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# Student Investment Account

2023-24

Annual Report



OREGON  
DEPARTMENT OF  
EDUCATION

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# OREGON AT-A-GLANCE DISTRICT PROFILE

## Klamath County SD

2023-24

SUPERINTENDENT: Glen Syzmoniak | 2845 Greensprings Dr, Klamath Falls 97601 | 541-883-5000

### Students We Serve

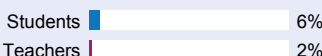


**6,989**

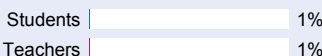
Student Enrollment

### DEMOGRAPHICS

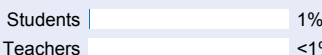
#### American Indian/Alaska Native



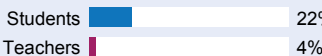
#### Asian



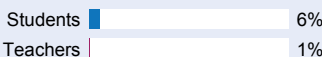
#### Black/African American



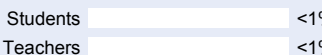
#### Hispanic/Latino



#### Multiracial



#### Native Hawaiian/Pacific Islander



#### White



**9%**

Ever English  
Learners



**20**

Languages  
Spoken

**18%**

Students  
with  
Disabilities

**16%**

Mobile  
Students

**47%**

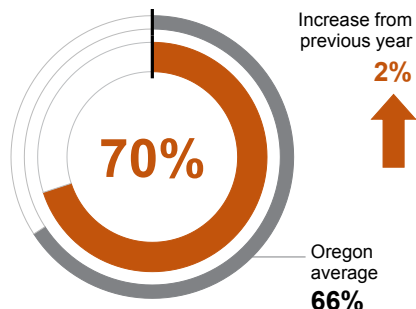
Students  
Experiencing  
Poverty

\*<10 students or data unavailable

### District Environment

#### REGULAR ATTENDERS

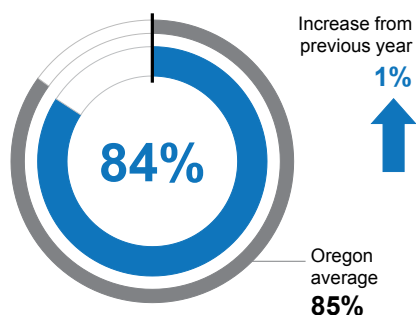
Students who attended more than 90% of their enrolled school days.



### High School Success

#### ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



### District Goals

KCSD: Inspiring today's students to meet tomorrow's challenges.

The goal of the district, working in cooperation with staff, parents, and community members, is to support the physical and cognitive development of all students. To this end, we strive to:

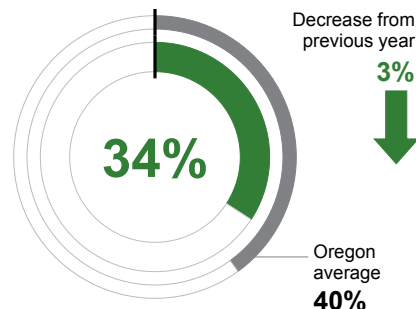
- Provide a solid foundation in the skills of reading, writing, problem solving, and communication.
- Provide opportunities to learn, think, reason, use technology, and work effectively alone and in groups.
- Provide the knowledge and skills needed to succeed in the world of work, as members of families, and as citizens.

### Academic Success

#### Grade 3

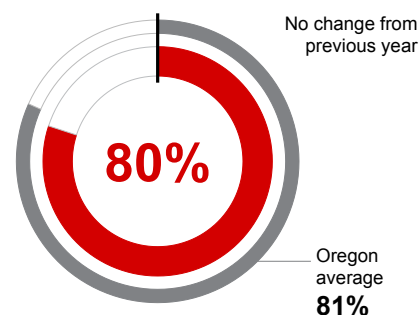
#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



#### ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2019-20 graduating in 2022-23.



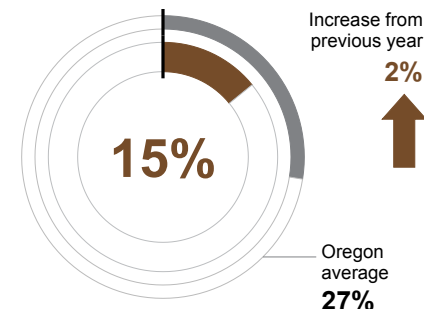
### State Goals

The Oregon Department of Education is collaborating with school districts and communities across the state to achieve a 90% on-time graduation rate by 2027. Grounded in the pillars of Academic Excellence, Belonging and Wellness, and Reimagined Accountability, ODE prioritizes evidence-based practices to boost early literacy, attendance, and student engagement. We are committed to closing opportunity and achievement gaps for marginalized students and securing long-term success for all of Oregon's learners by investing in culturally responsive practices, fostering inclusive environments and always driving for continuous improvement.

#### Grade 8

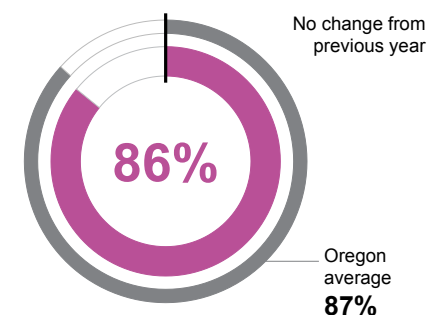
#### MATHEMATICS

Students meeting state grade-level expectations.



#### FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort Includes students who were first-time ninth graders in 2018-19 finishing in 2022-23.





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# OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

## Klamath County SD

2023-24

### Outcomes

#### Our Staff (rounded FTE)



39

Administrators



415

Teachers



132

Educational  
assistants



18

Counselors



0

Social Workers



5

Licensed  
Librarians



0

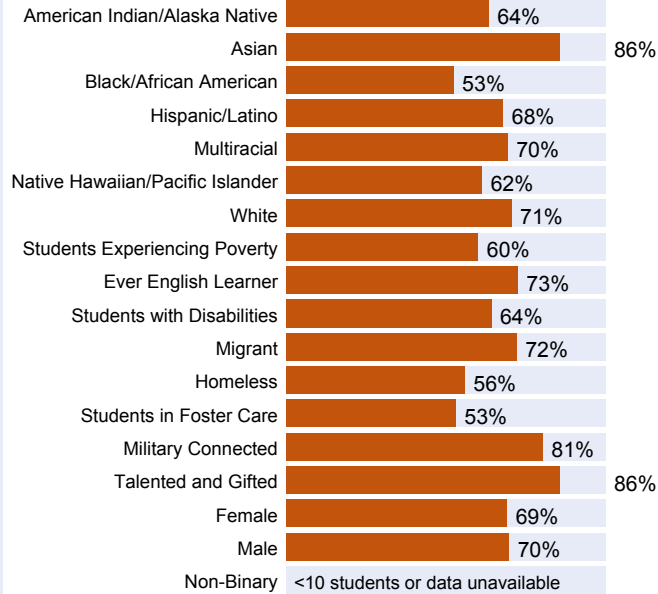
Psychologists



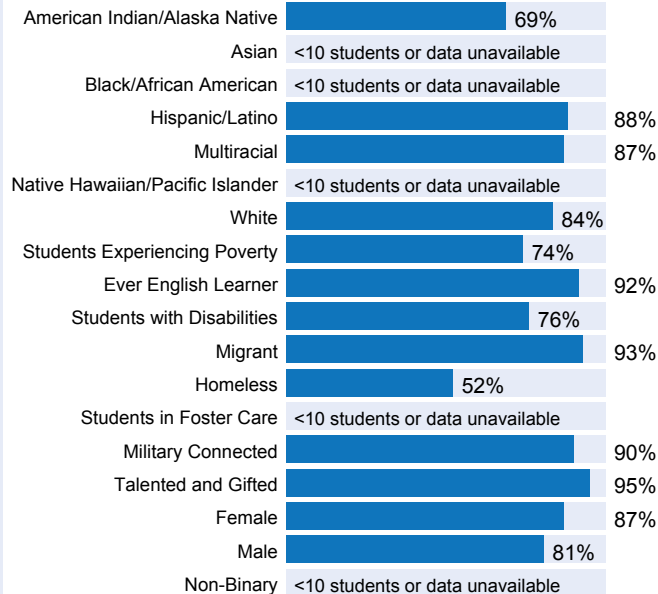
65%

% of licensed teachers  
with more than 3 years  
of experience

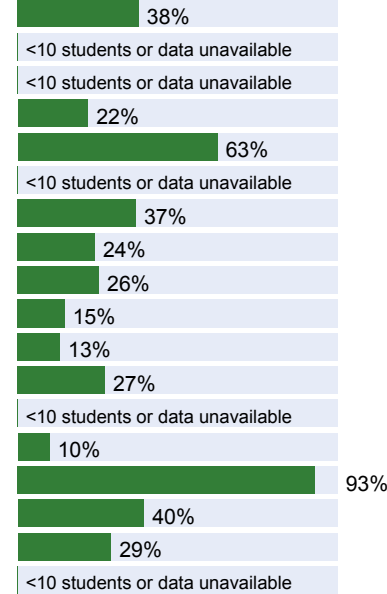
#### REGULAR ATTENDERS



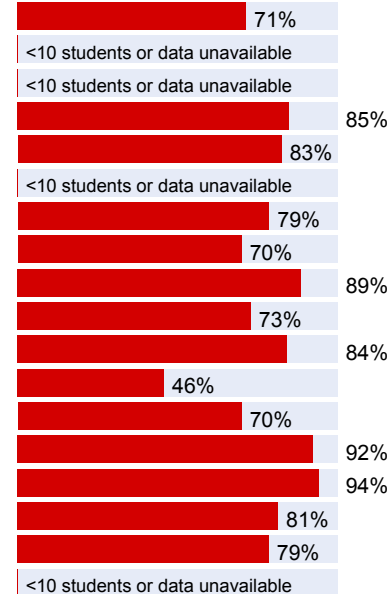
#### ON-TRACK TO GRADUATE



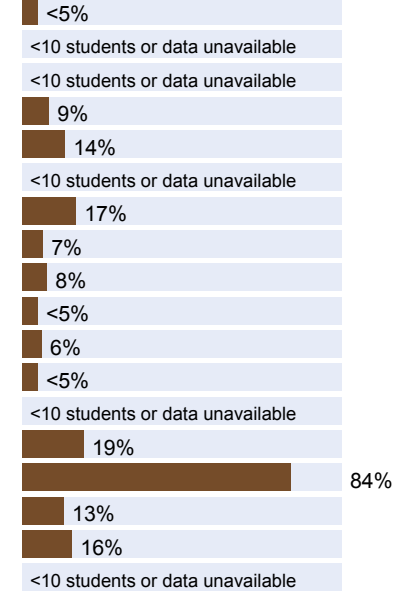
#### Grade 3 ENGLISH LANGUAGE ARTS



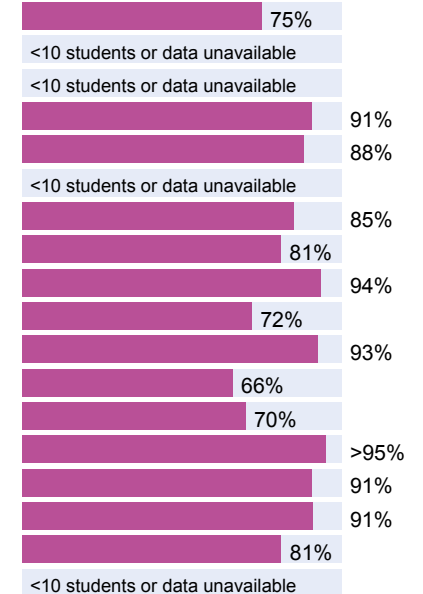
#### ON-TIME GRADUATION



#### Grade 8 MATHEMATICS



#### FIVE-YEAR COMPLETION



2023-24 SIA Annual Report

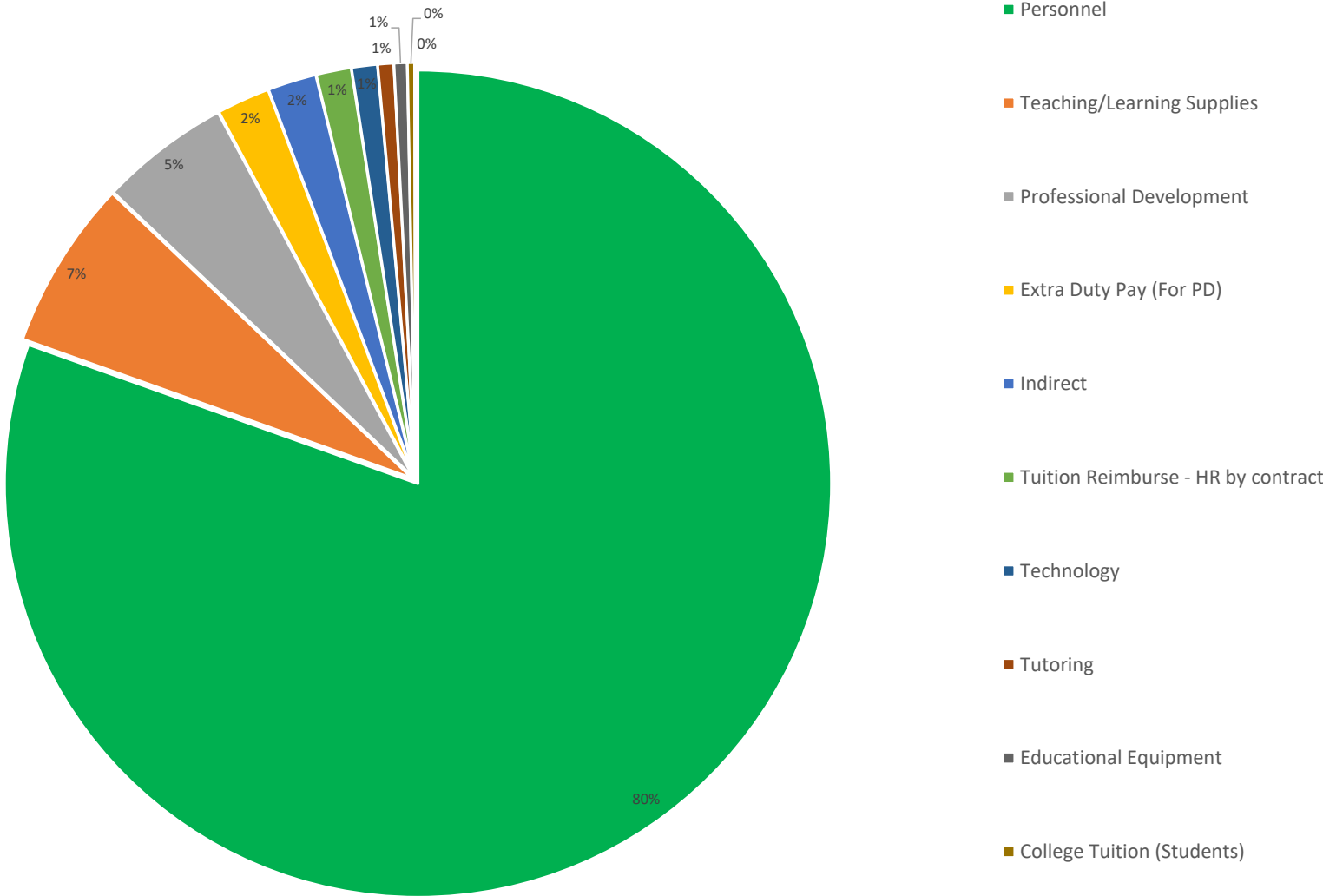
Total Allocation \$ 7,293,435

Personnel	\$	5,867,953
Teaching/Learning Supplies	\$	483,943
Professional Development	\$	371,141
Extra Duty Pay (For PD)	\$	151,687
Indirect	\$	139,031
Tuition Reimburse - HR by contract	\$	100,000
Technology	\$	73,725
Tutoring	\$	45,309
Educational Equipment	\$	37,592
College Tuition (Students)	\$	20,333
Staff/Community Engagement	\$	2,720

Total \$ 7,293,435  
Not Allocated \$ (0)

<b>Personnel</b>	
Counselors/CDS	19
Elementary PBL	15
PE Teachers	3
Parttime Mentor	2.5
QMHA (Class)	2
Paras	2.5
Administrators	4.25
Totals	48.25

2023-24 SIA Annual Report



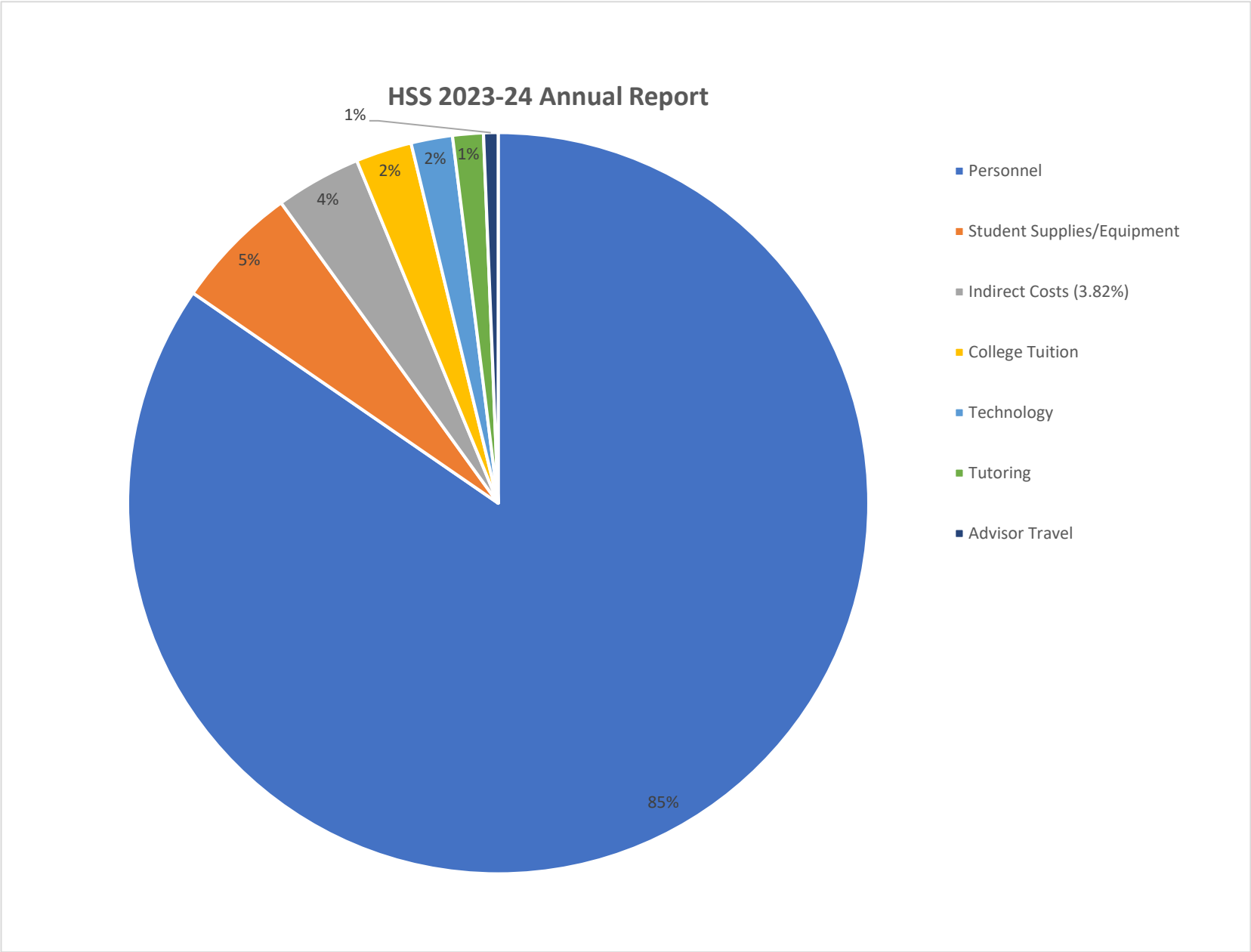
2023-24 HSS Annual Report

Total Allocation \$ 1,893,016

Personnel \$ 1,601,433  
Student Supplies/Equipment \$ 103,002  
Indirect Costs (3.82%) \$ 70,613  
College Tuition \$ 46,395  
Technology \$ 34,230  
Tutoring \$ 25,337  
Advisor Travel \$ 12,006

Total \$ 1,893,016  
No Allocated \$ -

Personnel  
CTE/STEM Teachers 8.5  
Alt Ed Teachers 3  
Academic Adviors 2.5  
  
Totals 14





### *Inspiring Today's Students To Meet Tomorrow's Challenge*

2845 Greensprings Drive • Klamath Falls, OR 97601 • 541-883-5000 • FAX 541-885-3362

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November 21, 2024

Student Investment Account – Integrated Guidance, Plan Summary

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 throughout 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 invests 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:

- KCSD 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.

## Annual Response Questions, 2023 - 2024:

### Question 1:

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

### Answer 1:

"Progress has been slow as we are working to make improvements in areas hit hard by school closures during COVID and with student populations historically underserved and historically behind their peers. This is hard work. That being said, our IGP is guiding district efforts and providing a framework of improvement for our schools. Here are some bright spots:

- Attendance continues to move in the right direction. We are struggling with illness, but the overall trend is up. Last year (2023-24) we had a 77% regular attender rate. This year, we are currently at 81% regular attendance. Native American attendance is beginning to close the gap with their peer group.

- In ELA performance, we have a long way to go. However, we are seeing gap closure with our Native American students and students identified as Multi-Racial.

- Our "On Track" data has remained flat through COVID and beyond. Although we want improvement, this metric did not see the decline others did.

- Graduation Rate is an area to improve overall, but we are seeing gap closure in some focal groups. Students with Disabilities are improving in graduation rate as are students experiencing poverty and Native American students."

### Question 2:

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

### Answer 2:

"Challenges persist in all of our metrics as we are not yet making the overall gains we want to see. Here are several areas where we are facing declines in spite of our efforts:

- Students Experiencing Houselessness are struggling in many metric areas, and the population in this category is increasing. We need to focus more resources and attention to this area of need. For our Houseless focal group, attendance is down, on-time graduation is down, and even our 5-year completer rate (which was a strength in this category) has declined. The gap is widening for this focal group in these outcome areas, and we need to address this. Our district employees two fulltime houseless liaisons, and we will be working with them to monitor students and provide resources when possible."