



---

# Integrated Guidance Application

2025-27

Board Report

# Grants in the IGA

## Student Investment Account (SIA) - \$7,594,184

- Expand Instructional Time
- Address Student Health and Safety
- Reduce Class Size
- Provide Well-Rounded Education

## High School Success (M98) - \$2,038,266

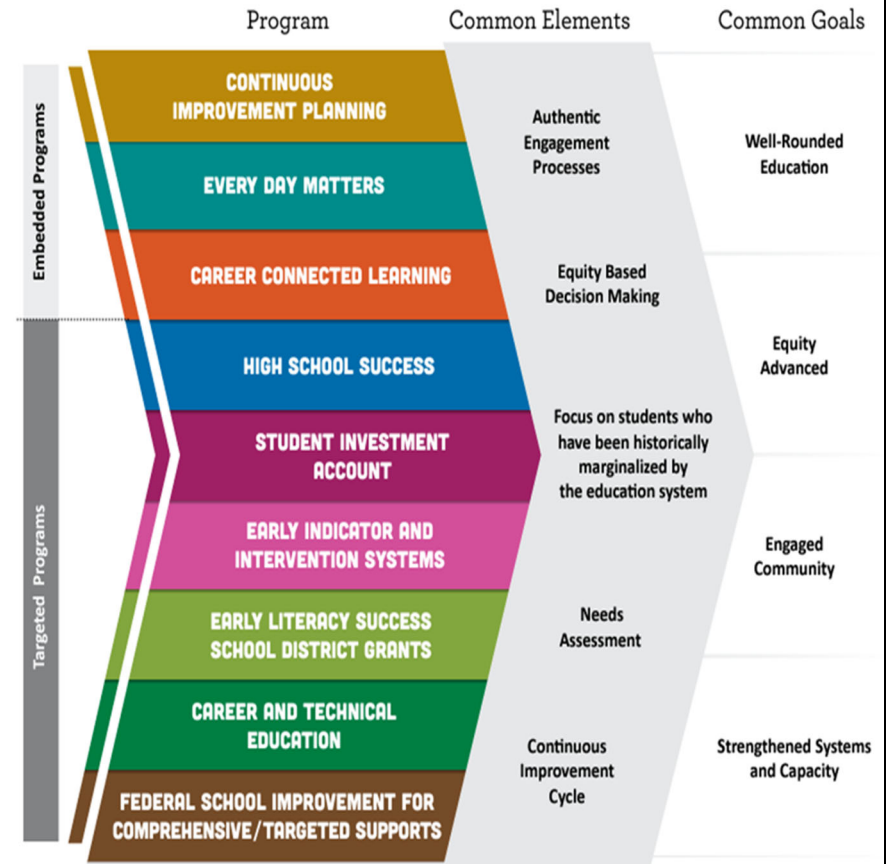
- Grow CTE/STEM Programs
- Improve Graduation Rates
- Advanced and College Prep Opportunities

## Early Literacy - \$560,428

- Increase Literacy: Birth – 3<sup>rd</sup> Grade
- Reduce Disparities in Early Literacy
- Support Parents to Improve Child Literacy

## Early Indicator and Intervention Systems (EIIS) - \$21,006

- Build Robust Systems for Support & Intervention
- Improve Student Data Systems and Analysis



## Klamath County School District: IGA Goals & Activities

- **Achieve at least a 50% 3<sup>rd</sup> grade ELA proficiency rate**
  - Provide small group instruction in elementary grades
  - Provide professional development and coaching
  - Provide after-school tutoring
- **Achieve at least 85% graduation and 94% completion rates**
  - Enhance and grow CTE and STEM programs
  - Provide “On-Track” coaches
  - Provide increased tutoring, alt ed, and credit recovery
  - Provide college and career exploration opportunities
- **Achieve at least an 85% regular attenders rate**
  - Provide social-emotional and trauma aware programs
  - Provide high-quality and engaging learning opportunities
  - Provide environments and activities to support health and wellness
  - Support the district attendance team

# Klamath County SD

## Student Group Data for 5 Common Metrics

SUPPRESSED

4-Year Graduation: 2019-20 - 2023-24 (Page 2)

5-Year Completion: 2019-20 - 2023-24 (Page 3)

9th Grade on Track: 2018-19 - 2023-24 (Page 4)

Regular Attenders: 2018-19 - 2023-24 (Pages 5-6)

3rd Grade English Language Arts Proficiency: 2017-18 - 2023-24 (Page 7)

The goal of these data sheets is to have the most recent five years of data, including a combined focal student group, to assist in the drafting of your Longitudinal Performance Growth Targets (LPGTs). For additional information on how to develop LPGTs, please see the LPGT/LOM video series: <https://www.oregon.gov/ode/StudentSuccess/Documents/LPGTWebinarSeries2025.pdf>

Aligning for Student Success: Integrated Guidance 2025-2027 Update (<https://www.oregon.gov/ode/studentsuccess/pages/innovation-and-improvement.aspx>) has more information on effective use of these data as well as a better picture of the challenges that focal group students face in their educational journey.

The data sheets reflect the school and district groupings as submitted in the Intent to Apply for 2025-27. For example, if you are in an aligned program consortium with other districts, your data are aggregated together. Independent charters receive their own data sheets and will not be included in district rates. Virtual charter school students are removed from the aggregations for the school districts that sponsor these schools as these are excluded from LPGTs.

See the end notes to understand the data sources, how suppressed information is displayed, student group inclusion rules, and why you have missing data for some metrics/years.

Release Date: March 2025

# Klamath County SD

Figure 1: 4-Year Graduation

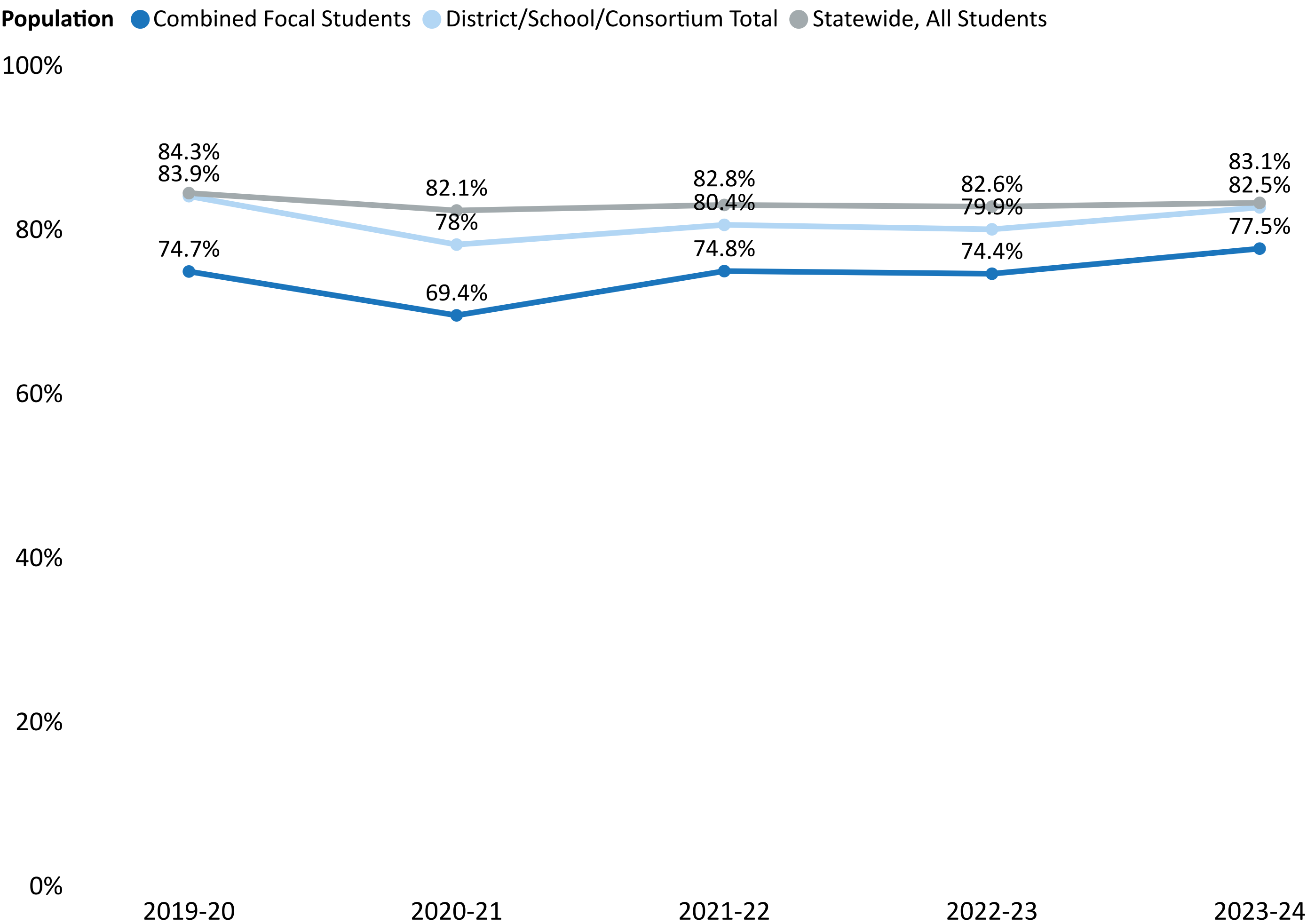


Table 1: 4-Year Graduation

Population	2019-20	2020-21	2021-22	2022-23	2023-24	Average	Trend
Combined Focal Students	74.7%	69.4%	74.8%	74.4%	77.5%	74.3%	1.06%
District/School/Consortium Total	83.9%	78%	80.4%	79.9%	82.5%	80.9%	-0.09%
Statewide, All Students	84.3%	82.1%	82.8%	82.6%	83.1%	83%	-0.19%

Values above 95%, values below 5% or values representing fewer than 10 students have been suppressed to protect student confidentiality. Average and Trend rates are available when no years of data have been suppressed.

# Klamath County SD

Figure 2: 5-Year Completion

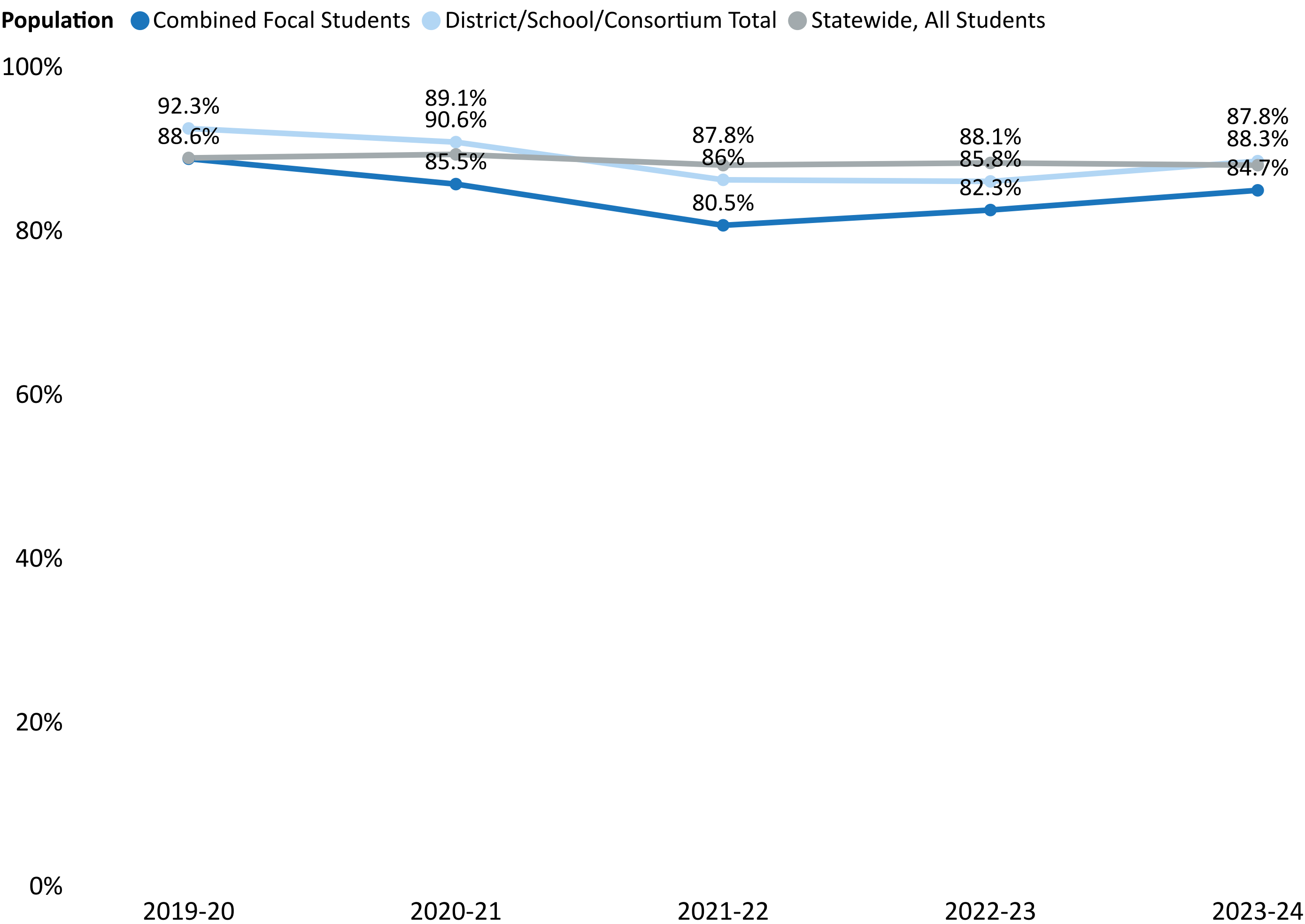


Table 2: 5-Year Completion

Population	2019-20	2020-21	2021-22	2022-23	2023-24	Average	Trend
Combined Focal Students	88.6%	85.5%	80.5%	82.3%	84.7%	84.2%	-1.09%
District/School/Consortium Total	92.3%	90.6%	86%	85.8%	88.3%	88.6%	-1.28%
Statewide, All Students	88.7%	89.1%	87.8%	88.1%	87.8%	88.3%	-0.28%

Values above 95%, values below 5% or values representing fewer than 10 students have been suppressed to protect student confidentiality. Average and Trend rates are available when no years of data have been suppressed.

# Klamath County SD

Figure 3: 9th Grade On Track

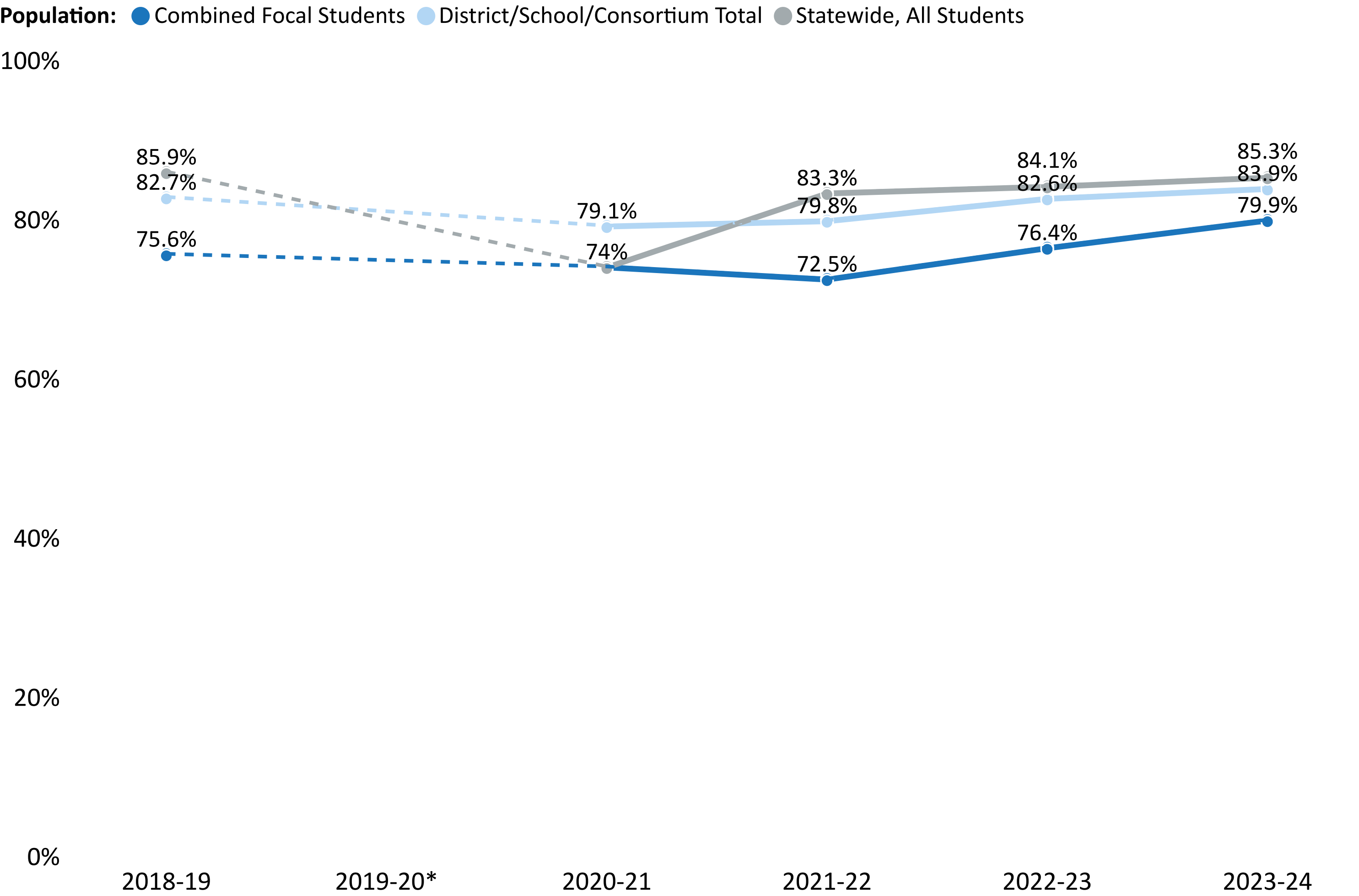


Table 3: 9th Grade On Track

Population	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	Average	Trend
Combined Focal Students	75.6%		74%	72.5%	76.4%	79.9%	75.8%	1.1%
District/School/Consortium Total	82.7%		79.1%	79.8%	82.6%	83.9%	81.7%	0.57%
Statewide, All Students	85.9%		74%	83.3%	84.1%	85.3%	82.5%	0.88%

Values above 95%, values below 5%, or values representing fewer than 10 students have been suppressed to protect student confidentiality. Average and Trend rates are only available when no years of data have been suppressed.

\* Data were not collected for this metric in 2019-20, dotted lines mark years of missing data but do not represent actual data.



# Klamath County SD

Figure 4a: Regular Attenders

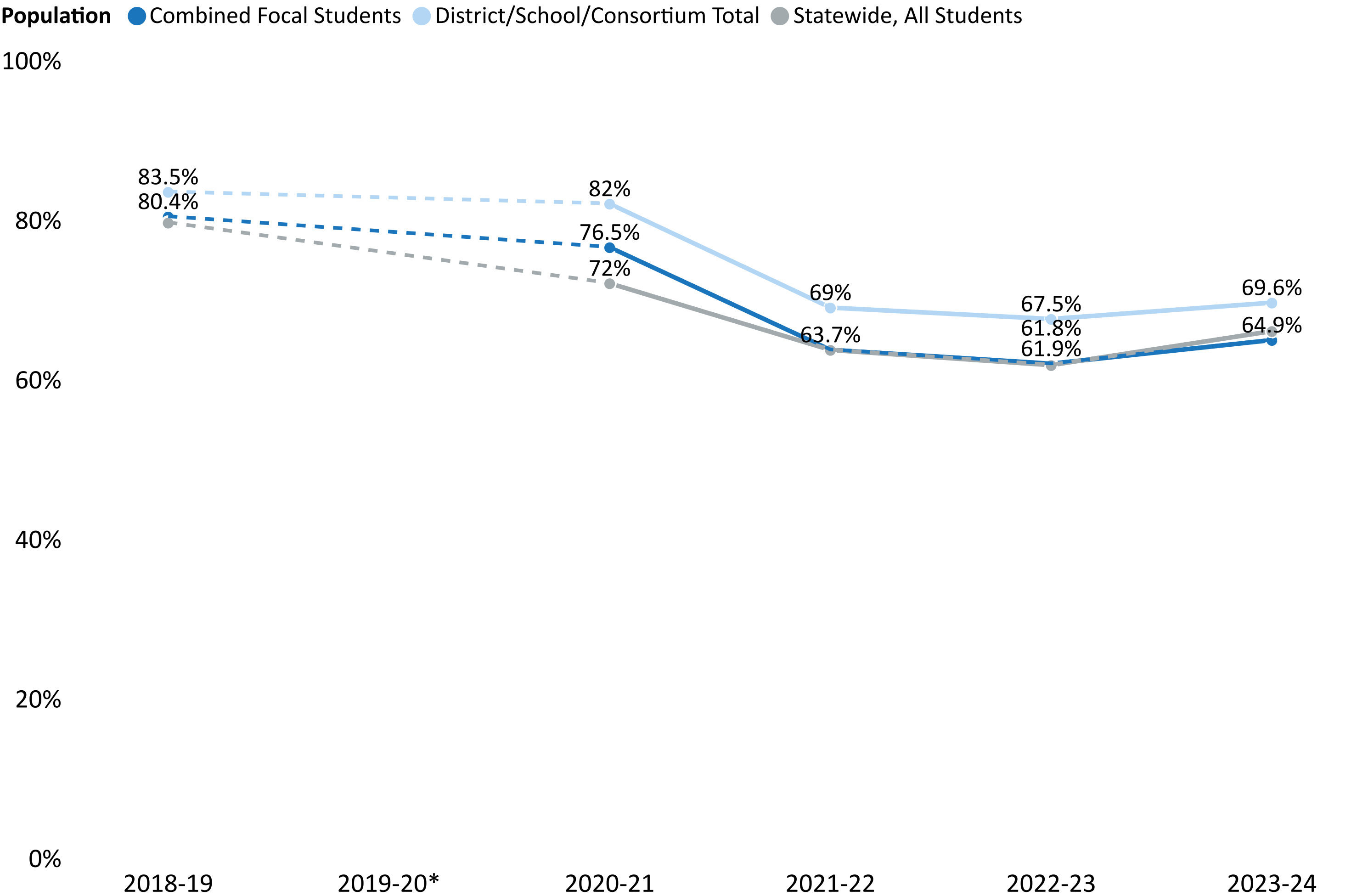


Table 4a: Regular Attenders

Population	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	Average	Trend
Combined Focal Students	80.4%		76.5%	63.7%	61.9%	64.9%	69%	-4.56%
District/School/Consortium Total	83.5%		82%	69%	67.5%	69.6%	74.1%	-4.22%
Statewide, All Students	79.6%		72%	63.7%	61.8%	66%	68.8%	-3.75%

Values above 95%, values below 5%, or values representing fewer than 10 students have been suppressed to protect student confidentiality. Average and Trend rates are only available when no years of data have been suppressed.

\*Data were not collected for this metric in 2019-20, dotted lines mark years of missing data but do not represent actual data.



# Klamath County SD

Figure 4b: Regular Attenders by Grade Band

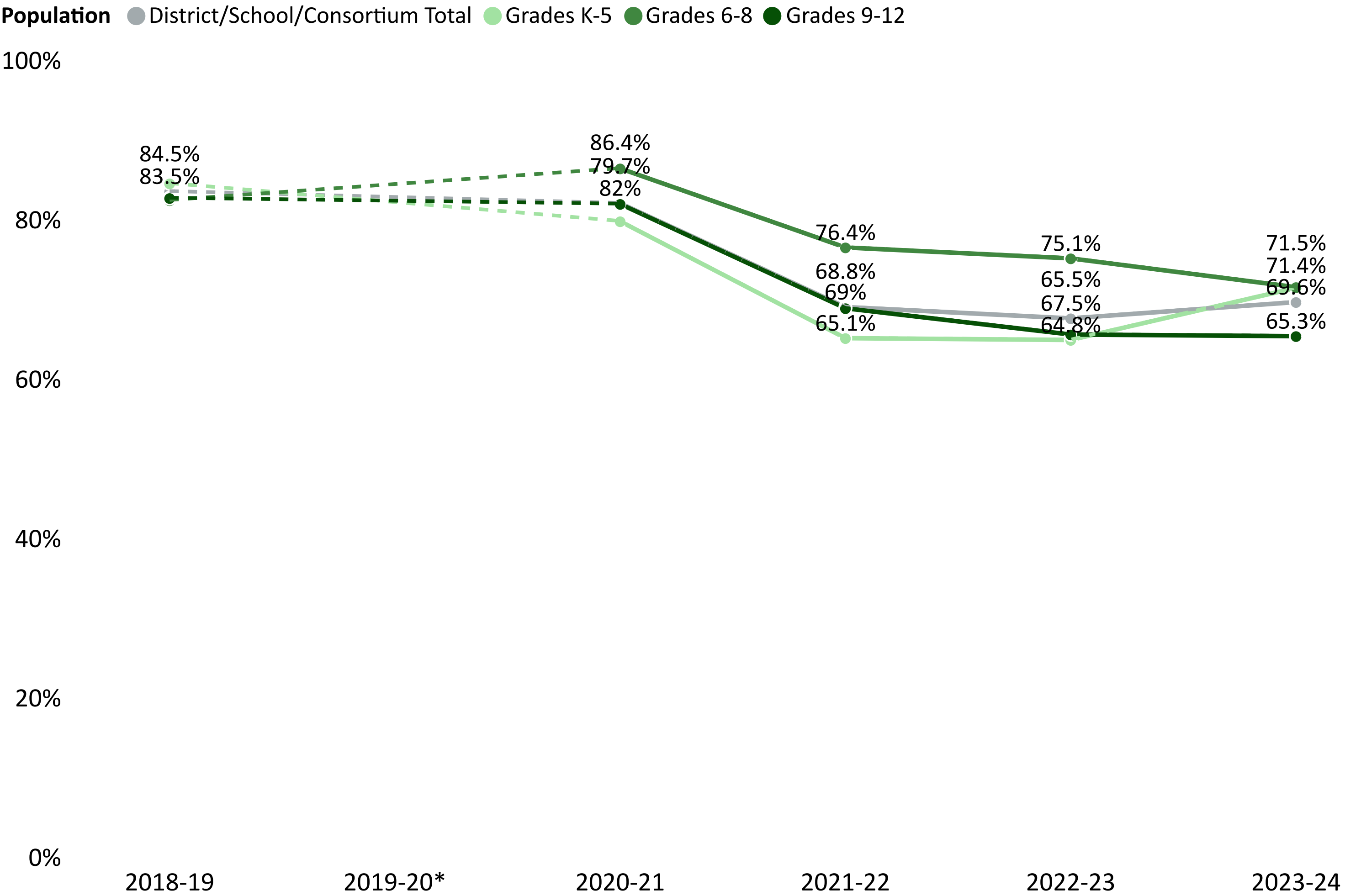


Table 4b: Regular Attenders by Grade Band

Population	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	Average	Trend
District/School/Consortium Total	83.5%		82%	69%	67.5%	69.6%	74.1%	-4.22%
Grades K-5	84.5%		79.7%	65.1%	64.8%	71.4%	73%	-4.11%
Grades 6-8	82.4%		86.4%	76.4%	75.1%	71.5%	78.2%	-3.31%
Grades 9-12	82.6%		81.9%	68.8%	65.5%	65.3%	72.4%	-5.1%

Values above 95%, values below 5%, or values representing fewer than 10 students have been suppressed to protect student confidentiality. Average and Trend rates are only available when no years of data have been suppressed.

\*Data were not collected for this metric in 2019-20, dotted lines mark years of missing data but do not represent actual data.

# Klamath County SD

Figure 5: 3rd Grade English Language Arts Proficiency

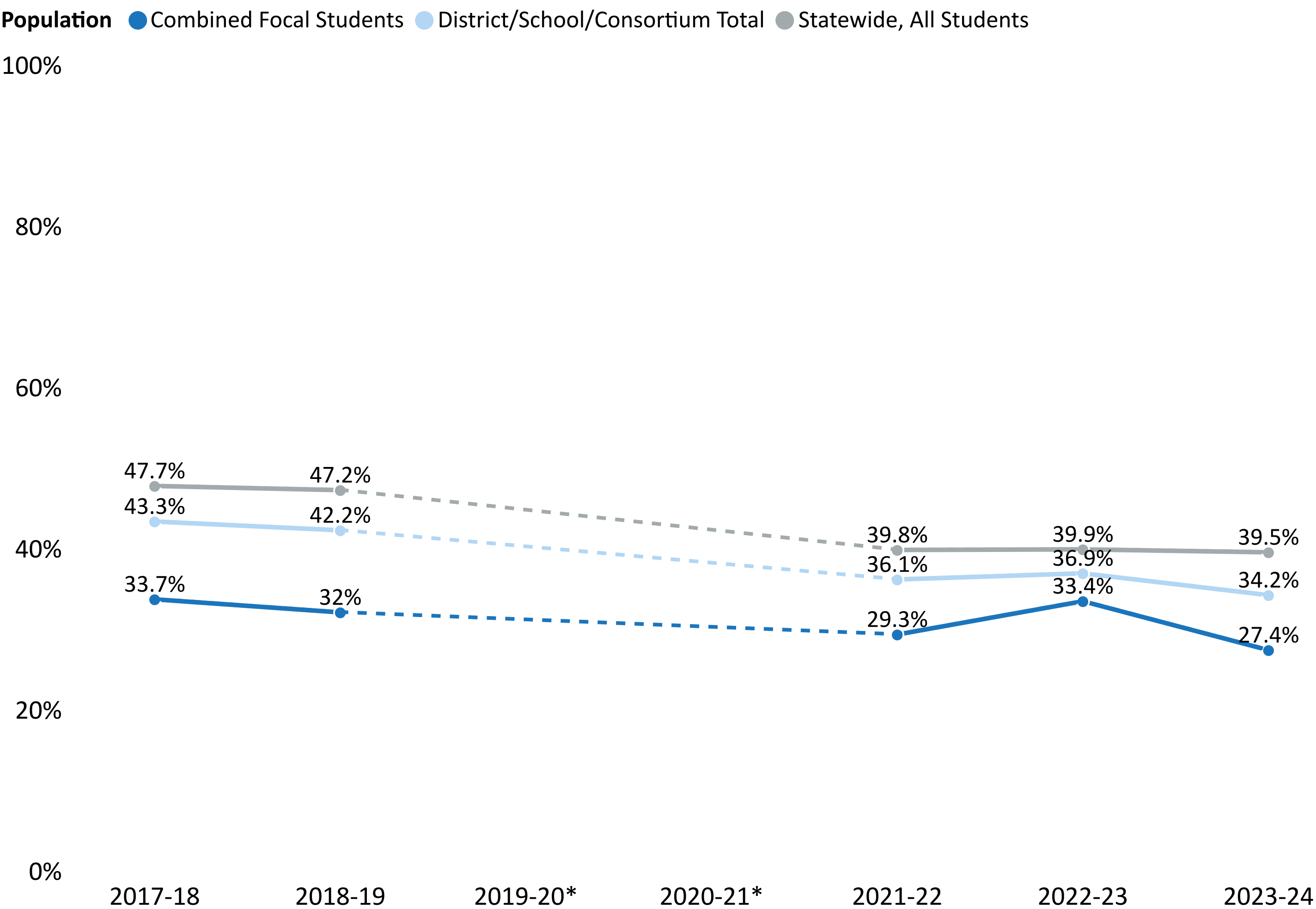


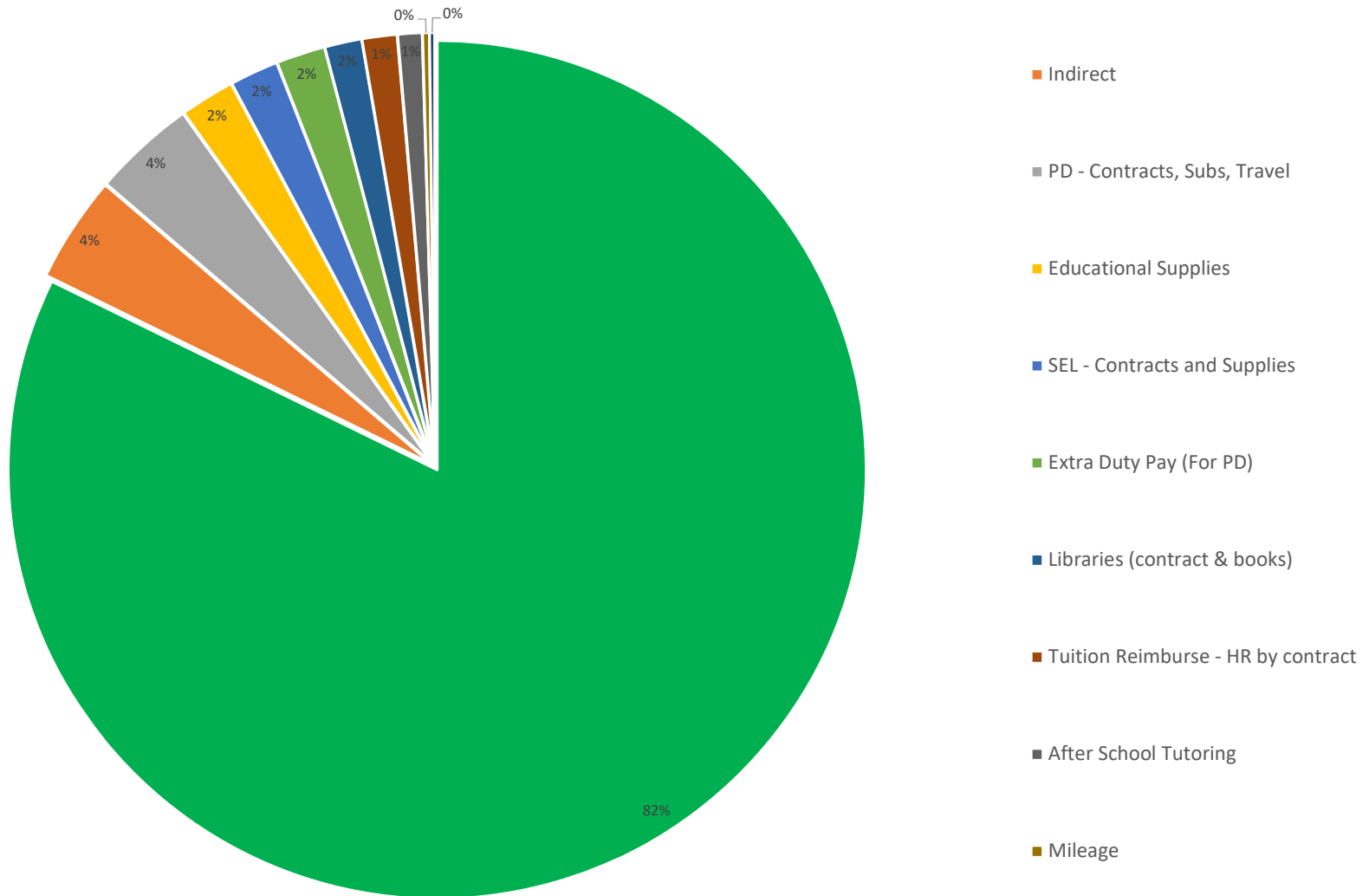
Table 5: 3rd Grade English Language Arts Proficiency

Population	2017-18	2018-19	2019-20*	2020-21*	2021-22	2022-23	2023-24	Average	Trend
Combined Focal Students	33.7%	32%			29.3%	33.4%	27.4%	31.1%	-1.12%
District/School/Consortium Total	43.3%	42.2%			36.1%	36.9%	34.2%	38.6%	-2.36%
Statewide, All Students	47.7%	47.2%			39.8%	39.9%	39.5%	43%	-2.38%

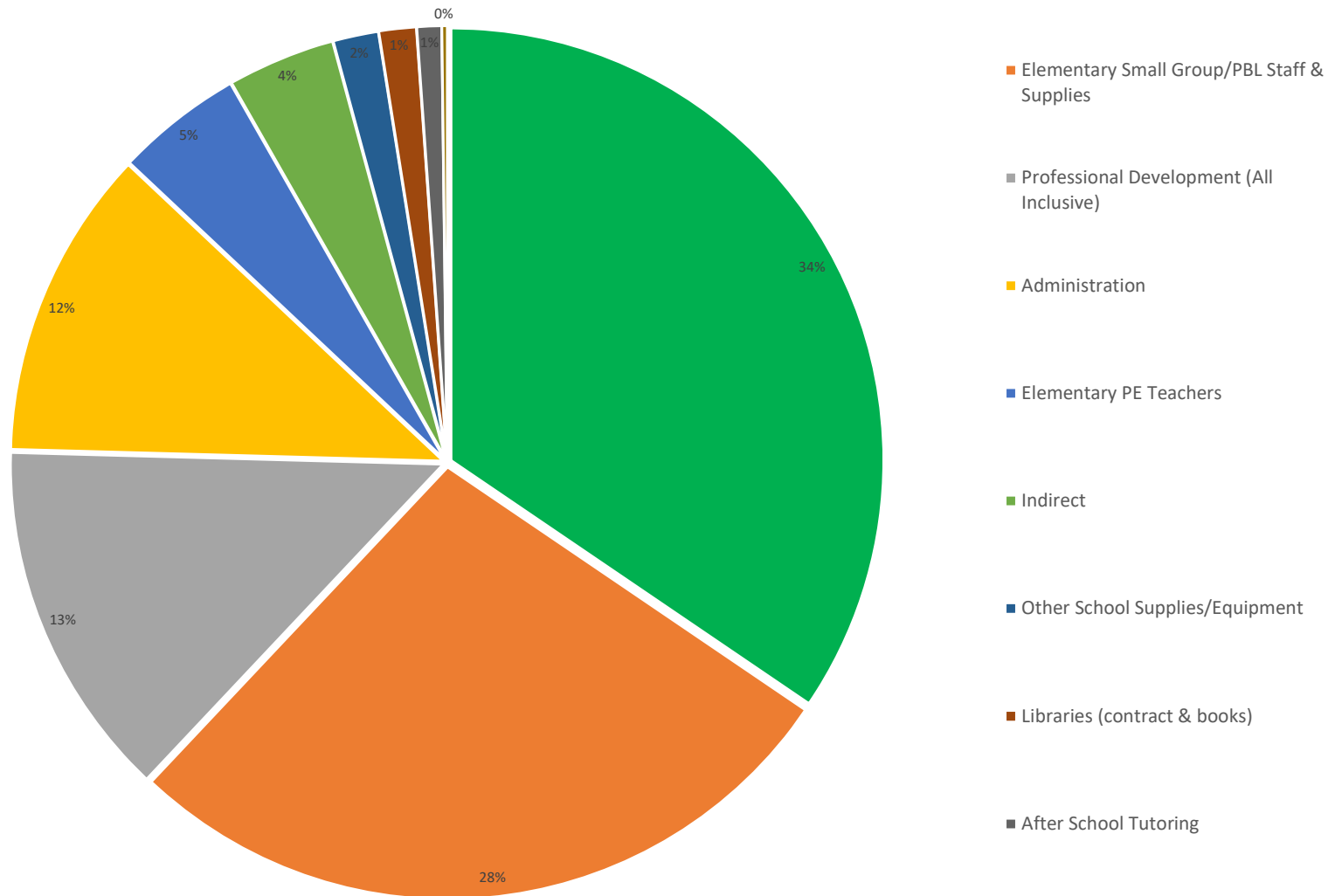
Values above 95%, values below 5%, or values representing fewer than 10 students have been suppressed to protect student confidentiality. Average and Trend rates are only available when no years of data have been suppressed.

\* Data were not collected for this metric in 2019-20 and 2020-21, dotted lines mark years of missing data but do not represent actual data.

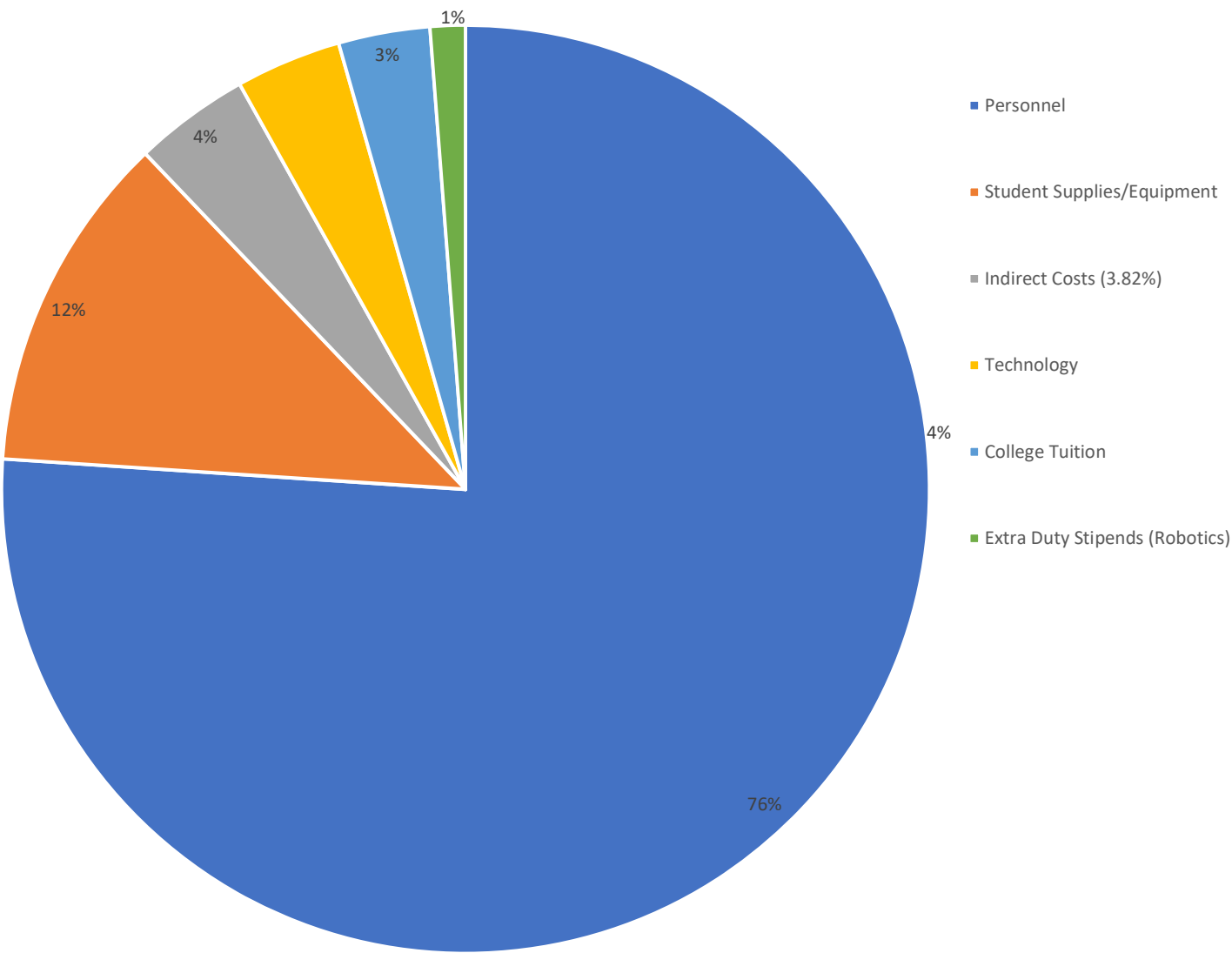
## 2025-26 SIA Proposed Budget



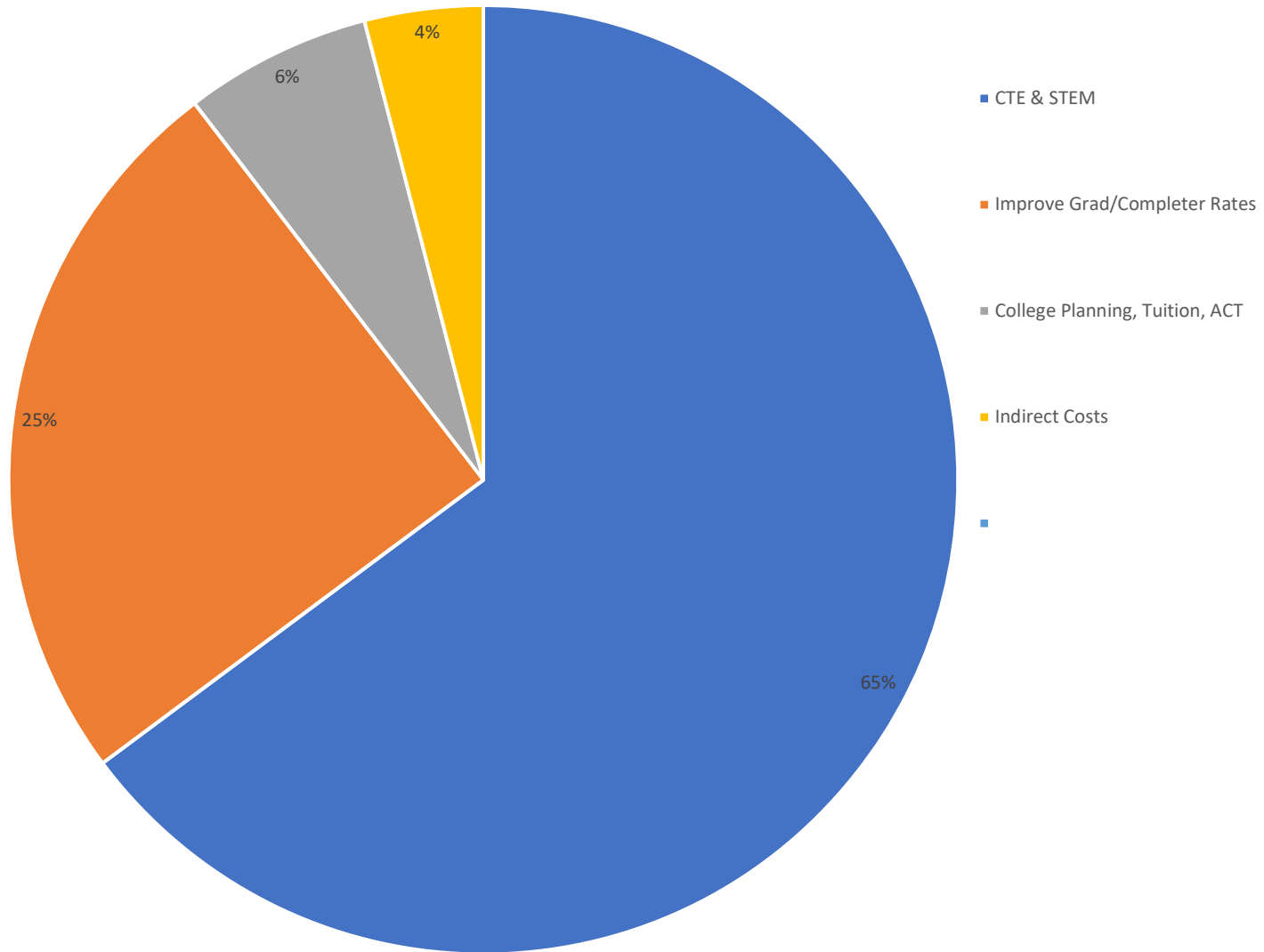
2025-26 SIA By Program



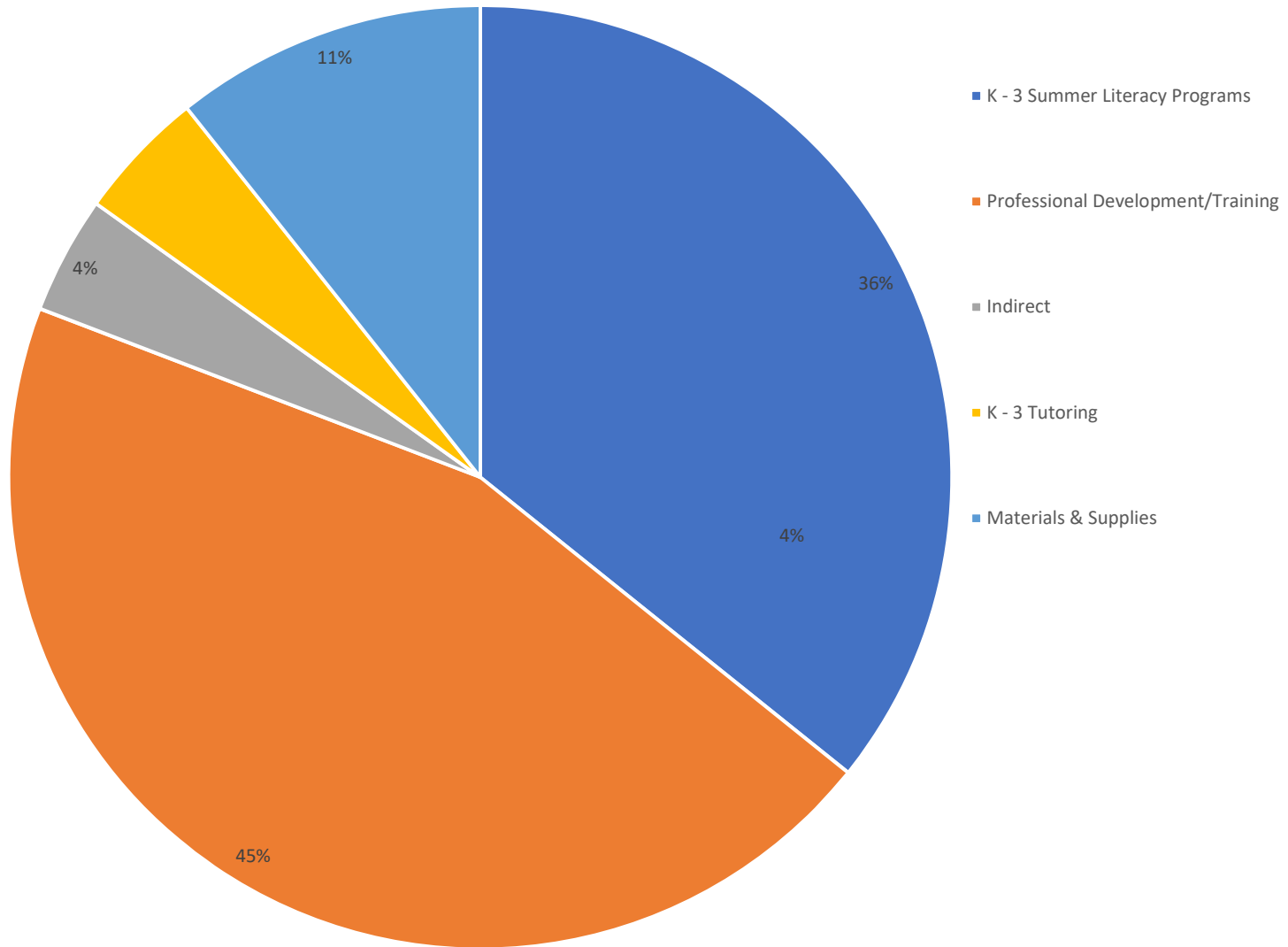
HSS 2025-26 Proposed Budget



HSS 2025-26 By Program



Early Literature Grant 2025-26 Proposed Budget





## Needs Assessment Summary

- 1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less) *Additional requirement if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)***

The Klamath County School District needs assessment included information, analysis, and conversations from a variety of sources. Primary sources of information included district and school accountability detail reports, student group data for the five common metrics, i-Ready assessment data, ORIS needs assessment for CSI/TSI schools, 2024 summer program reports, pre-ACT and ACT data, TAPP attendance data, community and staff surveys, recruit and retain data from our HR department, and CTE completer data.

Reviews of data and conversations took place in many venues over the past two years. These include Klamath Promise community meetings, Klamath Youth Attendance Team community meetings, consultation and work groups with Tribal Council of The Klamath Tribes, and various open house, special services, and parent conference events. These meetings, in combination with a district-wide community survey, allow the district to have a qualitative and quantitative view of our communities' needs and interests.

The information gathered was consolidated and reviewed at different levels with the district decision-making structure, this includes our standing technology committee, professional development committee, and district/schools improvement committee. Each of these committees review data and district information relevant to their sphere of expertise and report finding to the district cabinet and superintendent. In addition to district committees, the district administrative team meets monthly and reviews and discusses district metrics and improvement initiatives. One specific meeting included each school principal reviewing their school's accountability report and drawing sparklines for trends in key metrics over the last IGP cycle. Along with the "all students" sparkline, principals needed to seek out "bright spots" where the data showed a closing of the achievement gap between the "all student" peer group and a focal group. Each principal presented their longitudinal performance and focal group bright spots with the team and the superintendent.

As district information and community consultation were reviewed, several findings were evident. For the positive, graduation rate, completer rate, and, to a lesser degree, attendance have been moving solidly in the right direction. Klamath County School District has done a solid job getting students back in school and stabilizing attendance patterns after COVID. Graduation rate has returned to pre-COVID levels, and our 5-year completer rate is close to the same marker. Attendance work is slow going, but elementary attendance has increased significantly, and the district overall is showing a slight improvement. We have much work to do here, but the trend is in the right direction. Also, our community and Tribal partners like the programs we have emphasized and grown with Integrated Guidance funds. Our primary areas of: SEL expansion, elementary small group instruction, CTE and STEM program expansion, and professional development ring true with our schools, our students, our communities, and our local school board.

Areas for improvement focus on literacy. Our 3rd grade reading scores are not acceptable and lag behind state peers. The low levels of reading proficiency extend to upper grades as well and will soon impact graduation rates if corrective action isn't made. The district is well-aware of the need and is putting ever increasing resources into solving this disparity. High-quality materials, small group instruction, and professional development for elementary teachers are all district priorities. We are also continuing our work with MTSS and building additional interventions for high school students with below grade-level reading skills.

## Equity Advanced (250 words or less per question)

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

We use the ODE standard Equity Lens. Schools, committees, the district, and the board review focal group information as well as all-student data and look for bright-spots (gap closing) and concerns. One bright spot discussed with Tribal Council is the trend line for Native American graduation rates. It is up over the last three years and closing with the all-student peer group. In two of our TAPP schools (Chiloquin Elementary and Chiloquin Jr./Sr. High School) Native American students now have better attendance (regular attender rate) than the all-student group. This is a great example of targeted efforts paying off.

As our district committees meet and set district priorities and strategies, how focal groups may be impacted by these priorities and strategies are discussed. Members who represent the voice of our focal groups, either professionally or by survey results, are consulted.

As KCSD is a very large district geographically and represents over 8 distinct rural townships, ensuring district decisions represent all our students is an ongoing effort and priority. Klamath County SD serves urban, rural, Native American, migrant, EL, LGBTQ, and houseless students, as well as many nationalities and creeds. As a district and organization, we work together to meet needs and share resources to elevate all students.

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

Each year, we have an administrators retreat in August. As part of this retreat, we include trauma-informed and cultural relevant training for our admin team. Often this includes information about our local tribe, The Klamath Tribes, as well as information from our SEL team, and migrant EL administrator. Our houseless population is growing in Klamath County, and our liaisons keep administration informed on a regular basis about this population.

KCSD has a growing partnership with Belong Partners and regularly attend/hosts trainings in conjunction with SOESD.

KCSD has a trauma-sensitive schools' team and regularly sends administrators, faculty, and classified staff to conferences throughout the state and nationally. Teams report back and share learnings with the larger school group.

Our MTSS team analysis data and disaggregates it in many forms to see trends and patterns.

We track specific focal groups for academic concerns and success, as well as SEL needs.

Several KCSD schools are AVID schools. AVID PD includes both quality pedagogy and culturally relevant learning skills. KCSD AVID schools regularly send team to AVID SI or Pathway PD opportunities.

Also, KCSD is working with The Science of Reading trainers through the SOESD and holding regular PD sessions with elementary teachers to improve literacy outcomes for all students.

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

We have trained our social-emotional learning staff on how to identify and register McKinney Vento students. Along with the SEL Team, the district employs two full-time McKinney Vento Liaisons who work with houseless students and families directly. The focus of our liaisons is to support student academic success and serve as a communication conduit between the student and teaching faculty. Also, our liaisons are trained in college scholarships, grant opportunities, the FAFSA and Oregon Promise process, and college applications. KCSD houseless students are specifically encouraged to pursue post-secondary education. McKinney Vento students are also supported in extra-curricular activities, including academic clubs, and have fees and travel expenses waived. Our McKinney Vento students (we refer to them as MVPs) are supported to participate in school clubs and activities to provide a well-rounded education.

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

KCSD is very proud of our commitment to CTE and hands on learning. Since the advent of Measure 98 and the High School Student Success grant, KCSD has grown CTE programs across the district. All of our high schools and middle schools have active CTE programs, and every high

school has Perkins approved programs. All KCSD students are encouraged to participate in CTE, and the vast majority do. Our CTE faculty is a blend of male and female teachers and even included a female welding teacher (until she left for Texas 😊).

As part of our HSS initiatives, secondary principals monitor demographics in advanced coursework, including advanced CTE courses. Our classes have a good blend between male and female, but we do see some choice bias between health occupations and our manufacturing classes. Teachers and counselors continue to encourage a broad spectrum of learning based on interest and aptitude (You Science Assessment), but we don't force students to take elective classes they don't want to. Some stereotypical selection bias does still occur, but many students cross stereotypes and participate in courses previously dominated by one gender or another.

### **Well-Rounded Education (250 words or less per question)**

**1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.**

KCSD has updated their Early Literacy Grant to align with ODE approved vendors for high-dosage tutoring. We will no longer use Book Nook since the company did not apply for approval. We will use qualified teachers for high-dosage tutoring from within the District. In addition, the consultants who KCSD contracts with for coaching and Professional Development will not be a part of the Early Literacy grant funds. We have added approved vendors to provide these services.

For all other grants, our goals and strategies remain unchanged, and our targets remain relevant and appropriate. We maintain the focus of our IGA on SEL, small group instruction, CTE/STEM growth, and professional development.

**2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *No narrative response required. A Smartsheet link will be provided.***

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

We adopt materials from the state approved materials list. Materials are reviewed by district teachers and specialists and submitted to the board for community input and formal adoption. Supplemental materials are selected by qualified teachers and reviewed by district curriculum directors. Increasingly, materials are reviewed with an eye for cultural competency and diversity of narrative, examples, and characters. KCSD uses assessments aligned to state and national standards and our secondary courses have department produced and district reviewed "planned

course statements.” KCSD grade-level teams and secondary department teams regularly review curriculum and course syllabi for alignment to standards.

For example, our health and PE department is currently adopting secondary health materials. The team has participated in ODE webinars, has reviewed the new health standards, attended the state materials caravan, is piloting selected materials for effectiveness in KCSD classrooms. Course syllabi, LMS content, and district planned course statements will be updated to reflect our new materials and course sequences.

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

As described earlier, KCSD is emphasizing engaging and hands-on instruction and materials that provide an active and culturally relevant learning experience for all students. This is not only a highly effective way to learn, it is also one of the district’s key strategies for improving attendance. As part of our IG application and budget, funds are set aside for teacher and paraprofessional PD. Professional development programs the district is currently using as part of our plan include: Skillful Teacher, Skillful Teacher for Administration, Developing Mathematical Thinking Institute (DMTI), Character Strong, Belong Partners, Science of Reading, and AVID. Our focus on consistent and research-based professional development aligned with district goals is an important way we intentionally create engaging and challenging classroom.

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

We have contracted with Southern Oregon ESD and Scholastic Family and Community Engagement (FACE) to survey all of our schools and conduct a “welcoming environment assessment.” KCSD is committed to ensuring all district constituents feel welcome and comfortable in district schools. Our superintendent specifically requested all schools participate in this work with the ESD and FACE.

Another example is the work we are doing in Chiloquin in coordination with The Klamath Tribes. Several years ago, the comment was made that it was difficult to see a visible connection/partnership between the Chiloquin schools and The Klamath Tribes. This is not the case now. When you enter one of the Chiloquin schools, you see pictures, murals, and artifacts that celebrate the culture and heritage of The Tribes. This is a significant and noticeable difference in our school environments. In the last two years, this work has extended to all KCSD schools. Our schools now have welcoming signage in English, Spanish, and Klamath Languages. Mazama High School has taken this even further with interior signage and spaces designed around Native Klamath stories and culturally significant architecture.

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

Klamath County School District’s libraries are a priority, with trained library staff providing access to books for all students. KCSD employs two credentialed school librarians to support and

guide library staff. Staff have monthly one-on-one meetings with a librarian, in-person visits, help with book orders, and an annual library training event. In the past two years, library staff have weeded more than 50,000 outdated books from the collections, and the district has directly funded the acquisition of diverse and inclusive new books. District librarians set annual goals and track the age of each library collection to ensure that outdated materials are discarded and that book orders meet the criteria for the collections, making sure books have positive professional reviews. Library staff read aloud to students in the elementary schools, check out thousands of items – 105,000 in the past year, district-wide – and as of this school year provide access to new library catalog kiosks at every school. Staff have transformed some of the libraries from barely used rooms to vibrant, welcoming spaces. Library staff is encouraged and supported in setting up monthly book displays that celebrate students for their heritage and identities. In addition, the district provides access to a digital library collection of eBooks and audiobooks that students are able to find and log in to through school portals. They are able to seamlessly find and use age-appropriate public library eBooks and audiobooks through this same program. Finally, library staff come together each April to learn new practices, hone their existing skills, and share ideas in the annual symposium. This event emphasizes the importance of inclusivity and access to library resources.

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

Klamath County School District is dedicated to closely monitoring the effectiveness of interventions aimed at supporting students who maybe be experiencing feelings of sadness, stress, or difficulties with emotional regulation. Recognizing the significance of data tracking, the district has implemented strategies to identify evidence-based interventions that can make a meaningful impact. Each school within the district has the autonomy to select a Social and Emotional Learning (SEL) curriculum tailored to its specific needs and meet state standards. This ensures the chosen lessons resonate with the unique challenges faced by their student population. In addition to the SEL lessons, many schools have adopted adaptive practices such as morning door greetings, calming corners, fidget tools, and flexible seating arrangements. These initiatives are designed to create a supportive environment for students who may struggle with anxiety or sensory overload. Counselors play a crucial role in this process, conducting regular check-ins and structured breaks to help manage their emotional well-being. Furthermore, the Counselors and Child Development Specialists (CDS) at each school utilize a shared Google document to track student visits, documenting the reasons for each interaction to ensure a comprehensive understanding of student needs. Over the past few months, specific staff received training on behaviors, where they learned about frequency and duration recording to enhance their monitoring capabilities. Five of the elementary schools have adopted the Positive Behavior Interventions and Supports (PBIS) School-Wide Information System (SWIS) to systematically collect data on significant behavioral incidents. This approach not only aids in understanding

behavioral trends but also informs the development of targeted interventions, ultimately fostering a more supportive educational environment for all students.

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

Our district uses a variety of assessments including progress monitoring tools and state summative and interim assessments. Currently, assessments in use include:

iReady, state summative and interim assessments, Pre-ACT, ACT (district sponsored), and YouScience. Students who are below proficiency levels are provided added supports through small group instruction, teacher differentiated instruction, and district sponsored tutoring. The district also works collaboratively with The Klamath Tribes, Title 6, and the Johnson O'Malley program to provide educational services specific to our Native American student population. As previously mentioned, houseless students are supported by full-time Houseless Liaisons and our SEL Team (both of which are IG funded). Our Special Services Department offers a wide and varied range of services for students with disabilities. IEP implementation is monitored with guardian consultation for academic and social progress.

KCSD offers a rigorous TAG program for students. Along with our accelerated academic program, extra-curricular programs such as band, music, art, and athletics offer students opportunities to excel and experience a well-rounded education. In secondary, all schools offer advanced CTE classes and college prep core classes in science, language arts, social studies, and math. All schools offer dual credit and our partnerships with Klamath Community College and the Oregon Institute of Technology are models for the state. In addition to dual credit, HSS funds are used to offer online "college now" classes to students who want to take courses directly from a college professor. As a district, we have worked to build a continuum of service from strong core instruction to college prep coursework, to dual-credit courses, to "college now" available courses taught by local college professors. Students can build all the skills necessary to be highly successful in a post-high school college setting or career.

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

We are only expanding and improving current CTE programs at this time.

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

Our CTE programs are aligned to industry standards, reviewed regularly by industry advisory councils, and engage students in model work. In addition, KCSD has partnered with Team Build Oregon and our construction programs are building sheds and tiny homes for people in need throughout our region (Chiloquin Fire Victims). Our Ag Science programs regularly raise both plants and animals for sale at various market opportunities (including "farm to school" cafeteria



programs). Our education pathway program puts students into classrooms as part of the cadet teaching program and has 17 college credits available aligned with KCC and SOU's licensure program. Our culinary programs create food for various school and community functions including an "Iron Chef" competition with pairs student teams with community chefs in a fun competition that serves 200 people. Our business program competes in FBLA and regularly send district sponsored teams to FBLA state competition in Portland. During the summer, KCSD partners with third-party provider "Klamath Works" to sponsor paid internships for KCSD students. These internships can be up to 30 hours a week and last 8-10 weeks in the summer. Students receive job coaching and skills development and on the job training with a number of partner agencies and businesses.

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

Yes, absolutely!

**Engaged Community (250 words or less per question)**

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

We have formed a district equity committee. This committee is working to ensure equal access and opportunity for all students and is reviewing district policy and procedure regarding bias incidents.

Last year, we saw an uptick in bias incidents, especially in our junior highs. We attribute it in part to the political climate, but our administration and staff are working to ensure these incidents are reduced to the greatest extent possible. One of our junior highs did a schoolwide book study using the book "Free Lunch" by Rex Ogle. This study was well received by staff and students at the school.

**2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)**

KCSD talks regularly with the administration of The Klamath Tribes and formally consults regarding the IGP.

Our migrant and bilingual team hosts regular parent meetings and reports directly to district cabinet members.

Our houseless liaisons meet continually with our houseless students and their families gathering information about success and struggles for this vulnerable population. Our houseless liaisons report directly to district cabinet members.

**3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)**

We have four standing district committees that have admin, certified and classified members on each committee. They are: District Improvement, Equity, Technology, and Professional Development.

We conduct regular (annual or more) surveys of our staff for feedback on IGP initiatives and other district climate/improvement issues.

***Outcome of Engagement***

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

The majority of community members who participated in some form of district engagement are very positive or somewhat positive about the district and the IGP. However, there is a small minority of community members who express dissatisfaction with the district.

Some, but not all, of this dissatisfaction comes from rural communities who feel their students don't have the same opportunities as their peers in our more urban schools.

The district is very cognizant of this, and we continue to work to eliminate disparity. It's a tough numbers and funding driven situation.

Another concern is the number of community members who engage with the district remains small in comparison to the overall size of the community. We will continue to work to expand participation and reach additional members.

Another finding that raises concerns is that a percentage of parents do not feel that schools are safe or that schools improve student health and wellness. This was partially echoed by Tribal Council which expressed concern for the possibility of rising gang influence in schools. The district has engaged community law enforcement to ask about increased gang behavior and will be training administrators in what to look for this summer.

**Strengthened Systems and Capacity (250 words or less per question)**

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

As a rural school district in southeastern Oregon, this is definitely a challenge. We recruit at educator employment fairs, especially in areas with climate and population sizes similar to Klamath Falls. We also work with KCC and SOU in the Grow Your Own grant. We support local people to pursue education and earn their teaching degree/license. We do this by encouraging and supporting classified staff to pursue college. We provide tuition support to make this effort more affordable. We have also expanded our Education Pathway program to four of our high

schools. The program is aligned to KCC's early childhood program and feeds into the locally sponsored SOU elementary educator program (which is in partnership with KCC). Students who complete the high school educator pathway receive 17 college credits that apply towards the early educator program and SOU licensure program. This program is proving to be a major GYO success.

Once new teachers are hired, we employ two (next year three) full time mentors (one elementary based, one secondary based, and one to serve where needed) who follow the SOESD mentoring model to support teachers new to the profession. We also use content specialists as part time mentors when this is needed and appropriate. New teachers are supported by their mentors, grade-level teams, and district-wide PLCs. For secondary teachers, district PLCs provide new teachers with course outlines and department developed materials for use in Schoology, our district LMS.

KCSD has identified the need to have our staff more equitably resemble our student body. We are having some success in this and target our recruiting for Native American candidates and Hispanic candidates specifically. Over the course of the last five years, these recruitment efforts have made a difference, but more work needs to be done. Our efforts continue.

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

The district has a professional development plan with clear expectations about what PD opportunities new teachers should receive and in what order. We focus on making sure all teachers have the knowledge and skills necessary to meet the diverse needs of their classrooms. We emphasize the SOESD sponsored "Skillful Teacher" series as well as trauma-aware and cultural competency training.

Klamath County School District has identified Chiloquin Schools and Gilchrist Schools as "hard to fill." We know both of these schools are in economically depressed communities serving higher proportions of students navigating poverty. Chiloquin Schools also serve the historic lands of The Klamath Tribes and are ~50% Native American enrollment. Currently, the district offers a \$2000 retention stipend to Chiloquin teachers and an \$800 retention stipend to Gilchrist teachers. These stipends are helpful, but they are not stopping the disproportionately high teacher mobility in these schools. The district continues to explore ways to ensure a quality and stable faculty at both of these school locations. Most recently, the district observed a difficulty in filling sub positions in Chiloquin and Gilchrist, as well as at Stearns elementary school (which houses our elementary high special needs program). When sub positions go unfilled, it creates disruption in schools and lowers the quality of instruction across the board. To help rectify this situation, the district increased sub pay at these locations by \$100. This increase helped equalize the distribution of subs throughout the district.

Watching for these types of situations, and moving quickly to find solutions, is work our district is doing to ensure quality education for all of our students.

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

The district and school administrators are familiar with the research and literature on this topic. Expulsion is extremely rare in KCSD and we no longer have automatic expulsion triggers except for bringing a firearm to school. Building administrators are very “attendance and learning” focused, and they seek ways to improve behavior without creating learning loss.

A current example is our district conversation around the vaping epidemic. We are seeking community partners and non-exclusion methods of dealing with vaping in our schools. That being said, we need safe, secure, and respectful learning environments for all our students. Non-vaping students cannot be faced with vapor, nicotine, and marijuana mist in school bathrooms and classrooms. Balancing these needs is our current work, and we are analyzing our data with a focal group lens. The conversation is ongoing, but we are asking the tough questions to address the problem without over penalizing specific historically under-represented groups.

Last year, the district implemented a policy district-wide that requires students to take a smoking cessation class for a first vaping offense. This class is conducted during school and students are not suspended out of school for the first offense. This process has greatly reduced repeat offenses. That being said, if students continue to vape at school, suspension does become a tool in our enforcement policy with parent conferences and a re-entry plan.

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

In Klamath County, we have several mechanisms to share information regarding students who are involved with the justice system and to make appropriate accommodations when students transition.

Community meetings include:

General discussions in Klamath Promise and YAT (Youth Attendance Team) meetings. These community meetings include representative judges, SROs, and juvenile probation officers as well as representatives from The Klamath Tribes. General process and protocols are discussed and improved in these meetings, and individual cases are often discussed with appropriate persons and confidentiality either before or after the general meeting. Klamath County also has a community resource team (CRT) that includes appropriate and confidential justice department and juvenile department representatives, mental health associates, law enforcement, and school representatives who discuss wrap around services for individual cases.

Our schools work with appropriate agencies to understand student needs when they are coming from juvenile services and make appropriate safety plans for the student who is transitioning as well as other students in the school.

Our counselors, both school counselors and partner agencies, work together to help transitioning students find safety, security, belonging, and academic success.

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

The Klamath County School District supports the transition from early childhood education programs to K-12 public schooling through the following programs and activities. We currently have a pre-school program located at Gilchrist Elementary school that serves underserved populations in the community of Gilchrist. In addition, we are the recipients of the Jump Start Kindergarten which serves all Title I elementary schools in our district. We are a pilot district for the Early Learning Transition Assessment which is conducted with all incoming kindergarten families. Furthermore, we host Play2Learn events at all elementary schools, many of which are combining their Kindergarten Roundup with the Play2Learn events. For students entering kindergarten the district has a partnership with Klamath Family Head Start. Head Start has a profile sheet they provide the district on each student coming to our schools. This profile sheet is shared with the receiving kindergarten teacher. The district is making plans with Head Start to schedule meeting times between the Head Start teachers and the district kindergarten teachers to further these conversations. For students entering middle school, data sheets are made available for the middle school teachers. The middle school counselors visit the 6th grade classes to introduce themselves and share the expectations of what it means to be a middle school student and counselors help students pick their classes.

Transitioning from middle school to high school takes place with high school program leaders and students encouraging their middle school counterparts to aim high and participate in rigorous high school curriculum. This process starts early in the 7th grade and continues up to forecasting in the 8th grade. Students are encouraged by counselors and teaching faculty to pursue not only challenging core classes, but also CTE and fine arts. The district has worked to eliminate barriers to advanced coursework and all families and students are provided information and opportunity to make informed decisions. All high school students have a personal education plan, and the district incorporates the Career Information System (CIS) and YouScience in this process. Students meet one-on-one with On-Track coaches in their 9th and 10th grade years. In grades 11 and 12 they meet with counselors. All 12th grade students have "Senior Seminar" which is a class that incorporates personal finance with career and college planning. Klamath Works, Klamath Promise, Klamath Community College, and Oregon Tech are all partners in this work.

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

In the past several years, KCSD has made a very intentional effort to grow CTE preparation classes in our junior highs. Henley Middle School has partnered with Henley High School in a new construction program which includes a modern construction facility on the campus. The high school and the middle school share the facility and the instructor. Brixner Junior High has partnered with Mazama High School and sends two classes of 8th graders to the Mazama campus for first and second periods. These periods have introductory classes offered in manufacturing and health occupations designed specifically for Brixner 8th grade students. This is a great model for connecting junior high students with rigorous Perkins programs at an early age.

KCSD funds “On-Track Coaches” with HSS funding. These coaches meet individually with every freshman and sophomore in the district. The coaches review transcript basics, facilitate Career Information System (CIS) lessons, recommend course offerings and pathways, and have general conversations with these underclassmen about their personal education plan (PEP). As mentioned above, KCSD is committed to a robust CTE program across the district which includes Perkins programs of study. CTSO participation is highly encouraged in our high schools, and the district board has approved significant funding to pay all costs for student travel up through state-level competitions. This is done specifically to lower barriers and ensure all students have the opportunity to participate at the highest levels of CTE competition and exploration.

Finally, KCSD has excellent partnerships with Klamath Community College, Oregon Tech, and local agencies such as the Klamath Homebuilders Association and Klamath Works. We offer summer internships to promote student growth in both soft skills and technical skills.

KCSD offers pathways to college degrees and technical certificates with our college partners. This includes dual credit in Ag Science, Construction, Teacher Preparation, Health Occupations, Engineering, and Business.

KCSD counselors or administrators meet with all students and provide all parents of junior high students with information about CTE programs and pathways available in our high schools. Several of our schools have piloted YouScience as a way to encourage students to explore their aptitudes along with their interests as they consider pathway programs. Our district secondary education committee is currently considering making YouScience a required component of all personal education plans.

**7. *For districts required to engage in Tribal Consultation only:* Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.**

As part of our new teacher orientation day, the district’s tribal liaison gives a presentation on the history, culture, and community influence of The Klamath Tribes. The interactive presentation includes passages from the book, *The First Oregonians*, information from The Klamath Tribes’ website on history, culture, and influence, sections from ODE’s “Essential Understandings of Native Americans in Oregon,” and the short film “Boarding Schools, Truth, Reckoning, and Healing” ( <https://www.youtube.com/watch?v=aPn3DG7A22k> ). Every new teacher is included in the presentation and is encouraged to reach out to the district’s Title 6 coordinator or the tribal liaison for more information. Similar presentations

are given to district administration. In our latest Title 6 application, Stacy Parrish encouraged us to do more to ensure principals are engaged with Title 6 students and the importance of the program. We agree we can grow in this area and build closer ties between all district principals and our Title 6 staff.

One additional area of training is in generational poverty. The Klamath Tribes have, on several occasions, offered training to community members on this topic and its impact on The Klamath Tribes specifically. District administrators and teachers have participated in these trainings, and we continue to support this effort. Understanding the impact of boarding schools and termination on the members of The Klamath Tribes is an important entry point for educators in the Klamath County School District.

### Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.*
2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)
  - ☐ General Fund
3. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)
  - ☐ Purchasing Curricula & Materials
  - ☐ High-Dosage Tutoring
  - ☐ Extended Learning Programs
  - ☐ Professional Development & Coaching

**\*Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades\***



4. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:
- Have the lowest rates of proficiency in literacy of elementary schools in the district;
  - identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;
  - have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.
5. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%].
- Bonanza El- 5%  
Chiloquin El- 20%  
Ferguson El- 5%  
Gearhart El. -1%  
Gilchrist El.- 5%  
Henley El. 10%  
Keno El- 4%  
Malin El- 5%  
Merrill El- 5%  
Peterson El - 10%  
Shasta El- 10%  
Stearns El - 20%

### Feedback (250 words or less per question)

**1. How can ODE support your continuous improvement process?**

Like most districts, our IGA includes significant personnel costs. ODE can help maintain stability in our plans and progress by ensuring growth in Integrated Guidance grants, especially SIA and HSS, increase relative to contract realities and COLAs.

As a district, we appreciate the support we receive from our extended team: Tanya Frisendahl (SOESD), Brea Cardiel (ODE), and Jennifer Molan (ODE) are always very helpful and accessible.

Keep rural Eastern Oregon in mind. Some of our biggest challenges are geographic

distance and lack of services/agency support that are more commonplace along the I-5 corridor. When ODE visits Medford or Bend, that is very helpful to Klamath and makes travel much easier than meeting in the Salem or Portland area. We appreciate that.

## Plan Summary

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

Klamath County School District has an Integrated Guidance and school improvement plan that focuses on these key areas:

- Social, emotional, and physical wellness of our students.
- Well-rounded education with STEAM, CTE, and college readiness opportunities.
- Elementary small-group instruction.

These three areas of improvement were identified through our needs assessment and align with the results of our community engagement and student performance data.

Social, emotional, and physical wellness of students:

- The KCSD plan addresses the social, emotional, and physical wellness of students in several ways. First, the district invests significantly in trained and licensed staff to support the social and emotional health of students. We know student mental health has suffered in recent years, and trained staff are necessary to meet student needs. These team members are also key trainers for all district staff in the areas of culturally relevant teaching and trauma-aware practices. Second, the district is investing in improving our aging facilities. These investments include improvements to facility infrastructure such as HVAC and flooring, as well as improvements to student facilities such as classroom furnishings, PE areas, and playground structures. Third, the district increased licensed PE staff to meet required instructional minutes and to provide professional oversight and development of meaningful PE programs that improve student health and social interaction.

Well-Rounded Education with STEAM, CTE, and college readiness opportunities:

- KCSD aspires to provide all students with varied and meaningful opportunities to apply learning in a variety of settings. To this end, the district is investing in more teachers specifically to provide CTE programming, STEM-based curriculum, fine arts instruction, project-based learning, and coursework to develop college-level skills. Along with the new faculty to teach these programs, the district is investing in the supplies and curriculum required to have high-quality instruction.

#### Elementary Small-Group Instruction:

- KCS D is investing heavily in elementary teachers to provide “specials” in all of our elementary schools. Specials are project-based STEAM classes students attend outside of their general education classroom. Specials are part of our parallel-blocking program that provides small group instruction for students. All students have time with the specials teacher and all students have a time with their general education teacher in a smaller group setting. Parallel blocking is a key strategy the district is employing to allow for differentiated instruction. We are already seeing gains in academic performance and attendance due to this investment in teachers and a small group instruction.

These three core improvement strategies will be Klamath County School District’s path forward. We are confident the strategies will produce results, and they align with our strategic plan, community engagement requests, and the legal requirements of the Integrated Guidance.

## Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
2. You have taken into consideration the Quality Education Commission (QEC).
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
6. Each of the SSA plans were reviewed as part of your strategic planning.
7. You have reviewed your early literacy programs to identify areas of alignment with Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant’s work will align with the definitions included in the Early Literacy Success Initiative.

8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
12. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
13. If literacy funds are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.
14. You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.