

Inspiring today's students to meet tomorrow's challenges

KLAMATH COUNTY SCHOOL DISTRICT



2021-22 Annual Report

6,909 students. 420 high school graduates. 905 employees.
23 schools. \$165 million annual budget. **#ProudtobeKCS.D.**

Klamath County School District

ANNUAL REPORT



JOHN RADEMACHER, Board Chair

MESSAGE FROM THE BOARD OF DIRECTORS

By majority vote of the voters of Klamath County, Klamath County School District came into existence on May 29, 1922, according to area historian Mary Noble. Dr. Seuss could have written books on “Oh, the Places You’ll Go.” The Klamath County School District 2021-22 Annual Report is filled with highlights and accomplishments that I hope you will enjoy and celebrate.

It’s interesting to ponder the changes in 100 years. We have far fewer schools with many more students. We have widely expanded student curriculum from the “three Rs” to everything from robotics, computers, and advanced biology to foreign languages, art, music, and more. Students today can graduate from our schools with many college credits, too. My kindergarten teacher grandmother would “never of think it.”

One would have had difficulty three years ago imagining the impact a virus could have on our children’s education. This year saw far fewer disruptions, but the lasting effects are still present in emotional and behavioral concerns as well as lost learning. I give special kudos to all KCSD staff for their efforts and patience to try to get back to normal, whatever that is.

Public school employees continue to accept all the extra tasks of educating our community’s youth. Hundreds of teachers are constantly helping our kids to not only learn facts, but to apply what they have learned to

good decision-making. Hundreds more support staff transport, feed, counsel, and help educate our nearly 7,000 students. Building and Central Office managers and staff are constantly adapting to changing situations to make sure we provide the quality education our citizens expect. There is nothing better for our students than a caring adult in person.

KCSD is proactive in many educational areas. Our student curriculum is constantly being matched with the best practices. Primary students’ education places a strong emphasis on learning the basics. Our advanced classes make students college ready.

The Career and Technical Education programs emphasize career-ready opportunities for students who choose to join the workforce upon graduation. Our facilities include geothermal and new air circulation systems, while our new buses run on propane. School facilities are constantly being improved and upgraded for an increasing student population. Many sports facilities are state of the art.

I am proud to represent our KCSD Board of Directors in this annual report. I strongly believe our schools provide a great place to work for staff and an excellent place to learn for students.

Sincerely,

John Rademacher
Board member since 2007

CELEBRATING KCSD: 1922-2022

Nearly 1,400 Henley students and staff gather on the football field to celebrate the district’s 100th anniversary.



2021-22 BOARD OF DIRECTORS



Jill O'Donnell
Board member since 2009



Steve Lowell
Board member since 2006



Laura Blair
Board member since 2021



Marc Staunton
Board member since 2021

Go to www.kcsd.k12.or.us for the 2022-23 board meeting schedule.

OUR DISTRICT BY THE NUMBERS

6,909 STUDENT ENROLLMENT AS OF JUNE 1, 2022

Our schools include 12 elementaries, four junior/senior high schools, two junior highs, two high schools, an alternative high school, an online school, a homeschool center, and the Klamath County Transition Program, which offers independent living and job skills training for special needs students.

1,079,792

Student meals served; includes breakfast and lunch

\$165 million

2021-22 fiscal year budget

90+

College dual credit courses offered

78%

4-year graduation rate in 2021

430

Full-time certified teachers



Class of 2022

420

GRADUATES as of June 2022

90

Plan to attend four-year university

107

Plan to attend community college

18

Plan to join the military

27

Plan to pursue vocational training

86

Plan to enter the workforce

Note: Numbers reflect only those seniors who responded to a survey.

OUR STUDENTS

ENGLISH AS A SECOND LANGUAGE STUDENTS **264**

297 TAG (TALENTED/GIFTED) STUDENTS

MIGRANT STUDENTS **408**

1,012 SPECIAL EDUCATION STUDENTS



DEMOGRAPHICS

0.3 % Pacific Islander

0.8 % Black/African American

0.9 % Asian

5.5 % Native American

7.1 % More than one ethnicity

21.08 % Hispanic

64.32 % Caucasian

HOMELESS / WITHOUT SECURE HOUSING **391**

276 MILITARY FAMILIES

MESSAGE FROM THE SUPERINTENDENT

OUR MISSION

Inspiring today's students to meet tomorrow's challenges

DEAR KLAMATH COUNTY COMMUNITY,

As we finish the 2021-22 school year, I would like to offer praise and sincere thanks to our staff, students, parents, and community for demonstrating the grit and determination it takes to return our schools back to a semblance of “normal.” Coming back from an extended time of pandemic-related school closures, we noticed not only learning loss but the loss of civility and respectfulness among people. Our staff faced pressures and behavior issues that were unprecedented.



I want to applaud them for their efforts to not only model respectfulness and civility, but to reinforce these critical qualities with students in their daily routines.

In 2021-22, Klamath County School District celebrated its 100th anniversary. The year was much like Dickens' "Tale of Two Cities," a story set in the late 18th century: “It was the best of times, it was the worst of times ...”

Klamath County survived the summer that produced one of the largest wildfires – the Bootleg Fire – in recent history. While we were happy to have students back in schools for in-person learning, the air was filled with smoke, quarantine protocols were in place, there were staffing shortages, and we were returning under state mask and vaccination mandates.

However, there are many reasons to feel good about 2021-22. The district was able to pay for all student school supplies and activity fees. Stearns Elementary opened a new eight-classroom addition. The Klamath Tribes donated \$500,000 to the Chiloquin track and field project, and the KCSB School Board of Directors led the charge for local

control of COVID-19 mitigation by sending resolutions to the governor. For the first half of the year, we focused on keeping students in school, re-establishing routines, and catching up with unfinished learning from the previous year.

As we moved into the second semester, it was time to get back to regular school business. Student activities and travel ramped up, and there were new teachers to train, curriculum to be reviewed, a budget to adopt, and staff to recruit for next year’s openings.

We have lots to celebrate. Our students embraced opportunities to learn and engage in their communities, competing at the national level in academic competitions, winning state championships in athletics, and leading and participating in stewardship and community service projects.

This annual report highlights some of those achievements and reviews the district’s progress towards the goals in our Strategic Plan. The plan was created in 2020 with input from community members representing education, business, social services, leadership, and government.

Thank you to our families, district staff, and community partners whose ongoing efforts improve the quality of education and offer opportunities for our students. We couldn’t do it without you.

Respectfully,

Glen Szymoniak
Klamath County School District



More than 250 people attended town halls hosted by the district in September to ask questions about the upcoming school year.



The Klamath Tribes donated \$500,000 to the Chiloquin Junior/Senior High School track and field project.



Shasta Elementary School staff hosted a food drive for victims of the Bootleg Fire near Bly.

WORKING TOGETHER FOR STUDENTS

COMMUNITY PARTNERSHIPS

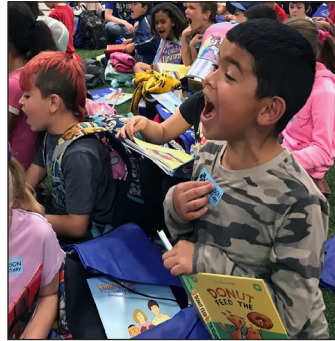
The district relies on community partners to support students and programs. Thank you to everyone who volunteered their time, made a donation, or provided resources.

In 2021-22, we continued to work closely with our higher education partners, Klamath Community College and Oregon Tech. We also were grateful for strong partnerships with social service organizations and medical communities. Here are a few highlights from this past year:

- Project Linus donated **400 handmade blankets** to help youth who needed a "warm hug."
- The community donated \$24,000 for scholarships and awards given to Klamath County seniors during the annual **Klamath Promise Graduation Sensation** Celebration.



48 Number of students certified in emergency response through a partnership with the Klamath County Emergency Response Team and Henley High School's Health Occupations CTE program. Partners included Klamath County Fire District No. 1, the Klamath County Sheriff's Office, CERT, and Kingsley Field.



801 Number of books provided by Klamath County Rotary Club to first-graders in Klamath County during the club's annual Klamath Cares, Klamath Reads event.



\$1.3 million

Amount raised by community partners in grants and donations to fund the Chiloquin Green Schoolyard Project, which includes a redesigned and enhanced playground area, a covered outdoor basketball court, interpretative walking paths, and community garden spaces at the elementary school. The project is a collaboration between the Trust for Public Land, the Willamette Partnership, Chiloquin Elementary School, Chiloquin City Council, Chiloquin FIRST, The Klamath Tribes, Chiloquin Visions in Progress, Ford Institute for Community Building, Healthy Klamath/Blue Zones Project, Oregon Health & Outdoors Initiative, and KCSD.

IN THE SPOTLIGHT

THINK TWICE STICKER SHOCK CAMPAIGN

About 45 Chiloquin Junior/Senior High School students teamed up with the Klamath Tribes Youth Council to carry a prevention message about underage drinking to businesses in Chiloquin and Klamath Falls. Their efforts were recognized by the Klamath County Commissioners. "This is very important to me because I know people who have struggled with alcohol, and I know people who buy alcohol for teenagers," said Chiloquin student Weeyaya Brown, a member of the Klamath Tribes Youth Council, which spearheaded the awareness project. "I don't want people messing up their lives."



Bonanza Elementary, Bonanza Junior/Senior High, Brixner Junior High, Chiloquin Elementary, Chiloquin Junior/Senior High, Falcon Heights Alternative School, Ferguson Elementary, Gearhart School, Gilchrist Elementary, Gilchrist Junior/Senior High, Henley Elementary, Henley Middle, Henley High, Keno Elementary, Lost River Junior/Senior High, Malin Elementary, Merrill Elementary, Mazama High, Peterson Elementary, Shasta Elementary, Stearns Elementary, Klamath County Transition Program, Great Basin Homeschool



STRATEGIC PLAN

The district's Strategic Plan is the result of input from staff, students, community members, and business leaders. The document outlines values, goals, and strategies that guide spending and planning.

CORE VALUES

These six values inform and help develop the strategies we use to achieve our goals.

Listed in reverse alphabetical order

SAFETY

All students and employees are provided safe and secure buildings and areas to learn and work.

QUALITY EDUCATION that is MEANINGFUL and VALUABLE

All students shall have access to quality teachers and dynamic and innovative programs that prepare them for higher education, technical programs, or the workplace.

EMOTIONAL WELL-BEING

All students and employees will work and learn in a supportive, engaging, encouraging, and inspiring environment with access to mental health resources.

EQUITABLE OPPORTUNITIES

All students shall have equal access to quality staff, courses, activities, services, and resources based on their individual needs.

ORGANIZATIONAL and INDIVIDUAL RESPONSIBILITY

The district and its employees will maintain accountability to students and the public, promoting financial and academic integrity and sustainability.

BUILDING STRONG RELATIONSHIPS and INVOLVED COMMUNITIES

The district believes collaboration with community partners and teamwork between our schools and their communities benefits students and their overall success.

STRATEGIC PLAN

To read our full Strategic Plan, including the strategies we are using to implement our goals, go to the district website at www.kcsd.k12.or.us.

GOALS

These seven goals inform the strategies we use to achieve our plan.

ACADEMIC ACHIEVEMENT

- ◆ Inspire curiosity to develop lifelong learners
- ◆ Align curriculum to Oregon standards
- ◆ Provide curriculum differentiation
- ◆ Incorporate technology to improve learning
- ◆ Explore opportunities to create preschools
- ◆ Expand the Play 2 Learn program

SOCIAL and EMOTIONAL SUPPORTS

- ◆ Improve the social emotional health of all KCS D students
- ◆ Develop and implement trauma-informed practices and professional development for staff, including parent/community modules
- ◆ Research, adapt, and implement annual K-12 social emotional learning curriculum
- ◆ Partner with community agencies to expand on-site therapy, skills building, and mentoring services during the school day

COLLEGE, CAREER, and LIFE READINESS

- ◆ Integrate a CTE exploration and life skills curriculum into district junior high programs
- ◆ 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 Careers for All Program
- ◆ Develop a “district report card” to track multiple measures of success for KCS D student outcomes and post-graduation metrics
- ◆ Develop a pre-apprenticeship program for KCS D high school students
- ◆ Maintain the district’s focus and support for College and Careers for All Program

COMMUNITY PARTNERSHIPS

- ◆ Create a standard and user-friendly format that community partners can use to increase student opportunities

RECRUIT, RETAIN QUALITY TEACHERS

- ◆ Identify staff recruitment needs and fill those positions with the most highly qualified individuals available
- ◆ Address retention of school staff through equitable pay, a supportive work environment, and career pathway opportunities

PROFESSIONAL DEVELOPMENT

- ◆ Increase teachers’ knowledge, teaching skills and effectiveness
- ◆ Align a continuous cycle of professional development with district improvement priorities
- ◆ Leverage highly effective teachers as trainers, mentors, and professional coaches

FACILITIES

- ◆ Prepare a capital construction/major maintenance master list and annual priorities
- ◆ Create a preventative maintenance plan for essential items that cause damage if they fail
- ◆ 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
- ◆ Inspect facilities and grounds for safety repairs and enhancements
- ◆ Prepare a replacement cycle to budget for items that need to be upgraded or replaced regularly

FINANCIAL STEWARDSHIP

The 2021-22 budget adopted in June 2021

reflected an influx of federal funds to mitigate learning loss and improve facilities. The district this past school year added 58 additional staff, which significantly increased the number of counselors and CTE and elective teachers and allowed us to focus on social and emotional support in our schools.

We maintained and increased student academic programs and co-curricular activities. The budget also funded contracted salary and PERS increases and needed maintenance projects.

ESSER funds along with district funds and the hard work of our maintenance and project crew allowed the district to start and complete much-needed building projects.

2021-22 budget year highlights

- Refinanced 2013 General Obligation Bond, saving \$3.1 million
- Earned GFOA Certificate for the Achievement of Excellence in Financial Reporting (7th consecutive year)
- Received nearly \$1 million in rebates for propane bus purchases
- Increased reserve funds for textbooks, equipment, and technology
- Received Technical Assistance Program grants: facilities assessment, \$20,000; long-range planning, \$25,000; and environmental hazards, \$25,000

State and federal stimulus grants

- Summer Learning Grants: \$1,265,156
- ESSER III: \$16,156,163

FACILITIES IMPROVEMENTS & DISTRICT PROJECTS

The district, with the help of its maintenance team, started and completed needed projects in buildings throughout the district. Projects funded by \$24 million in federal ESSER funds include the Shasta addition, the Learning Annex Center, turf fields and tracks at Chiloquin and Mazama, and HVAC control upgrades in Keno. The district also provided ESSER money towards the **Lost River Community Center** project. Construction on that project is expected to begin in summer 2023.

2021-22 projects:

- **Shasta Elementary:** New six-classroom building addition (*started*)
- **Mazama:** New turf football field, roof replacement (*started*)
- **Keno Elementary:** HVAC system upgrade
- **Chiloquin:** New track, turf field
- **Brixner Junior High:** Seismic retrofit for gymnasium and library
- **Chiloquin Elementary:** New ventilation system; new hallway flooring
- **Henley High:** New air conditioning, restrooms, lift station
- **Merrill:** New hallway flooring
- **Henley Middle:** Roof replacement
- **Chiloquin:** New ventilation system



SHASTA CLASSROOM ADDITION

Construction of a six-classroom building at Shasta Elementary School is well underway. Completion is expected by December 2022.



GO PANTHERS

Work started on a turf field and new track in Chiloquin in September 2021. The project, now complete, is ready for the 2022-23 sports season.

2022-23

proposed projects:

- **Chiloquin and Bonanza:** Construction of new gymnasiums
- **Stearns Elementary:** Construction of new 200-meter, ADA-accessible track
- **Gilchrist:** Roof and building renovations
- **Mazama:** Kitchen renovation
- **Malin:** HVAC control updates
- **Peterson:** Parking lot resurfacing, re-striping
- **Henley High:** Concession stand, greenhouse project
- **Merrill:** New hallway flooring
- **Henley Middle and Brixner Junior High:** CTE renovations including building, classroom areas
- **Districtwide:** Various school/classroom flooring upgrades

IN THE SPOTLIGHT

District maintenance crew

The 14-member team led by Dennis Zullo represents a total of 354 years of experience in 10 specialties: project manager, plumber, electrician, journeyman carpenter, boiler specialist, signing supervisor, HVAC specialist, concrete finisher, applicator, and facility locksmith.

ACTIVITY BUSES

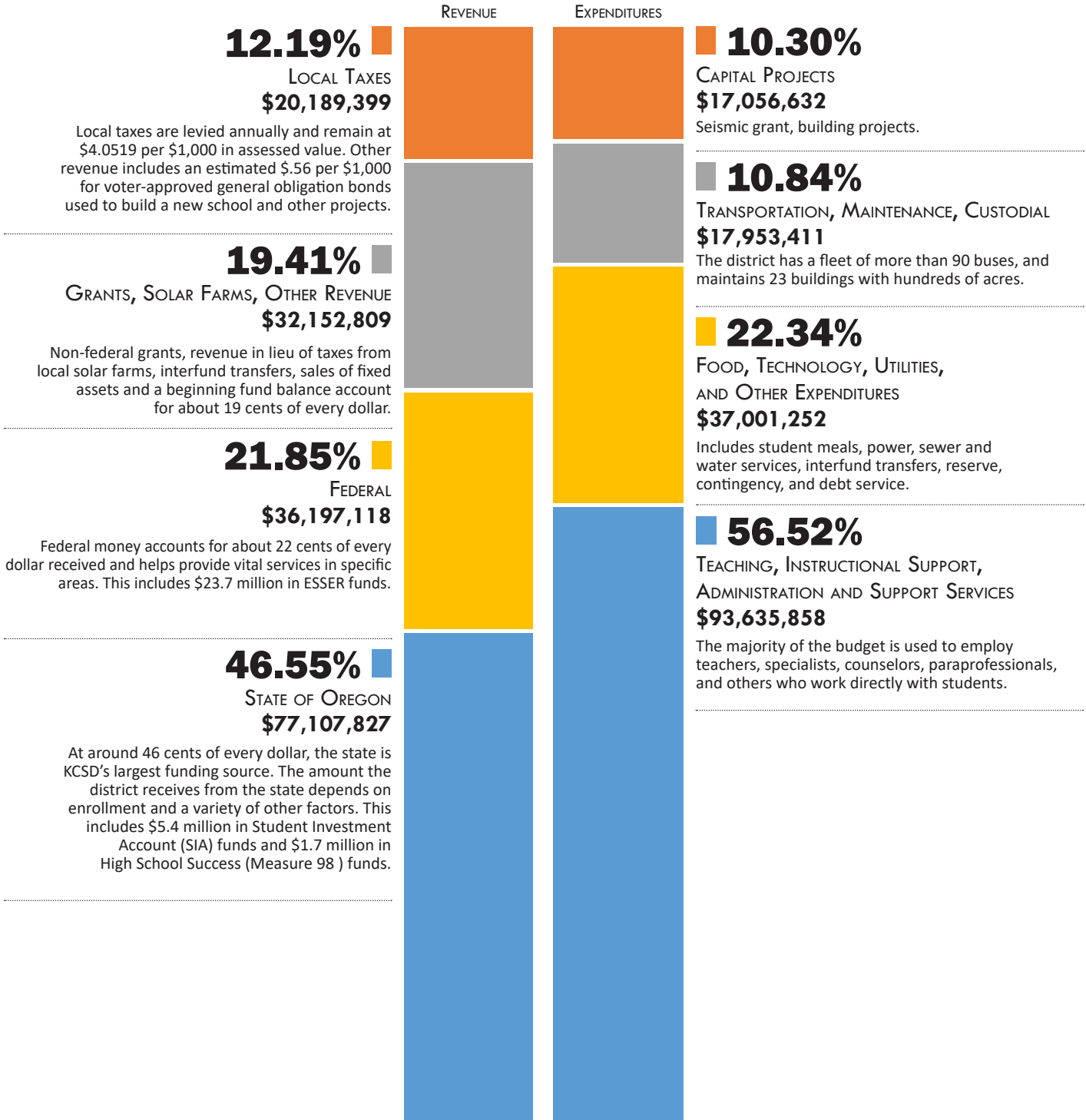
The district purchased two buses specifically for long trips for our scholars and athletes.

FINANCIAL STEWARDSHIP

2021-22 KCSD FISCAL YEAR BUDGET

\$165,647,153

WHERE DOES THE MONEY COME FROM?  WHERE DOES THE MONEY GO?



ACHIEVEMENTS AND GOALS

ACADEMIC SUPPORTS

- The district expanded **Falcon Heights Alternative School**, establishing Falcon Online for K-12 and expanding GED and credit recovery options to northern Klamath County. **North Falcon** on the Gilchrist campus is a collaboration between the Gilchrist administration and the team at Falcon Heights.
- **After-school tutoring** continued at both the elementary and high school levels. Transportation also was provided by the district. **In the migrant program**, 83 students received more than 3,320 additional hours of instruction.
- A new **Migrant Newcomer Immersive English Program** was established for grades K-12.
- **Developmentally Appropriate Practice (DAP) kindergarten model** was piloted from January to June at Stearns Elementary.
- The district hired a second full-time **Student Success Advocate** to work with students experiencing houselessness or insecure housing.
- A new **K-5 math curriculum**, Ready Math, was adopted for implementation next year. Ready Math allows for differential instruction based on a student's progress.
- A new **7-12 ELA curriculum**, Inquiry By Design, was adopted for next year. It focuses on active reading and student voice, exploring how literature has shaped our society and ideals over time. Students will use readers in which they can write and take notes.
- **Native American (SB-13) curriculum** was implemented in December in the 4th, 8th and 10th grades.
- The district continued **summer enrichment and academic programs for elementary students**.

COLLEGE and CAREER READINESS

- **Lost River, Henley, and Bonanza** received more than \$260,000 in grants to **expand Career and Technical Education (CTE) programs**. Look for a new digital media design dual-credit pathway program at Henley, a new business lab/CTE production room at Bonanza, and at Lost River, industry-standard technology and equipment, and a renovated computer lab uniting agricultural science and technology and business and marketing programs.
- **Robotics for 7th and 8th graders** started at Henley Middle School in 2021, and Brixner Junior High School will begin a program in the fall.



■ A **fine arts program** is now part of Chiloquin Jr/Sr High's course options.

- **Seven seniors from Henley and Mazama completed the district's new Education Pathway program.** The students earned 17 college credits towards their teaching degree. The pathway is aligned with the Klamath Community College and Southern Oregon University teacher licensure program.
- On the Henley campus, an **expanding construction program** will have ties to Klamath Community College apprenticeships.
- **In Gilchrist**, the Forest Products Mill continues to support the school's CTE program, providing a real-world connection for students.

#PROUDTOBEKCS

AWARD-WINNING MESSAGE

Kai Crume of Henley High School used his experiences to create an award-winning suicide awareness video for the You Matter to Klamath 2021 Youth Suicide Prevention Video competition. He won first place in the contest for his 2-minute video "We Have Purpose," which uses imagery from the Modoc Ancestral relay, native songs sung in the Klamath language, and a strong message about hope and connection.



OREGON MESA CHAMPIONS

Brixner Junior High School eighth-graders **Onyx Leah Bartlett and Stephanie Castaneda** won first place in the junior high Oregon MESA engineering and design competition. MESA stands for Mathematics Engineering Science Achievement. The district began offering the after-school program for the first time this year at three of its schools.

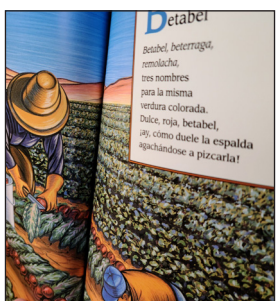
ACHIEVEMENTS AND GOALS

SOCIAL and EMOTIONAL SUPPORTS

- The K-12 Social Emotional Learning (SEL) Team is now 26 strong and each school has a dedicated specialist.
- In 2021-22, the team had more than 16,000 positive contacts with elementary students and interacted with more than 2,000 families.
- The district expanded the use of the SEL curriculum, **Character Strong**.
- The SEL Team refined the district's **K-12 Comprehensive Guidance and Counseling Program** and updated the manual.
- The district increased access to mental health support through contracts with Klamath Basin Behavioral Health.
- The SEL Team developed protocol for the Columbia Suicide Severity Rating Scale.

RECRUITING and RETAINING QUALITY TEACHERS

- The district hired 93 new teachers for the 2021-22 school year. To help retain and recruit new teachers, the district allocated \$100,000 for tuition reimbursement and loan forgiveness for new hires. This program will continue for the 2022-23 school year.
- The district applied for the House Bill 4030 Recruitment and Retention Grant with plans to hire four additional half-time mentors for new teachers, and provide additional professional development opportunities for both certified and classified staff, among other initiatives.



PROFESSIONAL DEVELOPMENT

- In June 2022, the district hosted the **Klamath Education Summit** featuring two dynamic experts, Ricky Robertson and Jody McVittle, on student resiliency, relationship building, and classroom management. About 200 educators attended the event, debriefing lessons learned in 2021-22 and looking ahead to the 2022-23 school year.
- The district's Social Emotional Learning Team offered **trauma-informed training** to district certified and classified staff.
- Teachers and paraprofessionals received ongoing elementary math instruction training and coaching through the **Developing Mathematical Thinking Institute**.
- More than 75 teachers and administrators received **Positive Discipline Core Strategies** training through KCSD and its partnership with Southern Oregon ESD.
- A core group of administrators completed **Research for Better Teaching's Analyzing Teaching for Student Results**.
- In partnership with SOESD and Research for Better Teaching, the district provided the course **High Expectations Teaching** to classroom teachers.
- The district offered numerous book studies, and trainings in technology, math, and reading.

STATE CHAMPIONS TRACK AND FIELD

- **Brandon Gailey**, Mazama, 100 and 200 meters
- **Eli Hayes**, Henley, triple jump, long jump
- **Savien Burk**, Mazama, 300-meter hurdles
- **Christopher Janey, Victor Alonzo, Giovanni Cazarez, Austin Willmott**, Henley, 4x400 relay
- **Lanie Cox**, Henley, triple jump

HENLEY AT KIDWIND NATIONALS

Four Henley teams competed in the KidWind National Challenge Competition in Texas.



Brandon Gailey, 4A 100- and 200-meter OSAA state champion.

#PROUDTOBEKCS

ROBOTICS TEAMS AT WORLDS

Two Mazama High School teams, a Henley High School team and a Henley Middle School team qualified and competed at the VEX Robotics World Championships in Dallas, Texas.

FBLA STUDENTS EARN NATIONAL BID

More than 50 FBLA students from **Bonanza, Gilchrist, Lost River, and Mazama** will represent Oregon this summer at the FBLA National Leadership Conference in Chicago.

2022 CRYSTAL APPLE AWARDS

Each year, the Klamath County School District awards Crystal Apples to five certified and three classified employees who best exemplify our mission:

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

Full profiles about the winners can be found on the KCS D website:

<https://www.kcsd.k12.or.us/district/crystal-apple-awards-2022.cfm>

Melinda Downing

Bus driver trainer, DO Transportation: "She goes way beyond expectations to make sure students arrive at school and home safely, putting in hours long before and after her scheduled time. She gives her all to make sure that we function well as a transportation team."



Cynthia Fee

Special education resource specialist, Henley Elementary School: "She is a fabulous teacher who excels at getting students to reach mastery level with their curriculum and skills, and she takes the time for character education as well. She is one of the hardest working teachers I've met..."



Molly McAuliffe-Hepper

Social studies, senior seminar teacher, Henley High School: "Unpretentious and straightforward, Molly brings a quiet passion to her work that inspires students to strive for excellence in all they do ... her classroom is a place of deep learning, lively discussion and hard work."



Maggie Hill

Paraprofessional, Shasta Elementary School: "Her love for students and what she does for Shasta is infectious. She is able to recognize on a daily basis which students need that extra little attention to make it through the day. Students absolutely adore her."



Rob Izzett

Band director, Mazama High/Brixner Junior High School: "His out-of-the-box thinking ... and his willingness to teach students to play new instruments, demonstrates his desire to reach all students, to encourage them to try new things, and to support them along the way."



Meghan Miller

Ag science teacher, FFA advisor, Lost River Jr/Sr High: "Student inspiration comes from teachers who love their content and the students they teach. Meghan is enthusiastic about what she teaches. Students are drawn to that energy and then become just as enthusiastic."



Lori Nealy

Kindergarten teacher, Ferguson Elementary: "Lori inspires students by instilling a love of learning at the kindergarten level and welcomes all children in. She is that safe person for all students and especially for those who need her most."



Mark Teel

Head custodian, Henley Middle School: "He ensures every student feels welcome and safe. Because Mark is uplifting and kind, students seek him for advice, and he often counsels students through anxiety, peer pressure, and bullying."

