

Klamath County School District Student Investment Account Application

July 17, 2020

Hello Klamath County School District Families and Constituents,

The Student Success Act created a new revenue source and program opportunities for public schools in Oregon. Each district was tasked with developing a plan for how these funds would be used in alignment with the law's requirements. Klamath County School District's plan and application included here was completed prior to the COVID-19 pandemic and the closure of Oregon's schools on March 13th.

Since that time, the state budget picture has changed drastically. Revenue from the Student Investment Account has been drastically reduced for all districts, and we still do not have an accurate estimate of what Klamath County's portion of this fund will be. The plan laid out in the attached document has been significantly curtailed.

We will still move forward with these important initiatives, but our timeframe for many aspects of the plan now extend beyond the 2020-21 school year. If you have questions about the implementation of the Student Success Act, please email Jeff Bullock at bullockj@kcsd.k12.or.us or call 541-883-5000.

Sincerely,

KCSD Administration

Klamath County School District is a rural school district in south-eastern Oregon that encompasses all but the city of Klamath Falls. The district is Oregon's largest geographic school district with over 6,000 square miles, eight distinct communities, and approximately 6800 students in grades K-12. Although the student population is not one of the largest in Oregon, the geographic distances involved require the district to operate 21 schools of vastly different sizes. The smallest is a one-room K-8 school of ~10 students and the largest is a 4A high school with enrollment over 700. This diversity poses significant challenges in our operation, but serving the small rural communities of south-eastern Oregon is truly inspirational. This is the heartland of America.

Serving students throughout Klamath County means serving students who are navigating poverty. As a district, 79% of our students qualify for free or reduced lunch and a significant minority lack internet access at home. In the south of Klamath County, the major industry is agriculture, and our district serves a substantial migrant and bilingual student group. North of Klamath Falls is the community of Chiloquin, where our district serves a large population of Native American students. The areas surrounding Chiloquin are the historic lands of The Klamath Tribes, and the Tribes' administrative offices are based in Chiloquin. Many of our schools outside the Chiloquin area also serve a significant Native American enrollment, which adds another layer of diversity to our student population. Klamath County School District also serves the urban growth boundary of the city of Klamath Falls. This region is home to Kingsley Field, base of the 173rd Fighter Wing, Sky Lakes Medical Center, Klamath Community College, the Oregon Institute of Technology, and many other government and private entities. As we developed our Student Success Plan and Student Investment Account application, the diversity and geography of Klamath County were always part of the discussion.

Statistically, having a high percentage of students navigating poverty also means having a higher percentage of students impacted by trauma. We used this lens to develop our plan for social and emotional supports using SIA funds. Currently, the district has some level of supports in place, but they are insufficient and not well-coordinated. Our plan addresses SEL needs across the district using multiple levels of expertise to address different levels of need. Also, coordination will move to a district director position to improve alignment and further develop community partnerships.

As we reviewed data on our racial and ethnic student groups, the needs of Native Americans and Hispanic/Latino students groups rose to the surface. For our Hispanic students, the district needs to focus on academic outcomes, specifically reading scores, and provide differentiated learning to address a real and growing gap. Our Native American students have significantly better outcomes than their Native peers in other regions, however, a sizeable gap in attendance and four-year graduation rates persists. Targeting SIA resources in ways that improve outcomes for these two racial/ethnic groups is a high priority of our district. Improved learning environments, with culturally competent schools and classrooms, are identified throughout our plan, and both groups are a focus of our longitudinal data review.

Finally, along with poverty and historically marginalized racial/ethnic groups, Klamath County has a growing homeless population. With the current economic downturn brought about by COVID-19, we anticipate these numbers will rise sharply. Along with funds from the High School Success Act, we plan to increase attention and resources for our homeless youth. In large part, this will be incorporated into our expanded SEL program, but homeless services will have a unique place as well. Family advocates and community partners will help keep homeless youth connected to their school through academic supports and to community services.

Over the past six months, Klamath County School District has completed a deep dive into our district data, community voices, and needs assessment. In part, this was accomplished by a board led strategic planning process (included in this application); however, the Student Success Plan and SIA application are their own unique pieces of the larger picture. The strategic plan informs the SIA application and the opposite is also true. These process occurred in parallel, but are ultimately an integrated approach to our district improvement. We are confident our plan frames a clear path for the effective and equitable distribution of Student Success Act funds on behalf of our students and families.

Community Engagement and Input

Describe your approach to community engagement, including:

- **Who you engaged**
 - Bilingual, migrant, and special education families
 - Students
 - Parents
 - Community members
 - High school students navigating homelessness
 - The Klamath Tribes
 - Klamath County School District staff
- **Frequency / occurrence**
 - Print and online surveys for parents were provided at parent-teacher conferences in late October and early November.
 - Focus groups for bilingual, migrant, and special education families were held in mid- to late-November.
 - Superintendent focus groups with students and staff were conducted in late February.
 - Community meeting with Klamath Tribes and Chiloquin families held in late February followed by *Coffee with the Principal* events at Chiloquin elementary and high school.
- **How you ensured engagement of staff and each of the focal student groups and their families.**
 - Paper surveys in English and Spanish to every parent who attended parent-teacher conferences.
 - Published online surveys
 - Students were provided opportunities to take the survey in their English classes.
 - Staff email
 - Posted and printed flyers
 - Publicized meetings on the district website, social media platforms, local newspaper, and online news organizations
 - District One Call Now messaging system to notify families of events
- **Key information you collected**
 - To increase academic equity we need to decrease class sizes, reduce or eliminate extracurricular fees and provide student transportation for extracurricular activities.

- 80 percent of staff, 75 percent of parents and 65 percent of students say we need to increase the number of counselors and social workers to meet students' social and emotional needs.
- Historically underserved populations are a vital part of our planning and need to be engaged in meaningful consultation.

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

Overall, we have had positive and engaged reaction to our efforts among our staff, students, families and community organizations and partners. The district received more than 2,600 responses to its printed and online surveys. Focus groups were well received – 50 bilingual and migrant families attended one such group in Merrill and a community meeting in Chiloquin filled the town's community center. After reviewing our initial survey results in November, we realized we needed to engage hard-to-reach groups and groups that were not well represented. For example, the number of respondents from our Spanish survey – both written and online – was only 69. We knew we needed to go into the communities and talk to people directly. This was achieved by redesigning the survey to specifically meet the needs of the community and, in the case of The Klamath Tribes, partnering with them to directly engage with families – even in the parking lots of schools as they picked up their children – to get their input.

Our focus groups helped. District staff read the survey and discussed each question with families. In Chiloquin, a small community north of Klamath Falls, the Klamath Tribes offered to partner with the district for a community meeting about the SSA.

Our barriers to engage our communities included our large geographical area, families without access to transportation or internet, language and cultural barriers, and high poverty. As our engagement progressed from early November into March, the district managed to engage many of these groups through school building visits and community meetings. The district needs to continue efforts to reach and engage our at-risk populations as well as increase the number of focus groups offered.

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

The district will continue its partnership and consultation with the Klamath Tribes to improve and further engage our tribal students and families and the Chiloquin community. The district's McKinney-Vento homeless liaisons are engaging homeless

students and their families in dialogue about their needs and those efforts will continue. Strong education partnerships include Klamath Falls City Schools, Klamath Community College and Oregon Institute of Technology. The district formed a community-based Strategic Planning Steering Committee that included representatives of businesses, public service, and community organizations.

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

Resources that would enhance our efforts toward further engagement would include on-going consultation by ODE and its partners such as Southern Oregon Educational Service District, allowing the use of funds to provide transportation and food at community and parent engagement meetings, and creating opportunities for districts to share successful engagement strategies with historically underserved populations. Additionally, our district would benefit from more and ongoing engagement sessions with parent and community groups throughout the year as well as more opportunities to gather feedback through both formal and informal survey opportunities.

Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:

- ✓ Students of color
- ✓ Students with disabilities
- ✓ Students who are emerging bilinguals
- ✓ Students navigating poverty, homelessness, and foster care
- ✓ Families of students of color
- ✓ Families of students with disabilities
- ✓ Families of students who are emerging bilinguals
- ✓ Families of students navigating poverty, homelessness, and foster care
- ✓ Licensed staff (administrators, teachers, counselors, etc.)
- ✓ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ✓ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ✓ Tribal members (adults and youth)
- ✓ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ✓ Business community
- ✓ Community leaders

How did you engage your community?

Strategies / activities deployed to engage our community:

- ✓ Survey(s) or other engagement applications (i.e. Thought Exchange)
- ✓ In-person forum(s)
- ✓ Focus group(s)
- ✓ Roundtable discussion
- ✓ Community group meeting
- ✓ Website
- ✓ Social media
- ✓ School board meeting
- ✓ Partnering with community based partners
- ✓ Partnering with faith based organizations
- ✓ Partnering with business

Evidence of Engagement

Our top five artifacts of engagement.

1. Notice of communitywide meeting in Chiloquin (in partnership with the Klamath Tribes)
 - a. Three flyers: Mepoksam Shukulkis: A Meeting of the Community; Coffee with the Principal_Chiloquin Elementary; Coffee with the Principal_Chiloquin Jr/Sr High School
2. Chiloquin/Klamath Tribes-focused survey and results
3. Districtwide community survey for students, staff, community, and parents. (In English and Spanish)
4. Focus groups: EL/Migrant Parent Focus Group photo and event notification.
5. Superintendent_Student_Visits summary document with photos.

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?

Our ability to engage diverse populations in our geographically large district hinged on communicating in all formats: print, online, social media, community gatherings and one-on-one conversations. These various formats, represented in the attached artifacts, allowed us to gather input from tribal, Hispanic, special education, migrant and homeless families and students. Surveys – online and hard copy -- provided a way to reach the entire community and filter results by ethnicity, identity, and other factors. With our surveys, we reached more than 2,600 students, parents, and community members. Once those were complete, our staff reached out to focus groups.

We are proud of the response to our Mepoksam Shukulki: A Meeting of the Community event. Not only did The Klamath Tribes partner with us in developing this meeting, they provided the translation of the title into Klamath language. This Feb. 24, 2020, Chiloquin-area gathering was hosted in partnership with the Klamath Tribes as well. About 60 percent of our student population in Chiloquin Schools is affiliated with the Tribes.

Bilingual, migrant, and special education families were invited to focus group gatherings that provided food and allowed them to provide specific feedback to our SSA survey questions. The artifact from one of these focus groups is a photo of our Nov. 17, 2019, EL/Migrant Parent Focus Group in Merrill. We are pleased that event attracted 50 families and allowed each participant to work in small groups in Spanish to provide input.

In February, the district superintendent also personally visited a number of schools to meet separately with groups of staff and students as far north as Gilchrist (just south of Bend, OR). This allowed for one-on-one engagement with those most impacted by our schools.

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

- **Strategy: Online and paper surveys.** These baseline surveys provided the district a way to gather specific feedback based on categories we needed to address for the Student Success Act:
 - Reducing academic disparities;
 - Meeting students' mental or behavioral health needs;
 - Providing equitable access to academic courses;
 - Allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students; and
 - Creating strong partnerships for student achievement.

Our survey platform also allowed us to enter results of paper surveys into the overall results and then filter the results by race, identity, and other specific factors. We provided printed surveys in English and Spanish that parents filled out during parent-teacher conferences in early November. This helped reach families who do not have internet access at home.

Student surveys were posted online, and students were provided time to take district-SSA surveys in their high school English classes, courses that all students are required to take all four years of high school.

We posted the online version of our parent, student, staff and community surveys online, promoting it via email, on our district website and through our social media – Facebook and Twitter. This allowed families who did not attend conferences to participate. All surveys included choosing from a list of options, as well as opportunities for adding specific comments and other suggested actions.

- **Strategy: Focus groups and community meetings.** We provided community forums for specific family groups, including those with special education needs, migrant, bilingual, and tribal students and families. Unlike the survey, this strategy allowed verbal communication with groups who have specific needs, providing a means to discuss specific ways those needs could be met through SSA funding. For example, over 75 people attended a community meeting in Chiloquin, scheduled after the district learned through meeting with the The Klamath Tribes that it needed additional time to gather meaningful feedback from Chiloquin-area families in a format that was both relevant and culturally competent. The Klamath Tribes also wanted more input into SSA planning and partnered with us to host the event.

Our superintendent and leaders met with small groups of students at each school to determine their needs. Each of our schools represent different groups of students – Chiloquin, for example, has a high Native American population; Lost River in Merrill and Malin has a high percentage of migrant families and bilingual speakers; others represent high-poverty areas, rural ranching and farming communities, and suburban families.

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

- **Focus group events:** The district provided dinner and a roundtable discussion about the specific needs of those families. These groups are hard to reach via traditional means, and the small group setting allowed for conversations with educators parents trust and know. For example, the number of respondents from our Spanish survey – both written and online – was only 69. We knew we needed to go to the communities and talk to these groups directly.

EL/Migrant Parent Focus Group, Nov. 17, 2019, Merrill: One example was our EL Parent Focus Group held in Merrill in mid-November. Families were invited to a dinner meeting on a Sunday evening (often the only day these parents do not work) at Merrill Elementary School, which along with nearby Malin Elementary School, serves a large population of Hispanic students, English

language learners and migrant families. While they were eating, they were provided with a copy of the district's SSA survey in Spanish and English, and the questions were read to them. After dinner, parents divided into equal groups to discuss survey questions. By the end of the meeting, each group had a chance to answer every survey question, listen to input, and to process what the focus group's goals for their students. In summary, the group wanted the following outcomes: more after school programming, more bilingual support staff, more music programming during and after school, and improved communications between schools and home.

- **Superintendent roundtables:** In February, KCSD's Superintendent had roundtable discussions with small groups of students at our nine junior high and high schools, including our alternative school. In these discussions, he asked students what was and was not working at their schools, and what they needed to be successful. Even though many students did the online survey, this face-to-face conversation with the superintendent helped the district get real-time information about student needs. Students were heard, and the superintendent was able to ask follow-up questions.
- **Mepoksam Shukulkis: A Meeting of the Community.** This Feb. 24, 2020, meeting at the Chiloquin Community Center was jointly hosted by the school district and the Klamath Tribes. A free dinner kicked off a two-hour listening session with over 75 people in attendance. A school district SSA survey specific to the needs of the Tribes and the Chiloquin community was distributed and results collected at the event. To encourage attendance, the district raffled off four \$25 shopping gift cards.

The district partnered with the Chiloquin-based Klamath Tribes so we could gather input from this hard-to-reach demographic. Our surveys so far had not reached many Chiloquin and tribal families. The population in the area is unique – more than 60 percent of students in Chiloquin Schools have tribal affiliations. The area is also high poverty and many families do not have access to internet. Volunteers, at both the elementary and the secondary school engaged families in a clipboard survey as they were picking up their students after school. This strategy was used over three days.

- **Coffees with the principals.** The morning after the Mepoksam Shukulkis, Chiloquin parents were invited to their schools to talk directly to the principal and other leaders about how they thought Student Success Act funds should be used to increase student success.

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

- Email online survey. This baseline survey provided the district a way to receive specific feedback based on categories we needed to address for the Student Success Act. It was one way to reach the largest number of employees on an equal platform.
- District leaders met with union officers. These officers represent our employee groups and know what issues are of concern.
- Union officers were engaged in the community strategic planning sessions to represent the voices of their members.
- Building administration met with their staff to discuss the Student Success Act and get face-to-face input.
- Staff was invited to be a part of a community-wide strategic planning team to ensure their voices were heard and considered.

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

- Staff were asked to participate in an online survey. Survey was provided in their email. This allowed staff to provide feedback and comments and still remain anonymous.
- Superintendent had roundtable, building-level discussions with staff, face-to-face, give-and-take discussion allowed for personal engagement and feedback.
- KCSD Strategic Planning Steering Committee: Staff representing wide range of employees (bus driver, principal, teacher, accounting employees, maintenance staff, administration) as well as union representatives were among community members, public service, and business partners invited to participate in the district's strategic planning process. The meetings, held in January, were professionally facilitated through OSBA. District staff were able to provide input and work with community members to envision and develop a long-range student success plan for the district.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? Throughout our community and staff engagement process, we consistently heard the need for increased social, emotional, and mental health supports. As a district, we were struck by the insufficiency of our current offerings, and the real and heart-felt request for help from our communities. Students and families are under strain, and this will

only be amplified by the current COVID-19 pandemic. Modern life is stressful for both adults and youth, and schools can also add to this stress. Fortunately, schools are also a source of comfort and relief for many students. In our plan, we will increase social and emotional supports for students by adding personnel and increase the level of coordination with community partners.

Our focus groups in the community of Chiloquin revealed deep hurt about the physical condition of their elementary school. Klamath County has many older buildings in need of renovation, but Chiloquin Elementary School is definitely in need of repair. The school has recently increased in enrollment and the classrooms feel inadequate to the task. We heard how much the community wants to take pride in their school buildings, but how hard that is to do in their current state. Our superintendent has been clear he wants to address this concern and direct SIA funds to improve the health and safety of CES.

In talking with students and parents, the desire for more electives and choice in learning was heard repeatedly. Elementary students and parents are requesting more STEAM in the curriculum, and outlying high schools want and deserve more elective offerings. The district plan includes dollars for additional staff to add these programs, as well as resources to expand distance learning and college options. Given what we are learning in the current rollout of "Distance Learning For All," this request from the community and plan of action by the district is very timely.

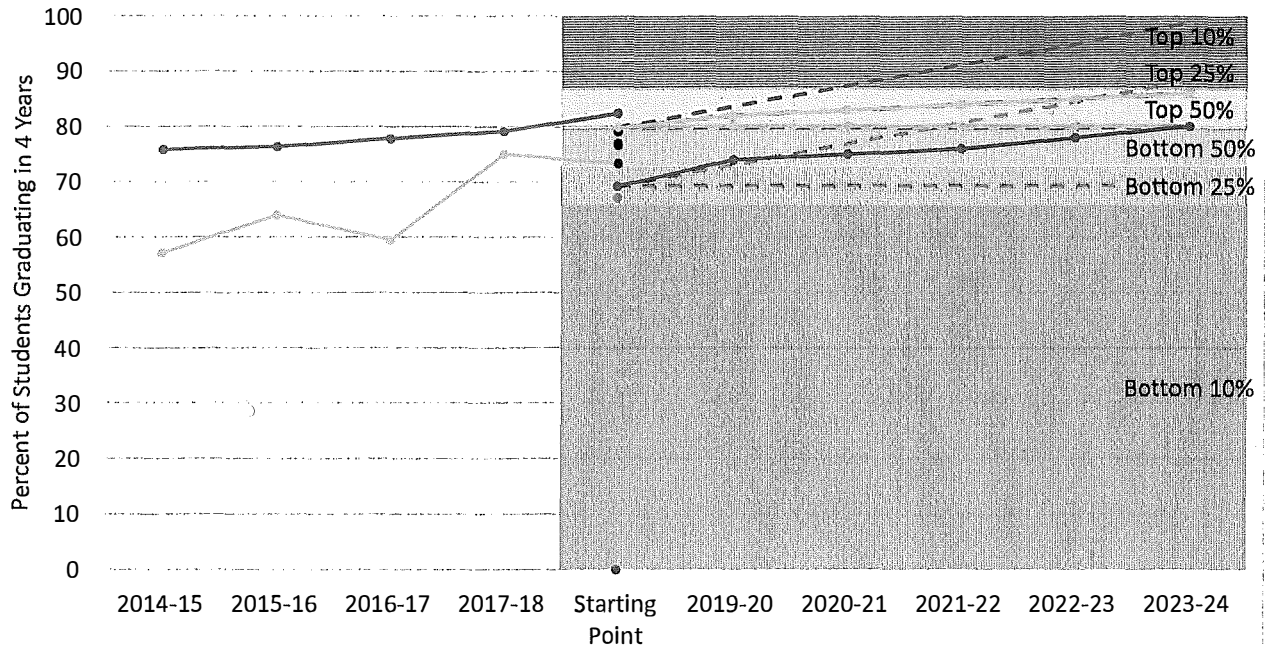
Finally, we learned through our engagement with community and staff that we have a very large and engaged group of people who are highly-invested in the success of our schools and students for a variety of altruistic and personal reasons. For instance, one of the participants in our strategic planning is a local and long-time realtor. He helped us see that his financial success is dependent on the financial success of our staff and our students. He helped us see that without providing career and technical education as well as regular curriculum, our students leave high school without a career path. This deficit may mean students are not able to stay in our community where they would otherwise buy houses, raise families and contribute to our community's financial success. Our staff involvement helped us grasp the high degree of engagement of our staff with regard to their students' success. KCS D has staff members who have raised families in our region, have educated two generations of residents in this community, and who are committed to the long-term success of our students, their families, and our community as a whole. We learned and appreciate that our community and staff have meaningful input that will lead to a higher degree of success for our children, and they are willing to work alongside us to achieve that success.

Data Analysis

KCSD has a strong background in data analysis with regular data team meetings at elementary schools and monthly administrator data tracking at the secondary level. Both schools and the district track longitudinal data on key metrics and watch for unexpected shifts. Our work on the SIA application helped us refine our data looks around identified student groups and watching for gaps or exceptions to the trend. This has been eye-opening and will be incorporated into our regular process.

For the SIA application, we reviewed school and district state report cards, internal data sets using "Oregon Data Suite," the suppressed data file provided by ODE, and the "Longitudinal Growth Target" template provided by Northwest Regional ESD. We found the Longitudinal Growth Target template extremely helpful. Using this tool, we identified a specific student group in each SIA metric that will benefit from direct SIA support and regular monitoring.

Four Year Graduation Rate Longitudinal Data



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	Point	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	75.86	76.38	77.87	79.2	82.4	82.4					
Starting Point (3 Year Avg)						79.8	79.8	79.8	79.8	79.8	79.8
Starting + Top Growth						79.8	83.6	87.4	91.2	95.0	98.8
Focus Group: Native Americans	57.14	64	59.46	75	73.3	73.3					
Starting Point (3 Year Avg)						69.3	69.3	69.3	69.3	69.3	69.3
Starting + Top Growth						69.3	73.1	76.9	80.7	84.5	88.3
American Indian/Alaska Native	57.14	64	59.46	75	73.3	73.3					
Black/African American	*	*	*	*	*						
Hispanic/Latino	75.64	81.72	83.5	81.25	76.6	76.6					
Native Hawaiian/Pacific Islander	*	*	*	*	*						
Economically Disadvantaged	69.79	71.67	76.16	74.21	79.1	79.1					
English Learners	78.57	92.9	84.6	83.3	76.9	76.9					
Homeless			35.56	58.33	69.2	69.2					
Students with Disabilities	60	51.56	58.23	63.49	67.1	67.1					

Growth Achieved by Top 10% of Districts	3.8
District Percentiles	
Top 10%	92.8
Top 25%	86.8
Top 50%	79.6
Bottom 25%	72.9
Bottom 10%	65.8

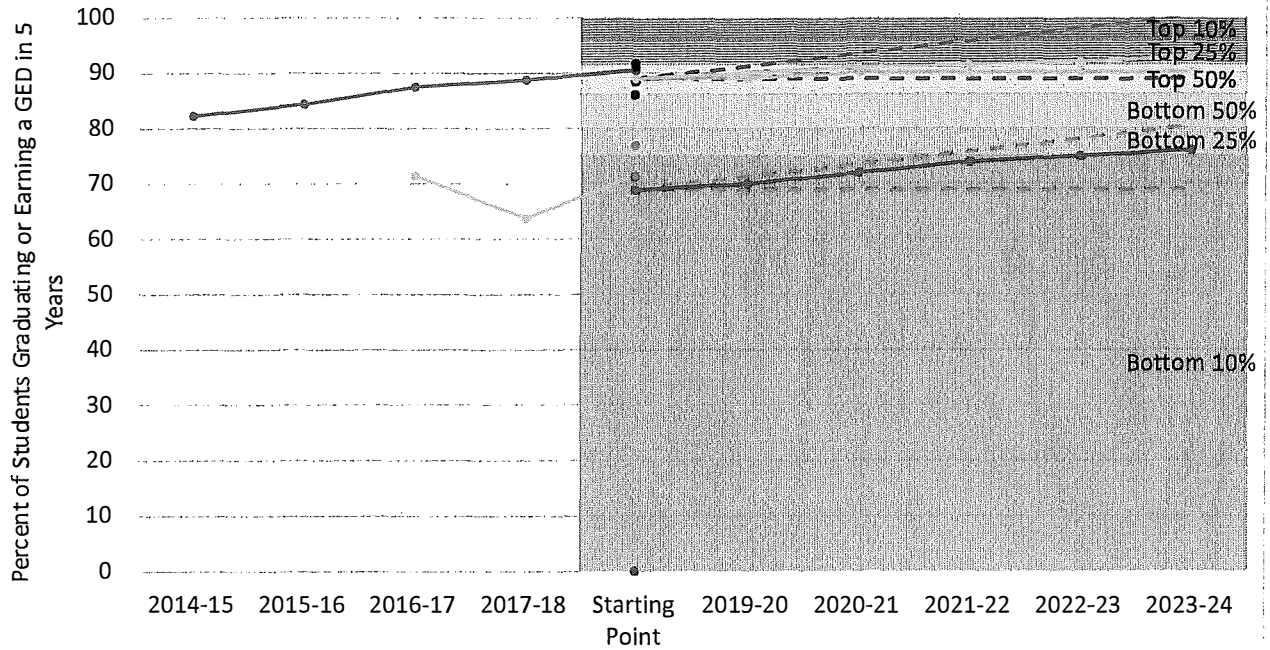
Baseline Targets
Stretch Targets
Gap Closing Targets

Starting Point	2020-21	2021-22	2022-23	2023-24	2024-25
79.8	80	80	80	80	80
79.8	82	83	84	85	86
69.3	74	75	76	78	80

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5 Year Completion Rate



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	Point	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	82.3	84.4	87.5	88.8	90.5	90.5					
Starting Point (3 Year Avg)						88.9	88.9	88.9	88.9	88.9	88.9
Starting + Top Growth						88.9	91.2	93.5	95.8	98.1	100.4
Focus Group: Homeless			71.4	63.8	71.4	71.4					
Starting Point (3 Year Avg)						68.9	68.9	68.9	68.9	68.9	68.9
Starting + Top Growth						68.9	71.2	73.5	75.8	78.1	80.4
American Indian/Alaska Native	92.6	73.1	82.6	76.3	86.1	86.1					
Black/African American											
Hispanic/Latino	86.1	88.5	90.2	91.4	91.1	91.1					
Native Hawaiian/Pacific Islander											
Economically Disadvantaged	77.1	81	85.3	87.7	88.5	88.5					
English Learners	94.4	85.7	92.9	92.3	91.7	91.7					
Homeless			71.4	63.8	71.4	71.4					
Students with Disabilities	64	74.4	64.2	78.3	76.9	76.9					

Growth Achieved by Top 10% of Districts	2.3
District Percentiles	
Top 10%	96
Top 25%	91.6
Top 50%	86.1
Bottom 25%	80.3
Bottom 10%	75.3

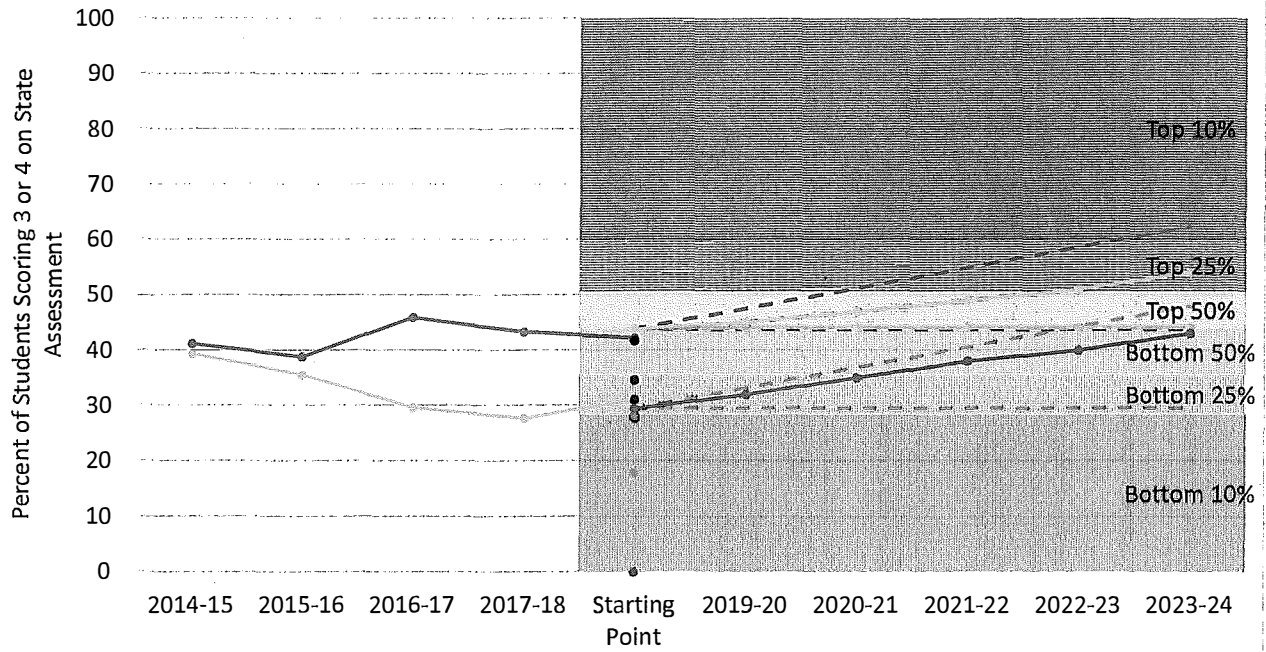
Baseline Targets
Stretch Targets
Gap Closing Targets

Starting Point	2020-21	2021-22	2022-23	2023-24	2024-25
88.9	89	90	90	90	90
88.9	90	91	91.5	92	93
68.9	70	72	74	75	76

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3rd Grade ELA Longitudinal Data



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	Point	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	41.14	38.81	45.88	43.31	42.2	42.2					
Starting Point (3 Year Avg)						43.8	43.8	43.8	43.8	43.8	43.8
Starting + Top Growth						43.8	47.5	51.2	54.9	58.6	62.3
Focus Group: Hispanic/Latino	39.29	35.51	29.59	27.66	31.0	31.0					
Starting Point (3 Year Avg)						29.4	29.4	29.4	29.4	29.4	29.4
Starting + Top Growth						29.4	33.1	36.8	40.5	44.2	47.9
American Indian/Alaska Native	28.57	37.93	22.22	36	34.6	34.6					
Black/African American											
Hispanic/Latino	39.29	35.51	29.59	27.66	31.0	31.0					
Native Hawaiian/Pacific Islander											
Economically Disadvantaged	41.67	38.84	46.25	43.26	41.8	41.8					
English Learners	30.23	21.43	20	23.91	27.8	27.8					
Homeless				15.38	28.0	28.0					
Students with Disabilities	34.29	25	21.62	23.53	17.9	17.9					

Growth Achieved by Top 10% of Districts		3.7
District Percentiles		
Top 10%		60
Top 25%		50.7
Top 50%		43.8
Bottom 25%		35.6
Bottom 10%		28.4

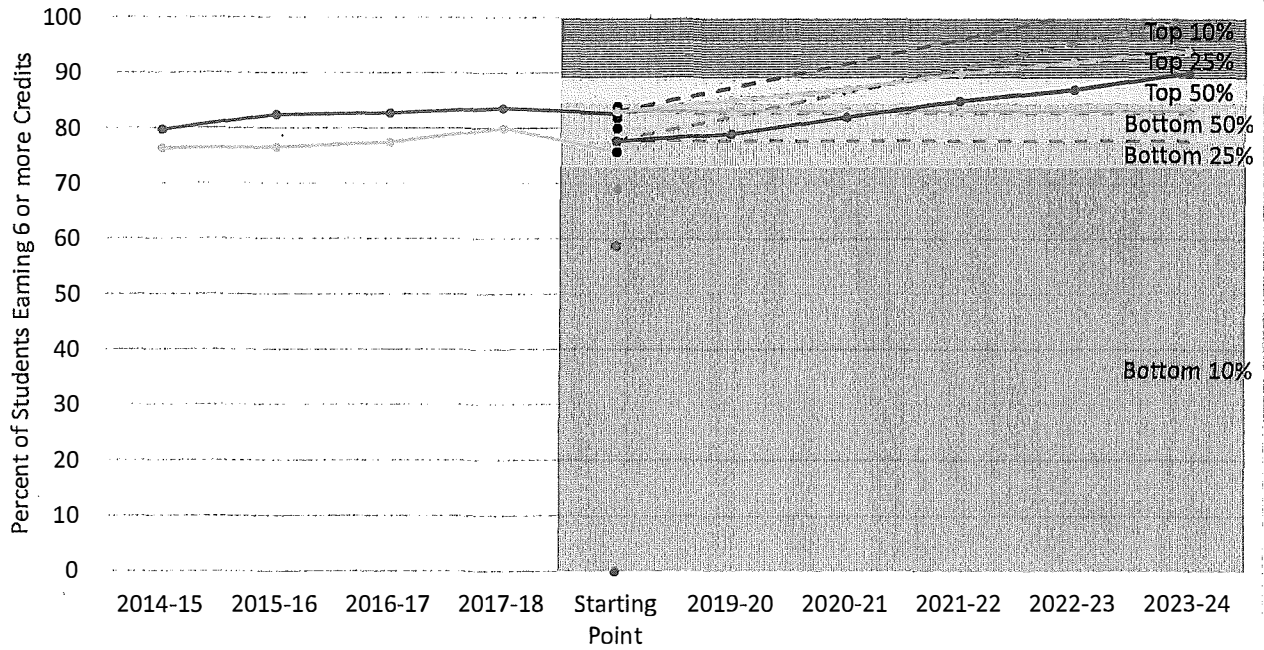
Baseline Targets
Stretch Targets
Gap Closing Targets

Starting Point	2020-21	2021-22	2022-23	2023-24	2024-25
43.8	44	44	44	44	44
43.8	45	47	49	51	54
29.4	32	35	38	40	43

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9th Grade On Track Longitudinal Data



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	Point	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	79.7	82.4	82.7	83.6	82.6	82.6					
Starting Point (3 Year Avg)						83.0	83.0	83.0	83.0	83.0	83.0
Starting + Top Growth						83.0	87.4	91.8	96.2	100.6	105.0
Focus Group: Economic Disadvged	76.3	76.5	77.4	79.9	75.7	75.7					
Starting Point (3 Year Avg)						77.7	77.7	77.7	77.7	77.7	77.7
Starting + Top Growth						77.7	82.1	86.5	90.9	95.3	99.7
American Indian/Alaska Native	73.7	69	70.4	78.3	81.8	81.8					
Black/African American											
Hispanic/Latino	75	79.6	86.1	84.6	83.9	83.9					
Native Hawaiian/Pacific Islander											
Economically Disadvantaged	76.3	76.5	77.4	79.9	75.7	75.7					
English Learners				80	80.0	80.0					
Homeless					58.8	58.8					
Students with Disabilities	71	67.7	74.2	69	69.0	69.0					

Growth Achieved by Top 10% of Districts		4.4
District Percentiles		
Top 10%	95.6	
Top 25%	89.2	
Top 50%	84.3	
Bottom 25%	77.8	
Bottom 10%	73.1	

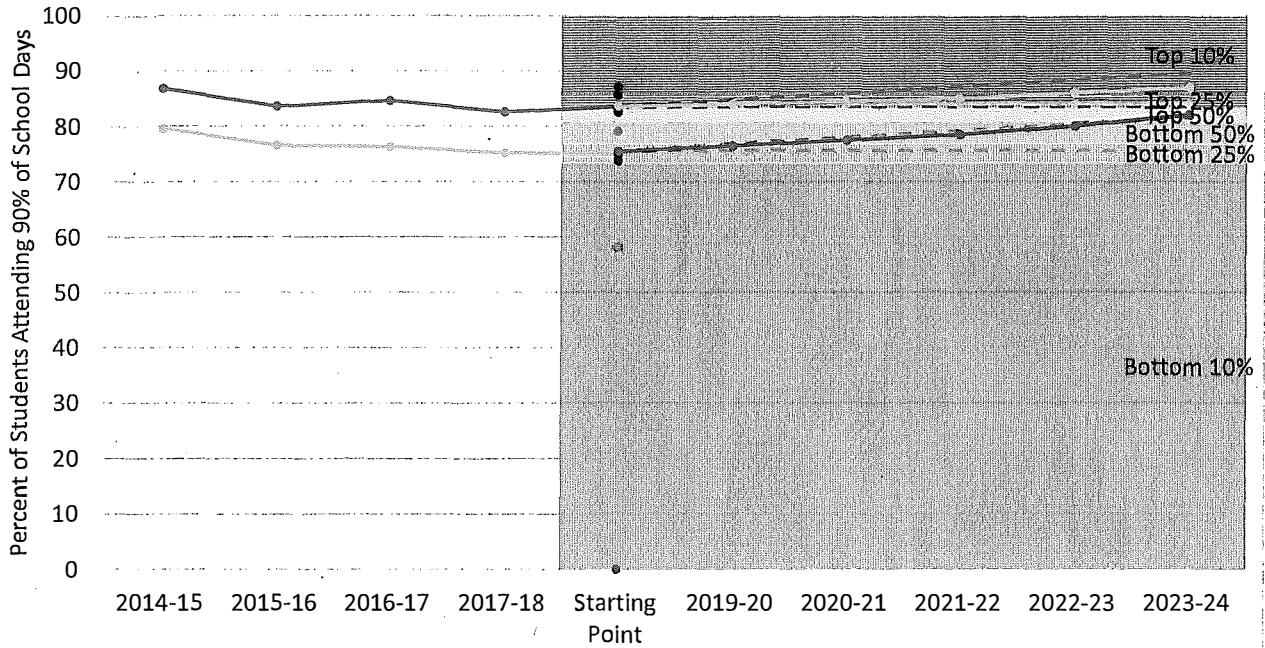
Baseline Targets
Stretch Targets
Gap Closing Targets

Starting Point	2020-21	2021-22	2022-23	2023-24	2024-25
83.0	83	83	83	83	83
83.0	85	87	90	92	94
77.7	79	82	85	87	90

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Regular Attenders Longitudinal Data



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	Point	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	86.85	83.64	84.66	82.62	83.5	83.5					
Starting Point (3 Year Avg)						83.6	83.6	83.6	83.6	83.6	83.6
Starting + Top Growth						83.6	84.8	86.0	87.2	88.4	89.6
Focus Group: Native American	79.58	76.52	76.3	75.2	75.0	75.0					
Starting Point (3 Year Avg)						75.5	75.5	75.5	75.5	75.5	75.5
Starting + Top Growth						75.5	76.7	77.9	79.1	80.3	81.5
American Indian/Alaska Native	79.58	76.52	76.3	75.2	75.0	75.0					
Black/African American	84.78	83.67	80.39	76.6	73.8	73.8					
Hispanic/Latino	90.11	85.06	87.34	82.83	87.0	87.0					
Native Hawaiian/Pacific Islander	77.78	76.19	84.62	64.29	*						
Economically Disadvantaged	85.76	82.51	83.48	81.51	82.6	82.6					
English Learners	93.29	88.31	86.99	83.23	85.7	85.7					
Homeless			66.43	72.09	58.3	58.3					
Students with Disabilities	80.65	75.9	79.91	80.2	79.2	79.2					

Growth Achieved by Top 10% of Districts		1.2
District Percentiles		
Top 10%	85.8	
Top 25%	83.5	
Top 50%	80.6	
Bottom 25%	76.9	
Bottom 10%	73.3	

Baseline Targets
Stretch Targets
Gap Closing Targets

Starting Point	2020-21	2021-22	2022-23	2023-24	2024-25
83.6	84	84	84	84	84
83.6	84	84.5	85	86	87
75.5	76.5	77.5	78.5	80	82

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Five Year Targets

Four-Year Graduation Rate

District-Wide

	Starting Point	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Reach Target	79.8	82	83	84	85	86
Baseline Target	79.8	80	80	80	80	80

Focal Student Groups

	Starting Point	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Gap Closing - Focus Group: Native Americans	69.3	74.0	75.0	76.0	78.0	80.0

Five-Year Completion

District-Wide

	Starting Point	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Reach Target	88.9	90.0	91.0	91.5	92.0	93.0
Baseline Target	88.9	89.0	90.0	90.0	90.0	90.0

Focal Student Groups

	Starting Point	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Gap Closing - Focus Group: Homeless	68.9	70.0	72.0	74.0	75.0	76.0

3rd Grade ELA

District-Wide

	Starting Point	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Reach Target	43.8	45.0	47.0	49.0	51.0	54.0
Baseline Target	43.8	45.0	47.0	49.0	51.0	54.0

Focal Student Groups

	Starting Point	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Gap Closing - Focus Group: Hispanic/Latino	29.4	32.0	35.0	38.0	40.0	43.0

9th Grade On-Track

District-Wide

	Starting Point	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Reach Target	83.0	85.0	87.0	90.0	92.0	94.0
Baseline Target	83.0	83.0	83.0	83.0	83.0	83.0

	Starting Point	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Gap Closing - Economically Disadvantaged	77.7	79.0	82.0	85.0	87.0	90.0

Regular Attendance

District-Wide

	Starting Point	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Reach Target	83.6	84.0	84.5	85.0	86.0	87.0
Baseline Target	83.6	84.0	84.0	84.0	84.0	84.0

Focal Student Groups

	Starting Point	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Gap Closing - Focus Group: Native American	75.5	76.5	77.5	78.5	80.0	82.0

SIA Plan

During the 2019-20 school year Klamath County School District conducted a comprehensive, long range, strategic planning process in collaboration with Oregon School Board Association. The strategic planning process was completed using the “Student Success Act” guidelines for stakeholder engagement. Below is Klamath County School District’s Strategic Plan Goals and Strategies.

Klamath County School District Strategic Planning Goals and Strategies

Academic Achievement

- Inspire curiosity to develop lifelong learners
 - Full curriculum in elementary: music, art, science, P.E., health, social studies, social/emotional, recess, keyboarding (2022-23)
 - Provide options for all students across the district in an equitable manner to have access to intervention, enrichment, and acceleration opportunities (2020-21)
 - Increase electives in junior high and high school (2020-21)
 - Increase summer and after-school programs (2020-21)
- Align Curriculum to Oregon Standards
 - Offer robust standards-based curriculum (2020-21)
 - Administer formative and summative assessments (2020-21)
 - Analyze student achievement and growth data (2020-21)
- Provide Curriculum Differentiation
 - Utilize Response to Intervention teams at each school (2020-21)
 - Offer enrichment and advanced learning opportunities (2020-21)
 - Offer intervention and remediation opportunities (2020-21)
- Incorporate technology to improve learning
 - Use International Society for Technology in Education Standards (2021-22)
 - Promote digital learning and digital citizenship (2020-21)
- Explore opportunities to create preschools (2021-22)
- Expand the Play-to-Learn program (2020-21)

College, Career, and Life Readiness

- Integrate a Career, Technical and Engineering (CTE) exploration and life skills curriculum into district junior high programs (2021-22)
 - Hire CTE teachers using SIA funds with the specific intent of creating and offering a CTE exploration curriculum in each junior high
 - Develop a curriculum with district support
 - Purchase and install necessary equipment
 - Work with building admin to build master and student schedules aligned with this goal.
- Train high school CTE teachers and guidance office staff about post-high school opportunities in the trades and make this information part of our College and Career for All (CC4A) program (spring of 2021)

- Curriculum Department needs to seek out knowledgeable people to train school staff on admissions into the trades.
- PD time needs to be coordinated to allow trades experts to train school staff.
- Admissions to trades information needs to become part of the district's CC4A curriculum.
- Develop a "district report card" to track multiple measures of success for KCSD student outcomes and post-graduation metrics (fall 2020)
 - Curriculum office needs to form a small team and develop this report card.
- Develop a pre-apprenticeship program for KCSD high school students.
 - Locate tradespeople willing to provide job shadow experiences.
 - Expand **BPIP** to include more internships in the trades.
 - Develop in-school recruitment systems to pair students with internships or job shadow experiences.
 - Develop an in-district apprenticeship with the maintenance department.

Professional Development

- Increase teacher's knowledge, teaching skills and effectiveness
 - Provide onboarding and pre-service training for new teachers (2020-21)
 - Prepare a quality District in-service for classified and certified employees (2020-21)
 - Provide ongoing and job-embedded training throughout the school-year (2020-21)
 - Pursue extending contract days for purposes of delivering professional development (2020-21)
- Align a continuous cycle of professional development with district improvement priorities
 - Utilize student data (2020-21)
 - Provide Professional Learning Community training (2020-21)
 - Develop survey tools to gather information about training needs (2020-21)
 - Recommend training for staff based on teacher and administrator input (2020-21)
 - Recruit trainers and professional development opportunities (2020-21)
 - Monitor training delivered to staff (2020-21)
 - Report progress and status of district professional development (2020-21)
 - Utilize metrics in assessing the above focus areas (2020-21)
 - Maintain a list of critical district programs that require beginning and ongoing training (2020-21)
- Leverage highly effective teachers as trainers, mentors and professional coaches
 - Exemplar lessons and communication ideas (2020-21)
 - District supported pilot projects (2020-21)
 - Leading PLCs (2020-21)
 - Reading/math leaders (2020-21)
 - Delivering classes (Skillful Teacher, Positive Discipline, Integrating Technology) (2020-21)

Recruiting and Retaining Quality Teachers

- Identify KCSD staff recruitment needs and fill those positions with the most highly qualified individuals available.
 - Recruiting incentives may include:
 - Loan forgiveness (2020-21)
 - Increased stipends for hard-to-fill positions like special education teachers (2020-21)
 - Increase remote location pay (2020-21)
- Address retention of school staff through equitable pay, a supportive work environment, and career pathway opportunities.

- New teacher professional development onboarding, 10 days (2020-21)
- Increase counselor work days, 5 days (2020-21)
- Additional professional development days for paraprofessionals, 2 days (2020-21)

Social and Emotional Supports

- Improve the social emotional health of all KCSD students
 - Expand social skills intervention by creating a social emotional learning team that includes full time social skills facilitators at all elementary schools
 - Recruit SEL facilitators (2019-20)
- Develop and implement trauma-informed practices professional development for staff including parent/community modules.
 - Provide professional development peer groups (2020-21)
- Research, adapt, and implement annual K-12 social emotional learning curriculum.
 - Teacher training with new emotional learning curriculum (2020-21 and beyond)
- Partner with community agencies to expand on-site therapy, skills building, and mentoring services during the school day
 - Review and adjust partnership contracts (2020-21)

Community Partnerships

- Create a standard and user-friendly format community partners can use in order to increase student opportunities including:
 - Internship/job shadow
 - Mentorships
 - Volunteering (fire districts, etc.)
 - Create written volunteer position descriptions or standard and user-friendly format for seeking individuals and organizations to help in the schools, and a method to post those.
 - Create a standard and timely method for knowledge transfer to maintain partner relationships when there are staff transitions.
 - Create a standard communication process to disseminate or share opportunities and needs with local agencies, businesses, and organizations that partner with schools: local government, Klamath Tribes, higher education, state agencies, and community partners.
 - Bring professionals from trades in to talk to students about opportunities
 - Current counselors continue to disseminate opportunities to students (2019-20)
 - Select a person to develop and promote community partnerships (2020-21)

Facilities

- Prepare a Capital Construction/Major Maintenance Master List and Annual Priorities
 - Conduct a "Building Walkthrough" with Superintendent, Maintenance Director and Building Administration (2019-20)
 - Prepare a master list of projects including upgrades, renovation, paint, flooring and new projects (2020-21)
 - Review the list with the Board to develop annual priorities to be budgeted (2020-21)
- Create a preventative maintenance plan for essential items that can cause damage if they fail
 - pumps, motors, vehicle parts, tires, pavement
- Establish a maintenance communication and tracking system for emergency and immediate response items.

- Monitor district growth and program development for Future growth and immediate classroom needs
 - Budget requests
 - Bond possibilities
- Inspect facilities and grounds for safety repairs and enhancements
 - Playgrounds, shops, building access
 - Traffic patterns, signage, vehicles
- Prepare a replacement cycle to budget for items that need to be upgraded/replaced regularly
 - District vehicles and maintenance equipment (TBD)
 - Bus replacement (10 years)
 - Gym Floors
 - Playgrounds, grounds
 - Fencing
 - Technology (2020-21)
 - PA systems/bell system
 - Network equipment (serve, switches, access point, security cameras and phone)
 - Hardware (desktop, laptop and Chromebooks)

		Student Investment Account				
		S1	S2	S3	S4	S5
Outcome	Longitudinal improvement in student attendance with specific attention and support for Native American students.	X	X	X	X	
Outcome	Improvement and consistent upward trending in 3rd grade reading scores (achievement and growth). Special attention and resources will be applied to our Hispanic/Latino students.	X		X	X	X
Outcome	Improved safety and learning environments for students in KCSD schools. Immediate work to be focused on Chiloquin Elementary School.	X	X	X		
Outcome	Continued improvement in graduation and completer rates with a specific focus on closing gaps for homeless students and those with special needs.	X		X	X	X
Outcome	Greater student engagement, equity and options for learning throughout the district. This outcome has an additional focus on our rural/small schools and STEAM curricula.		X	X	X	X

Strategy #1	Increased social and emotional supports for all students across the district with a focus on student populations with identified historical need. Specific goals include hiring more SEL staff, training and implementation in trauma informed practices across the district, strengthening and growing community SEL partnerships, and organizing the district SEL program with a district-level comprehensive guidance director.
Strategy #2	SIA aligned renovations in district schools to improve health, safety, and the learning environment. Our community has asked for more secure schools that are also more culturally and socially inviting.
Strategy #3	Braid SIA and TAPP resources to improve student attendance. Our focus group is Native American students and we will braid these grants to support this population while also allocating SIA funds through our SEL and engagement initiatives to support attendance across all student groups.
Strategy #4	Improve student learning with more engaging and diverse learning options, specifically: culturally relevant instruction, increased electives in secondary schools, increased breadth of instruction in elementary schools to include STEAM, and improved distance learning and college credit options with 1:1 Chromebooks at the secondary level.
Strategy #5	KCSD will support teachers, improve retention, and enhance instructional practice by expanding our new teacher mentoring and district professional development programs.

Klamath County School District SIA Plan and Budget

		YEAR 1 BUDGETED COST		PROJECTED 3-YEAR COST	
Strategy	Description	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
Strategy 1	Increased social and emotional supports for all students across the district with a focus on student populations with identified historical need. Specific goals include hiring more SEL staff, training and SIA aligned renovations in district schools to improve health, safety, and the learning environment. Our community has asked for more secure schools that are also more culturally and socially inviting.	\$ 2,588,000.00	\$ 8,158,670.00		HIGH
Strategy 2	Braid SIA and TAPP resources to improve student attendance. Our focus group is Native American students and we will braid these grants to support this population while also allocating SIA funds through our SEL and improve student learning with more engaging and diverse learning options, specifically: culturally relevant instruction, increased electives in secondary schools, increased breadth of instruction in elementary schools to include STEAM, and improved distance learning and college credit options with 1:1 Chromebooks at the secondary level.	\$ 1,620,000.00	\$ 4,860,000.00		HIGH
Strategy 3	Improve student learning with more engaging and diverse learning options, specifically: culturally relevant instruction, increased electives in secondary schools, increased breadth of instruction in elementary schools to include STEAM, and improved distance learning and college credit options with 1:1 Chromebooks at the secondary level.	\$ -	\$ -		
Strategy 4	Improve student learning with more engaging and diverse learning options, specifically: culturally relevant instruction, increased electives in secondary schools, increased breadth of instruction in elementary schools to include STEAM, and improved distance learning and college credit options with 1:1 Chromebooks at the secondary level.	\$ 1,814,000.00	\$ 7,566,000.00		HIGH
Strategy 5	KCSD will support teachers, improve retention, and enhance instructional practice by expanding our new teacher mentoring and district professional development programs.	\$ 260,000.00	\$ 819,650.00		HIGH

Total Budget

\$ 6,282,000.00

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire increased SEL staff to provide full-time SEL support in each KCSd school and organize our comprehensive guidance program under a district director.	S1	X	X	X	\$ 2,588,000.00	\$ 8,158,670.00		HIGH
2	Professional development and implementation of trauma informed practices, positive discipline, and restorative justice.	S1	X	X	X				HIGH
3	Building renovations. We heard loud and clear this was a community priority. This work will begin with Chiloquin Elementary School and move on from there.	S2	X	X	X	\$ 1,620,000.00	\$ 4,860,000.00		HIGH
4	Support attendance initiative with family advocates and emerging best practices.	S3	X	X	X				MID
5	Increase elective and STEAM offerings throughout the district but, especially, in our smaller rural schools. This is primarily through increased personnel.	S4	X	X	X	\$ 900,000.00	\$ 2,837,250.00		HIGH
6	Professional development and implementation of engagement and culturally relevant instructional practices.	S4	X	X	X	\$ 60,000.00	\$ 180,000.00		HIGH
7	One-to-one Chromebook initiative for grades 7 - 12 to support distance learning, student engagement, college options, and equity.	S4	X	X	X	\$ 450,000.00	\$ 1,150,000.00		MID
8	Subscribe and implement Schoology as a district LMS for grades K - 12 to support equitable curriculum availability across the district.	S4	X	X	X	\$ -	\$ 95,000.00		HIGH
9	Hire additional new teacher mentors to improve teacher quality, job satisfaction, and retention across the district.	S5	X	X	X	\$ 150,000.00	\$ 472,875.00		HIGH
10	Support "Skillful Teacher" as a PD model for the district.	S5	X	X	X	\$ 50,000.00	\$ 150,000.00		HIGH
11	Create an in-district PD structure to support district improvement efforts focused on student groups and individual needs. This includes a New Teacher Academy	S5	X	X	X	\$ 217,000.00	\$ 684,092.00		MID
12	Create and/or sustain district and school data teams with a focus on disaggregated student group data.	S4	X	X	X	\$ 5,000.00	\$ 15,000.00		HIGH
13	Create and/or sustain an ongoing dialogue with our extended community, ensuring diversity of voice and input from historically marginalized groups.	S5	X	X	X	\$ 5,000.00	\$ 15,000.00		HIGH
14	Improve district communication in multiple forms and with multiple groups including parents, staff, students, and partner agencies. Personnel to accomplish this and support digital communication.	S4	X	X	X	\$ 185,000.00	\$ 583,200.00		MID
15	In-school instructional coaches. Likely to be current master teachers who receive an additional stipend.	S4	X	X	X	\$ 52,000.00	\$ 160,000.00		HIGH
16	Indirect					\$ 287,200.00	\$ 861,600.00		
17	Totals					\$ 6,569,200.00	\$ 20,222,687.00		

Part 5: Equity Lens

KCSD chose to use ODE's recommended Equity Lens to guide our work. Some of our key findings were:

- There is a disparity of program offerings between our rural and in-town schools. In town schools have more programs and options, but rural schools are funded on a higher per-student ratio. This is an ongoing structural challenge for our district and its vast geographic territory. Decisions took this geographic/population density inequity into account.
- Chiloquin, Oregon is home to the administrative offices of the Klamath Tribes. With some fits and starts, we developed an ongoing dialogue with the tribal leadership and community. The Klamath Tribes want to see additional SEL supports in the Chiloquin schools and health and safety improvements to the Chiloquin Elementary building specifically.
- Our district migrant/bilingual coordinator held meetings with this demographic group and the staff who serve them directly. The outcome of these meetings was a request for continued dialogue and a sincere interest in learning more about how the district operates and serves all students.
- The director of special services held meetings with families of students with special needs. Our students and families in this demographic group need to remain a focus for resources as we move forward. The director advocated strongly for increased SEL resources on behalf of the families she serves.
- Professional development and implementation of trauma informed practices in our schools continues to be essential for engagement and learning with many Klamath families. This may be concentrated in our poverty demographic, but we know it is true for all demographic groups.
- We are confident our strategies and activities will improve equity and support all students in our district. However, we will be vigilant in our data analysis and continue using the Equity Lens to guide decisions.

Part 6: Use of Funds

- Reducing Class Size
- Improving Student Health and Safety
- Well-rounded Education
- Ongoing Community Engagement
- Allowable Administrative Indirect