers and more. Meetings held in community, with tribal and Latino parent groups, behavioral health partners, non-profits, business leaders, and key stake holders were extremely beneficial.

Phase 3: The Communication loop allowed input from meetings, surveys, round tables, webpage, social media, face to face, emails, dialogs to the **Team** on a weekly basis and brought to staff (from custodial, bus drivers to instructors) to discuss implementation and feasibility by creating safe spaces for dialogue about data. Decision Trees and Asset Mapping were used to add data, discussion, input around programs and implementation in the SIA funding areas. Data was made available to the public and focus groups of parents, community stake holders, researchers, and staff to show authentic interpretations and avoid aspects of bias. As data was received collaborative data analysis allowed for immediate systemic change and other needs' data showed an SIA funding need.

Data Techniques used: Descriptive analysis provided an idea of the distribution of data, helped detect outliers, and enabled us to identify associations among variables, thus preparing the data for conducting further statistical analysis.

Regression analysis was used to see the relationship between two or more variables of interest and the core need and which had greater weight/impact and feasibility.

Time series analysis was used to show time feasibility and trend analysis.

The **Team** kept a communication loop flowing throughout the process and brought the information back to staff, parents. Board and PSA on an on-going basis.

Phase 4: The **Team** built capacity and ownership to do ongoing and practical equity reviews and then developed a theory of action based on the needs' assessment and recommendations were weighted by amount, need category, impact analysis, research and by funding priorities. Prioritizing high-leverage equity practices through continuous improvement in various levels of the system (i.e., classroom, school, central office, and community).

Systemic Issues: getting input from desired groups without identifying the groups, providing an unbiased data analysis and reaching the population most desired in funding areas.

Phase 5: The **Team** developed and will implement an equity improvement plan that the SIA Application process dictated. The SIA plan was review by cadets, parents, staff and the Board. Public comment and input were meaningful and authentic throughout the process.

The process led to a commitment to have on-going and continuous input with all partners.

PARTNESHIPS

Please see attachments for WLA Partnerships.

Behavior Providers: Looking Glass, Roseburg Therapy, White Bird/Cahoots, PeaceHealth, Pflag and Trans*ponder provided meaningful input and partnership.

Education: Alsea, Creswell PS, Lowell and Mt. Academy, Huerto de Familia, Farm to School, OSU and Lane Community College provided input and established connections.

Business: McDonalds, Ronald McDonald House, Jean Marie Fabrics, Army Nat'l Guard, PeaceHealth, YMCA, Crushers, Star Rental, and Sun Automotive provided input and connected to CTE programs.

Creative Arts: Takaido and Waka Daiko Drumming Groups, Ballet Folklorico, Drawing Force, MECCA, Oregon Country Fair Foundation, and OSU Artist in Residence. All providing input, strengthened and established connections.

Sports/Athletics: Home School Association, South Eugene Babe Ruth League, MMA, Springfield Self-defense, Oregon Wildlife Federation, Army Drum and Bugle Corps, Nat'l Guard and Oregon Precision Drill Association provided input, discussed programs and made connections.

Strategies and Activities for Engaging Focal Student Populations and their Families

WLA's needs' assessment is both needs-driven and context-specific, so getting parents and cadets involved as soon as possible to get the "word" out was primary in order to gain the widest array of input from the "whole" community. The design was a continuous and on-going communication loop that received input, fed the input back to cadets, parents and staff for further input and provided updated information on the disparities, gaps and needs within WLA and the communities we serve. Translators were available in Sign Language and Spanish.

1. WLA promoted the SIA priorities at all activities to gain meaningfully input by parents and community. By using events that were already scheduled, WLA could gain authentic and seamless input without having "one more meeting" for parents, key stake holders and the community to attend. WLA was responsive and addressed questions specifically to encourage participation in a constructive and considerate manner by reaching out to the community through activities and events, conducting additional public meetings as requested, especially with LGBTQ, Latino and Native American groups.

2. WLA engaged community members in a two-way process by gaining input and informing about WLA and SIA funding priorities and needs. By providing an understanding of public school and community issues, WLA connected to more mental health providers, parents and communities regarding the needs each group saw. The need for a well-rounded education with school support beyond the four-walls was identified. WLA sought input from as many and as diverse parent and community members as possible

even attending their events to engage in dialog and input from the community including SPS and 4J community meetings and two homeless camps with youth to gain input.

3. By facilitating meetings in a manner that encouraged community participants, WLA was able to share views in a constructive, considerate manner, and emphasizing how some things are doable, the SIA Target Categories and how some things like competitive sports with other high schools was not doable. Discussions regarding alternatives to competitive sports was valuable and led to alternative solutions to achieve opportunities and outlets to meet the goals listed in the SIA funding as a vehicle to increase academic success and reduce disparities, especially with mental health issues. Community partnerships were strengthened and some established to address marginalized youth and reduce disparities while keeping youth in school.

The outreach strategy included connecting with local groups and attending meetings to further educate about the importance of reducing disparities while improving the quality of academics and socio-emotional character development. Input was gained by parents of color, with disabilities, in poverty, deaf and non-English speaking, foster parents, homeless and LGBTQ parents. Comments emphasized addressing the existing needs for mental health and safety of cadets and their families in school and in the community.

4. WLA was open to listening to and using a range of strategies to work toward the long-term sustainability of the well-being of cadets, families and community. WLA responded by reviewing the potential financial impact of funds, and how cadets, parents, families and the community could achieve the greatest impact and outcomes and what successful outcomes of SIA funding may look like.

Cadet input Strategies

WLA involved as many cadets as possible without making it a “classroom” assignment activity to gain more meaningful and authentic feedback. With a short timeline, Cadet Government designed and gathered data face to face, in small groups, in focus groups and through hard copy surveys. Cadet Government then compiled their input from cadets and parents. The task of compiling became so overwhelming for cadets that instructors and administrators assisted in the process.

1. One approach was to allow the cadet government to design and conduct a survey tool.

Cadets Survey:

What classroom practices worked well this past school year?

What helps you learn?

What do you need for success in school?

What makes it hard for you to attend school?

What makes it hard for you to stay in school?

What do teachers do that help you learn?

Would access to a computer help you?

What procedures and routines make the schoolwork for you?

Are you able to express yourself at school?

Do you have access to the classes you want?

Do you have personal issues you'd like help with?

Do you feel your culture is accepted at WLA?

What would you like to see included in the future in classrooms to help learning?

What activities would you like to have in school that would be meaningful for you?
What would help cadets in their mental health and challenges they face in school and life?

Cadets gained feedback from cadets: of color, with disabilities, Emerging English Language, LGBTQ, in foster care, homeless, in poverty and having mental health issues.

2. Cadets reported data to cadets, staff and parents and received further feedback, input and comments and adjusted their report to include the additional input.

Strategies and Activities Strategies inform long-term goals

WLA Cadet and Community Engagement Long-Term Goals and Communication Loop

1. Goal: Empower Cadet Government and Leadership to conduct annual equity and needs survey

Objective 1. To conduct formal and informal surveys on what is working well

Objective 2. To conduct formal and informal surveys on what adjustments and improvements can be made for better cadet engagement

Objective 3. To conduct formal and informal surveys to assess access to programs for all cadets

2. Goal: Conduct two Community Forums a year with cadets, families and the community

Objective 1: To conduct an open meeting for input into what works and what could be improved.

Objective 2: Form a closer connection to families and communities through an open dialog, meetings and meaningful connections.

Objective 3. Form a closer connection to the community, businesses, faith-based community, non-profits, community organizations and key stake holders to better meet the needs of cadets, families and communities and increase equity.

3. Goal: To network more with the community to discover ways to work together to reduce disparities.

Objective 1. Continue to have WLA staff go to community meetings and have cadets have a clear presence in community events.

Objective 2. To network, understand the available resources and connections that would enhance WLA and the communities we serve to reduce disparities and increase equity.

Objective 3. To find opportunities in the community at-large that would benefit cadets, families and the community.

WLA has created an outline for a communication and community engagement plan to tap a variety of input on an on-going basis by having suggestion boxes, surveys and feedback forms at Awards Ceremonies, Iron Man, Conferences and all activities and events held by WLA. The PSA and Continuous Improvement Committee would like to review and solicit input on a quarterly basis and compile data for administration and the Board of Directors annually.

Developing a strategy for managing the change process and creating collaborative structures to support the work: CTE meetings, community forums and other formal and informal meetings to gain input and develop strategies for continual equity development of all programs.

Strategies and Activities for Engaging Focal Student Population and their Families

WLA selected strategies and activities from literature that recommended the greatest input and inclusion of the intended SIA groups. Making sure that populations knew language, culture and disabilities would be accommodated.

- 1) **Invite and Explain the Process:** Take time to explain the assessment process and SIA funding priorities. Empower families to be informed consumers by providing information about how their children can be successful and reach out to parents and families, especially those WLA knew were in the groups targeted by SIA funding and invite them to participate. The positive reaction of getting personal invites to participate was overwhelming. Many parents remarked they had never been personally invited to any school function.
- 2) **Be Human:** Parents can become anxious when discussing their children's academic and social-emotional challenges. By creating safe spaces for dialogue, a healthy family-school connection, parents and the community openly discuss and advocate for wider access to high quality education and mental health programs, which have been shown to reduce disparities associated with poverty. The foundation for ongoing formal and informal dialogue with parents is established and participants validated in their efforts to support their child's growth at school, home and in the community.
- 3) **A Balanced Perspective:** WLA focused on the positive academic and behaviors programs. Discussion on how to enhance those programs to increase equity so meeting input was not negative and demonstrated a positive partnership. Literature indicates that a positive and open approach allows parents and community better opportunity to open-up and feedback is more meaningful and authentic. Feedback did identify and focus on the gaps and weaknesses of present programs, how to enhance and improve those, additional programs and the benefits for all cadets including language, culture and disability. Discussion and feedback examined the factors that contribute to the success of ethnic and racial minority cadets who participate in programs and what barriers they may face.
- 4) **A varied approach:** Using open community forums, meetings, break-out groups, round tables, specialized meetings and cross-walking/mapping to allow for greater input by cadets, staff, parents and the community in a respectful and constructive manner to gain feedback with a focus on solutions. Cadets, staff, parents and the community had a greater voice and empowerment using this varied approach than just one large community forum. This approach was used for discussing allocation of resources around funding needs and for increasing the capacity of teachers to deliver evidence-based instruction, gap-closing instructional and learning strategies to make cadets successful. Identifying psychological factors associated with teens, social media, bullying, immigrant status and lack of community resources which negatively impacted academic success was discussed in-depth.
- 5) **Establish an Open-Door Policy:** To make sure participants knew that this was not an assessment or communication just about SIA funding but a long-term effort by WLA, WLA set clear goals to move forward in partnership with parents and the community. WLA invites feedback beyond the meeting, beyond the assessment and beyond receiving funding, or not, to improve access and academic success, and increased health and safety of all cadets.

Artifacts

Artifacts selected are:

1. Word Documents, on Process and numbers including Board of Director Resolution and Meeting Minutes
2. Survey, PSA Survey Monkey
3. Sign in Sheets
4. Partnership Lists
5. Pictures

WLA selected number 1 as an indication of the feedback in numbers and around the funding categories. Number 2 was included to demonstrate the tool used and the PSA involvement and participation. Number 3 were the sign-in we were able to gather to demonstrate meetings and participation. Number 4 is our Partnership List since we have great community connections and value their involvement in the process. WLA has more partners than the Partnership section could allow due to word count.

Number 5 are pictures from several events in the community and school events to demonstrate how we connect to parents and the community.

Activities

Community Forum

A community forum was held for cadets, parents, key stakeholders, business partners, faith-based and the community at-large. An agenda was distributed and the process and SIA funding were explained to all participants.

The Executive Director conducted the meeting and interpreted in Sign Language and in Spanish. Parents were very positive and eager to identify areas of improvement around programs and instruction. Many areas were discussed: Sports, creative expression, wellness and nutrition, and behavioral and mental health.

Positive input was received with positive contributions and solutions.

An example of interaction and outcomes: Parents, cadets and former cadets really wanted to see competitive sports. All were very understanding when the State's statutes were explained and eager to find solutions. It was agreed that sports and competition was a key motivator and positive outlet for cadets and a major factor increasing attendance and decreasing negative behaviors. Parents pledged to help with archery, drum corps, precision drill, investigate Home-based and recreation sports and advocate to the State a change in statute and rules. Parents spent an average of three hours and enjoyed a networking style lunch. All participants took the WLA survey.

Parents and community partners saw the value of extended day hours but also recognized the barriers and helped to brainstorm solutions. The nutrition program was the most well received and parents told anecdotal stories of their cadet running to the fridge, "hangry" issues when they arrive at home and more.

Latino Cadet and Parent Meeting

Latino/a parents requested a special meeting to discuss specific concerns. Latino/a cadets and parents wanted to have a special meeting with no sign in sheet. The Executive Director conducted the meeting and interpreted in Spanish and Sign Language. Cadets and parents were very appreciative to have “their own” meeting without a sign in sheet. Cadets discussed feeling accepted and not bullied at WLA but community discrimination and exclusion. Cadets and parents expressed satisfaction that the 9th Period Career Exploration Track allowed for an elective when many were behind in credits.

Parents expressed childcare needs and a need for cadets to work after school and on weekends. This was a huge barrier to academic success. Only 6 of the 25 households presents had electronic devices, internet access or computers. Having a computer available in the classroom would really help. Cadets and parents discussed food insecurities and really wanted the nutrition program in the afternoon.

Parents and cadets discussed cultural stigma in seeking counseling and therapy services and a lack of bi-lingual providers. Parents discussed the WLA program had helped and increasing services, especially in the communities with little or no access would allow for better access and use. Cadets and parents spent about two hours and networked over lunch. Parents completed surveys in English and in Spanish.

Native American Parent Meeting

Native American cadets, parents and tribal community requested a special meeting to discuss issues. A need for accurate depiction of Native Americans was discussed and the Executive Director who lead the meeting revealed the State’s Native American curriculum and WLA’s Indigenous Studies course.

WLA did share a grant from Three Rivers Foundation that placed more library books with accurate depictions from the Native American National Council and Measure 98 funds provided more library books k-12.

Native American parent desired to see more Native American artists in schools and embraced the Creative Expression Track inside the 9th period block program.

Strategies and Activities for Engaging Staff

Staff was engaged from the announcement that WLA would apply for the SIA funds. Staff was asked to brainstorm various ways of engaging cadets, parents, community, key stakeholders, faith-based communities and marginalized cadets and parents. Staff did a great job of identifying barriers and coming up with solutions, like: Do not have a bunch of meeting just for the purpose of getting input but to incorporate feedback and input with as many activities as possible; use in-services and parent conferences to brainstorm and dialog; make specific focus groups for diversity feedback. The staff’s ideas were passed by the PSA which agreed with the staff and thus the TEAM was able to map out a process.

WLA used a continuous communication loop to engage meaningful input from staff on a on-going basis through the process: weekly staff meetings, committee meetings and in-services to gain input and feedback from staff. Staff became more engaged when asked how to implement some ideas. In fact, staff was able to take some input and show how it could be done presently without being in the SIA

funds request. By making staff an important part of the process, staff bought into the process with suggestions and solutions.

Part Four: Data Analysis

WLA collected a range of data from various sources and through a mixed methods approach. Our equity review is distinctive in that we integrate traditional forms of data collection with educational ethnography, a human centered method that allows for a holistic perspective on equity assets and challenges was used:

1. Review the data input regarding equity assets and challenges
2. Consider the perspectives of multiple stakeholders
3. Develop a common understanding about equity
4. Create safe spaces for dialogue about data
5. Encourage transparent communication

Review Equity Assets and Challenges:

- Achievement status
- Educational opportunities
- Social-emotional supports
- Climate and culture

Section Five

WLA Meets Eligibility Requirements

Willamette Leadership Academy (WLA) is a military-style charter school providing rigorous academic, social and emotional instruction to at-risk and challenged youth in grades 6 -12 through the Springfield Public School District (SPS) utilizing best practice strategies and approaches and meets the eligibility requirements outlined in the SIA funding. WLA plays a unique role in the Oregon education system serving students who are at-risk, of color, with disabilities, emerging bilingual, underserved, marginalized, navigating poverty, homelessness, in the foster care system, and other students who have historically experienced disparities in conventional school settings. We serve families of students in Douglas, Lane, and Linn Counties. WLA, using data to drive our system with better-informed decision-making leading to better prepared students, has built a more equitable system and a more successful cadet population, which equips our cadets with skills that they can use to be more productive members of their communities. WLA meets the needs of youth who are experiencing chronic absenteeism, no credit/credit deficient, behavioral issues, or are at risk for expulsion from the home district. Our cadet population consists of 64% on free and reduced lunch; 1% Asian, 1% Black/African American, 1% Latino, 15% multiracial, 8% Native Hawaiian/Pacific Islander, 74% White; 42% of WLA students were behavioral referrals, and over 50% have chosen WLA for the structure intrinsic to our system, which emphasizes academic and character discipline. WLA has developed a solid relationship with the Department of Human Service (DHS) with 37% of cadets being in the foster care system.

General Information

WLA consists of a middle school (grades 6-8) and a high school (grades 9-12), averaging 300 students between both schools. WLA's model demonstrates success for cadets of color; with disabilities; bilingual cadets; cadets navigating poverty, homelessness, and foster care; and other cadets who have historically experienced disparities in schools and who are often considered to have a higher probability of failing academically or dropping out of school. From this point on students will be referred to as cadets. WLA will demonstrate the effectiveness of the model's components: disciplined/consistent structure, modified block schedule, eight credit academic year, recovery/original credit programs, mastery education, and the ninth period career exploration elective.

WLA's discipline and character-building philosophy is modeled after the United States military. The model embodies the components which lead to success for at-risk, impoverished, and underserved populations in the following ways:

- 1) It aims to consolidate and coordinate youth learning with supports and support services,
- 2) School prevention and intervention programs for behavioral health,
- 3) Provides consistent and structured discipline,
- 4) Staff to student relationships that are caring, stable, and provide direction,
- 5) Builds a sense of trust and gives students the time to communicate the complexity, frustrations, and positive aspects of their lives in and out of school,
- 6) Requires wearing of uniforms, which has a positive effect on youth by strengthening school unity and inclusion within the peer group,
- 7) Uniforms promote a single standard of dress, making the school's environment less competitive and more focused on learning,
- 8) Consolidates and coordinates community resources and provides many on site in order to compliment the therapeutic model and increase protective factors.

The military model eliminates a great deal of inequity by reducing and eliminating advantages and disadvantages most school systems contain. Cadets wear uniforms called Basic Drill Uniforms (BDU) primarily. This best practice approach eliminates the issues around status based on clothes, jewelry, and accessories. Research bears out the value of uniforms in an educational setting, especially around increasing attendance. Utilizing the military standard of referring to cadets by last name keeps gender neutrality and allows WLA to intake cadets from other districts that are being bullied or ostracized, including youth from the LGBTQ community, thus creating a strong academic foundation supporting a diverse population in learning and academic achievement because the same rules apply to everyone regardless of race, creed, gender, sexual orientation and identification, or economic background.

Community Engagement and the Student Success Act

WLA continues to create a system of continuous improvement that is sensitive to the specific circumstances of WLA and each cadet, yet is flexible enough to change as circumstances change, and results in effective practices and processes being incorporated into the daily routines of WLA. WLA engages the WLA Community: Cadets, parents, staff, community partners, key stakeholders, Board members, and particularly cadets of color, disabilities, bilingual cadets, cadets navigating poverty, homelessness, and foster care, cadets who have historically experienced disparities in schools, and the families of cadets in these groups.

Needs Assessment Process

WLA used a multi-pronged approach to its needs' assessment:

- Community Engagement through Community Meetings
- Community, cadet, staff, Board of Directors, faith-based individuals, DHS, and key stakeholders' input through online and paper surveys
- Face to face communication with the community, cadets, staff, Board of Directors, faith-based individuals, DHS, behavioral health providers, and key stakeholders.
- Input from the Continuous Improvement Committee
- Data collection and analysis

The needs assessment addressed the following areas:

1. Reducing academic disparities.
2. Meeting students' mental or behavioral health needs.
3. Providing access to academic courses.
4. Allowing teachers and staff enough time to collaborate, review data, and develop strategies to help students stay on track to graduate.
5. Establishing and strengthening partnerships.

Main Categories were addressed

Reducing Class Size:

Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.

- This may include increasing the use of instructional assistants and/or technology.

Instructional Time:

- More hours and/or days.
- Technological investments that minimize class time used for assessments administered to cadets.

Health & Safety:

- Social and emotional learning, trauma-informed practices (TIC); cadet's mental and behavioral health.

Well-Rounded Education

- Culturally responsive programs and practices in grades 6-8, including learning, counseling and cadet support that is connected to colleges and careers.
- Broadened curricular options at all grade levels including: Art, Music, PE, STEM, CTE, engaging electives, accelerated, dual credit, IB, AP, Life Skills, TAG, dropout and prevention programs, and transition supports. Results of Needs Assessment

Data Input on Needs

154 cadets

53 staff

15 tribal stakeholders

19 Latino stakeholders

4 Asian/Pacific Islanders

140 family member/parents/guardians

5 Board Members

17 Community partners & stakeholders

13 unknown surveys

22 email input

Total 442 Note some responses only gave responses in one area or category.

Highest category of response was Health and Safety with 421 responses and suggestions in this area.

Snacks in the afternoon to increase cadet's ability to concentrate, increase wellness and reduce behavioral issues. (417 responses)

Increase access to behavioral health services including: Peer Mentor Programs, Support Groups, increasing counseling and therapy in the school setting. (402 responses)

Wellness Practices: Yoga, Mindfulness, Meditation, etc. (236 responses)

Parent Support groups and education around current issues teens face: social media and how to handle, bullying, Sex-texting, Vaping were some topics suggested. (51 responses)

Second highest category of response was Well-Rounded Education with 422 responses in this area.

Competitive sports teams, Improve Obstacle Course, Publicize the Iron Man Competition. (412 responses)

Access to Creative Arts: Music, Drama, Drawing, Graphic Arts, Media Arts, Commercial Arts, including a precision drill and drum corp. (401 responses)

Including more Skilled to Work experts in the Career Track Block Program. (229 responses)

Indigenous Studies: Native American/Alaskan, Pacific Islander/Hawaiian, and Latino/Middle and South American Indians more literature and accurate depictions in class and in the library depicting Native Americans. (79 responses)

Dual Credit, AP, Accelerated Classes (45 responses)

Next highest number of responses was Instructional Time with 152 response

Updating of technology for staff. (178 responses)

More classroom access for cadets to technology/computers. (166 responses)

Additional technology: Smartboards, digital scanners, and headphones (102)

Final category was Reducing Class Size

More training and collaboration for co-teaching and cross curricula lessons and activities (61)

There were zero responses for reducing class sizes or increasing hours of instruction. Presently, WLA class sizes average 20 cadets and generally have one instructor and one Educational Assistant in all CORE subjects.

Process of Selection and Planning

An SIA Committee was put together (Selection TEAM) Administration, Continuous Improvement Committee, Cadet Government, and the Parent Student Association were involved in the selection, planning, and development of all aspects from the survey tool to activities, strategies, and budget. During the surveying process, brainstorming and how to implement were discussed and strategized. Then, research and best practices were consulted to gather information regarding implementation. Once the plan was formulated, staff and the educational community were consulted and some adjustments made. Other opportunities were made in this process which helped navigate the process. More details can be found in sections two and three.

Category 1 of Responses Health and Safety

#1 – Nutritional Program and Healthy Snacks in the Afternoon. WLA promotes equitability for all cadets to succeed in school and accepts that cadets with the highest need (being Food Insecure) can often be left behind. WLA takes every possible measure to identify gaps and inequity. WLA has extended hours and serves three counties which makes for long days and long bus rides home. This makes serving cadets that are Food Challenged and Food Insecure in their homes and communities very difficult especially given our limited funding and having SPS our breakfast and lunch provider. An area of need identified by cadets, parents, and staff is food, especially an afternoon. A snack in the afternoon was deemed important, especially with our extended hours. Educational literature reveals the need for nutrition in extended day and extended hour programs.

Strategy # 1: WLA will implement a Nutrition Program providing nutrition education and wellness lessons and a healthy snack daily. The Nutrition Program in the afternoons will help cadets to focus on academic program content and decrease behavioral issues and reduce the negative impact a lack of nutrition causes, and this will increase attendance and academic success, reduce disparities and improve behavior. By providing an afternoon snack, WLA will increase equitability and positive outcomes, especially among cadets struggling with Food Insecurity, poverty and homelessness. This strategy will increase attendance and academic success and to reduce disparities and behavioral issues among the groups listed in the SIA guidelines, WLA will provide a healthy snack in the afternoons around 2:00 PM. The time frame from 2:00 PM until 4:00PM and the bus transportation time frame will be the frame of measurement for comparative data and data analysis. The afternoon snack and Nutrition Program will decrease the negative impacts of low nutritional intake on behavior and learning and increase healthy bone growth and brain development.

Intended outcomes: WLA will remove and reduce barriers that prevent many students of color and other marginalized youth that are food insecure and food challenged from developing social and emotional competencies through supporting cadets' needs increase protective factors. By providing cadets grades 6-12 access to an afternoon snack and Nutrition Program, cadets will have access to

therapeutic mental health services on campus, WLA will build a successful support system and safety net for vulnerable youth.

Further outcomes: Longitudinal studies reveal sets of anticipated outcomes that WLA can expect by implementing the California Dept. of Education Food and Nutrition Program. WLA will replicate the program that is valid and reliable when duplicated by small and rural school districts and charter schools with long and extended educational hours. By adopting this program, WLA should expect better attendance, greater achievement and retention of cadets, and a reduction in discipline problems. The California Program revealed additional health outcomes: better food decisions, weight and health management, and less impact by lack of nutrition on development as a byproduct. WLA will replicate this program.

Measures: Academic year 2018-2019 will be used as a baseline for comparison to measure academic success and reduction in behavioral issues to year 2020-2021 as year one. Afternoon classes (after 1:30) and discipline logs will be used to measure the improvements in academics, attendance and behavioral issues. Bus logs from 2018-2019 will also be used for comparison to measure reduction in behavioral issues. Comparative data will be tracked over three years to record trends and longitudinal data.

WLA will implement this nutrition program by providing nutrition and wellness lessons along with a healthy afternoon snack. Finding a vendor and accepting certified donations by approved vendors to help leverage costs will help WLA manage this program. The researched cost ranges from \$1.00 per nutrition bar to 22 cents for a piece of fruit, estimated cost **\$55,000**. WLA’s Food Service is provided by Springfield Public Schools (SPS) and SPS is unable to provide a healthy afternoon snack even if WLA was able to pay for snacks. Cost of printing of curriculum materials **\$4,000** from California’s Nutrition Program. Total Program cost is estimated at **\$59,000**.

Year two and year three would duplicate year 1. The cost of food may increase slightly but there will be less printing cost for curriculum guide and materials, but individualized nutrition and wellness activities will be needed and enrollment is capped at 400. Estimate for year 2 is \$59,000 and year 3 is \$59,000.

#1 Goal Statement: Implement the Food and Nutrition Program

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

| Inputs | Activities | Outputs | Immediate (Short-Term) Outcomes | Intermediate Outcomes |
|---|--|--|--|--|
| <i>In order to accomplish our set of activities we will need the following:</i> | <i>In order to address our problem or asset we will accomplish the following activities:</i> | <i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i> | <i>We expect that if accomplished these activities will lead to the following changes in the next year</i> | <i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i> |

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|--|---|--|--|--|
| <p>Adopt the CA best practice Food & Nutrition Curricula</p> <p>Contract with a vendor for a prepared healthy snack.</p> <p>Provide a healthy snack to each cadet daily after 2:00PM</p> | <p>Printing of materials and Training on the Food & Nutrition Curriculum by California</p> <p>Distribution of a healthy afternoon snack</p> <p>Providing weekly nutrition and wellness activities</p> | <p>Increased engagement by cadets in afternoon classes</p> <p>Less disruptions in class</p> <p>Increased ability to concentrate</p> <p>Better classroom environments</p> <p>Increased knowledge of proper nutrition</p> <p>Increased awareness and knowledge of health</p> | <p>Increase in attention in afternoon classes</p> <p>Increase academic success</p> <p>Reduction in behavioral issues</p> <p>Reduction in bus behavioral issues</p> <p>Better decisions around nutrition and snacks</p> | <p>Increased academic achievement</p> <p>Increase in attendance</p> <p>Increase in promotion, awards and ranks by cadets</p> <p>Decrease in behavioral issues and disciple referrals</p> <p>Decrease in behavioral issues and bus suspensions</p> <p>Decrease dropout rates</p> <p>Increase cadets on-track for graduation</p> <p>Increase in long-term decision-making skills around nutrition and wellness</p> |
|--|---|--|--|--|

| Assumptions | External Factors |
|--|--|
| <p>Research around nutrition and hunger K-12 and outcomes will be valid and reliable as applied to WLA.</p> <p>PEW Charitable Trust longitudinal study reveals promoting healthy snacks promotes emotional stability, better concentration skills and focus in class, and less anger among students.</p> <p>California Food and Nutrition Program for extended hours and disadvantaged can be implemented with the same or similar outcomes which show increases among the groups listed in SIA.</p> <p>Longitudinal studies by NEA indicate an increase in health and academic success when nutritional needs are being met by schools including snacks, especially among at-risk and vulnerable student populations.</p> | <p>Finding a certified and approved vendor or vendors that can provide a prepared snack, including fruits.</p> <p>Ability of cadets not to abuse the program by producing trash in areas that increase pests and may reverse the positive outcomes in reducing behavioral incidents.</p> |

Category 1 of Responses Health and Safety

#2 Increase access to behavioral and mental health services on WLA campuses by at least two days on both campuses and cover the cost of cadets that fall in the gaps. WLA has been creating a supportive culture of well-being and safety for social-emotional and mental health development of all cadets using community collaboration among providers. WLA has implemented a therapeutic model including daily Academic Advising, Career Advising grades 8-12, and character building through the military model and a pilot Peer Mentor program. At each campus Looking Glass and Roseburg Therapy provide at least one

day of counseling. A counseling program is presently being developed which includes our bi-lingual Academic Advisor and Counselor and Roseburg Therapy bi-lingual Therapist, Career and Academic Advising staff and courses, and training of all staff in Trauma Informed Practices and how poverty affects education.

Since we have cadets deemed high-needs and high-utilizers in the behavioral and mental health care system, WLA through community collaboration embedded therapists in our two schools. Thirty seven percent of our cadets' self-reveal that they are currently receiving mental health services or have in the past year. Since WLA has extended day hours, cadets, parents, and providers report that making appointments is difficult, if not impossible. At first, WLA invited all providers to meet cadets at our schools in a confidential setting. Some providers were able to do this and some were not. White Bird and Cahoots provide services as needed.

WLA believes in being the parents' partner and providing strong support for cadets and their families, thus WLA worked hard to remove and reduce barriers like access to care and the lack of providers that prevent many cadets, especially of color and marginalized youth, from developing social and emotional competencies, so we embedded services in our schools. Through a variety of programs, classroom practices, career and college readiness WLA can support Emerging Bilinguals, Latina/o, LGBTQ, Native American, and disadvantaged cadets in a seamless manner that will not be viewed as a corrective measure for students of color and marginalized youth. WLA will provide an opportunity to ensure all children experience the benefits of a quality education that includes opportunities for social, emotional, and academic development and access to the support and needed.

By increasing access to therapist at both campuses and covering the cost of cadets that fall in the gaps, WLA will increase the pathways for academic success and a positive and engaging school climate that embraces diversity and cadets' sense of connectedness and well-being leading to better attendance, increase graduation rates, and a reduction in discipline issues. Embedded therapists from Looking Glass and Roseburg Therapy will increase their services to two to three days at both the middle school and high school to counsel and provide therapeutic services and bi-lingual services. WLA has a need for funds to pay for cadets that fall into the gaps: uninsured category, no private insurance, or private insurance that doesn't authorize our cadets to utilize the providers they and their family presently have. Data reveals the cadets most needing this support are those identified in the SIA list. This cost would run approximately **\$5,000** a year. Year two and three may vary in cost depending on those with no insurance coverage.

Outcomes: Increased attendance and protective factors, life-long coping and behavioral skills, reduction in risky behaviors, self-harm, and suicide ideation, increase in graduation rates and reduction in the dropout rates. Longitudinal studies from SAMHSA and the National Justice Department also indicate a reduction in run-aways, juvenile delinquency, criminal behaviors, and incarceration.

Category 1 of Responses Health and Safety

#3 Using a "whole wellness" strategy, WLA will expand behavioral and mental health awareness, knowledge and skills through cadet and family support services including Peer Support and Mentor services. These services are instrumental in assisting cadets and their families, particularly those from lower-income families lacking community connectedness and resources. At-risk cadets require additional attention and resources if they are to fully benefit from school. Many also require additional attention and experience more behavioral issues. It is the role of WLA to collaborate with behavioral and

mental health care providers to increase protective factors and increase and strengthen resiliency. Using collaboration, additional resources will become available for parents and families of WLA cadets.

It is important that WLA helps to reduce risky behaviors through awareness and education to reduce harm, increase attendance, and school success. Parents, cadets, and staff have a need for literature, materials, and supplies that address risky behaviors: smoking, drinking, vaping, high risk sexual behaviors, STDs, self-harm, behavioral disorders, mental health issues and the dangers of running away, etc. WLA will make available and increase the literature and materials (posters, models, pamphlets -for cadets and parents, CD's, and hands-on manipulatives) for cadets and parents. This would run approximately **\$8,000** as WLA's share of the leveraged cost with other health provider. The cost may increase in year two and three slightly depending on the number of parents seeking educational information.

Outcomes: WLA expects to see a reduction in harm and risky behaviors while increasing protective factors and resiliency. Further outcomes will include better support and connection from cadets and their families to school and the community. WLA will increase academic achievement and decrease academic disparities with at-risk and underserved cadet groups listed in SIA by enrolling cadets "where they are" and furthering their education through behavioral and mental health services by implementing and integrating curriculum through culturally-responsive classroom methodology and a school climate that embraces diversity and increases success.

Measure: WLA will record the number of cadets using counseling and therapeutic services, the number of referrals for services of cadets and parents/families, the number of pieces of literature provided to cadets and parents, and the number of referral of parents/families to community resources. WLA will conduct a survey with questions keyed to measure satisfaction and through listening to cadets formally and informally.

Outcomes: WLA expects to see an increase academic achievement, decrease in academic disparities with at-risk and underserved cadet groups listed in SIA by enrolling cadets "where they are", and furthering their education through cultural and career diversity by implements and integrating curricula through culturally-responsive classroom methodology and practices, program practices, and lessons across the curriculum that advance individualized instruction, including language scaffolding, as evidenced by classroom walkthroughs and formal evaluations.

Using a "whole wellness" approach and strategy outcomes will be further enhanced by implementing Peer Mentor Program and Support Groups. In WLA's initial pilot program 2017 to 2020, the benefits and outcomes showed significant difference in cadet behavior and increase in protective factors. The Peer Mentor Program promotes respectful and supportive relationships, avoids the bullying epidemic, and builds the attributes of positive peer-to-peer interactions. WLA has experienced initial positive outcomes already and expansion of this program would lead to greater outcomes. More staff needs to be trained and at least one class for Peer Mentor training for cadets needs to be established. The impact of Peer Mentoring Programs according to SAMSHA show significant differences for at-risk, of color, with disabilities, emerging bilingual, underserved, marginalized, navigating poverty, homelessness, in the foster care system, and other students who have historically experienced disparities in schools. Through a Peer Mentor program and the utilization of support skills, self-care, and self-help in an atmosphere of acceptance, WLA will replicate SAMSHA outcomes in the areas of attendance, skipping classes, participating in risky behaviors, and an increase in protective factors. Research reveals long range outcomes like decrease in dropout rates, greater academic achievement, reduction in behavioral

referrals, and suspensions including less harmful behaviors and violence against others, less self-harm including suicide attempts, and greater prevention of risky behaviors like the use of drugs, alcohol, and nicotine.

Cross-Age Peer Support is another strategy assists with learning in the general education setting. This approach typically involves older cadets, usually high school age, who provide instructional support for middle school cadets and will be added as the Peer Mentor program is increased. Peer modeling is another support that can be used to help cadets learn subject matter and increase academic success. It also provides the classroom teacher opportunities to use peers to assist with instruction, clarifying directions, and to give social and behavioral reminders with little or no disruption to the lesson. It is an excellent way for peers to provide appropriate behavioral models for cadets who need to improve their social skills and will be expanded and increased as the Peer Mentor program evolves.

The cost of Peer Support and Mentoring ranges from training staff of approximately \$2,000 per staff (train at least 2 a year=\$4,000) and curriculum materials of **\$10,000** annually. Total cost **\$14,000** annually. Year two and three will increase the program and the cost should remain the same.

Measure: Number of cadets participating in peer programs, enrollment in Peer Mentor classes and enrollment in peer training by cadets and staff. WLA will conduct a survey with questions keyed to measure satisfaction and through listening to cadets formally and informally.

WLA is leveraging dollars and community resources by: embedding therapists that can bill for services, opening our campuses up for all providers, providing awareness and education by key stakeholders, health and behavioral health providers, and the faith-based community, and by providing the access, opportunity, and tools for awareness of, access to, and education about these resources. These will assist parents, families, and the community in making cadets successful in school and life by building protective factors.

WLA expects to see the outcomes SAMHSA reports other schools gain using a therapeutic model. SAMHSA data show that students of color, first-generation students, LGBTQ students, international students, and low-income students face unique mental health burdens and barriers to care and services. WLA will see an increase in services, especially for Emerging Bi-lingual who report little to no services, to increase attendance, reduce the dropout rate, and increase academic success and graduation.

#2 Goal Statement: Expanding WLA 's Therapeutic Model

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

| Inputs | Activities | Outputs | Immediate (Short-Term) Outcomes | Intermediate Outcomes |
|---|---|--|--|--|
| <i>In order to accomplish our set of activities we will need the following:</i> | <i>In order to address our problem or asset we will accomplish the following activities:</i> | <i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i> | <i>We expect that if accomplished these activities will lead to the following changes in the next year</i> | <i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i> |
| Funding for cadets falling in a non-covered gap Providing educational | Allow for embedded Therapists the ability to see these cadets Increase school counseling & therapy | Reduction in self harm, ideation, and behavioral health issues that negatively affect attendance, achievement, and graduation. | Increase in attendance Increase in academic success. | Increase in attendance Increase in academic success and higher graduation rates. |

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| <p>materials to instructors, cadets and parents & families</p> <p>Providing Training to staff and cadets in Peer Mentoring and Peer Support including Support Groups</p> | <p>Resource and classroom materials to educate cadets and families on risky behaviors</p> <p>Purchase and distribution of pamphlets and educational materials on risky behaviors, self-harm, and behavioral health issues</p> <p>Provide models and hands-on manipulatives on risky behaviors, self-harm, and behavioral health issues for instruction</p> <p>Provide Mental Health First Aid to cadets, parents, staff, and the community</p> <p>Trained staff teaching a class in Peer Mentoring and Support Skills.</p> <p>Increase Support Groups</p> <p>Implement Peer Mentor program in class and through innovative programming</p> | <p>Increase in services being provided at school to include other behavioral health providers.</p> <p>Educate cadets, parents, and the community on risky behaviors, self-harm, and behavioral health issues</p> <p>Provide school and community resources to address behavioral and mental health issues</p> <p>Increase in Cadets selecting this elective.</p> <p>Increase in self-help and self-care</p> <p>Increase in Peer Mentoring skills in order to help peers make better life decisions inside and outside of school</p> <p>Increase ability to help peers in need</p> <p>Reduction in bullying and sexual harassment</p> | <p>Decrease in self harm and behavioral issues.</p> <p>Increase in behavioral health services provided.</p> <p>Increase in Collaborative Care</p> <p>Increase protective factors</p> <p>Increase in awareness and skills needed to address harmful and risky behaviors.</p> <p>Increase if self-care and self-help</p> <p>Reduction in self-harm and risky behaviors</p> <p>Reduction in bullying</p> <p>Reduction in sexual harassment</p> <p>Reduction in cadets attempting suicide</p> <p>Increase the ability for peers to provide help and support for other peers</p> <p>Increase the ability for peers to provide help and support for other peers</p> <p>Increased knowledge and use of community and school resources for behavioral and mental health issues</p> <p>Increase in protective factors</p> <p>Decrease in risk factors</p> <p>Increase in resiliency</p> | <p>Decrease in self-harm and behavioral issues</p> <p>Reduced behavioral referrals</p> <p>Increase in Collaborative Care</p> <p>Increase support by parents and the community</p> <p>Increase use of self-care and self- help tools and skills</p> <p>Reduction in bullying</p> <p>Reduction in sexual harassment</p> <p>Reduction in self harm among all cadets</p> <p>Reduction in cadets attempting suicide</p> <p>Increase the ability for peers to provide help and support for other peers</p> <p>Increase in protective factors</p> <p>Decrease in risk factors</p> <p>Increase in resiliency</p> |
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| Assumptions | External Factors |
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| <p>Health and Human Services show significant success by marginalized populations of youth by providing behavioral/mental health services at school.</p> <p>Services are immediate and will help cadets with better health and safety, especially when school hours and transportation are often a barrier to care.</p> <p>Training staff and cadets with the skills needed to handle the decisions and issues affecting the cadet, the cadet body, and social influences inside and outside of skills will produce healthier cadets emotionally, physically, and academically.</p> <p>Providing self-help, self-care, and life skills will provide skills a cadet will use beyond the four walls of the school and provide better citizenship skills.</p> <p>Increased social skills and peer relationships that translate to better overall relationships with elders, parents, and employers.</p> <p>SAMSHA research and longitudinal studies show a significant increase in protective factors and decrease in risk factors and self-harm by youth when minimal behavioral health and self-care are provided in a school setting, especially increasing school success for marginalized youth.</p> | <p>Home Life and Environment</p> <p>Social media</p> <p>Poverty Impact</p> <p>Homelessness</p> <p>Mobility</p> <p>Stigma</p> <p>Access to care and coverage, especially behavioral and mental health services</p> |
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Health and Safety and a Well-Rounded Education Blend

#1 Wellness Practices. WLA has been implementing such “whole wellness” practices as: Yoga, Mindfulness, Meditation, Nutrition Education, Physical Activity, Weight Management, Wellness Informed Care, Diabetes Management, and Disease Management. Staff has received training in Trauma Informed Practices and Care in Education which complement and demonstrate the need for such methodology. At present, these are being implemented through regular classes. WLA is working on mapping these components and providing a more systematic and articulated approach. WLA will be able to do this without an increase in funding. WLA follows the guidelines and utilizes the materials from SAMSHA. Materials and training mentioned previously would be instrumental in achieving higher outcomes and through professional development and increased technology this can be achieved.

#2 Parent Support Groups and Parent Education. WLA is presently using community resources to implement parent support groups and this will be complemented by increasing literature and resources for risky behaviors to parents and families of cadets. WLA started parent support groups but became overwhelmed with the number of parents, guardians, grandparents, and foster care parents participating, so WLA connected to community providers, faith-based community, behavioral health providers, and additional resources in the community for these services. These parent support services needed to occur on evenings and weekends, which made it difficult for WLA to provide them without grant funding. In researching, most schools look to the community and community resources versus attempting to take on behavioral health support groups after hours. School insurance does not cover such services. However, there is a lack of resources in the community and WLA may look for grant funding in the future to build school-community resources.

Measure: The amount of literature and materials provided to cadets, parents, and families. The number of parents requesting materials and asking for provider and community referrals.

#1 and #2 demonstrate to cadets, parents, and the community our connection and approach to a “whole wellness” and “well rounded” education without having to do everything ourselves and complementing and enhancing what WLA already finds to have successful outcomes.

Category 2 Well-Rounded Education

#1 Competitive sports teams and Interactions. WLA, like other Charter Schools, is not allowed to have teams or compete in the OIA sports according to Oregon State Statutes. WLA has explored having teams and competing with Home-Based School Teams, recreation teams, etc. but has found multiple barriers. WLA does accommodate and encourage participation in Home Based Schools sports. Due to our extended hours, cadets playing for their home teams is very difficult even though we do provide an early release schedule for those participating. WLA tries to be as flexible as possible in order to reduce any negative impact on a cadet that wishes to compete for their Home-Based school. We pay an annual OIAA fee and help cadets through Academic Advising to get work and make up any missed work. We have procedures for cadets needing to leave school early in order to attend practices or games. The requests by cadets, parents, and staff have been great and WLA has a group of active parents that have been appealing to ODE for rules changes.

Adding competition is an important component of a well-rounded education. Varied competition creates a culture tolerance, safety, respect, and increases resiliency and self-esteem by giving cadets a more positive outlook on learning using the motivators and reinforcers of competitive sports and creative arts which help develop more self-control, a better ability to cooperate with peers, and less violent and aggressive responses for all cadets that enhance and promote the social, emotional, and physical well-being of cadets which is critical to academic and professional success. While WLA is unable to compete in public school sports, WLA is implementing archery as a competitive sport through the Oregon Department of Fish and Wildlife (ODFW). Leveraging the ODFW “Long Term Loan” Program, WLA can implement archery. An archery course will be added to both campuses. It will take at least one year to implement archery in the middle and high schools. An archery range would be included in upgrades to the Goshen campus’ obstacle course.

Outcomes: Increase attendance and academic achievement and decrease academic disparities with at-risk and underserved cadet groups listed in SIA by implementing activities and programs to include competitive sports, activities and creative arts and creative expression that is linked with a well-rounded education, increasing positive motivators to enhance and improve school climate and learning conditions to improve attendance, reduce dropout rates, and promote staying in school and graduating.

Measures: Enrollment and participation in archery program. Increase in participation year one to three will be measured and data examined to identify gaps and equitable access.

#2 Upgrading the Obstacle Course: WLA does need to upgrade its obstacle course on the Goshen campus for safety and increased competition. WLA’s Iron Cadet competition is our huge intra-school competition for both battalions. It is an event that parents, family, and the community come to watch. Cadets practice weekly on the school’s obstacle course for fitness and for the Iron Cadet competition. Competition among the companies takes place each quarter and the Iron Cadet competition takes place at the end of the academic year to crown both a Middle and a High School Iron Company and Iron Cadet. The existing obstacle course needs upgrading, as it is over ten years old. The community and other nearby school and faith-based programs have discussed using the facility which would be a consideration when upgraded.

WLA's obstacle course is weathered and aged. WLA continues to work on the course to make sure it meets safety standards but a full remodel is needed to really meet the needs of cadets in fitness and competition. Due to such programs as Ninja Warrior, Cross Training Heroes, Mountain Climbers and other programs, obstacle equipment has become more varied in physical targeted muscles and skills and the demand has reduced the cost. Parents and the community have stated upgrades are needed and encourage great use and more frequent types of competition to include more modern obstacles and greater hype of the Iron Cadet competition, including increased publicity. Upgrades to the obstacle course would run approximately \$20,000 in year one for the basic upgrades. Year two would allow for a track and water obstacle for approx. \$20,000. Year three would look at climbing obstacles which are more expensive for about \$20,000.

Outcomes for Obstacle Courses:

1. Overall physical fitness. Obstacle courses promote cardiovascular endurance, flexibility, muscular strength, and endurance.
2. Gross motor development. Obstacle courses promote using the large muscles of the arms, legs, and core.
3. Bilateral coordination. Obstacle courses promote using both sides of the body at the same time in unison, as in jumping.
4. Perceptual motor development. Obstacle courses promote the ability to receive, interpret, and respond successfully to sensory information.
5. Social development. Obstacle courses promote acquisition of skills that enable children to react and interact with others as they mature and begin to understand the point of view of others.
6. Agility. Obstacle courses promote quick, easy, lively movements.
7. Coordination. Obstacle courses promote parts of the body moving smoothly together.
8. Sequencing. Obstacle courses promote the ability to arrange and follow a series of steps to be followed.
9. Eye-hand coordination. Obstacle courses promote eyes and hands working together smoothly to meet a challenge.
10. Eye-foot coordination. Obstacle courses promote eyes and feet working together smoothly to meet a challenge.
11. Spatial awareness. Obstacle courses promote coordinated movement in relationship to other objects in the environment.
12. Directionality. Obstacle courses promote the inner sense and knowledge of where things are in relation to the body.
13. Laterality. Obstacle courses promote the ability to understand the differences between right and left and being able to control the two sides of the body independently and together.
14. Balance. Obstacle courses promote being able to hold the position of the body through the interaction of muscles working together (maintaining body equilibrium) whether the body is stationary (static balance) or moving (dynamic balance).
15. Cooperation and teamwork. Obstacle courses promote 2 or more people working and playing together rather than against one another, just for the fun of it.
16. Fun. Obstacle courses promote playful actions providing amusement and enjoyment.
17. Listening skills. Obstacle courses promote the ability to follow verbal directions.
18. Self-Esteem. Obstacle courses promote confidence and satisfaction or pride in oneself.

SIA Outcomes: Increase attendance and academic achievement, decrease academic disparities with at-risk and underserved cadet groups listed in SIA by will implementing activities and programs to include

competitive sports and creative arts linked with a well-rounded education, increasing positive motivators to enhance and improve school climate and learning conditions to improve attendance, reduce dropout rates, promote staying in school and graduating. Increasing outlets and pathways will improve attendance and academic achievement, decrease academic disparities with at-risk and underserved cadet groups listed in SIA by will implementing activities and programs to include competitive sports, activities and events for physical outlets and expression linked with a well-rounded education, increasing positive motivators to enhance and improve school climate and learning conditions to improve attendance, reduce dropout rates, promote staying in school and graduating.

By upgrading the obstacle course WLA will move and reduce barriers that prevent many cadets of color and other marginalized youth from developing social and emotional competencies through a variety of programs, classroom practices, career and college readiness that supports Emerging Bilinguals, Latina/o, LGBTQ, Native American and disadvantaged cadets that will not be viewed as a corrective measure for cadets of color and marginalized youth, but rather as an opportunity to ensure all children experience the benefits of a quality education that includes opportunities for social, emotional, and academic development.

Measures: Participation numbers by cadets. The number of classes using the obstacle course. Types of competition using the obstacle course and archery range. Key questions on surveys will measure satisfaction of improvements and use of the obstacle course. Discussion and feedback at Community Forums and meetings will provide satisfaction. Survey of staff will measure increased use of the obstacle course and the increase in the physical range of the course for cadets in physical development and agility. Number of cadets meeting and exceeding State Standard Physical Ability Test.

Well-Rounded Education Blending Competition and the Arts.

#3 WLA Drum Corps: WLA presently has a Color Guard and Drill Team at both the middle and high school which present Arms and perform Drills in the community and at all school events. Cadets and parents have suggested these programs be expanded to a Performance-Precision Drill Teams since there are competitive Performance-Precision Drill Teams in Oregon and throughout the United States which WLA could participate in. Cadets and parents have been requesting this for several years but WLA has not had the funding necessary. WLA had a small Drum Corp five years ago, but due to damage and loss of drums, the program was dropped. As evidenced in the need's assessment the need for a competitive Performance-Precision Drill Team and a Drum Corp to accompany the Performance-Precision Drill Team would meet several needs and compliment the military model, especially adding incentives and motivation. Drum Corps are competitive as a standalone corps and combining it with the Color Guard and Drill Team would be an asset to both the school and the community which uses our services free of charge.

Having increased outlets and pathways for cadets to express themselves through physical and creative expression will increase attendance and academic achievement, decrease academic disparities with at-risk and underserved cadet groups as listed in SIA. By will implementing activities and programs to include competitive sports and creative arts through an enhanced well-rounded education WLA will increase positive motivators to enhance and improve school climate and learning conditions to improve attendance, reduce dropout rates, promote staying in school and graduating.

Outcomes: WLA will increase academic achievement, decrease academic disparities with at-risk and underserved cadet groups listed in SIA by enrolling cadets "where they are" and furthering their

education through diversity by implementing activities and programs to include competitive sports and activities for physical expression and creative arts and creative expression linked with a well-rounded education, increasing positive motivators to enhance and improve school climate and learning conditions in order to improve attendance, reduce dropout rates, and promote staying in school and graduating.

Measure: Number of cadets enrolled and participating in Color Guard, Precision-Drill and Drum Corp. Number of public event Color Guard, Precision Drill and Drum Corp participated in. Number of competitive events were participated in. Participation and enrollment increase year one to three. Attendance and academic increase for cadets enrolled in Color Guard, Precision-Drill and Drum Corp. The cost the first year for one Drum Corp of approx. 6 to 10 cadets is approx. \$1,300 for equipment, marching CDs, music-drill materials. The cost of transportation to events and competition would be leveraged with the Performance-Precision Drill for an estimated **\$3,000**. While WLA will not need uniforms, special guide-ons, medals, etc. will be needed for another **\$400**. Total Cost **\$5,000**.

Year two would add a drum corps to the middle school and increase the cost of transportation even though it would be leveraged with the middle school Drill Team for an estimated **\$5,000**.

Year three would see an anticipated increase in cadets enrolling in Performance-Precision Drill and Drum Corps for both the middle and high school. More equipment to handle up to 20 cadets per school and a slight increase in transportation cost. \$7,000.

#4 Access to Creative Arts. As a small school, WLA struggles with the ability to offer elective classes, especially creative arts. WLA has moved to address this barrier by creating a modified Block Program that provides a 9th period elective block class weekly as a Career Exploration Track. This elective Career Exploration Block provides a great deal of flexibility in electives which explore careers from industrial, trades, professional careers and the arts. Presently, WLA is piloting an Industries Career Class that brings in experts from various industries to present the careers possible: skills, education, motivation and types of jobs and pay ranges in fast foods and hospitality and the pathways into these careers. The experts in the industry brought into the class are provided a fee of \$75.00 per expert. Enrollment in this elective is very high and embraced by cadets, parents and the educational community, businesses and key stakeholders. Cadets and parents would like to see a Creative Arts track in the Career Exploration block.

WLA will have one or two Creative Arts classes bring in experts from the community into the Creative Arts to provide: Music, Drama, Drawing, Graphic Arts, Media Arts, Commercial Arts, etc. for career and self-exploration. WLA expects to see the outcomes associated with creative arts: "The arts challenge us with different points of view, compel us to empathize with others," and give us the opportunity to reflect on the human condition. Empirical evidence supports these outcomes: Arts participation is related to behaviors that contribute to the health of civil society, such as increased civic engagement, greater social tolerance, and reductions in other bullying and anti-establishment behaviors. Arts in education can improve school climate, empower cadets with a sense of purpose and ownership, and enhance mutual respect for their teachers and peers. Creative expression helps young people increase problem solving and an increase in better decision-making skills. The arts allow cadets to take risk without indulging in risky-taking behaviors. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork." NEA

Measures: number of cadets participating in the program, number of cadets enrolled in the Creative Arts classes. Class data and survey questions keyed to the program as well as professional evaluations of community artists being brought into the program will be used to measure satisfaction among varied groups listed in the SIA. Data will be examined for gaps and to look for equitability access for all cadets.

Outcomes: Evidence indicates that by using local artists, youth learn to respect their communities and find them vital, thus increasing citizenship among the youth. WLA will remove and reduce barriers that prevent many students of color and other marginalized youth from developing social and emotional competencies through a variety of programs, classroom practices, and career and college readiness that support emerging bilinguals, Latina/o, LGBTQ, Native American, and disadvantaged cadets that will not be viewed as a corrective measures, but rather as an opportunity to ensure all children experience the benefits of a quality education that includes opportunities for social, emotional, and academic development.

Having a well-rounded education creates a culture tolerance, safety, respect, increases resiliency, and self-esteem by giving cadets a more positive outlook on learning using the motivators and reinforcers of competitive sports and creative arts, which help develop more self-control, a better ability to cooperate with peers, and less violent and aggressive responses for all cadets that enhance and promote the social, emotional, and physical well-being of cadets which is critical to academic and professional success and this outcome will be carried over into the community.

Further Outcomes: Increased academic achievement, decreased academic disparities with at-risk and underserved cadet groups listed in SIA by enrolling cadets "where they are" and furthering their education through cultural and career diversity by implements and integrating curricula through culturally-responsive classroom methodology and practices, program practices and lessons across the curriculum that advance individualized instruction, including language scaffolding, as evidenced by classroom walkthroughs and formal evaluations.

The cost of bringing in an artist would be approximately \$150 a week for two artists, approx. **\$6,300** annually. An estimate for materials is **\$20,000**. Providing access and exposure to the arts allows all cadets the ability to access the arts' self-expression, creative expression, and experts in the arts that many would not have in their communities. By bringing in artists, it allows access and exposure that many cadets would not get. When local community members become involved in schools, they can act as role models and mentors and provide an additional layer of support and inspiration for cadets and teachers. It also increases the bond between education and the community. WLA has experienced the positive outcomes of community involvement and will expand this connection through this grant. Total Cost \$26,300.

It is anticipated that year two and three would remain the same but WLA is very open to expanding this program and electives in the arts.

#3 Goal Statement: Provide Community Experts from the Arts Community to Provide instruction in the Art through a Creative Arts Track in the Block Program

| Inputs | Activities | Outputs | Immediate (Short-Term) Outcomes | Intermediate Outcomes |
|--------|------------|---------|---------------------------------|-----------------------|
|--------|------------|---------|---------------------------------|-----------------------|

| | | | | |
|---|--|---|--|---|
| In order to accomplish our set of activities we will need the following: | In order to address our problem or asset we will accomplish the following activities: | We expect that once accomplished, these activities will produce the following evidence or service delivery: | We expect that if accomplished these activities will lead to the following changes in the next year | We expect that if accomplished these activities will lead to the following changes in 1-3 years |
| Provide community experts in the Arts to provide instruction Obstacle Course Equipment Drum Corps | Contact local Artists and arrange to have the expert come into the classroom Provide instruction, guidance, hands-on experiences in the arts to cadets in an elective program Block Track Enrollment in the Arts Elective Preparation and installation of equipment to WLA obstacle course Recruit cadets Equip cadets with drums, sticks, harnesses, drill music | Increase in a positive school climate Increase in attendance Increase in Creative Expression by cadets Increase problem-solving abilities Decrease in dropout rates Increase in physical ability and fitness Increase in health and wellness Increase in listening skills Increase in self-esteem Increases team building Increases participation and competition by cadets | Increased enrollment in arts electives Increase in respect Increase in attendance Increase in problem-solving skills Increase in creative expression by cadets Increase in self-discipline Increase in concentration and focus Increase in positive peer support Decrease in Risk Factors Decrease in behavioral referrals Decrease in dropout rates Increase in graduation rates | Increase enrollment at WLA Increase enrollment in the Arts Electives Increase in problem-solving skills Increase outlet for self-expression Increased self-esteem Increased attendance Decrease in behavioral referrals Decrease in dropout rate Increase in graduation rates Increase in health and fitness, both physically and mentally |

| Assumptions | External Factors |
|---|---|
| Using the research and longitudinal studies from the National Council of the Arts, WLA will see an increase in attendance and academic success: a higher satisfaction rate among cadets and their families and an increased support from the community. NEA longitudinal studies indicate a 10 to 30% decrease in dropout rates by increasing Creative Arts including Commercial Arts into school. | Artists and experts in the field. Community support and participation After one year, WLA can apply for grants from NEA for production types of projects. |

Blended Approach of Well-Rounded Education and Culturally Responsive Programming

#1 Dual Credit, AP, Accelerated Classes. WLA presently offers Advanced Placement (AP) classes in English and Math. WLA can provide an elective AP class in any subject through our Fuel Ed option with SPS. WLA did offer Dual Credit Math classes but experienced low enrollment. WLA has worked with Lane Community College (LCC) to have cadets attend electives at LCC and accept their credit for

graduation on a transcript. WLA has shifted from Math to Automotive CTE with greater success in a multiple entry for credit approach.

Accelerated classes and Recovery Credit classes are already available through Acellus and Fuel Ed. WLA feels that better communication of these offerings needs to be expressed to parents and options explained in detail. As a small school, WLA is limited in the ability to provide a greater array of advanced classes in a different manner. WLA is constantly reviewing this area and does reach out to find better pathways and opportunities for cadets.

#2 Native American Literature and Indigenous Studies Materials. WLA has held several meetings with Native American and Latino/a cadets, parents, tribal members, faith-based groups and community members. As a result of the Native American meeting a desire to have more literature with more accurate depictions of and contributions of Native Americans was expressed. To meet the needs expressed, WLA has leveraged dollars and resources through its State School Success Plan (SSSP) and by implementing the Oregon Curriculum on Native Americans, we have trained three staff middle school through high school on this curriculum and purchased the curriculum materials. WLA has also ordered recommended literature from the National Council of Native American Education for the libraries at the middle and high schools through the SSSP to presently meet this need.

WLA also received a \$1,200 grant from the Three Rivers Foundation for a Code Talker mural to show the contributions of Native Americans and additional literature more accurately depicting indigenous people. WLA will continue to work with cadets, parents and the tribal organization to assist cadets with their needs and increase the positive contributions that Native Americans have made.

In our Career Exploration Track Tribal leaders are going to help WLA reach out to Native American artists and cultural leaders to bring experts with appropriate cultural competency into our Arts Track. Tribal leaders will also bring in people from the casinos into the Career Track to discuss the hospitality and casino careers. In addition, McDonald's will provide uniform funding for cadets in need of uniform help.

In our meeting with Latino/a a desire to have more literature in Spanish was expressed with reading levels grade three through twelve. At this meeting WLA was able to announce that through a grant from the Springfield Foundation in 2018-2019 to the high school library over 500 books were purchased in the Spanish language with reading levels three through twelve and that each year budget money will be set aside to increase books and literature in this area including a Tumble Book subscription which allows for 1,200 various languages at levels K-12 and bridge books teaching the home language and English.

It was further discussed the stigma around mental health services and Spanish language providers. This gave WLA the opportunity to inform the audience present of our present services that met those needs and our desire to increase those services.³³

Outcomes: By creating and supporting a culture of well-being and safety for social–emotional and mental health development of all cadets, WLA will increase the pathways for academic success and a positive and engaging school climate that embraces diversity and cadets' sense of connectedness and well-being which will lead to better attendance, increase graduation rates and reduce discipline issues. WLA will remove and reduce barriers that prevent many students

of color and other marginalized youth from developing social and emotional competencies through a variety of programs, classroom practices, and career and college readiness that supports emerging bilinguals, Latina/o, LGBTQ, Native American, and disadvantaged cadets that will not be viewed as a corrective measure for students of color and marginalized youth, but rather as an opportunity to ensure all children experience the benefits of a quality education that includes opportunities for social, emotional, and academic development.

Category #3 Instructional Time

WLA received very little response in the area of increasing time by extending the day because WLA already has extended hours from 8 to 3:45. WLA provides the ability to earn 8 credits per year. Through our Fuel Ed and Recovery Credit Programs cadets not on-track may be able to gain enough credits to get back on-track and gain AP and original credits. Some cadets have been able to get on-track and into higher education using these two programs.

One idea cadets and parents discussed was Saturday detention-study hall, but parents also found many barriers to this besides cost: decrease in family time, decrease in chores, less involvement in faith-based and out of school activities, less ability to work, and transportation. It was decided this would NOT be an equitable approach and created more barriers for the population most in need.

WLA had very little response to reducing class size since WLA has small class sizes and many Educational Assistants to assist cadets with an average class size of 1-17 ratio and due to fluctuating enrollment may be lower at times.

Technology to Increase Instruction Time

Increasing technology and technology upgrades were the area of the greatest response by cadets and staff. WLA presently has a computer lab at both the middle and high schools. The equipment is old and degrading. The "Lab" approach is good for whole class instruction but does NOT provide for individualized or differentiated instruction. WLA has a huge need for individualized or differentiated instruction especially for the groups of cadets listed in the SIA. with 27% who have no access.

Both schools also have a class set (30) Chromebooks which are also degrading and in need of repairs. The middle school's is two years old but the high school's is six years old. The average life of a Chromebook new or refurbished is three years. Chromebook upgrades are in the WLA budget for 2020-2021.

#1- Upgrading the Teachers' Computers. It is critical to upgrade the teachers' outdated desktop computers, which average three to 8 years old. By providing a new desktop for teachers the technology tools needed for higher quality instruction and documentation. This will increase

the professional level of instruction for all cadets. Teachers and Educational Assistants will be able to use software and hardware programs the computers now cannot support.

By updating the Teachers' computers, implementing, and utilizing up to date technology, WLA will be better able to use assessment tools, teaching tools and professional development tools for staff. Educational staff will be better equipped to meet the needs of all cadets: English language development, individualized instruction, differentiated instruction, physically disadvantaged, emerging ELL cadets and provide more tools for educators, more training opportunities, and professional development. Newer tools and training will promote accommodations, culture, language, and social emotional learning enhancements. WLA will also be better able to accommodate the needs of all cadets through individualized and differentiated classroom computer use, self-directed learning, and tools not available at-home for 27% of WLA cadets.

The teachers' outdated computers will be converted into a standalone classroom computer for cadet use. The outdated computers will work well as a standalone with a monitor and earphones. Recent literature cites the need to have at least one computer in a classroom for individualized instruction. Literature shows the significant academic success for marginalized youth that do not have the technology tools at home, especially computers and internet access. Studies have shown that the value of having limited access to computer labs and class sets of Chromebooks/tables proved less valuable than a computer in the classroom to meet the needs of marginalized youth. A computer in the classroom would allow for more in-class projects and work being performed by cadets. Approximately 27% of WLA cadets have no internet or computer access at home. Research and longitudinal studies demonstrate the access to at least one computer per classroom increases academic success and instructional assistance and allows. By providing new desktops for the teachers, the older computers can be made into a stand-alone in each classroom and we have enough donated monitors to make this happen. This would leverage what we presently have with newer equipment and computer access enables those children from a financially challenged background to have a more level playing field with children who have those enrichments and greatly increase equity.

Outcomes: By WLA updating and increasing technology and education tools, we will increase instructional time and academic achievement, decrease academic disparities with at-risk and underserved cadet groups listed in SIA by expanding and implementing technological improvements creating a more flexible, culturally responsive, individually engaged, and differentiated learning experience and providing remote learning experience and individualized instruction and more accommodating and well-rounded education.

Measures: Compare the number of computers from 2018-2019 available in class for cadet use to years one through three. Record the number of cadets using classroom computers. Record the use of Teacher computers used for Remote and Distance Learning, training and professional development. Record Teacher use of technology as measured through Professional Survey.

The cost the first year would be **\$8,000** for computer towers. **\$3,000** for teacher monitors since WLA has some newer monitors and **\$4,000** for headsets for each classroom standalone. Vendor implementation and services **\$7,000** for computers and standalones. **Cost \$22,000**

Year Two, WLA would add additional computers, monitors, and headsets for each classroom and another class set of Chromebooks and a charging station. Estimated cost \$23,000 and vendor \$7,000 = \$30,000.

Year three would look at upgrading the computers in the computer lab, three to five interactive white boards, 15 new projectors and another classroom set of Chromebooks. Estimated cost \$27,000.

Installation of white board \$7,000.

#2 Electronic Readers:

Cadets, parents and staff felt that electronic readers would positively impact cadets' education and remove barriers, i.e. a reader with for large print and colors which would greatly help cadets with special needs and languages other than English. The electronic readers can download books required inside the curriculum or as enhancement to the curriculum. Combining E-readers with our Tumble Book and Elite Book subscriptions would allow books in all languages at all levels. The same book/novel being taught could be available with various reading aids and in any language. An electronic reader runs \$60 in bulk. The cost would be approx. **\$4,000**. Getting 120 would allow for two English classes to each have a set year one. Year two would allow for the middle school to have two sets for 7th and 8th and year 3 would allow the two 6th grades to have a class set. Annual cost **\$4,000**.

Outcomes: By WLA updating and increasing technology, we will increase academic achievement, decrease academic disparities with at-risk and underserved cadet groups listed in SIA. flexible, culturally responsive, individually engaged, and differentiated learning experience and open a pathway for remote learning experiences, individualized and differentiated instruction, and a more accommodating and well-rounded education.

Measures: Number of cadets using a reader. Record use of readers for special needs. Record number of readers using for languages other than English.

Staff Training and Collaboration

#3 Increase Training and Professional Development: WLA staff and administration expressed a need to have more training and professional development especially in areas like the Behavioral Issues impacted by Poverty and Homelessness, Trauma Informed Practices in Education, Accommodating the Emerging Language Learners, Positive Inclusion Practices, Better Uses of Data, Mental Health First Aid and Technology use for Differentiated Learning Plans. All staff would like to see presentations and workshops on: Trauma Informed Care and Services, Addressing the English Language Learner, Bridging the Cultural Gap. The yearly estimated cost is **\$4,000** although the topics may vary. The cost of professional development would be leveraged with general funds and SSSP funding.

WLA Educational Assistance would like more training in approaches and strategies in dealing with cadets who are at-risk, impoverished, and having behavioral health issues. Lane Education Service District provides training and Education Assistants would like to participate in more training. The Educational Assistants would also like to bring in some experts to present specific workshops in dealing with youth, especially those dealing with trauma. The yearly estimated cost would be **\$3,000 to \$5,000** for all Educational Assistants.

Instructional staff would like to have 2 to 4 half-day collaboration days for curriculum mapping, co-teaching, and lessons across the curricula and data analysis to impact change and quality instruction. A yearly estimate is **\$10,000**.

Outcomes: By updating and implementing technology improvements and providing the opportunity for greater professional development using technology and bringing in expertise, WLA would create a more flexible, responsive, engaged, and differentiated learning experience and individualized instruction. Technology will also help to gather increased and more accurate data for better analysis, assessment and review to facilitate better instruction, better decision based on data and assessment and ability to adjust our equity lens in a timelier fashion.

Measures: Teachers survey reporting training benefits, classroom implementation and curriculum impact. Number of staff participating in training, in-services and professional development.

#4 Goal Statement: Technology to Increase Instructional Time

By upgrading technology and increasing training and professional development.

| Inputs | Activities | Outputs | Immediate (Short-Term) Outcomes | Intermediate Outcomes |
|--|--|---|---|--|
| In order to accomplish our set of activities we will need the following: | In order to address our problem or asset we will accomplish the following activities: | We expect that once accomplished, these activities will produce the following evidence or service delivery: | We expect that if accomplished these activities will lead to the following changes in the next year | We expect that if accomplished these activities will lead to the following changes in 1-3 years |
| Year One- 40 computer towers, 25 monitors, 40 Headsets | <p>Allow instructors to utilize classroom technology with up-to-date computers</p> <p>Allow cadets to access computers inside the classroom instead of being sent out of class or having no access</p> <p>Allow in class instruction by instructor, educational assistant, or another cadet</p> <p>Allow computer access by cadets for projects, assignments, etc. especially since many cadets have no home access.</p> <p>Allow more flexibility in technology</p> <p>Classroom uses of Chromebooks.</p> | <p>Provide instructors better tools for instruction and differentiated learning</p> <p>Greater use of media devices as white boards, projectors etc. with better technical abilities.</p> <p>Provide immediate access to computers</p> <p>Provide classroom instruction using a technology</p> <p>Provide access to cadets to complete assignments, research and projects</p> <p>Increase in Accommodations</p> <p>Increase reading ability in all languages and levels</p> | <p>Increase access to knowledge, assignments & the internet</p> <p>Increase in accommodation</p> <p>Increase in differentiated instruction</p> <p>Increase in technology access</p> <p>Increase in completed assignments, especially research</p> <p>Increase in grades</p> <p>Increase in the quality of work by cadets</p> <p>Increase in grades</p> <p>Instructors can personalize instruction</p> | <p>Increase academic success</p> <p>Increase in academic tools</p> <p>Increase in grades.</p> <p>Increase in the quality of work by cadets</p> <p>Increase in personalize instruction</p> <p>Increases workplace readiness</p> <p>Increase engagement</p> <p>Increase in academic performance.</p> <p>Decrease the dropout rate</p> <p>Increase graduation rates</p> |

| | | | | |
|---|--|---|---|---|
| <p>60 Readers</p> <p>Educational Assistant Training</p> <p>All Staff Education and Training</p> <p>Instructors Training and Collaboration</p> | <p>Allow more instructors to check out for individualized use and instruction.</p> <p>Enrollment in LESD Training Workshops and presentation specific to Educational Assistants</p> <p>Presentations, Workshops, Training for all staff</p> <p>3-4 half-days for training, collaboration and data analysis</p> | <p>Increase bridge for scaffolding</p> <p>Increase disability accommodations</p> <p>Increase knowledge and skills in meeting the varied needs of cadets socially, emotionally and academically</p> <p>Quality assignments</p> <p>Improved methodology</p> <p>Increase networking among staff</p> <p>Greater articulated mapping</p> <p>Decrease absenteeism using Remote Learning</p> | <p>Increases workplace readiness</p> <p>Increase in cadet engagement</p> <p>Increase success of low-achieving cadets</p> <p>Increase language achievement</p> <p>Increase attendance</p> <p>Increase in multiple forms of assessment</p> <p>Increase in accuracy and quantity of data</p> <p>Decrease the dropout rate</p> <p>Increase professional development</p> <p>Increase quality of teaching and expertise</p> <p>Reduce assumptions and biases about those who do not share their race, class, culture, linguistic background, gender</p> <p>Increase Remote Learning</p> | <p>Reduce disparities</p> <p>Increase professional development</p> <p>Increase quality of teaching and expertise</p> <p>Reduce Burn-out</p> <p>Increase in Empowerment</p> <p>Increase in multiple forms of assessment</p> <p>Increase in accuracy and quantity of data</p> <p>Reduce assumptions and biases about those who do not share their race, class, culture, linguistic background, gender</p> <p>Increase Remote Learning</p> |
|---|--|---|---|---|

| Assumptions | External Factors |
|--|------------------------------|
| <p>NEA studies and research demonstrates the better tools an instructor has the better quality of education the instructor provides.</p> | <p>Internet connectivity</p> |
| <p>NEA studies and research demonstrates more access to technology by cadets the greater increase in knowledge and academic success.</p> | <p>Vendor installation</p> |
| <p>Longitudinal studies indicate increasing access to technology leads to increases in attendance, grades, and academic success and reductions in dropout rates and higher graduation rates.</p> | |

Impact of Plan

WLA should expect to see greater rates of inclusion and satisfaction by cadets, parents/guardians, and the community. WLA will see higher enrollment, better quality of instruction, better attendance rates, greater academic and behavioral success, greater graduation rates, reduction in behavioral issues, and a decrease in dropout rates.

The plan would promote achievement, improve school climate with greater culturally responsive programming, and decrease the disparity for at-risk, of color, with disabilities; emerging bilingual, underserved, marginalized, navigating poverty, homelessness, in the foster care system, and other students who have historically experienced disparities in our schools. The families of students in Douglas, Lane and Linn Counties will see greater resources and services for the people in their communities and better collaboration programs with their communities. WLA cadets are often the youth most likely to need additional support in order to graduate and enroll in postsecondary education. WLA is successful with these cadets and will continue to improve programs and education in order to provide greater success through increased support, access to programs and increased pathways and opportunities for success to every cadet.

The plan will also see greater retention of staff, a greater number of highly qualified staff through training and professional development, and WLA will attract highly- qualified staff. The educational environment, inclusive school climate, small class size, and supportive school climate would appeal to educators and experts we hope to attract.

The plan will meet the requirements and goals of SIA by reducing academic disparities, meeting cadets' mental or behavioral health needs, providing access to academic courses including careers and the creative arts allowing for greater expression, and allow teachers and staff sufficient time to collaborate, review data, analyze assessments, and develop strategies to help cadets stay on track to graduate, as well as establishing and strengthening partnerships.

Budget

| Area of Funding | Cost Year One | Cost Year Two | Cost Year Three |
|---|---------------|---------------|-----------------|
| Health and Safety | | | |
| Nutritional Program | \$59,000 | \$59,000 | \$59,000 |
| WLA will implement this program by providing a healthy afternoon snack. Cost ranges from \$1.00 per nutrition bar to 22 cents for a piece of fruit for 350 cadets for 5 days a week for 37 weeks estimated cost \$55,000 . Cost of printing of Curriculum materials \$4,000 . An estimated cost is \$59,000. Year 2 and 3 would duplicate cost. | | | |
| Caseloads and Health and Safety Blended | | | |
| Expanding WLA 's Therapeutic Model | \$27,000 | \$27,000 | \$27,000 |
| Funds to pay for uninsured cadets needing services from embedded therapists approximately \$5,000 a year and remaining the same for Year 2 and 3. Cost \$100 per two hours. Cahoots Crisis response \$150 per two hours. Both would be as needed and cost based on present demand. | | | |
| Educational materials awareness and education for cadets, parents and classroom instruction with estimated cost of \$8,000 and duplicated year 2 and 3. Manipulative models \$375 to \$400 6 a year | | | |

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|--|----------|----------|----------|
| <p>added to classroom, educational CDs and software \$150 each over 12 topics. Pamphlets \$1.25 each if bought in bulk- 600 per 12 topics yearly.</p> <p>Peer Support and Peer Mentor Program cost staff training of approximately \$2,000 per staff (train at least 2 a year = \$4,000) and curriculum materials of \$10,000 annually. An annual cost estimate would be \$14,000 Total cost \$14,000 annually. Year two and three will remain close to year 1.</p> | | | |
| Well-Rounded Education | | | |
| Upgrades to WLA Obstacle Course | \$20,000 | \$20,000 | \$20,000 |
| <p>Upgrades to the obstacle course including an archery range would run approximately \$20,000 year one for the basic upgrades and archery range. Year two would allow for a track and water obstacle for approx. \$20,000. Year three would look at climbing obstacles which would cost about \$20,000.</p> <p>Year 1: Floating balance \$2,2000, Leg Press \$2,000 Dual Exercise Bars \$950, Horizontal Ladder \$2,000, M shaped climber \$2,000, Integrated Fitness \$2,300, Sky Climber \$3,000 including delivery \$2,000, Hay Bales including delivery \$800 for four stations, Targets @ \$40 each – 8 needed \$320, installation cost of equipment assembly, installation and supplies \$7,000.</p> <p>Year 2: Hip Twister \$1,000, Integrated Fitness \$2,300, Parallel bars \$800, Uneven bars \$1,500, Leg press \$1,000, including delivery \$1,000, installation \$6,000, 3 more archery stations and archery equipment and set up \$4,000, Phase one of cross country track \$7,000 materials and labor.</p> <p>Year three would be phase 2 and 3 of the cross-country track which is estimated to be \$17,000.</p> | | | |
| Drum Corps | \$ 6,200 | \$ 6,200 | \$ 7,000 |
| <p>The cost the first year for one Drum Corp of approx. 6 to 10 cadets is approx. \$1,300 for equipment, marching CDs, music-drill materials is \$1,200. The cost of transportation to events and competition would be leveraged with the Performance-Precision Drill for an estimated \$3,000. While WLA will not need uniforms, special guide-ons, medals, emblems, etc. will be needed for another \$400. Total Cost \$6,200. Year 3 would add travel to several State competitions and parades.</p> <p>Year two would add a drum corps to the middle school and increase the cost of transportation even though it would be leveraged with the middle school Drill Team for an estimated \$5,000.</p> <p>Year Three would see an anticipated increase in cadets enrolling in Performance-Precision Drill and Drum Corps for both the middle and high school. More equipment to handle up 20 cadets per school and a slight increase in transportation cost. \$7,000.</p> | | | |
| Artists in the schools Creative Arts Career Exploration track | \$26,300 | \$26,000 | \$26,000 |
| <p>The cost of bringing in an artist would be approximately \$150 a week for two artists, approx. \$6,300 annually. An estimate for materials is \$20,000. Total Cost \$26,300.</p> | | | |
| Increase Instructional Time | | | |
| Technology to Increase Instructional Time | \$29,000 | \$29,000 | \$29,000 |
| <p>The cost the first year would be \$8,000 for computer towers. \$3,000 for monitors since WLA has some newer monitors and \$4,000 for headsets for each classroom.</p> <p>Vendor implantation and services \$7,000 for computers and Total Cost \$22,000</p> | | | |

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| <p>Year Two, WLA would add additional computers, monitors and headsets for each classroom and another class set of Chromebooks and a charging station. Estimated cost \$23,000 and vendor \$7,000.</p> <p>Year three would look at upgrading the computers in the computer lab, three to five interactive white boards, 15 new projectors and another classroom set of Chromebooks. Estimated cost \$27,000. Installation of white board \$7,000.</p> <p>Electronic readers \$60 each in bulk. The cost would be approx. \$4,000. Getting 120 would allow for two English classes to have a set year one. Year two would allow for the middle school to have two sets for 7th and 8th and year 3 would allow the two 6th grades to have a class set. Annual cost \$4,000.</p> | | | |
| Professional Training and Collaboration | \$19,000 | \$19,000 | \$19,000 |
| <p>The Educational Assistance would also like to bring in some experts to present specific workshops. The yearly estimated cost would be \$3,000 to \$5,000 for all Educational Assistants.</p> <p>All staff would like to see presentations and workshops on: Trauma Informed Care and Services, Addressing the English Language Learner, Bridging the Cultural Gap. The yearly estimated cost is \$4,000 although the topics may vary.</p> <p>Instructional staff would like to have 2 to 4 half-day collaboration days for curriculum mapping, co-teaching and lessons across the curricula and data analysis to impact change and quality instruction. A yearly estimate is \$10,000.</p> | | | |
| Totals | \$186,500 | \$194,200 | \$195,000 |
| Indirect Cost 5% | 9,400 | 9,710 | 9,750 |
| Total Costs | \$195,900 | \$203,910 | \$204,750 |

Part Six: Use of Funds

WLA has identified the allowable uses:

- Expand Instructional Time
 - 1) Upgrade and expand technology to increase individualized and differentiated learning.
 - 2) Expand technology access by cadets with standalone classroom computers and readers.
 - 3) Provide new desktop computers for staff to improve teaching tools for classroom instruction.

- Address Student Health and Safety
 - 1) Implement an Afternoon Food and Nutrition Program
 - 2) Enhance school climate with culturally sensitive curriculum
 - 3) Implement the Indigenous People's Curriculum across all grades and curriculum
 - 4) Expansion of embedded therapist in WLA campuses for access by cadets
 - 5) Upgrading the school's obstacle course
 - 6) Training of staff on the impact of poverty and trauma on youth

Class Size and Caseloads

- 1) Expansion of embedded therapist in WLA campuses for access by cadets
- 2) Implement Peer Support and Mentor Program
- 3) Implement Awareness and Education program for cadets and families

· Provide a Well-Rounded Education

- 1) Including archery and an archery range
- 2) Upgrading the school's obstacle course
- 3) Drum Corp
- 4) Creative Arts Track in the Career Exploration Block Program

WLA will meet the behavioral and mental health needs of cadets in a multi-prong approach since one avenue to open-up and access services doesn't work of all cadets.

1. Every cadet will get 15 minutes or more of Academic Advising daily. This time is used to check in with a cadet on their safety, wellness and monitor the cadet's academic progress and identify barriers to success.
2. Each campus will have professional therapists embedded in their campus 2 or more days a week including a bi-lingual therapist. Through a Professional agreement with Looking Glass and Roseburg Therapy, WLA will provide professional level therapist for early intervention and on-going counseling and therapy three days a week at each campus. A Spanish-speaking therapist will be available at each campus. A specific therapist will be available for cadets seeking LGBTQ related behavioral and mental health issues.
3. Implementation of a Peer Support and Mentoring Program. A Peer Support program will be implemented for before school and lunch time Support Groups. A Peer Support and Mentor class will be available as an elective so cadets can learn self-help, coping skills and skills to support another. Peers meeting the "State Requirements" will get a certificate for Peer Mentor (this is a two-year program).
4. Training of staff on the impact of poverty and trauma on youth. Professional development training will be provided to staff through Safe Schools, in-services, workshops and presentation which will address: Poverty's impact on youth and education; Trauma Informed Practices; Trauma Informed Educational Impact and Strategies; Mental Health First Aid; Cultural and its impact in education and Culture and Language across the curriculum are a few identified. Training and professional development for ALL Educational Assistants and instructors on the use of technology to improve instruction and promote academic success will be given.
5. Awareness and education on Risky Behaviors, Awareness and Prevention, Identifying Self-Harm, Building Protective Factors and Reducing Risk Factors.

WLA's model is one of targeted universalism that reduces socio-academic disparities by using a military model of last names and uniforms. The wearing of uniforms eliminates the "socio-class" factor since all cadets wear the same clothing. All cadets are equal in appearance. The use of uniforms and referring to

cadets by last name eliminates gender bias and attention and levels the playing field for many marginalized cadets. By creating a military-culture model, it is about inclusion and working as a team which teaches tolerance and acceptance and reduces and eliminates bullying and cultural issues. These attributes are a factor that leads DHS to refer and place many foster youths with WLA. The model makes no distinction and allows greater academic success and reduces disparities.

Our plan would enhance our present model by providing more educational, health and safety tools inside each school. Many of these tools are NOT present in a cadet's home or community. Our plan provides a safety net with equal access to services.

Through the updating and increase of technology, WLA will provide more individualized and differentiated instruction needed to help cadets dealing with disparities with greater tools and a greater ability to achieve. The use of standalone computers and e-readers will allow cadets and instructional staff to accommodate a cadet with learning and language tools that will make a cadet more successful.

Instituting programs that help cadets to express themselves through creative expression and/or physical expression helps marginalized youth achieve. By having more opportunities for self-expression and outlets for expression, youth reduce risk factors that negatively impact their lives and increase protective factors that create greater academic success by increasing the motivators to stay in school for youth at-risk, of color, with disabilities; emerging bilingual, underserved, marginalized, navigating poverty, homeless, in the foster care system and other youth and their families who have historically experienced disparities in our schools.

The greatest barrier is mobility. WLA has many cadets that move in and out of the area and in and out of foster care. Cadets that move from one household to another household, sharing housing, couch surf and are homeless need a support network but many move out of our service areas. Moving back to the Home-base School after being at WLA and becoming successful impacts data negatively, but this is a huge success. The longitudinal tracking works best having a group of 20 or more for data comparison and some program may not have 20 participants in year one. Having cadets in small numbers in a program may impact a longitudinal study, especially if that "year one" group is small and the whole group doesn't carry through to year three through graduation or moving out of WLA.

COVID-19 and other natural disaster would impact access to, data and longitudinal studies.

What WLA expects to see is greater enrollment, higher attendance rates and less cadets dropping out. We expect to see greater academic success and higher graduation rates. WLA is mastery education and that often miscues data when compared to public school data that allows a "D: for passing. Data may NOT paint an accurate picture of equity. Data does not consider the percentage or raw numbers of cadets enrolling in WLA with no credit or already off-track for graduation. But, WLA does track this while the State doesn't.

We expect to see Community Meetings and Surveys play a major role in meeting the needs of the focus group in the SIA listed funding. By opening the process and inviting the cadets, parents and community of at-risk, of color, with disabilities; emerging bilingual, underserved, marginalized, navigating poverty, homeless, in the foster care system and other youth and their families who have historically experienced disparities in our schools, we will continue to identify gaps, shifts and trends within the focus groups and

be better prepared to meet their needs. WLA is small enough to be able to modify and adapt quickly once a need or disparity is identified.

Collecting and Using Input

Using a Continuous Feedback and Decision-Making Loop, input was received and within a week it was shared, discussed, reviewed and further input received. Weekly input was shared with Cadet Government and at Faculty Meetings for discussion and further feedback. Monthly meetings were held for parent and community input. PSA brought back feedback from their monthly meetings for feedback, support and further input. This process was used and the Selection Team met monthly to review all input and feedback.

The Selection Team met in late Dec. and early January to match programs and need, cost analysis for greatest impact, and outcomes, especially through an equity lens. Staff provided literature review to match best and promising practices to ensure the outcomes would impact the groups intended in the SIA funding groups. An Equity Lens matrix NRS1 was used to weigh responses, cost, perceived impact and expected outcomes. Using the results from the matrix, the Selection Team selected the activities for the SIA funding. Staff and PSA brought the costs to the all groups and the Board of Directors. The Executive Director brought the grant request to the WLA Board of Directors for approval for submission.

Part Seven: Documentation and Board Approval

In the **attachment section** is evidence of Board Meetings and the Board resolution. Additional evidence is Board Member participation throughout this process by one or more Board Members.

Part Eight: Public Charter Schools

Springfield Public School is our sponsoring district and they have NOT included WLA in their plan.

Springfield is aware of our application and is supportive of our plan.