

Not an ODE provided template*

**SIA Grant Application Response Template
for recording district information prior to uploading
into ODE Portal**

***Created from Section Two (p. 12-21) of the ODE Guidance for Eligible Applicants by Madi Koenig, InterMountain ESD, revised by SOESD**

Part One: General Information

Applicant

School District or Eligible Charter School Name: Klamath Falls City Schools
Institution ID:93-6000-545
Webpage where SIA Plan is posted:<http://www.kfalls.k12.or.us/>

Contact Person

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Phone Number:541-883-4700

Part Two: Narrative

Your plan summary will help reviewers get quick context for your plan and work ahead. 3-6 paragraphs. This section may be used to quickly explain investments to community, local legislators, media, and other partners.

A brief description of your school district or eligible charter school (enrollment, demographics, strengths, challenges, etc.)

The Klamath Falls City Schools is a 2700 student district located in southern Oregon near the California border. It is situated primarily within the city limits of Klamath Falls and surrounded by a larger county district, the Klamath County School District. It is the highest poverty 1000 or more student district in the state of Oregon with a 40% minority population. The district is strong in its implementation of high quality curriculum and programs. Two examples of quality district-wide programs are AVID and the CHAMPS classroom management program. It has a strong consistent hiring model that has helped identify and hire effective teachers and administrators. The district compensation ranks in the top quartile of all districts in the state. It also has a strong collaborative leadership structure with positive working relationships with all its employee groups. It also works very closely with the local post secondary institutions, Klamath Community College and Oregon Tech. It depends on many great community partnerships to serve its high needs populations. The partners collaborate regularly through

the community organization started eight years ago by the district, the Klamath Promise.

Its biggest challenge is dealing with the trauma with which more and more students are entering school from the high poverty community. Behavior and discipline have become the number one concern in the district. A second major concern is the number of students that enter kindergarten well behind their same age peers in the state. Starting off well behind other students in the state causes an uphill battle throughout their school careers as KFCS staff do their best to close the achievement gap between them and higher socio economic districts in the state, include the neighboring KCSD.

The exact need(s) or issue(s) SIA funding will address as outlined in your 3 year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

Much of the input and data gathered during the process indicated the need to provide more structured behavioral health supports in the form of training for teachers, coaching supports, staff to man behavior rooms in all schools, and alternative education staffing to better meet the needs of students who come to us with high ACE's scores. It was also brought to our attention that more needed to be done to support schools in their attendance work. Parents, teachers, staff, community members, and even students brought this as a need to address with additional resources. In order to reduce disparities in academic achievement parents, students and staff all indicated offering students more individual help and tutoring as well as an extended school year. Adding interest-area opportunities such as art, technology, and trades education was mentioned often as a way to help students be more motivated to come to school and do well while they are there. Another area that was mentioned to reduce disparities was to lower class sizes and improve classroom instruction and to provide teachers with the training they need to support students academically and emotionally.

Part Three: Community Engagement and Input

OVERVIEW OF COMMUNITY ENGAGEMENT

Describe your approach to community engagement (250 words or less). Ensure your response includes:

- Who you engaged
- Frequency/ occurrence

- How you ensured engagement of staff and each of the focal student groups and their families
- Key information you collected
- Who you partnered with in the engagement efforts

We have sought input from many people in many different ways during the beginning stages of putting the SIA plan together. We sent out parent surveys via email to all parents. These surveys included an opportunity to give individual comments and input. More than 483 surveys were completed and more than 260 comments were given. We also surveyed our parent groups for Special Education, Native Americans, and our Hispanic population and took their comments. Parents for English Language students were asked for their individual ideas on the use of the funds during parent/teacher conferences through the use of interpreters. Special Education students were asked for their ideas individually by their teachers. Principals at all schools did student and teacher focus groups to gather information on their preferences. Similarly, principals conducted focus groups with students of color in their buildings to add their input. The Klamath Promise Steering Committee was surveyed and comments were asked of them as well. This group consists of community members from business, non-profits, and government who work together to help our district improve its graduation rate. We twice also shared our plan with the Klamath Tribal Council and received their ideas and input following this presentation. The Title VI parent group was also surveyed for their ideas. A brainstorming session with them was conducted before the surveys were taken.

We also did extensive work to get input from staff through focus groups at all schools. We also surveyed support staff for their ideas and comments. We held two district-wide staff meetings to share plan progress and gather their thoughts on how best to use the dollars to improve behaviors and add opportunities for students. Principals put together plans for their levels, K-5, 6-8 and 9-12, which they shared with their staffs and for which they received input and made changes.

A community meeting was also held on March 4 to share the district plan. A time for input gathering and Q & A was included in this meeting. At the March 9 board meeting the plans was again publicly shared and opportunities for public reaction was given.

SELF-ASSESSMENT OF COMMUNITY ENGAGEMENT

Share a self-assessment about the quality and nature of your engagement of focal students, families and the staff more broadly. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement? (500 words or less)

Our approach to gathering input and feedback from a wide variety of people and from focal

populations was very effective and thorough. One improvement that could be made is getting a better response rate on surveys from sub population groups. I think this could be improved by asking the leaders from these groups to promote the completion of the surveys with their members.

What relationships and/or partnerships will you cultivate to improve future engagement (150 words or less).

We will build on the partnerships we already have to do this. We will use current group meetings to promote this input gathering. A second method will be using our district wide phone notification, email and text system to encourage attending input sessions and the completion of surveys.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement? (150 words or less).

We have all the resources we need to have effective engagement efforts.

WHO WAS ENGAGED?

Select all of the community members/ groups you engaged for this process:

This is for reference only. We anticipate check boxes on the actual application document or submission platform.

- | | |
|---|---|
| <input type="checkbox"/> xStudents of color | <input type="checkbox"/> xCommunity based organizations |
| <input type="checkbox"/> xStudents with disabilities | (non-profit organizations, civil rights |
| <input type="checkbox"/> xStudents who are emerging bilingual | organizations, community service |

- | | |
|--|---|
| <input type="checkbox"/> xStudents navigating poverty, homelessness, and foster care | groups, culturally specific organizations, etc.) |
| <input type="checkbox"/> xFamilies of students of color | <input type="checkbox"/> xTribal members (adults and youth) |
| <input type="checkbox"/> xFamilies of students with disabilities | <input type="checkbox"/> xSchool volunteers (school board members, budget committee members, PTA/PTO, booster clubs, parent advisory group members, classroom volunteers, etc.) |
| <input type="checkbox"/> xFamilies of students who are emerging bilinguals | <input type="checkbox"/> xBusiness community |
| <input type="checkbox"/> xFamilies of students navigating poverty, homelessness, and foster care | <input type="checkbox"/> xCommunity leaders |
| <input type="checkbox"/> xLicensed staff (administrators, teachers, counselors, etc.) | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> xClassified staff (paraprofessionals, bus drivers, office support, etc) | |

HOW DID YOU ENGAGE YOUR COMMUNITY?

Select all of the [strategies/activities](#) you deployed to engage your community:

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- | | |
|--|---|
| <input type="checkbox"/> xSurvey(s) or other engagement applications (i.e. Thought Exchange) | <input type="checkbox"/> xSchool board meeting |
| <input type="checkbox"/> xIn-person forums | <input type="checkbox"/> xPartnering with unions |
| <input type="checkbox"/> xFocus group(s) | <input type="checkbox"/> xPartnering with community based organizations |
| <input type="checkbox"/> xRoundtable discussion | <input type="checkbox"/> Partnering with faith based organizations |
| <input type="checkbox"/> Community group meeting | <input type="checkbox"/> xPartnering with business |
| <input type="checkbox"/> xWebsite | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> xEmail messages | |
| <input type="checkbox"/> xNewsletters | |
| <input type="checkbox"/> xSocial media | |

EVIDENCE OF ENGAGEMENT

You will upload your top five artifacts of engagement. Artifacts may include, though are not limited to: survey data, meeting minutes, synthesized/summarized reports of input collected, evidence of how input was collected, communications and engagement plans and processes for outreach. Artifacts may be in the form of documents, pictures, videos, etc.

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and community? (250 words or less).

The first artifact is a summary of the parent survey we conducted with parent responses. This was chosen to show the effort we put into making sure our plan represented parent priorities. The second artifact are the notes that were taken at our building presentations that were conducted to determine staff thoughts on the plan to add more specialist classes for students and more student learning time through the elimination of late starts on Wednesdays. This artifact demonstrates the effort we put into not only obtaining input from staff, but also making changes based on this input. As a result of this input the plan was changed and late starts were continued. The third artifact are the notes taken in our middle school when our administrator conducted a focus group with students of color in his building. This artifact

demonstrates how we took seriously the charge to gain ideas from students from focal populations. The fourth artifact are the notes a principal took at a meeting at her school to identify strengths and weaknesses in their plans to address the emotional health needs of their students. This document shows how we worked hard to identify strengths and weaknesses in our services and how we used staff ideas to prioritize resources for which we should use the SIA dollars. Finally, the fifth artifact are the notes taken during a Migrant and English Language Learner parent meeting to help us prioritize ways to improve our services to their students. It shows how we reached out to different populations to have discussions that would help us best utilize SIA resources for their students.

STRATEGIES AND ACTIVITIES FOR ENGAGING FOCAL STUDENT POPULATIONS AND THEIR FAMILIES

Describe the **STRATEGIES** (at least two) that you executed to engage **each of the focal student groups** and their families present within your district and community. Your response should include why the strategies were used. (500 words).

Strategies may include, though not limited to: leveraging partner organizations and existing networks; approaching focal student populations and their families first; designing a communications and engagement plan for your district or charter school to implement.

We used both surveys and focus group discussions specifically with focal group students and parents to identify the most effective ways to help their populations through the use of the SIA funds. A number of the submitted artifacts give you examples from the surveys and focus groups.

Describe the **ACTIVITIES** (at least two) that you executed to engage **each of the focal student groups** and their families present within your district and community. Your response should include why the activities were used. (500 words).

Activities may include, though not limited to: social media, websites, webinars, personalized emails, surveys, in-person forums, focus groups, community gathering, school board meeting, use of community based organization, coffee chat, newsletter, local media, roundtable discussion.

We conducted listening sessions during focal group parent meetings. We also interviewed parents of English Language Learners, using interpreters during parent/teacher conferences. We also conducted student focus groups for students of color to gather their input.

STRATEGIES AND ACTIVITIES FOR ENGAGING STAFF

Describe the STRATEGIES (at least two) that you executed to engage staff. Your response should include why the strategies were used. (500 words). *Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families.*

For support staff we conducted surveys that also included opportunities for comments. We also had the principals at each site conduct listening sessions to gather input from teachers on their ideas to better serve students. We also conducted building sessions to share the plans with staff once the first draft was completed so that changes could be made based on their input. There were also two district-wide sessions conducted with staff to identify the greatest behavioral health needs and support at all the schools and to share the status of the SIA plan at two different points in the formation process. These strategies were used to give every staff member not only a chance to give input but also to review the draft plans before the final version was submitted for approval.

Describe the ACTIVITIES (at least two) that you employed to engage staff. Your response should include why the activities were used (500 words). *Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.*

Activities included surveys, listening sessions, whole group progress report presentations, and information gathering on the strength and weaknesses of programming at each building that the SIA plan could address.

COLLECTING AND USING INPUT

Describe and distill what you learned from your community and staff. Ensure your response includes: (250-500 words)

- What you learned or are actively learning
- How you applied the input to inform your planning

What we learned from parents and staff was the great need to improve our behavioral health services on all three levels, Level 1,2, and 3. This caused us to put components into the plan to improve our training for teachers in better student management and discipline and provide

behavioral specialists in each school to give them ongoing support in this improvement process. We learned that we need more in-school and out of classroom support for students suffering from trauma who need time out of their classrooms to calm down until they are ready to return for instruction. We also determined that we need to invest more in alternative programming at all grade levels to better support the needs of students who need to be out of the regular classroom program for a period of time. All these components were built into our SIA plan or braided with funds from our general fund.

We also learned that students need more opportunities for a well rounded education. This was a common theme of the input we received from students, staff and parents. Therefore we added money for STEAM education for all our schools. We will be using general fund dollars and Measure 98 funds to add elective options to all our schools.

Finally we learned that many parents and staff believe our class sizes are too large. Therefore we built into our plan dollars to purchase a portable classroom at our most crowded school to reduce class sizes there. We also did a boundary adjustment to equalize class sizes at two of our schools. Finally we have included funds from Measure 98 and our general fund to lower class sizes at all our schools in the 2020-21 school year.

Part Four: Data Analysis

Describe the data sources used and how the data informs equity-based decision making (150 words or less).

We use a variety of data sources to determine needs in our district and to help us develop plans to address these needs. This includes our Student Investment Act plan. This information helps us create equitable programming in the district that meets the needs of specific students or groups of students. Data sources include the state report card, Division 22 reports, Smarter Balance test results, Kindergarten assessments, curriculum-based assessments, district data sources that include attendance and discipline records, student and parent surveys, staff input at the school and district level meetings, and community and focal parent group meetings. We use the information gained from all these sources to determine which students need more support and what those supports should be. Once these questions are answered we create SMART goals and strategic plans to address these needs. From there we follow up on whether anticipated improvements are being made and what adjustments to the plans need to be implemented.

Using data from pre-determined sources in 16 different areas, called Excellence Indicators, we chart district progress longitudinally and annually report the results to the School Board and the community. The school board uses this information to adjust the district strategic plan and budget in areas of greatest need. Likewise in the summer each year district administrators review the Excellence Indicator data to revise the district strategic plan before it

goes to the board for their review and approval in the fall.

Part Five: SIA Plan

The SIA plan must be for three years. In this section, you'll be required to upload and share how you applied an [equity lens](#) or tool in your engagement, planning and decision making. There is not a firm limit on plan page size or word count. It is suggested the written plan be between five and 20 pages. Along with your written plan, a complete [SIA Integrated Planning Tool](#) and [SIA Budget](#) (template to be released in Jan. 2020) need to be submitted.

KEY ELEMENTS OF YOUR SIA PLAN: OUTCOMES, STRATEGIES, ACTIVITIES, AND PRIORITIES

OUTCOMES (*the changes you are trying to cause*): What changes do you hope will happen over the next three years by executing your SIA plan? Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

1. All staff will be implementing strategies to support diverse learners through culturally-responsive classroom practices such as WICOR and CHAMPS.
2. Targeted class size reductions in K-3 can be linked with positive changes in school climate, working and learning conditions, and 3rd grade reading proficiency.
3. Technology and curriculum resource improvements create a more flexible, responsive, engaged and differentiated learning experience.
4. Students who have level 2 and level 3 behavior needs will have their needs met and, as a result, become productive cooperative learners.
5. Student learning and student satisfaction with school will improve each year.

STRATEGIES (*inform long-term goals have a theory of action or impact, and consider resources, context, people and timeline.*): What means (strategies) will be used to create change in your district or eligible charter school?

1. Staff will be trained to meet the diverse learning and behavioral needs of students from high poverty homes.
2. K-12 class sizes will be decreased by braiding funds to add elective and specialist opportunities, classroom spaces, and core instructional teachers.
3. The diverse learning needs and interests of students will be met through equipping classrooms with needed curriculum and technological equipment and materials.
4. Using braided funds, the district will provide more support to teachers and students to create safe productive learning environments for all students.
5. Braided funds will provide more alternative education options for students in grades 6-12.

STRATEGIES: What spending priorities have you decided to focus on for the next three years?

1. Staff will be trained to meet the diverse learning and behavioral needs of students from high poverty homes.
2. K-12 class sizes will be decreased by braiding funds to add elective and specialist opportunities, classroom spaces, and core instructional teachers.
3. The diverse learning needs and interests of students will be met through equipping classrooms with needed curriculum and technological equipment and materials.
4. Using braided funds, the district will provide more support to teachers and students to create safe productive learning environments for all students.
5. Braided funds will provide more alternative education options for students in grades 6-12.

STRATEGIES: What evidence or theory of action have you considered that indicates this strategy will bring about the changes you are targeting?

Research from such sources as the National Education Association, Project Star, and the Northwest Comprehensive Center have shown that lowering class sizes in the primary grades increases student achievement. Countless studies have also shown that building relationships are key to improved student outcomes. Reducing class sizes at all grades helps accomplish this: "The culture of a school lives in its organizational relationships. Creating schools with a culture of positive relationships have long been a characteristic of success. When a school has established a positive culture, students are more likely to meet academic standards, and less likely to drop out, or experience chronic behavior problems. Faculty and staff working in school settings with positive cultures are often characterized as working collaboratively with colleagues, parents, and constituents to best meet the academic and social needs of students." Dr LaMarr Mosses in ASCD Inservice Magazine, January 30, 2019.

Much research has shown that students who have a class or activity they are highly interested attend school more regularly and graduate at higher rates. This has been shown, for example, in studies on CTE that demonstrate that students in these programs graduate at higher rates than the regular population. Having these high interest class options also builds relationships and improves school climate. This leads to better student outcomes as Dr. LaMosses says above. For these reasons we plan to invest in adding high interest class options for students at all grade levels. Studies conducted by OSAA also support this idea as they show that students involved in extracurricular activities graduate at higher rates than the general population. This is another indication that having classes or activities about which they are highly interested, improves student outcomes.

An increasingly rich body of literature has been devoted to ACE's (Adverse Childhood Experiences) and their impact of student learning. The Kaiser ACE Study conducted for the

Center for Disease Control, gives strong rationale for providing more supports for students with high ACE scores (see https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html?CDC_AA_r efVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Facestudy%2Findex.html for more information). This has led us to include significant investments for behavioral health supports and training for our schools in the SIA plan.

Research also shows the relationship between the amount of time students spend reading and their reading achievement. One such study appeared in The Journal on November 17, 2016: <https://thejournal.com/articles/2016/11/17/report-increasing-student-reading-time-improves-comprehension.aspx>

Because of this relationship we plan to invest in library books of interest to focal populations to increase the amount of time they spend reading independently.

John Hattie's research has shown there is a significant affect size for increasing learning time. Thus we are investing funds to increase the K-5 student learning time and to provide summer school opportunities for students in grades 6-12. Research shows that increasing summer learning time is especially important to students from low income families who typically have a learning slide in summer.

"Technology can be used to improve teaching and learning and help our students be successful. ... However, technology can be a "force multiplier" for the teacher. Instead of the teacher being the only source of help in a classroom, students can access web sites, online tutorials, and more to assist them." Oct 21, 2011 Technology and Learning Magazine. As this and many other studies have shown, effective use of classroom technology and access to technology for students can improve their learning experiences and their learning outcomes. Because of this, we have put dollars in our plan to update classroom technology in the district.

ACTIVITIES (*more concrete and are oriented to smaller steps or shorter-time frames...specific actions, activities and investments.*): (*This is considered your budget narrative*) **What activities and investments are you planning to make to advance your priorities?**

1. A mentor program will be used to help new teachers improve instructional and behavioral skills.
2. Stipends will be paid to PLC leads.
3. Scholarships will be provided to train support staff to be teachers.
4. Training will be provided to improve trauma informed practices and classroom instruction.
5. Restorative justice training will be provided to staff.
6. Learning opportunities will be given to families.
7. A portable classroom building will be purchased.
8. A foreign language teacher will be hired.
9. STEAM supplies, materials, technology and equipment will be added for K-12 STEAM classes.
10. Supplies for trauma informed classes will be purchased.
11. Computers and software will be updated.
12. An I-READY assessment system will be purchased.
13. Six TOSA's will be hired to help w/ school discipline and attendance.
14. 4.33 FTE of Behavioral Support Specialists will be hired.

15. 5 para professionals to supervise trauma classrooms will be hired.
16. A high school counselor will be hired.
17. A middle school counselor will be hired.
18. A part time nurse will be hired.
19. New security cameras will be purchased.
20. Summer school for credit recovery will be funded.
21. Dual credit fees and expenses will be provided.
22. Benefits for all staff hired in this plan will be paid.

ACTIVITIES: *(This is considered your budget narrative)* **What are the focused ways you plan to utilize the SIA investment (and possibly other braided funds) to reach your identified outcomes?**

We plan to provide more structured behavioral health supports in the form of training for teachers, coaching support, staff to man behavior rooms in all schools, and alternative education staffing to better meet the needs of students who come to us with high ACE's scores. Parents, teachers, staff, community members, and even students brought this as a need to address with additional resources.

In order to reduce disparities in academic achievement more specialist offerings in elementary grades and more elective options in higher grades are needed. Adding interest-area opportunities such as art, technology, and trades education is a way to help students be more motivated to come to school and do well while they are there. Another way to reduce disparities is to lower class sizes and to provide more one on one support to students who need extra help to achieve grade level expectations.

ACTIVITIES: *(This is considered your budget narrative)* **Who is responsible for implementing the activities and investments? What are the timelines for changes in strategy?**

The district administration is responsible for implementing the activities and investments in this plans. Changes in strategies will begin the first year and deepen and improve each of the three years of the plan. Strategies will be evaluated and changed as needed each quarter of each school year.

ACTIVITIES: *(This is considered your budget narrative)* **What is your model for continuous evaluation of the return on investment or impact of this investment?**

Each spring the school board will review the outcome measures given above and determine whether adequate progress was made through the investments. In those areas where progress

was deemed inadequate, response measures will be planned for the next school year. This could include adjustments in how the SIA funds are used. It could also mean changing implementation strategy changes unrelated to finance. The district strategic plan will also be adjusted accordingly to reflect this change of direction.

ACTIVITIES: *(This is considered your budget narrative)* How are the resources allocations in your budget reflective of the changes your planning is intended to cause?

The resource allocation in our budget directly related to to the changes we are striving to cause as reflected by the plan outcomes:

1. Each year we will see a reduction in the percentage of students at each building who are referred to the school office for disciplinary reasons compared to the prior year. Budget allocations to support this include: All of the allocations related to improving school and classroom behavior. We also believe lowering class sizes and adding electives will support improvement here as well.
2. Each year we will see the number of students district-wide who are suspended or expelled from their schools decrease. Budget allocations to support this include our investments in alternative education, reduced class sizes, additions of electives, and investments in improving classroom and school behavior.
3. Each year the 4-year district-wide graduation rate for students of poverty, Multi-Racial, and Special Education will increase. Budget allocations to support this include class size investments, the addition of electives, behavioral supports, technology and library materials, alternative program additions and summer school.
4. Each year the percentage of 9th graders from poverty and those with I.E.P.'s who are on track for graduation will increase. Budget allocations to support this include alternative education supports, smaller class sizes, additional electives and summer school.
5. Each year the percentage of students who give their schools an A or B grade in all schools on our annual student survey will increase. Budget allocations to support this include additions to libraries and school technology, adding playground equipment, lowering class sizes, adding electives, and providing behavioral supports.
6. Each year the percentage of Native Americans, English Language Learners, Students from Poverty and Hispanics who reach proficiency on the 3rd Grade Smarter Balanced ELA tests will increase. Budget to help accomplish this includes reducing class sizes, improving school libraries and technology, providing more behavioral supports, and adding summer school.
7. The percent of Native American students who are faithful attendars will increase each year. This will be improved by reducing class sizes and providing behavioral and alternative education supports.
8. The number of teachers of color will increase each year compared to the prior school year. This is being addressed by adding a scholarship fund for support staff to gain a teaching certificate.
9. Enrollment will increase in grades 6-12 vocational programs compared to the year before. This is being accomplished to investment in new grade 6-12 elective programs.
10. The Professional Learning Community work (PLC's) in each school will have a positive impact on student achievement as is evidenced by a higher percentage of students in the all-students category scoring at at a proficient level or above each year compared to the prior year on the Smarter Balanced math and ELA tests at all grade levels. This is

being supported by paying stipends for teachers to run PLC groups in grades 6-12.

PRIORITIES: *(For tiered planning)* **Where do you expect to put most of your focus, resources, and energy your first year?**

The first year we plan to prioritize reducing class sizes, increasing electives, increasing alternative education options and improving behavioral support throughout the district.

PRIORITIES: *(For tiered planning)* Using “high/medium/low” or “A/B/C” please provide a narrative description of your priorities over the first three years.

The first year we plan to prioritize

1. reducing class sizes -- Priority A

In all grades we aim to lower class sizes to help teachers better individualize instruction, develop strong relationships with students, and reduce disruptive classroom behaviors. To facilitate this class size reduction we also plan to purchase modular classrooms at an elementary school that is out of space to add teachers.

2. increasing electives -- Priority A

We plan to add specialist opportunities for students in grades K-5 and elective classes in student interest areas in grades 6-12 to help young people have a more well rounded educational experience and improve their desire to attend school and graduate. We also plan to add the capital equipment, Technology, and supplies that are needed in these areas and in the classrooms where these classes will be taught.

3. improving behavioral supports throughout the district. -- Priority A

Our district has experienced a growth in behavior problems that have disrupted classrooms the last two years. We have implemented the CHAMPS program to give teachers the tools they need to address these needs. However, they need more training and support to implement this model successfully. Likewise we need more level 2 and 3 supports in the schools and the district for students who exhibit hard to manage behaviors in the classroom and schools. Investments from SIA will be earmarked to help our Level 2 and 3 behavior improvement work succeed.

4. Improving alternative education options -- Priority A

Related to #3 above we need to add or enhance alternative program options in our district to help students who are severely deficient in living productive lives in the school and the community. Year 1 funds will be dedicated to adding to these support systems.

PRIORITIES: *(For tiered planning)* In what ways might your priorities shift within a given year based on resource availability (including human resources or skilled consultant supports you are planning for)?

I do not see our priorities shifting in a year. The only way this would happen is if we are unable to hire people to implement our SIA plan as illustrated here. Should we need to make a shift, we would consider acquiring more capital equipment and materials with these dollars, which would support our needs. This could include portable classrooms to reduce class sizes and relieve building overcrowding, construction projects to add classrooms for the same reason, purchase more technology and technical support to help teachers improve classroom instruction through technology, improve classroom and school libraries to help students develop a love for reading, purchase more vocational equipment for trades programs, improve playground equipment and classroom furniture to promote positive student attitudes toward school, and purchase more curriculum materials to support the delivery of our science and art programs. We might also consider using more dollars to increase the quality of our after school programs.

SIA INTEGRATED PLANNING TOOL

ODE has developed an optional [SIA Integrated Planning Tool](#) as a resource for districts that supports alignment with the information required within the SIA plan. Alternate tools or approaches are allowed in addition to the narrative information called for in the application.

BUDGET

*Upload a completed SIA budget template.
ODE will release an SIA budget template in late January 2020.*

EQUITY LENS OR TOOL

Upload the [equity lens](#) or tool you used to inform and/or clarify your plan.

Describe how you used the uploaded equity lens or tool. (250 words).

We used the uploaded equity lens tool to help us evaluate the first draft of our plan to ensure it is meeting the needs for which the SIA dollars are intended.

DRAFT LONGITUDINAL PERFORMANCE GROWTH TARGETS

ODE has asked for drafts of Longitudinal Performance Growth Targets and the ODE Worksheet (p. 57 in Guidance) at the time of submission, but ODE will co-development growth targets once the application has been determined to meet all requirements.

While asked for at the time of submission, ODE will not consider the growth targets and documentation provided in this section as part of its review and determination if application requirements have been met. ODE does not recommend school board approval of the longitudinal performance growth targets or any other evaluative criteria until a corresponding grant agreement is co-developed and approved by the applicant and ODE after submission and approval of the SIA Application.

Include in this section:

- **Drafts of Longitudinal Performance Growth Targets**
- **ODE Worksheet**

Part Six: Use of Funds

ALLOWABLE USES

Which of the following [allowable use categories](#) is your plan designed to fund within? Select any or all.

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- XIncreasing instruction time
- XAddressing students' health and safety needs
- X[Evidence-based strategies](#) for reducing class size and caseloads
- XExpanding availability of and student participation in well-rounded learning experiences

MEETING STUDENTS MENTAL AND BEHAVIORAL HEALTH NEEDS

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- XIncreasing instruction time
- XAddressing students' health and safety needs
- X[Evidence-based strategies](#) for reducing class size and caseloads
- XExpanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to: (500 words or less)

- Meet students' mental and health needs; and
- Increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

[In order to meet students mental health needs staff will be added to all elementary schools. The elementary schools will have trauma support staff who will give students calming time during the day in a multi-sensory room to de escalate and reduce emotional feelings before returning to the classroom. At the middle school an alternative education classroom will be added to provide support for students with mental health needs and help them learn social skills while](#)

getting tutoring with their work. Also to be added is a district behavior coach to help classroom teachers work through challenging behaviors in their classrooms and effectively implement the CHAMPS classroom management program. The district also will provide more 9-12 alternative education tutoring and support to help students who have been expelled or suspended from school to meet their educational needs. Training and support for all teachers in trauma informed practices will be provided to make them equipped to work with students who come to school with high ACE's scores.

In order to increase academic achievement and reduce academic disparities for focal groups the district will provide lower class sizes that allow teachers more availability to work with students from focal student groups and reduce disparities in student achievement. Providing more behavioral supports for schools will also help low achieving students improve their ability to maintain their attention for longer periods of time and, as a result, increase their learning success. Professional development in the best practices AVID model will also be paid from SIA funds, This will help teachers increase motivation and learning for all student groups. Library books purchased on topics of interest to focal student groups will provide more home reading material and help focal groups improve their reading competencies.

Also class sizes will be lowered in order to make it possible for teachers to give more individual attention and tutoring support for students in focal groups. Providing summer school for credit deficient students will also help these groups.

ADDRESSING THE NEEDS AND IMPACT ON FOCAL GROUPS

The act supports “targeted universalism.” This means that all students can benefit while focus can be given to target or focal student groups.

Describe the potential academic impact for all students and the focal student groups based on your plan to use funds. (500 words or less).

All student groups, focal and non-focal, will benefit from the increased investments in behavioral and mental health supports. Students currently exhibiting disruptive behavior due to high ACE's scores will have their needs addressed at both the classroom and school level through additional staff that will be added to support them, additional training for teachers on how to meet their needs, and a more systematic approach to helping them be successful in the classroom. For students who already are successful in school, they will benefit academically from more orderly classrooms. Likewise focal group students will benefit from improved instructional strategies thanks to the AVID training teachers will obtain. The additional alternative education supports will help focal population students who need extra training and help to be successful students. It will also help students from the universal group who need this extra help. Again, the rest of the students will also benefit from having more orderly classrooms in which to learn.

Lowering class sizes will help focal groups by providing the opportunity for more teacher support. This will be especially helpful to focal groups such as Native Americans whose achievement scores lag behind the overall class averages. This will also allow teachers to encourage better attendance in their classes, especially from focal group students whose attendance currently suffers. Smaller class sizes will help all students receive the attention they need and provide for stronger relationships with their teachers.

Adding specialists and elective classes will help make school more interesting for focal group populations who sometimes do not have their interests addressed. This will help them be motivated to be in school and take advantage of their learning opportunities. It will also help them prepare for careers as a number of elective opportunities are related to real world work opportunities.

Providing professional development to teachers on understanding focal group populations and varying instruction as needed to address cultural differences will be important to their success. This training will also help teachers create effective and safe learning environments for all students.

Providing summer school with these funds will give all students who have fallen behind grade level learning and credit requirements a chance to catch up with their peers and reduce the disparity in achievement between groups.

Providing additional technology for schools is another way to reduce disparity as focal group families often do not have the technology that their peers enjoy. This will help level the playing field and support the learning of all students.

Adding library books to school and classroom libraries will help focal group populations that often do not find books written by members of their own race or nationality. Having more diverse selection options will encourage these student to develop a reading habit and a love for reading.

Adding playground equipment was a top priority of our highest needs students in our poorest school that is predominantly Native American and Hispanic. This equipment will help reduce the disparity that is found between schools with well-to-do parent groups and our poorer schools in the district. Again this will also motivate students to want to attend school which will have an impact on their academic achievement and reduce achievement gaps.

Having more art and science equipment, technology and curriculum resources in schools will allow teachers to add more hands-on science and art. This is an effective teaching and learning strategy that benefits all students, especially students from poorer homes or for whom English is their second language.

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted or otherwise experience the supports or changes you hope your plan causes? (250 words)

I would say the biggest barriers would be factors that are hard, if not impossible, to address without extensive supports beyond the SIA funds. This would include health care, transportation, parent modeling and commitment to educational success, drug abuse, and other societal issues that are beyond the purview of schools to change.

Another barrier is being able to hire effective staff members for the positions funded in this plan. We have fears that with the shortage of educational professionals and workers in our rural area, a number of the positions will be difficult to fill with highly effective individuals.

A third concern area is space. As we add more programs and lower class sizes, a number of our buildings will struggle to find the space adequate to house these additional classes.

--

Part Seven: Documentation and Board Approval

EVIDENCE OF BOARD APPROVAL
1. Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.) 2. Share the link where the plan exists on a public website.

Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school(s)?

<i>This is for reference only. We anticipate check boxes on the actual application document or submission platform</i>
<input type="checkbox"/> XYes <input type="checkbox"/> No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?
--

<i>This is for reference only. We anticipate check boxes on the actual application document or submission platform</i>
<input type="checkbox"/> XYes <input type="checkbox"/> No

Did any public charter school(s) you invited to participate in your SIA plan decline to participate?

<i>This is for reference only. We anticipate check boxes on the actual application document or submission platform</i>
<input type="checkbox"/> Yes <input type="checkbox"/> XNo

COLLABORATION

Describe the process you took to collaborate with the public charter(s) schools in doing community engagement. (150 words or less)

<p>We communicated via email several times. They and we took in ODE webinars related to</p>

charter school participation. They worked on their plan separate from our district's plan as they have their own board of education and policies and have always worked independent of the district outside of seeking administrative supports from the district.

AGREEMENT(S)

If applicable, upload charter school SIA specific agreement(s). Upload multiple relevant.

APPLICANT ASSURANCES

This is for reference only. We anticipate check boxes on the actual application document or submission platform.

By checking the boxes below, the school district or charter school assures: (check each box)

XAdherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.

XInput from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used).

XDisaggregated data by focal student group was examined during the SIA planning process.

X[The recommendations from the Quality Education Commission](#) (QEC) were reviewed and considered.

XThe district's SIA plan is aligned to its CIP. [Not required for eligible charter schools]

XAgreement to provide requested reports and information to the Oregon Department of Education.

Activi #	FT	able Use Ca gory	Object Code	<p>1. Briefly describe the proposed activity (Column "E").</p> <p>2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C")</p> <p>3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D").</p> <p>If the desired object code is not listed, select "OTHER" and include a note in the justification narrative.</p> <p>4. Enter FTE, if any is associated with the activity item (Column "B").</p> <p>5. Enter budgeted amount (Column "F")</p> <p>6. Provide a brief narrative justification for the activity and budgeted amount (Column "H").</p> <p>The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.</p>	\$ Amount	
					Total Expenditures:	\$ 2,553,648.70
Allowable Administrative Costs:					\$	127,682.44
Unbudgeted Funds:						\$0.00

Budget Justification Narrative

Proposed Activity						
1	6	H&S	111	Six certified administrative assistants will be hired (one per school).		\$ 420,000.00
2	5.0	H&S	31x	Behavioral support specialists w/ mental health training will be contracted through Klamath Basin Behavioral Health.		\$ 325,000.00
3	5	H&S	112	Para professionals will be added for behavior rooms at our elementary schools and our middle schools		\$ 104,000.00
4	0	IIT	111	A mentor program will be used to help new teachers improve instructional and behavioral skills which in turn will increase classroom effectiveness and efficiency and lead to increased instructional time.		\$ 60,000.00
5	0.5	IIT	111	A teacher will be added to provide summer school credit recovery for high school students		\$ 50,000.00
#REF!	0	WRE & H&S	2xxx	Benefits for all staff included in this plan		\$ 400,000.00
#REF!	1	H&S	111 or 31x	Hire an additional high school counselor or a behavioral specialist.		\$ 60,000.00
#REF!	1	H&S	31x or 111 or 34x	Hire an additional middle school counselor or behavioral specialist		\$ 60,000.00
#REF!	0	WRE	111	Stipends for PLC leaders in grades 6-12		\$ 18,000.00
14	0	WRE	4xx and 5xx	STEAM supplies, materials, technology and equipment will be added for K-12 STEAM classes		\$ 589,799.95
15	0	H&S	4xx	Supplies for Trauma informed classrooms		\$ 50,000.00
16	0	WRE	2xxx	Scholarship fund for support staff to pursue teaching degrees		\$ 15,000.00
17	0	H&S	34x	Training will be provided for teachers to improve their skill base in trauma informed practices and improved classroom instruction.		\$ 75,000.00
18	0	RCS	5xx	Portable classroom for Roosevelt School		\$ 200,000.00
19	0.6	WRE	111	Hire a Foreign Language Teacher		\$ 61,848.75
20	0.05	H&S	31x	All Staff to be trained in Restorative Justice and additional PD related to the restorative justice process		\$ 10,000.00
21	0	H&S	31x	Add .05 FTE Nursing Services		\$ 5,000.00
22	0	H&S	4xx	Install new camera and security systems		\$ 15,000.00
23	0	WRE	4xx	Update computers and software		\$ 12,000.00
24	0	WRE	4xx	Provide tuition, books and fees for increased attendance at local colleges.		\$ 15,000.00
25	0	H&S	4xx	Provide learning opportunities for families of adolescents in the evening		\$ 5,000.00
26	0	IIT	4xx	Purchase I-Ready to use as a diagnostic tool for interventions		\$ 3,000.00

Certified teachers w/ administrative training will be hired at each building to provide student behavioral improvement training, support, and leadership. These positions will also coordinate district work to improve attendance. This is a level one support to help teachers effectively manage behavior in their classrooms and in other school areas. Student behavior support and improvement was the top priority of parents and staff as given through survey, focus group meetings, and round table discussions.

Level two supports to help students succeed who are disrupting classrooms is necessary. Another frequent request of parents was to provide training to students who do not have the social skills necessary to be successful in school and in life. This was a top priority of parents and staff as given as input in surveys, focus group meetings, and other input gathering. These specialists will be working with students to provide the skills and supports they need to return successfully to their classrooms.

Para pros will be hired to help teachers manage disruptive classroom behaviors and help trauma impacted students better manage their school days and learn appropriate behavioral skills. This is a level two support. Parents and staff surveys and other information gathering sessions identified improved student behavioral support as a top district need and priority.

Many paraents indicated that improving instructional quality and behavioral support for teachers was extremely important. Having an effective mentor program and training for new teachers will help new teachers be successful in meeting these needs.

We will extend the learning time during summer for credit deficient students by hiring teachers to support credit recovery for students. Providing tutoring to struggling students was a top priority expressed in parent surveys and by students in their focus groups at the high school.

All hired staff will need to have benefits covered with their salaries.

Hire an additional high school counselor to help students with their 4 year planning. Should a suitable candidate not be found a behavioral specialist will be added to do this work.

Hire a middle school counselor behavioral specialist for the middle school that helps work with individual students, does school wide planning and implementation of behavior programs, and does classroom SEL instruction.

Teachers who lead grade 6-12 PLC groups will receive a stipend to help their subject colleagues do effective work.

As we add STEAM options K-12, we need curriculum materials, equipment and supplies to enable learning in these classes.

In order to provide classrooms to help students calm themselves and develop social skills, supplies and materials will be needed.

This will be a scholarship fund to support staff members who wish to pursue teaching certificates. In order to have effective schools we need strong teachers. This need has been difficult to fill as we have a shortage of teachers and need to develop our own. This also will help us create a more diverse work force.

District staff will participate in training in behavioral improvement strategies. Teachers will have the opportunity to be trained in best instructional practices. Summer time will also be provided to allow teachers to create improved curriculum for students.

This is necessary in order to lower class sizes at Roosevelt School as they have no space within the school to add classrooms. This will help us lower class sizes at our most crowded school. This was a top priority of parents and staff as given in surveys, focus groups, and round table discussions.

Provide additional electives for students to lower class sized ans provide additional educational opportunities.

Create a culture of safety for all students and adults that supports the social, emotional, an dphysical well-being of students and adults that is critical to academic and professional success. Provide additional nursing services for our complex and highly complex students

Create a culture of safety for all students and adults that supports the social, emotional, an dphysical well-being of studetns and adults that is critical to academic and professional success.

Invest in technology to provide assessment tools to evaluate the needs of our students and provide appropriate intervention to ensxure academic success. Increase availability of technology as a tool of learning for all students.

Create a culture of career pathway awareness for all students. Students having access to all educational opportunities at the local collect and on our campus.

Create a culture of safety for all students and adults that supports the social, emotional, an dphysical well-being of studetns and adults that is critical to academic and professional success.

Invest in technology to provide assessment tools to evaluate the needs of our students and provide appropriate intervention to ensxure academic success. Increase availability of technology as a tool of learning for all students.

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST
Strategy 1	Staff will be trained to meet the diverse learning and behavioral needs of students from high poverty families.	\$ 183,000.00	\$ 549,000.00
Strategy 2	K-12 class sizes will be decreased by braiding funds to add elective and specialist opportunities, classroom spaces, and core instructional teachers.	\$ 261,848.75	\$ 785,546.25
Strategy 3	The diverse learning needs and interests of students will be met through equipping classrooms with needed curriculum and technological equipment and materials.	\$ 654,799.95	\$ 1,964,399.80
Strategy 4	Using braided funds, the district will provide more support to teachers and students to create safe productive learning environments for all students.	\$ 1,389,000.00	\$ 4,167,000.00
Strategy 5	Braided funds will provide more alternative education options for students in grades 6-12.	\$ 65,000.00	\$ 195,000.00

#	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	A mentor program will be used to help new teachers improve instructional and behavioral skills	1	x	x	x	\$ 35,000.00	\$ 105,000.00	111	High
2	Stipends for PLC leads	1	x	x	x	\$ 18,000.00	\$ 54,000.00	111	High
3	Scholarship fund to train support staff to be teachers	1	x	x	x	\$ 15,000.00	\$ 45,000.00	2xx	High
4	Training will be provided to improve trauma informed practices and classroom instruction	1	x	x	x	\$ 100,000.00	\$ 300,000.00	111, 112, 12X, 31x, 34X, 4xx, 64	High
5	Restorative Justice training	1	x	x	x	\$ 10,000.00	\$ 30,000.00	31x	High
6	Learning opportunities for families	1	x	x	x	\$ 5,000.00	\$ 15,000.00	8xx	high
7	Portable classroom	2	x	x		\$ 200,000.00	\$ 600,000.00	5xx	high
8	Hire a foreign language teacher	2	x	x	x	\$ 61,848.75	\$ 185,544.00	111, 2xx	High
9	STEAM supplies, materials, technology and equipment will be added for K-12 STEAM classes	3	x	x	x	\$ 589,799.95	\$ 1,767,599.80	4xx, 5xx, 8xx	High
10	Supplies for trauma informed classrooms	3	x	x	x	\$ 50,000.00	\$ 150,000.00	4xx, 5xx, 8xx	High
11	Update computers and software	3	x	x	x	\$ 12,000.00	\$ 36,000.00	4xx, 8xx	High
12	Purchase 1-Ready	3	x	x	x	\$ 3,000.00	\$ 9,000.00	31x, 8xx	High
13	Six TOSA's to help w/ school discipline and attendance	4	x	x	x	\$ 420,000.00	\$ 1,260,000.00	111	High
14	4.33 Behavioal support specialists	4	x	x	x	\$ 325,000.00	\$ 975,000.00	31x	High
15	5 para professionals to supervise trauma classrooms	4	x	x	x	\$ 104,000.00	\$ 312,000.00	112	High
16	Hire a high school counselor	4	x	x	x	\$ 60,000.00	\$ 180,000.00	111	High
17	Hire a middle school counselor	4	x	x	x	\$ 60,000.00	\$ 180,000.00	111	High
18	.05 FTE nurse	4	x	x	x	\$ 5,000.00	\$ 15,000.00	111, 2xx	High
19	New security cameras	4	x	x	x	\$ 15,000.00	\$ 45,000.00	5xx, 4xx, 8xx	High
20	Summer school for credit recovery	5	x	x	x	\$ 50,000.00	\$ 150,000.00	111	High
21	Dual credit fees and expenses	5	x	x	x	\$ 15,000.00	\$ 45,000.00	31x, 8xx	High
22	Benefits for all staff in the plan	4	x	x	x	\$ 400,000.00	\$ 1,200,000.00	2xx	High

TOTAL BUDGET
\$2,553,648.70

Student Investment Account		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	All staff will be implementing strategies to support diverse learners through culturally-responsive classroom practices such as WICOR and CHAMPS.	X			x	
Outcome	Targeted class size reductions in grades K-3 can be linked with positive changes in school climate, working and learning conditions, and 3rd grade reading proficiency.		X	X		
Outcome	Technology and curriculum resource improvements create a more flexible, responsive, engaged, and differentiated learning experience.	X	X	X	x	x
Outcome	Students who have Level 2 and Level 3 behavior needs will have their needs met and, as a result, become productive cooperative learners.	X	X	X	x	x
Outcome	Student learning and student satisfaction with school will improve each year.	X	X	X	x	x

Strategy #1	Staff will be trained to meet the diverse learning and behavioral needs of students from high poverty families.
Strategy #2	K-12 class sizes will be decreased by braiding funds to add elective and specialist opportunities, classroom spaces, and core instructional teachers.
Strategy #3	The diverse learning needs and interests of students will be met through equipping classrooms with needed curriculum and technological equipment and materials.
Strategy #4	Using braided funds, the district will provide more support to teachers and students to create safe productive learning environments for all students.
Strategy #5	Braided funds will provide more alternative education options for students in grades 6-12.

Worksheet

Each applicant will submit DRAFT longitudinal performance growth targets with their SIA Application during the submission window: March 2 – April 15, 2020. Additional guidance and training will be available for applicants in February 2020. As a starting point, ODE is providing the worksheet below for applicants to begin working through a process for growth target setting.

Five Year Targets

Four-Year Graduation

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	73	75	77	79	81
Baseline Target	73	74	75	76	77

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	69	72	75	78	

81

Five-Year Completion

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	82	84	86	88	90
Baseline Target	82	83	84	85	86

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	80	81.5	83	84.5	86

3rd Grade Reading (ELA)

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	34	38	42	46	50
Baseline Target	31	32	33	34	35

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	29	31	33	35	37

9th Grade On-Track

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	79	82	85	88	91
Baseline Target	78	79	80	81	82

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	65	70	75	80	85

Regular Attendance

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	85	87.5	90	92.5	95
Baseline Target	85	86.5	88	88.5	90

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	85	86.5	88	88.5	90

Data Definitions

ODE will maintain [data definitions for the common metrics](#).

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

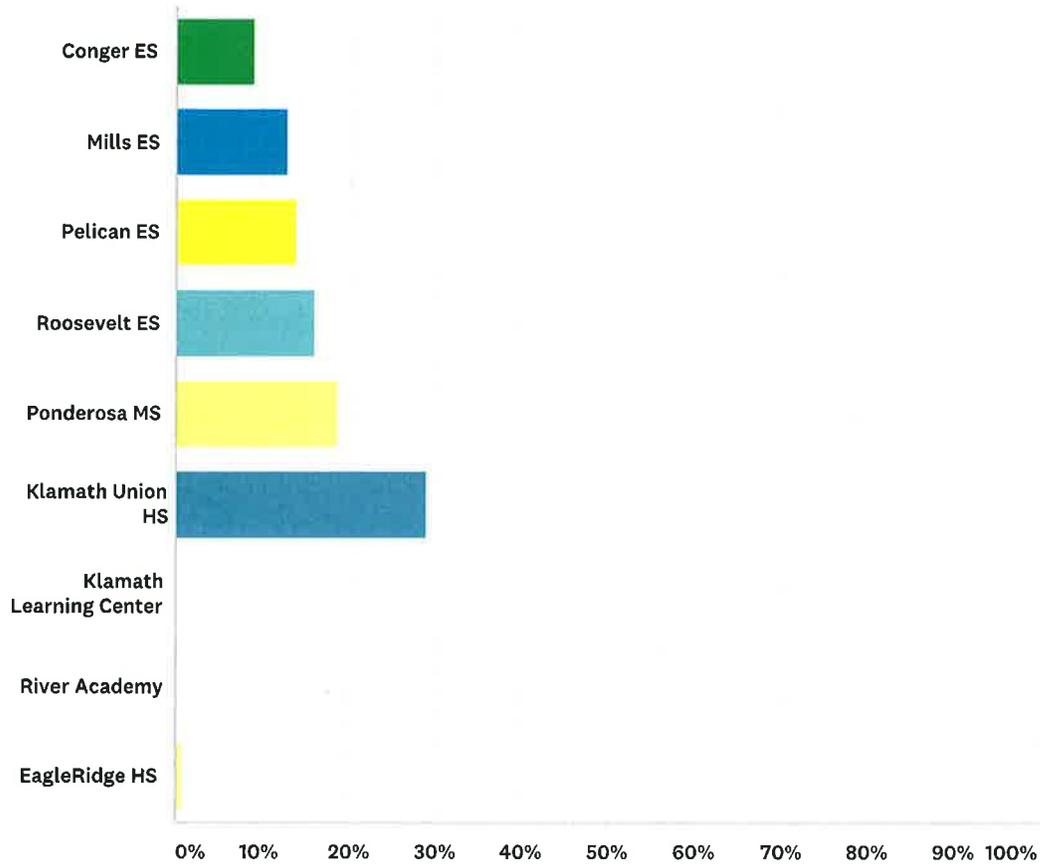
- **Survey(s) or other engagement applications:**
Those surveyed included all parents and support staff
- **In-person forum(s)**
This included the following parent groups: Title VI, SPED, and ELD. Students in SPED were also queried at all schools in this manner.
- **Focus group(s)**
Input was gathered from students at all schools and from teaching staffs at all schools through focus groups.
- **Roundtable discussion**
Two district-wide roundtable discussions were held with teachers on behavioral supports they need to be successful. Principals also did staff meetings at all elementary schools to share plans for reducing class sizes and making a more well-rounded education in our district.
- **Community group meeting**
This will take place on March 4 and on March 9
- **Website**
A link is posted on our website for people to give input and ideas.
- **Email messages**
We used email to get survey results from parents. In the email we explained the SIA funding.
- **Newsletters**
We plan to include the new initiative funding in our March district newsletter that goes out at the end of March.
- **Social media**
We included information on all our Facebook pages of who to contact to give input in the KFCS SIA plan.
- **School board meeting**
Updates have been give in the superintendent comment section of school board meetings each month by the KFCS superintendent.
- **Partnering with unions**
We have worked closely with both our classified and certified teacher unions to get input from members and share information with them.
- **Partnering with community based partners**

**Additions Made Possible by SIA Funds for
the 2020-21 School Year**

<u>Description</u>	<u>Funding Area</u>	<u>Approximate Cost</u>
An alternative classroom will be added to Ponderosa	Health and Safety	200,000
Turning lane rooms will be staffed at all elementaries	Health and Safety	160,000
A behavioral health coach to work with teachers will be added	Health and Safety	100,000
High school counselor or behavioral specialist	Health and Safety	100,000
Ponderosa counselor or behavioral specialist	Health and Safety	100,000
Supplies for trauma informed rooms	Health and Safety	50,000
Professional development to improve classroom instruction and implement trauma informed practices	Health and Safety and well rounded education	200,000
Scholarship fund for support staff to pursue teaching degrees	Increased learning time	15,000
Summer School added for credit recovery	Increased student learning time	50,000
Purchase a modular classroom for Roosevelt	Reduce Class Sizes	200,000
STEAM supplies, materials, technology and equipment K-12	Well rounded education	250,000
Stipends for 6-12 PLC leads	Well rounded education	18,000
5.3 Elementary Teachers to reduce class sizes and offer STEAM classes	Well rounded education and reduce class sizes	\$530,000
Two KLC Teachers will be added	Well rounded education and reduce class sizes	200,000
Elective classes will be added to grades 6-12	Well rounded education and reduce class sizes	600,000
Eagle Ridge plan		126,848

Q1 What school does your oldest child attend? ¿A qué escuela asiste su hijo mayor?

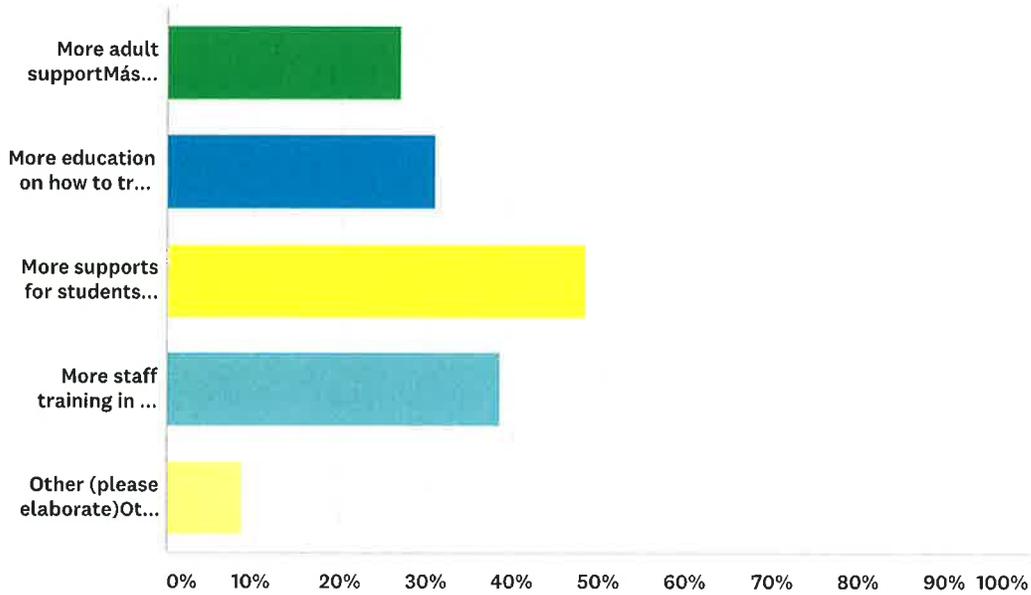
Answered: 483 Skipped: 0



ANSWER CHOICES	RESPONSES	
Conger ES	8.90%	43
Mills ES	12.84%	62
Pelican ES	13.87%	67
Roosevelt ES	15.94%	77
Ponderosa MS	18.63%	90
Klamath Union HS	28.78%	139
Klamath Learning Center	0.21%	1
River Academy	0.00%	0
EagleRidge HS	0.83%	4
TOTAL		483

Q2 Which of these four ways would best help your child feel most safe at school? (choose your top two) ¿Cuál de estos 4 puntos ayudaría mejor a su hijo sentirse seguro en la escuela? (elija los dos más importante)

Answered: 483 Skipped: 0



ANSWER CHOICES	RESPONSES
More adult support Más apoyo de adultos	26.92% 130
More education on how to treat others Más educación sobre como tratar a otros	31.06% 150
More supports for students struggling with behavioral needs Más apoyo para alumnos con problemas de comportamientos	48.45% 234
More staff training in how to support challenging behavior needs Más entrenamientos para el personal sobre cómo apoyar necesidades desafiantes en el comportamiento	38.51% 186
Other (please elaborate) Otros (por favor, describa)	8.49% 41
Total Respondents: 483	

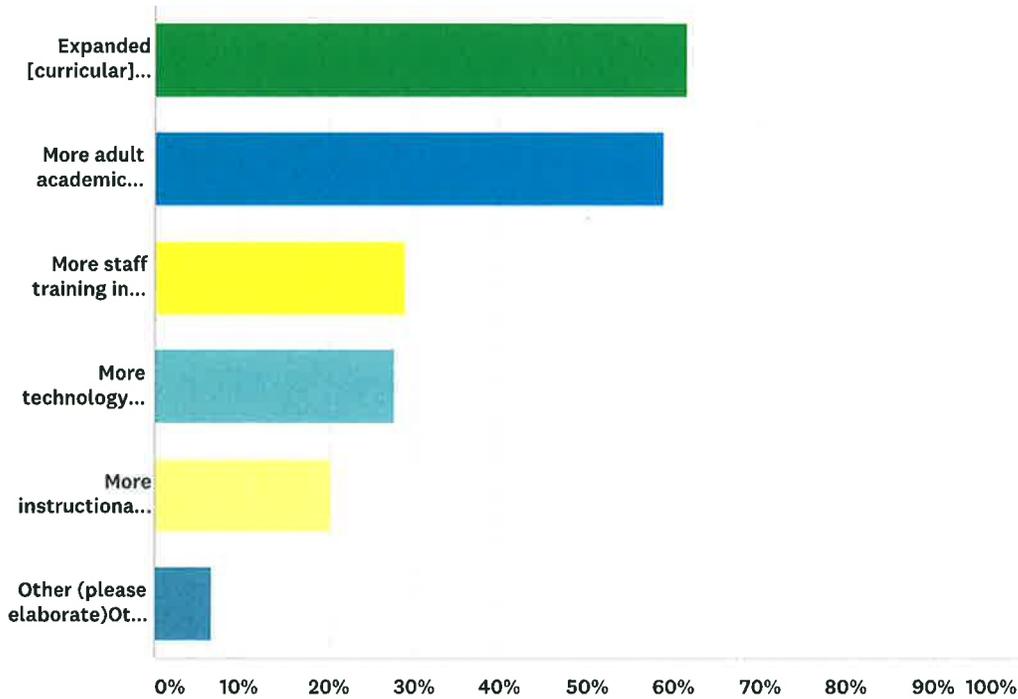
#	OTHER (PLEASE ELABORATE) OTROS (POR FAVOR, DESCRIBA)	DATE
1	More teaching on team ethics. Like, how to play as a team/unit.	9/2/2019 8:09 AM
2	More trained staff to deal with these specific issues. But NOT expecting our current staff to add this to their current workload.	8/31/2019 11:37 AM
3	Strict no-bullying policies. More district-wide education and support regarding students with anxiety, depression, etc.	8/30/2019 12:25 PM
4	None	8/30/2019 11:16 AM
5	More focus on academics to keep the kids busy and learning, so they don't have time to throw chairs at teachers.	8/30/2019 10:08 AM
6	video cameras and metal detectors	8/30/2019 9:54 AM
7	Principal to get to know the children better. Substitute to have more time with children so they can get to know them. Including bus drivers, helpers, teachers ect.	8/30/2019 9:27 AM

Student Success Act / Ley sobre el Éxito Escolar

8	There is still bullying at KUHS as all schools.. this I feel has not been addressed... although I know incapable of seeing everything in hallways and other parts of the campus... there needs to be stricter penalties for those who are acting act in this behavior!	8/30/2019 7:58 AM
9	Specific Suicide Prevention efforts	8/30/2019 7:44 AM
10	Training about diversity in families, race, gender, ethnicity, LGBTQ, sexuality, etc. Do all faculty and staff go through Title IX training?	8/30/2019 7:42 AM
11	Smaller class size	8/30/2019 7:41 AM
12	Better understanding of students that have medical needs	8/30/2019 7:37 AM
13	More supervision of student email accounts and what is being sent student to student	8/29/2019 5:00 PM
14	Better discipline approaches	8/29/2019 1:36 PM
15	More well rounded education	8/29/2019 3:50 AM
16	Buses for children within a mile of the school - to reduce chronic absences and help working families. Reduce classroom size in kindergarten.	8/28/2019 10:58 AM
17	More staff training on handling students w/ trauma as well as teaching staff how to break up fights and more supervision in the halls and at lunch.	8/28/2019 10:11 AM
18	sports	8/28/2019 10:06 AM
19	Health safety, i dint want my children waiting out side on the hot pavement for car line pick up, they should wait inside. My son got a bloody nose last year in the heat while waiting.	8/28/2019 10:06 AM
20	quick resolution and removal of children that are distracting/misbehaving	8/28/2019 9:46 AM
21	last year another child choked my son.	8/28/2019 9:45 AM
22	enrichment	8/28/2019 9:42 AM
23	More adult support: more para professionals, better pay for para professions, so there are more adults to respond to behavioral needs. School social worker or counselor to support parenting classes and behavioral improvement.	8/28/2019 9:41 AM
24	more movement and play learning	8/28/2019 9:36 AM
25	mason is a really great kid and i feel learning for him should be easy.	8/28/2019 9:28 AM
26	Natalie worries that she is not smart and could use support with growth mindset learning	8/28/2019 9:24 AM
27	being overly friendly with strangers	8/28/2019 9:23 AM
28	More education/support for children who feel picked on or bullied.	8/28/2019 9:13 AM
29	smaller class size	8/27/2019 7:14 AM
30	Better nutrition; organic, whole foods, mostly plants, local farms.	8/27/2019 6:40 AM
31	more after school clubs or STEM programs	8/27/2019 5:57 AM
32	More activities to help kids get to know each other. You're less likley to fight or have arguments with people you've actually gotten to know.	8/27/2019 4:29 AM
33	More money for honors classes	8/26/2019 1:06 PM
34	more programming for creative problem solving and high performing kids	8/26/2019 11:49 AM
35	that it's okay to report students that have troubling behaviors or making passive or active threats.	8/26/2019 11:20 AM
36	Always I think the education correspond the teachers and parents the behavior. I will like a class for parents to educate us about behavior and technology for our children.	8/26/2019 10:20 AM
37	The same students are allowed to continually disrupt learning opportunities for other students.	8/26/2019 10:06 AM
38	Training for staff and kids to handle at active shooter situation. Drills on how to handle.	8/26/2019 9:56 AM
39	Course requirements that improve self esteem helps prevent bullying. Check out landmark forum worldwide. They come to the school.	8/26/2019 9:36 AM
40	More inclusive classrooms	8/26/2019 9:28 AM
41	Extra Help for students who are having a struggle in math	8/26/2019 5:50 AM

Q3 Which of these ways would best support children to become successful learners? (choose your top three) ¿Cuál de estos puntos ayudaría mejor a sus hijos convertirse en alumnos exitosos? (elija los dos más importante)

Answered: 483 Skipped: 0



ANSWER CHOICES

RESPONSES

Expanded [curricular] options (science, technology, art, PE, etc.)Ampliar opciones curriculares (en ciencias, tecnología, arte, E. Física, etc.)	61.49%	297
More adult academic support (additional staff, smaller class sizes, etc.)Más respaldo académico para adultos (personal adicional, clases más pequeñas en número, etc.)	58.80%	284
More staff training in supporting academic needsMás entrenamiento del personal sobre cómo apoyar las necesidades académicas	28.78%	139
More technology available for student useMás tecnología disponible para el uso de los alumnos	27.54%	133
More instructional timeMás tiempo de enseñanza	20.29%	98
Other (please elaborate)Otros (por favor, describa)	6.42%	31

Total Respondents: 483

#	OTHER (PLEASE ELABORATE)OTROS (POR FAVOR, DESCRIBA)	DATE
1	More "play" in the different subject matters	9/3/2019 4:45 AM
2	More hands on classes, wood working, mechanics, etc	9/3/2019 4:26 AM
3	Hands on stuff, like outdoors things and science.	9/2/2019 8:09 AM
4	Honors program	8/31/2019 2:15 AM

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5	More focus on different learning styles. Not all children learn the same. Focus on strong points	8/31/2019 12:00 AM
6	If students who are disrupting class are removed from the classroom early, then the teacher can actually use their instructional time for the students who are behaving. Our kids have lost a significant amount of instructional time due to bad behavior and the teacher having to handle it in the classroom.	8/30/2019 3:02 PM
7	More creativity in teaching for those who don't learn the standard way	8/30/2019 1:43 PM
8	None	8/30/2019 11:16 AM
9	More creative outlets. Such as journaling etc.	8/30/2019 11:07 AM
10	More options for training in the trades carpentry, mechanics, electrician, etc	8/30/2019 10:06 AM
11	separate classrooms for students with behavior problems that disrupt class	8/30/2019 9:54 AM
12	More outdoor field trips. Learning about the safety from the environment around them.	8/30/2019 9:27 AM
13	A hybrid model that allows On-campus and distance education option. ie, 2 days on campus 3 days at home online education.	8/30/2019 8:11 AM
14	Take common core curriculum out of the schools, it's making our youth dumb, and I'll prepared for life	8/30/2019 7:44 AM
15	Peer support programs and groups	8/30/2019 7:44 AM
16	Updated curriculum especially around Social Studies/history	8/30/2019 7:41 AM
17	They should learn more of our history of wars, constitution, civil rights, constitution, amedments and bring back cursive writing	8/29/2019 5:00 PM
18	Reduce classroom sizes.	8/28/2019 10:58 AM
19	And approaching students with a growth mindset - re: Carol Dweck	8/28/2019 9:41 AM
20	examples sent home with answers in order to practice correctly and hands on training with guidance.	8/28/2019 9:41 AM
21	more classes for kids with disabilaties	8/28/2019 9:26 AM
22	hands on training	8/28/2019 9:12 AM
23	Supports for students with behavior needs that are disrupting classes.	8/28/2019 9:05 AM
24	Programs/Enrichment offered for gifted and advanced students in each classroom.	8/27/2019 3:11 PM
25	Vocational classes	8/26/2019 12:24 PM
26	I will like to see lenguaje that spanish, mandarin, French, etc.	8/26/2019 10:20 AM
27	More advanced classes (AP, etc.)	8/26/2019 6:21 AM
28	Classes to help children learn things to become successful adults. Budgeting, cooking, job searching, anything that will help them bec6more successful in the adult world when they graduate	8/26/2019 6:21 AM
29	Before and after school tutoring for kids who need help with homework an hour before school and an hour after school Tuesday, Wednesday and Thursday. Also having all paper assignments available	8/26/2019 6:13 AM
30	Upsetting when student fails Geometry taught by teacher but passes the computer re-take.	8/26/2019 5:50 AM
31	More time for teachers to meet regarding student support	8/26/2019 5:35 AM

Q4 What other thoughts do you have on how we can support your child's education? ¿Qué otras ideas tiene sobre cómo respaldar la educación de sus hijos?

Answered: 193 Skipped: 290

#	RESPONSES	DATE
1	Outdoor education opportunities/activities	9/6/2019 3:07 AM
2	1. Support and respect your teachers and follow through with their needs and requests. 2. Support your teachers and other kids safety by not allowing students that I have been disciplined to return back to KU just to add student numbers to increase the finances of the school district.	9/6/2019 12:49 AM
3	One of the hardest things to do today is determining what is credible online. Will the school be developing/teaching curriculum that empowers them to be successful consumers of internet information?	9/4/2019 10:10 AM
4	More help in the classrooms for the kids who are needing more help and more options for kids that are advanced learners	9/3/2019 1:16 PM
5	Make sure paras have education, or experience working with high needs children	9/3/2019 8:19 AM
6	There need to be more hands on learning classes to help keep kids engaged and wanting to be in school	9/3/2019 4:26 AM
7	Patience with students, making sure each student understands assignments etc. Without making kids feeling "put on the spot" in front of other students. Make learning fun.	9/3/2019 2:55 AM
8	Developed a gifted program in the city schools!	9/3/2019 2:25 AM
9	Get a clearer understanding of how to interact with adhd kids. My kiddo can be a handful and needs more direction/boundary setting than most.	9/2/2019 11:00 AM
10	My son loves space, outdoors, and playing. Incorporating all those things would improve his ability to use those things, because he's getting the info from multiple people. And working as a team player with sports, or any kind of activity would be great in larger group settings. He's an only child and hasn't quite grasps the concept yet.	9/2/2019 8:09 AM
11	Regular parent newsletters. The weekly parent classroom letters from kindergarten were helpful.	9/2/2019 4:59 AM
12	I would like to see schools be able to invest in updated, accurate educational materials yearly.	9/1/2019 8:26 PM
13	deal with the childrens needs, behavioral social anxieties ect.	9/1/2019 8:40 AM
14	Healthier breakfasts and lunches, more recess, mindfulness education, growth mindset focus, preventive program for drug/addiction education	9/1/2019 5:53 AM
15	Support staff on buses. Expecting bus drivers to safety drive our kids around AND keep the peace on the bus seems counterintuitive. Talk about a distracted driver.	8/31/2019 11:37 AM
16	More counseling opportunities for academics and emotional support.	8/31/2019 3:26 AM
17	More positive behavior support systems in all areas of school, i.e., playground, cafeteria, gym, classroom. Become a stronger PBS school.	8/31/2019 2:20 AM
18	Please don't leave out the higher achieving students. It feels like so much effort is put into supporting struggling students that the higher achievers get punished and not challenged as they should be.	8/31/2019 2:15 AM

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19	<p>We need to provide more emphasis on trades/CTE and less on college readiness. Our goal should be world readiness for all students. Not all students want or need to go to college and our practices should make it very clear that trades are an equally valid and honorable way to be a "successful" citizen of the world. AVID has some good parts to it, but we need to stop trying to force all students into the same size box. We also need more staff at KU in order to offer more electives. We are currently shipping our community of students off to OIT and KCC, thus disrupting our community of learners, and this is only available to students with their own transportation. My students will not have their own transport (which is true of many students), so these opportunities will be lost to them. In fact, however, my students aren't even interested in these possibilities because they want to remain a part of their school community. Instead of shipping off and splitting up our community, these offerings need to be included on campus. Additional staff would enable our talented staff to provide these classes themselves. Dual credit and AP offerings should be emphasized and promoted, but need to be promoted not by the already overworked teachers, but by professionals who are trained in promotional work. Cross school and cross curricular relationships need to be established and promoted to provide support and continuity. Rather than days long inservices which may or may not be relevant to your needs, time should be built into teacher schedules to allow for these cross building/curricular relationships. We have many talented professionals in the community. We need to work to bring them into the school in various capacities as consultants/instructors/etc to utilize our community resources in the best way possible for the benefit of our students. This allows us to develop the interesting, relevant, and deeply engaging learning that students want and which intrinsically motivates them to attend. If school is welcoming, interesting, and relevant, students will attend without outside expense being paid on partially effective external motivational programs.</p>	8/31/2019 12:51 AM
20	None at the moment.	8/30/2019 5:17 PM
21	Hold students accountable.	8/30/2019 3:50 PM
22	I am really happy to see the program for integrating healthy foods from local farms. I hope and believe this will be a positive all around.	8/30/2019 3:42 PM
23	Offer advanced classes not advanced options, Consistent TAG opportunities, student behavior MUST be addressed timely so the other students education isn't sacrificed, offer appropriate community work study/experience and volunteer opportunities.	8/30/2019 3:02 PM
24	More hands on learning. My youngest child learns by doing. She struggles with reading, writing, math. She loves science and art. She can watch youtube videos all day long, and the recreate what she just watched. Everyone learns different.	8/30/2019 1:52 PM
25	Make him want to come to school. STOP the BULLYING! He hates walking in the building because he is afraid.	8/30/2019 1:43 PM
26	Punish those who break the rules. Others see that nothing happens therefore it isn't wrong.	8/30/2019 1:29 PM
27	After school tutoring	8/30/2019 12:25 PM
28	Have more teachers support for students that are struggling	8/30/2019 11:57 AM
29	Office more advanced opportunities for those who are academically successful.	8/30/2019 11:35 AM
30	Are oldest son went to Hossana Christian School for quite some time. I can't say anything bad about that school at all. All I can say is more curriculum, science, life skills, more stuff to prepare them for the road ahead.	8/30/2019 11:32 AM
31	College prep classes. Budgeting, saving money, earning money & financial (real life after graduating) classes.	8/30/2019 11:27 AM
32	She gets the adequate support she needs	8/30/2019 11:16 AM
33	There are kids who get left out from either spectrum. I would like to continue encouragement for the kids who have goals and dreams. Let those students start those real life experiences that pertain to their goals and dreams. Example would be partnering with local business to help with shadowing or with side projects. In return, provide a small tax break for those businesses who contribute their time. We will miss them if the family is not offering it. Be more productive with their time, rather than over consuming.	8/30/2019 11:15 AM
34	Never forget that we compete on a global stage.	8/30/2019 11:10 AM
35	More IEP and behavioral accessibility in class.	8/30/2019 11:07 AM

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36	Make it harder so they rise to the challenge. My son has been at Pondo for two years and almost never comes home with homework.	8/30/2019 10:08 AM
37	(1) More tracking so students have the level they need (remedial to AP). (2) Summer reading requirements. (3) Foreign language in middle school. (4) More instruction/supervision to ensure proper behavior.	8/30/2019 9:54 AM
38	More ADULT supervision (NOT ON PHONES) throughout the whole playground fence to school building.	8/30/2019 9:53 AM
39	Outdoor school for younger grades in smaller groups.	8/30/2019 9:27 AM
40	Update school buildings to create a safer and more inclusive education at all schools. ADA accessible entrances. Replace broken or damaged flooring/wall covering/windows. Earthquake retrofits are needed.	8/30/2019 8:39 AM
41	As I mentioned before, a model that is a hybrid on-campus/ distance education would be a huge benefit for my children that currently attend Roosevelt and soon Ponderosa and KU.	8/30/2019 8:11 AM
42	No more late start!	8/30/2019 8:02 AM
43	Students with IEP'S don't get enough one on one in the classrooms.. although there are special teaches involved out of class it doesn't help a student that is totally lost because they can't understand the curriculum that is given to them in class..and when teachers pass them over bcs if their learning disabilities they fall even further behind or give up!	8/30/2019 7:58 AM
44	Early morning homework help. A time earlier than 8:05 where children can get breakfast, work on homework and maybe get some help from a staff member if need be.	8/30/2019 7:53 AM
45	I think smaller classes would be helpful for the teachers and the students. For my child in particular she needs someone who will enforce the rules instead of a teacher thinking "she's so sweet. It's ok if she does (insert action here)" she's independent and she needs teachers that will be strict with her and not let her have her way.	8/30/2019 7:46 AM
46	More opportunities to access mental health training, education and awareness	8/30/2019 7:45 AM
47	No more common core	8/30/2019 7:44 AM
48	Require that all teachers are familiar with the state standards and follow them with an appropriate curriculum not influenced by religion or old-school racist and misogynist belief structures. Because this is what is happening now and no one seems to care.Make sure that there are enough paraprofessionals for students who need it. Make sure paras have college-level training and experience. Require teachers to follow the state standards. More recess and STEAM.	8/30/2019 7:42 AM
49	Re-train teachers who are teaching history in an outdated and potentially hurtful way. (E.g Oregon Trail game)	8/30/2019 7:41 AM
50	Roosevelt needs to have air conditioning.	8/30/2019 7:39 AM
51	Encourage recycled arts	8/30/2019 7:38 AM
52	Air conditioning for ALL SCHOOLS. Students cannot focus if overheated	8/30/2019 7:38 AM
53	To consitrat on spending individual time with kids in the areas they are not doing so well in. More one on one with that subject.	8/30/2019 2:58 AM
54	They should learn finance as well so they know how to be successful when it comes to money management, balancing check books, dealing with dangers or credit and loans. Economics.	8/29/2019 5:00 PM
55	Extracurricular activities beyond sports that includes transportation	8/29/2019 1:36 PM
56	More after school programs for kids to have homework help and a safe place for them while parents are at work.	8/28/2019 10:59 AM

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57	Working on kindergarten readiness by streamlining your transition process. Planning childcare or asking time off for work is difficult with such short notice (2 working days is not enough planning time for transition week). Expand supervised time in the morning for families who work earlier than 8:00 am. I would suggest having additional staffing from 7:00 am, give or take to allow for families working early or within the mile "parent responsibility zone" so they don't have to take time off every day or adjust their work schedule to get their children to school. You have an after-school program, why not have a before school program? Also, no one has mentioned to me the mile responsibility zone, and I am new to the school, have attended your kindergarten roundups as well as your Ready 4 Kindergarten! classes; I received your letter in the mail as well and registered online. The registration process asked how I would like my child to leave school. I chose bus. If I hadn't been able to navigate your website (or other scenarios), I would be waiting for a bus to show up on the week that kindergarten actually starts. This process has not been an easy one for a new family entering into the school system - not engaging or inviting. The staff has all been pleasant and understanding, but the system doesn't work well - at least for my family.	8/28/2019 10:58 AM
58	ninguna	8/28/2019 10:50 AM
59	Offer more paths for advanced students so they can keep growing and still be challenged.	8/28/2019 10:49 AM
60	I feel the school needs more funding from the state of Oregon to be able to add more staffing to help teachers focus on teaching and less on supplies and scheduling.	8/28/2019 10:45 AM
61	treat every child as an individual. all learn different and have different needs	8/28/2019 10:41 AM
62	continued teacher support	8/28/2019 10:38 AM
63	comunication	8/28/2019 10:35 AM
64	n/a	8/28/2019 10:35 AM
65	support those teachers and listen to their needs!	8/28/2019 10:35 AM
66	one on one	8/28/2019 10:33 AM
67	Healthier food options in cafeteria	8/28/2019 10:32 AM
68	just teaching her everything	8/28/2019 10:15 AM
69	Hopefully my child will make it through the school year. They are a straight A student and feel so incredibly unsafe at Ponderosa, it creates immense amounts of anxiety to where they are in therapy and on medication to be able to actually make it to school.	8/28/2019 10:11 AM
70	more one on one	8/28/2019 10:07 AM
71	music...	8/28/2019 10:06 AM
72	More focus on take home assignments/homework	8/28/2019 10:06 AM
73	my children always say they don't have enough time to eat lunch, they say their recess is first then they eat lunch next. you should switch it to lunch first and then they will have as much rime as they need to eat. I do not want my children waiting outside in the heat for the car line pick up. it make them overheated and feel unwell.	8/28/2019 10:06 AM
74	being consistancy and patients	8/28/2019 10:04 AM
75	Stop letting children that need extra help fall through the cracks. Have patience as needed for children that need it.	8/28/2019 9:59 AM
76	More one on one help with students.	8/28/2019 9:59 AM
77	smaller class sizes	8/28/2019 9:59 AM
78	School needs to be a safe place.	8/28/2019 9:58 AM
79	comunication between teachers and parents and working together at school and with the parent at home. i have noticed that the tools need to be in place weather it	8/28/2019 9:57 AM
80	More book supplies	8/28/2019 9:56 AM
81	leland wants more PE	8/28/2019 9:53 AM
82	More aids to assist the teachers.	8/28/2019 9:52 AM
83	More aids to assist the teachers.	8/28/2019 9:51 AM

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84	none at the moment	8/28/2019 9:51 AM
85	More one on one learning.	8/28/2019 9:51 AM
86	help with people skills away from mom and daddy would help soooooo much	8/28/2019 9:49 AM
87	smaller class size or more adult help in the class room	8/28/2019 9:47 AM
88	exploration, inquiry and wonder	8/28/2019 9:47 AM
89	Learning a little more about each child will help understanding each individual learning styles.	8/28/2019 9:46 AM
90	we appreciate everything you do..	8/28/2019 9:45 AM
91	The kids love the field trips and craft projects.	8/28/2019 9:45 AM
92	Dyslexia training in schools.	8/28/2019 9:45 AM
93	Supportive concentration.	8/28/2019 9:43 AM
94	making sure that children continue to push themselves to meet and exceed	8/28/2019 9:43 AM
95	NA	8/28/2019 9:43 AM
96	None at this time	8/28/2019 9:42 AM
97	Back to school night where parents are informed about: curricula, differentiation, reading and math assessment and placement, school calendar and events, a school specific student/parent handbook, discipline and behavior response method(s) and expectations, opportunities for extracurricular activities	8/28/2019 9:41 AM
98	Open minded, help by leading by example.	8/28/2019 9:41 AM
99	Smaller class sizes, please!	8/28/2019 9:40 AM
100	I am still learning along with Jordin, so at this point I want to learn as much as I can.	8/28/2019 9:39 AM
101	making a fun, structured learning environments	8/28/2019 9:37 AM
102	thank you	8/28/2019 9:37 AM
103	If Teachers could take a little extra time to check that all the kids are understanding what was just taught before moving on.	8/28/2019 9:35 AM
104	I believe that the teachers are very well trained for most issues but I feel a lot of behavioral issues are overlooked. Or, that they are looked at as an issue with the student not behavioral and seen as a troubled child.	8/28/2019 9:31 AM
105	music really helps his speach	8/28/2019 9:31 AM
106	Just be sure to pay attention to my child's skills where he thrives, also notice and work on my child's weaknesses are. Communicate with us and let us as parents know where we need to improve or work with our child as well to let us know how we can do better as parents.	8/28/2019 9:30 AM
107	The answer to the first question is Triad for us. It just isn't an option on the survey	8/28/2019 9:30 AM
108	dyslexia specialist	8/28/2019 9:28 AM
109	mason is a great student and nwill lots of paitents and love he will be an awesome learner	8/28/2019 9:28 AM
110	None at this time.	8/28/2019 9:25 AM
111	giving schools the ability to have more teachers per student.	8/28/2019 9:25 AM
112	Make sure that each student is challenged, letting the slow children hinder and the bright children pull ahead is a problem. Make an effort to challenge each child individually.	8/28/2019 9:24 AM
113	None, she was very stressed during testing time last year, my main goal is that she learns confidence in herself and her abilities	8/28/2019 9:24 AM
114	always trying to support what she likes to do	8/28/2019 9:23 AM
115	Being available to answer my students questions when they arise	8/28/2019 9:22 AM
116	he has adhd so he needs more support when he gets overwhelmed	8/28/2019 9:22 AM
117	one on one	8/28/2019 9:21 AM

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118	treat everyone with dignity, be an example Thank you!	8/28/2019 9:20 AM
119	smaller class size or more adult help in the class room	8/28/2019 9:19 AM
120	Individualized support for the student and strategies parents can use at home to help with specific needs of the student.	8/28/2019 9:16 AM
121	Class structure supporting positive social behaviors to help children learn how to treat others & solve problems and disagreements together	8/28/2019 9:16 AM
122	Be aware of bullying. This has been an issue.	8/28/2019 9:15 AM
123	feedback on child and what we can do at home to encourage good behavior	8/28/2019 9:15 AM
124	Giving enough valuable QUIET time to learn. Last year was a very boisterous class with a fast pace. Most of the students barely got their supplies out for the task at hand before it was time to move on to the next task.	8/28/2019 9:14 AM
125	we are happy with pelican elementary and all of its staff	8/28/2019 9:14 AM
126	more one on one time to help her understand the catagories	8/28/2019 9:13 AM
127	None at this point	8/28/2019 9:13 AM
128	not so much collage based. treck scools and trade scooles	8/28/2019 9:12 AM
129	NA	8/28/2019 9:12 AM
130	special chairs for students who have difficulty concentrating	8/28/2019 9:12 AM
131	staff attention	8/28/2019 9:12 AM
132	special chairs for students who have difficulty concentrating	8/28/2019 9:10 AM
133	focus on "bullying" more and how to help the "weird kid" not feel so out of place	8/28/2019 9:10 AM
134	He gets excited and some times has a hard time focusing so patent with him.	8/28/2019 9:09 AM
135	Make sure that each student is challenged, letting the slow children hinder and the bright children pull ahead is a problem. Make an effort to challenge each child individually.	8/28/2019 9:09 AM
136	love it	8/28/2019 9:08 AM
137	more in school learning and less homework	8/28/2019 9:08 AM
138	postive	8/28/2019 9:04 AM
139	None at present.	8/28/2019 9:02 AM
140	give him one on one support he needs	8/28/2019 8:59 AM
141	None right now.	8/28/2019 8:47 AM
142	I'd like to see an SRO present at least an hour or two a week, sadly this is needed in today's world. Updated facilities, Pelican is nearing 100 years old.	8/28/2019 8:25 AM
143	1.) I believe strongly that foreign language should be offered beginning in elementary and definitely by middle school. There should also be multiple options of foreign languages offered...Spanish, French, German, Madarin.... If there are extra funds available I think that building a strong foreign language program would be very beneficial. 2.) I would love to see the TAG program fully implemented in our schools. There is a handful of students in every class that could really benefit from greater challenges and enrichment in learning.	8/27/2019 3:11 PM
144	The biggest thing to better support my child is to reduce class sizes and develop better supports for disruptive learning.	8/27/2019 7:15 AM
145	smaller class size	8/27/2019 7:14 AM
146	Have speakers come in that let students know what they took for their profession, giving an idea to high school students looking at various employment opportunities.	8/27/2019 6:40 AM
147	Better attendance monitoring.	8/27/2019 6:40 AM
148	Notify parents when he is getting behind. Not with a surprise F at grade card time. Thank you	8/27/2019 5:01 AM

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149	Better offerings in math, science, English, and other courses are what is best to prepare them for college. Whether they go into a profession, a trade, or open their own business, they're going to need some training after high school and classes like that help them prepare for the next step.	8/27/2019 4:29 AM
150	Better internet access for students free	8/27/2019 2:42 AM
151	keep up the good work	8/27/2019 1:58 AM
152	My youngest of 3 will be attending KU a freshman. I intend on being involved, joining the school board. I hope to see him excel. I hope KU offers amazing opportunities that will allow him to challenge himself and join clubs or activities that may help him when attending college.	8/27/2019 1:51 AM
153	The #1 conversation about my child's day at school is the disruptive students and the inability of staff to remove them from the classroom so the rest of the students can take instructions in peace. The teachers do not seem to have the support necessary to maintain a learning environment.	8/26/2019 11:59 PM
154	They need more help in the ckassroom, smaller classes so the children can get more help. The teachers seem to be overworked	8/26/2019 10:12 PM
155	The reason we chose KU was for the honor's classes. I have noticed there are fewer of them each year, and if the program was removed we would go to another school.	8/26/2019 1:06 PM
156	I love passionate teachers - how can we cultivate more of that approach?	8/26/2019 11:49 AM
157	Quit catering to every splinter group! It's sad to see what balogna our teachers have to put up with. Kids that do not behave need to be dealt with. Parents that do not take care of their kids need to be dealt with!	8/26/2019 11:31 AM
158	Make the music program more of a priority. Hire more music teachers for elementary schools so the middle and high school teachers can do their jobs in their perspective schools. Encourage team teaching. Allow mornings of late start to be dedicated to early bird classes and other extra music classes.	8/26/2019 11:22 AM
159	Spend money on academics not just athletics, teach these kids what life is after high school and college. They need better preparation and better communication skills.	8/26/2019 11:21 AM
160	Can't think of anything	8/26/2019 11:20 AM
161	Stop spending money on needless things . Show kids the value in a dollar so there not growing up not knowing the real world. You've already got rid of the classes that matter wood shop ,automotive , welding and construction classes that kids need to learn if college isn't an option for them. Teach trade classes let them learn about trades there are a lot of good paying jobs that don't require college. Look a the millions you put in the high school where the minimum pay of a laborer ls 42.00 hr most making that don't even have a high school diploma. Show the kids theirs more than just college after high school.	8/26/2019 10:47 AM
162	Seminarios para padres y estudiantes sobre la autoestima, conducta, vicios y /o control de sustancias, tecnologia, tareas, etc. I will like to see dual programs in klamatha Falls elementary and middle school)where students learn speak, written and reading Spanish or any other lenguaje.	8/26/2019 10:20 AM
163	More teachers help in classrooms.	8/26/2019 9:35 AM
164	I would like to see us expand our advance classes, refrain from minimizing our already small TAG program, and increase our support of the arts, which not only benefits our students academically, but also fulfills TAG opportunities.	8/26/2019 9:35 AM
165	Give them homework that we as parents can actually help with ie no more common core math it isn't better and our children don't get enough help or support to make it wotk	8/26/2019 9:29 AM
166	More counseling to address mental health and behavioral needs	8/26/2019 9:28 AM
167	Most of what I believe would help is in regards to the younger kids, my Pondo & Roosevelt kids. I'm unsure what the high school needs since he will be an incoming freshman this year.	8/26/2019 9:23 AM
168	Make sure the teachers and staff of the school is paid for their time and supplies are given to the teachers and students alike.	8/26/2019 9:10 AM
169	If you have more electives to guide the child's future. Not everyone has an interest in college. If you can start early on wood shop, automotive metal working through classes it may help. Doesn't have to be shop classes but guidance that may curb behavior.	8/26/2019 9:06 AM
170	Smaller classes.	8/26/2019 9:03 AM

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171	Provide additional after school tutoring in math and other subjects as needed. Not just sit kiddo's in front of a computer and expect them to learn on their own.	8/26/2019 8:43 AM
172	Better trained special needs teachers. The one now does not seem to know how to handle kids with special needs	8/26/2019 8:19 AM
173	More awareness and support for Mental Health	8/26/2019 8:03 AM
174	If kids are caught up on working Wednesday, please offer them something educational. They don't need more screen time.	8/26/2019 7:19 AM
175	year around school... 3 months in school 1 month off	8/26/2019 6:54 AM
176	More help from teachers and more time for assignments to be complete	8/26/2019 6:22 AM
177	Earlier intervention when a child is struggling, don't wait till their junior/senior year and put the greatest struggle	8/26/2019 6:21 AM
178	More Physical fitness opportunities to help support the academics. The two go hand in hand. It helps reduce screen time and gets them active and helping kids to set up good eating and exercise routines to carry on throughout their lives.	8/26/2019 6:20 AM
179	I feel the most helpful thing would be to increase the number of teachers and support staff so that the teachers aren't overwhelmed by students and the students feel supported by the staff. Thank you for reaching out.	8/26/2019 6:19 AM
180	All assignments/homework available for students and parents to access for all classes in printable form in order to help students stay caught up and get work turned in on time. It's very frustrating when kids forget to get work from teachers and then parent have to chase teachers down to get them to give to student or getting student to remember to ask for missing/incomplete assignments.	8/26/2019 6:13 AM
181	My daughter loves Ponderosa. Smaller Class sizes would free up Teachers time to be able to focus on students and what if any they learning needs are and extra steps to help	8/26/2019 6:05 AM
182	More emphasis on soft skills - how to treat others, how to deal with difficult peers or difficult circumstances, interpersonal relations, community involvement	8/26/2019 6:00 AM
183	If a tutoring program could be implemented, that would be a great help to students who are struggling and could use additional instruction/help outside of the classroom. The teachers only have so much time to help students on an individual basis, often leaving the students with unanswered questions and an incomplete understanding of the lesson(s).	8/26/2019 6:00 AM
184	More elective choices including shop and home ec classes.	8/26/2019 5:54 AM
185	I find it very upsetting when a student fails geometry taught by a teacher however when they re-take the class using the computer they pass. When I talked to the geometry teacher she informed me she doesn't teach this class it is supposed to be self teaching by working in groups and solving problems on a sheet of paper. I think the school is failing these students here. Especially when you have 1 geometry teacher and the majority of her classes are failing. I use geometry on a daily basis in my job and she couldn't even explain this teaching style to me so that it made sense. You are failing our students by adopting new teaching programs without making sure of their success rates. Stop using our students as guinea pigs for new programs. If the programs do not increase the learning curve for students who struggle in math, science et cet they shouldn't be implemented. Teach programs that have proven track records for students who struggle and offer advance classes for those who don't. This helps all students succeed which I feel is the goal.	8/26/2019 5:50 AM
186	Have disruptive students and their parents take responsibility for misbehavior (i.e. parent calls, losing privileges) so the behaved students don't get their instruction and focus interrupted every day since teachers are having to constantly focus on the disruption and not on those wanting and waiting to learn. This is especially true in elementary where there are hardly any real repercussions. They disruptive students take much of the teachers' time and then they don't lose privileges like specials. Or rather than have parents sign a code of conduct which the majority don't read, have a required yearly parent orientation on the school's expectations in all matters (school work, homework, bus rides, field trips, privileges and discipline.) offer 2 separate sessions at the school at different times. It's difficult when every time I ask my child "how was school" I get a detailed story of which kids were disruptive in class that particular day or how the entire class lost recess because of a couple disruptive children.	8/26/2019 5:47 AM
187	Teachers need better pay to be motivated to stay in the teaching profession.	8/26/2019 5:47 AM
188	Teaching of trades in high school	8/26/2019 5:46 AM

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189	Empower academic staff to make meaningful and long-lasting contributions to curriculum development and implementation rather than rely on third party CPM-style "programs" to deliver education.	8/26/2019 5:45 AM
190	More elective classes to choose from.	8/26/2019 5:45 AM
191	Music and Fine Arts funding.	8/26/2019 5:39 AM
192	Pay the tuition at Oregon Tech for the Liberal Arts Academy	8/26/2019 5:32 AM
193	na	8/21/2019 5:36 AM

Art. Fact 2

Notes from Building Meetings Regarding Content Specialists

Pros	Cons	Possible Content Specialists
Consistent schedule for kids	No district PLC time	Character Ed
Dedicated time each week for PLC's	Extra meetings would be when?	Health
Increased content instruction	IEP's when? Protected?	Art Experiential Learning
Exposure to more rigorous content	Ineffective schedule creating 15 minute blocks	STEAM - Coding, Engineering
		Foreign Language
		Extend Social Studies ie build maps, globes, etc
		NOT SCIENCE - 60 minutes is not practical to set up experiment, clean up, etc.
Pros	Cons	Possible Content Specialists
Maintain's PLC	Grade level (vertical) connections during PLC	Second Steps/Wellness
Extra instructional responsibilities taken over by someone other than classroom teacher	Grade levels with only 1 teacher (ie 4th at Pelican) Who do they meet with?	Coding
	District PLC eliminated	Home Ec
		Practical Life Skills
Awesome to get rid of late start/early release	Substitutes Available?	Science
Pick a content area to help reduce teacher prep	Content area teachers would need storage space, ability to transport items.	Character Ed
Grade level teachers have time to work together as long	District driven PLC content or grade level? Teachers Choose?	Health

as it's not district driven			
	When do we do our other trainings?	Social Studies	
	When do content teachers PLC?	Art	
	Who deals with behaviors during this time- to be sure time is protected		
Pros	Cons	Possible Content Specialists	
Consistent Schedule	CBA prescribes for early release/late start for conference prep, etc. Suggestion - 1 release early a month	Science	
	Where are these teachers coming from? (teacher shortage)	Literacy/Writing	
	Subs?	Theater	
	Disparity btw. Primary and secondary CBA callback times if secondary keeps late start/early release		
	District pacing calendar		
Pros	Cons	Possible Content Specialists	
Whoel group content	Lack District PLC's	Science	Questions from this group
More contact hours	When do specialists get PLC?	Art	Can these 3 instead help to coordinate STEAM academy approach to our education?
family friendly schedule	School-wide common meeting times (AVID, CHAMPS, 100%)	RTT/Theater	Can we use them to provide more content focused intervention and allow higher attendance to computer, library, pe, character ed? Might only be a mills issue

2.2

Consistent schedule	Acquiring "highly qualified" professionals	TIP	
Brings back lost content	Classroom management	Character Ed	
Provides 3 more qualified teachers with a job. Yay teaching profession	Who do these people answer to? Who coordinates?		
Pros	Cons	Possible Content Specialists	
Normal school day/consistency	Disconnect in teaching if/when taught more than 1 day a week	Art - True art not crafts	Solutions from this group
More seat time	If only elementary makes changes to late/early start, families will struggle in some situations	Writing	Use of 3 in a 2 class scenario... divide the 2 classes into 3 groups to preserve equity, and work/differentiate
Protected grade level PLC time	How do we keep district pacing the same across grade levels?	Character Ed	Quarterly content changes ie Q1 - KF Studies Q2 N. American Q3 Character Ed Q4 Science
Less procedural mtgs		Science	
More planning and getting things done		Social Studies	
Not traveling		KF Studies	
Pros	Cons	Possible Content Specialists	
Certified Teacher in a content area (classroom teacher doesn't prep)	Where do SpEd get included?	Science	
Increased building PLC opportunities	SpEd para training? E.g. RISE & BRIDGE	Art	
Ability to set PLC - specific S.M.A.R.T. goals	Time for building wide mtgs?	N.A. Studies	
	100%, staff mtgs, PTC scheduling and prep	Life Skills	
	District collaboration opportunities	Health Sciences	

2.3

Resource specialist could rotate into different grades	Grade level district meetings	physical activity
	Shared schedules - music teachers	STEM
	1/2 time employees	Genius hour
	field trips	
	Self contained sped classroom	
	Prep time for specialists? - grading supplies, etc	
	Classroom behavior concerns	
	No more district PLC, AVID = more staff meetings	
	Scheduling around RTI groups	

Pros	Cons	Possible Content Specialists
Variety of elective subjects	Scheduling with specials	Art
Five full school days	Lose ability to teach multiple subjects	Social Studies
On track with grade level teachers	Lose AVID/District PLC's?	Character Ed
	Will the district provide subs for the specialist?	

Pros	Cons	Possible Content Specialists
Teacher doesn't have to plan	Behavior with variety of specialists might be a problem	Science
Certified teachers	Needs to be a qualified, seasoned teacher	Art
Increased contact time with kids	Will all schools (middle and high) be doing away with late start? If not how will this affect family routines and equity?	History
Opportunity for enrichment	Not having PLC in our rooms at our	Home Economics

2.5

	computers with access to our stuff	
Expertise from specialists	Teacher shortage - can we fill these positions?	Nutrition
Improved PLC opportunities	Not all teachers want to give up some of the content areas proposed	
Pros	Cons	Possible Content Specialists
Creative	Equity	Science
More content for kids	Scheduling issues	Art
Less prep for teachers (science)	Poor classroom management from content specialists	Health
Kids will be excited	Getting pulled out of class	Writing
Consistent daily school schedule	How do we build specialists (resource, RTI, et) get PLC time?	
May have more effective PLC's	When do we do 20% meetings, AVID meetings. District meetings?	
Pros	Cons	Possible Content Specialists
Less planning for teachers	More after school meetings	Science
Specialists who love and have knowledge in a specific subject	Mess up speech times and KBBH	Movement - Yoga, meditation
Consistent schedules (start and stop time) for kids	Qualified and quality instructors	Kinder reading specialists
Dedicated PLC time every week	Teachers will have to give up goal planning/setting prep and conference prep	Current events
May be good time to give up district grade level PLC's		Art
Pros	Cons	Possible Content Specialists

2.6

Family friendly transportation for families	Quality people	Art
Consistency	not add on to current specialists and when do they get PLC time.	Yoga
Free up some prep time for teachers	District PLC time	Science
Have more time for trauma practice interventions	Classroom management skills?	Character Education/Mental Health
	Who is the coordinator of these people?	Theater
	Will they get subs?	Extra curricular ideas of interest
	AVID PLC's go away?	
	Will work load increase withing PLC created by ADMIN (paperwork)	
Pros	Cons	Possible Content Specialists
More learning time	More after school meetings - 100%, AVID, Committees, Distric PLC, etc	History/Social Sciences
Consisten (weekly)	Different teachers could create behavior problems	Health
Specialized instruction (saves time?)	Loss of teaching opportunities in content areas\	Art
Having different teachers exposes students to different teaching styles		Character Education
Pros	Cons	Possible Content Specialists
Don't lose any time	Quality teachers	Custural Studies
Learn from an expert (we may not be)	Where would we work	More PE/Drama
Prepare for multiple teaching styles	Classroom management	Art lessons
Consistent beg/end times	Loss of planning after school	STEAM

2.7

	District PLC's?	Technology - coding
	Subs for specialists	Character education
		Rotate studies do one thing for a set period of time
Pros	Cons	Possible Content Specialists
No more "weird" schedules	Lack of experience	Writing
Routine	Behaviors	Art
Great educators that are specialized and passionate	Bad experience if not specialized	Character ed
	When will sped, speech, music, PE get PLC time	Health
		Science

2.8

Artifact 3

Ponderosa Middle School Student Focus Group Meeting w/ focal groups SIA Input

1. How can the district better serve students through the use of new funding from the state?
 - a. Better sports equipment and sports choices
 - i. Actual Ponderosa teams not through Pop Warner
 - b. Better PE uniforms
 - c. Air conditioning in the gyms and locker rooms
 - d. More assemblies and pep rallies
 - e. More Chromebooks
 - i. Not enough in the classes when we need to use them
 - f. Debate team
 - g. School supplies for students who cannot afford them
 - h. More money and opportunities for field trips
 - i. Improve the cafeteria food
 - i. More variation and mix up the schedule
 - j. Reusable supplies
 - i. Get rid of plastic and or go more biodegradable
 - k. Raise teacher pay
 - l. More technology Equipment
 - i. Promethean's not working, Doc Cameras, etc.
 - m. Fix the floors - Cracks in the floor
 - n. More Electives
 - i. Wood, Metal, Culinary Arts, Architecture
2. If it were up to you, how would you use additional funds to help you be more successful as a student?
 - a. Electives
 - i. Woodshop, cooking, career exploration, foreign language, debate, study halls
 - b. More Art options
 - c. Athletic conditioning
 - d. Bathroom remodel
 - e. Supplies for the school - to help kids have supplies
 - f. More school clubs
 - g. Curriculum related to life skills
 - h. More classes about the real world
 - i. Government, money management
 - i. More PE supplies
 - j. Higher quality internet - ensuring it does not go down
 - k. Chromebooks - more for each student in every class
 - l. Better computers in computer labs - they need to be updated
3. How would you improve your school if you could make changes to the school?
 - a. Build better walls - They are too thin and you can hear other classes

- b. More school activities such as assemblies
- c. More Science stuff - for more hands-on experiments
- d. Technology
 - i. Issues with technology (Promethean) working or being able to see it
- e. Bigger library with more books
- f. Longer lunch and break time
- g. More outside equipment during break and lunch
 - i. Soccer goals, tether ball, swing sets
- h. Traffic Issues when getting picked up
 - i. Flow is hard and "my dad cusses"
- i. Metal Detectors at the doors (when kids come in the building)
- j. Floors to be remodeled make them look better
- k. 6th grade spots teams as a Ponderosa team
- l. New equipment such as uniforms (wrestling and basketball) and new mats
- m. Different lunch options
- n. New desks in the classroom
- o. PE schedule for the 6th grade
- p. Teacher control of the temperature in the classroom
- q. More stalls and sinks in the bathrooms
- r. Orchestra room needs to be like the band and choir room
- s. Improve the track outside - make it like KUs
- t. Healthier breakfasts
- u. More classroom budget for teachers / Class funds
- v. Turning Lane and the Healthroom in different areas - it becomes too busy
- w. Electives with different language
 - i. Spanish, Japanese, French, etc

Art. 4 K-6 Teacher Input on Proposed Behavior Plan

I like...

- the turn around room to reduce extreme behaviors and have a consistent place for students.
- the training/refreshers on CHAMPS
- the turn around room for children to get extra help to calm down & return to class
- the turn around room with para support that is consistent
- the focus on CHAMPS & supporting teaching in classroom practices that is ongoing
- that trauma support would be sep. from sped because kids need help outside categories
- the plan. It sounds good.
- the idea of a Trauma informed team
- the idea of a CHAMPS coach (TOSA?) How will they be selected?
- I like this plan!
- that there will be more availability for someone for behaviors & providing teacher support
- the turn around room
- the trauma informed space
- the idea of a CHAMPS Systems coach. I wish we could have m how much we pay the para in the TR room. Will be hard to keep someone.
- the turn around room.
- the trauma informed piece but I think we need highly qualified specialists, not paras. They don't earn enough. they have a high turn over rate.

I am worried about...

- the amount of money spent on coaching trainings
- that new teachers won't get the same training each year [CHAMPS]. Will this be consistent so everyone is getting this training.
- not getting support in class
- **worried about focusing on coaching instead of systems
- the 6 hour para in the turn around room not being enough time and having enough support since Roosevelt doesn't have a full time dean
- the 6 hour para because they should be there from before the students arrive until after children leave.
- time & training for classified staff. Classified staff need to be involved.
- that teachers will feel communicating with this coach will impact their evaluations.
- about the small amount allotted to trauma team.
- I like the trauma informed space with a trained specialist
- a Feb training date. Can't we do it during in-service? In Feb teachers are in a tough place. Conference, testing, behaviors, paperwork, etc. to go to a training, then turn around and implement in the middle of the year is difficult.
- **about the coach coming only once a month because you may not need it that day
- STOIC is not going to solve all behavior problems. We are given minimal training, but trainings on many different areas. We supposed to do all these AVID things, Archer things. It's overwhelming. STOIC will not be as significantly helpful as small classes would be.
- **building community within the trauma informed world. If you have a roving person they will not have ownership/community w/in the site.
- more time for plan for behavior (7 hour position)

Have you thought about...

- adding more staff to the buildings who need support when every person is stretched thin.
- more training for classified support staff
- full time dean support in every school
- sometimes we just need help & support (body in class or place for child with behavior to go)
- a 3rd person in the turn around room to relieve both para & teacher at different times for meal and breaks. Always have 2 people in the TR room.
- have 2 people in TR room where they over lap with each other. Avoid other duties or groups.
- adding 2.0 FTE nurses
- adding a health room in every building next to/connected to office
- assuring parity between mental & physical health
- having each school having a workshop model that focuses on training on trauma informed instruction?
- We need trained therapists, full-time counselors for each school
- Teacher SEL to classrooms and also have available for trauma situations
- on call help for teachers. Trauma support for teachers, practice of being able to step out of classroom to recollect
- ECI & KBBH support
- We need highly pd teachers in behavior classrooms (not paras) with full-time para support
- Nursing?

More counselors, 2 per building
turn around room with qualified, certified staff
a life skill/behavior classroom
More trauma placement area (not alternative placement)
less duty for the TR room staff so they are available when needed.

**misunderstandings that were explained

Artifact 5

EL & Migrant Parent Meeting 2/13/20

Charlene Herron introduced the Student Success Act and asked the parents what their wants and needs as parents are.

Parents:

- Recommend afterschool daycare for parents that work in the agriculture field, until 6:00 pm to 7:00 pm. These parents are working in Malin or Bonanza areas. They would like to see this for their K-8th grade students that are at risk, as they do not have the same opportunities that a stay at home parent would have.
- They suggested a central location for this afterschool care and transportation to pick up and drop off their children at said location. Mills school was suggested as it is a heavily Latino (migrant) populated area.
- Would like to have field trips to different colleges expanded to the EL students as it is provided in the migrant program.
- Tutoring for K-12 math and reading during afterschool for the students that a struggling or other areas.
- Provide school supplies and backpacks.
- Help for the parents with English classes, it is currently at KCC maybe bring it back to Mills.
- Teach parents what we are teaching the students so that we might be able to help the kids with math and specifically algebra.
- More Career Fairs in High school.
- How the children have been taught in the last five years is different the we, as parents, were taught. Help us to understand the material, so we as parents can help.
- Have computer classes for the parents so they can understand how to operate and help children with computer use and word processing skills.
- Teach the parents how the children are taught. Specifically, math classes in mostly K-8 classes.

Part I: General Information

SIA Grant Application Narrative

School: EagleRidge High School

District: Klamath Falls City School

Institution ID:

Webpage: www.eagleridgehigh.com

Contact Information:

Kimberly Cappel: Executive Director

Kim.cappel@ehsr3.org

541-884-7627

Part Two: Narrative

EagleRidge High School is a Public Charter School located in Klamath Falls and is sponsored by Klamath Falls City Schools. We currently have 184 students from both the Klamath Falls City and Klamath County School Districts. Our student population consists of : 14% Hispanic students; 3% Asian /Pacific Islander; 14% Native American; 4% African American; 65% white.

We have 22% of our population on IEP's and 9 % on 504 Plans. 46% of our students are direct certification. 3 % are considered Homeless (McKinney Vento),

EagleRidge High's primary focus is cultivating positive relationships with our students. We value equitable opportunities for all students and work hard to ensure all students are provided with a safe environment to be who they are and get where they are going. Our small school environment provides this safety and security for our students.

One of our challenges is providing different educational opportunities for our students. An additional challenge is recruiting, hiring and retaining staff that have hearts for a charter school and its mission. Funding limits our abilities to provide additional elective coursework and funding also prevents us from retaining qualified teachers for extended periods of time. Due to the limited resources, we are prevented from consistently updating technology, including updating security systems and adding additional instructional platforms.

The SIA grant will provide the opportunity for us to hire an elective teacher; to provide upgraded technology for safety and instructional assessment platforms; to provide additional nursing services; and to provide additional professional development opportunities for our staff to learn better instructional and equitable practices for use in our school.

One of the main professional development opportunities that we will pursue is to implement a restorative justice system. Working with Resolve, located in Medford, we will train all staff for implementation. Restorative Justice incorporates community circles, responsive circles and positive dialogue between students and staff. This allows for students to be heard and to meet their socio – emotional needs. It also builds a safe and connected community where community members can participate in the communication process, growing skills necessary for productive adult life.

Upgrading technology will allow for the deployment of additional assessment programs, such as APEX to use for credit recovery and I-Ready to use as a diagnostic tool and determine what interventions the students may need. These programs will also serve to keep students on track to graduate and build educational foundations needed for academic success. We are also beginning two new CTE programs of study, one of which is digital media. SIA funding will allow for the upgrades on the computers and software for our students to become industry ready in usage and certifications.

Part 3: Community Engagement and Input

Overview of community Engagement

By sending out surveys, we engaged all stakeholders involved with our school to provide input on our programs and provide feedback on the needs of our community. We engaged parents, staff, students and community partners. We have reached out to parents twice with surveys, once during Open House in September and again in December with an email/letter sent out with student report cards. We also conducted empathy interviews with students to determine their needs during the months of November and December. During our CIP we interviewed our staff and compiled data on what was needed to improve the educational environment at the school. Finally, we reached out to our community partners (local community college, business owners and school supporters) verbally to receive their input on what their needs are for future employees.

When we surveyed parents, the primary feedback we received is that there are positive relationships between staff and students and they felt as though their students were supported. An area of need that parents addressed was expanded curricular offerings and foreign language. As part of our Empathy Interview process, we asked students for feedback on both positive and negative educational experiences. The feedback reflected both positive relationships that students experienced as well as needs for additional curricular offerings and supports. Our staff feedback overwhelmingly agreed that there needs to be a better way to have equity and access to all programs. Also, staff identified needs for training on identifying and removing barriers to success. Our community partners expressed the need for our students to work on their soft skills such as; work ethic, timeliness and coming prepared to work.

Self-Assessment of Community Engagement

Our engagement of our students, families and staff was inclusive of all students and families. We are a small school; therefore, we did not isolate any community member or engage anyone specifically. We did interview students of color, with disabilities, and those navigating poverty. Additionally, we did receive feedback from families of color, with disabilities and those navigating poverty. We have identified through our data that our Hispanic male community is not being as successful as the rest of our population. Therefore, in future engagements, we will want to identify these students and focus on their needs to be successful.

When we interviewed our students, our goal was to find out what motivated them and how we could make their education more meaningful and engaging. A major barrier we experienced was having the time to make sure the interviews were done correctly and completely. Next, we struggled with being able to unwrap the data we received from the interviews into meaningful data that can be used to drive programs and instruction. Once the interviews were conducted and the data was disseminated, we found that our students felt connections at our school. With a Restorative Justice program, we will continue to foster these relationships and teach improved communication and mediation skills. The Empathy Interviews also revealed that students wish to have more creative outlets, such as art and foreign language classes. Students also gave feedback that they struggle in math and need additional supports for success. Students also want to be noticed and heard with respect to class choice and their future.

When receiving feedback from parents, it was honest. However, a barrier could be that what can be written on a survey is sometimes limited. Moving forward we would like to implement community meetings with the use of a community circle to hear from our community. We believe this format would serve for better and more complete feedback from parents.

In the future we would like to encourage and cultivate more community to parent to student relationships. These relationships could be in the form of classes, partnerships, community service, internships, and regular community meetings. We believe by opening different opportunities for community members to come in and work with our parents and students, it will open new dialogue for what is needed to improve the educational environment and learning capacity.

The resources that would enhance engagement efforts with parents, students and community members would be to have frequent communication forums. Where all stakeholders are heard and plans can be formed. These could be in the form of agencies coming to train on parenting skills or students learning how to work with their adolescent minds. Additionally, bringing in community members to talk to students about becoming future employees and what it takes to be successful. These forums usually cost money to put on and are not normally budgeted in a traditional school budget. However, ODE can support this continuous improvement by providing the training to allow these events to take place.

Who was Engaged? Select all 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
- Other: Local Community College

How did you engage your community?

We engaged our community in several different ways. Our students were interviewed through an Empathy Interview process. We used surveys and written dialogue with parents. We conducted a community group meeting, sent email messages and partnered with local community colleges and local businesses to have a dialogue about what is needed in our local industries and community.

Evidence of Engagement

There was a community meeting held on January 6, 2020 at EagleRidge that involved members from Klamath Community College, The Home Builders Association and Stacy and Dennis IT Solutions. These community members discussed how they could support programs at EHS to ensure our students would become prepared employees in our community.

We conducted empathy interviews with our students (please see attached questions). We individually interviewed approximately 60 students that represented each sub-group in our population.

We gave our staff questionnaires and then discussed the findings. The staff was also involved in the empathy interviews given to students. They were involved in the interviews and the analysis of the data received.

We gave out questionnaires at our Open House for parents and students to fill out.

We also gave out surveys to our families at the end of our semester.

Additionally, we surveyed our Special Education and McKinney Vento populations.

Part Four: Data Analysis

After reviewing all the data from all our communities, there were several key points that were identified. Overall, the populations agreed that EagleRidge High School was a safe and respectful environment. It was also noted that students, staff and families alike felt welcomed and included.

One of the most requested items was that of a foreign language to be taught at EHS and to add some additional electives that were in alignment with career pathways and trades. Additionally, technology was identified as an area that was needed to improve and for all students to have access to industry level technology skills.

An additional item that was frequently mentioned, was the need for an education on bullying prevention and addressing the issues among students.

Part Five: SIA Plan

After careful review of all the input from our stakeholders, the following plan has been developed.

Strategy #1:

Provide additional electives for students to lower class sizes and provide additional educational opportunities.

In our surveys and information talks, it was pointed out that we needed to extend our electives, especially in the area of foreign languages, art and the trades. At the present time, our students have been attending one of the local colleges for their foreign language requirements. However, we have found that they are not always

successful due to the rigor of a college course. Providing that opportunity in a high school setting, will better prepare our students for post high school success.

Our first activity is to hire a part-time foreign language teacher. This teacher will also provide two additional electives in art and yearbook. This would free up an English teacher to lower the class sizes of the upper level English and provide an additional opportunity for an art elective in the master schedule. (Activity #1)

The second activity is to provide more opportunities in scheduling for students to pursue their career pathways either in dual credit or with on campus college classes. The purpose of this is to allow every student, no matter the socio-economic status, the opportunity to attend college classes. It also allows for us to provide all the required materials and fees associated with the classes or trade opportunities. (Activity #6)

Strategy #2:

Provide additional nursing services for our complex and high complex students.

We were asked by our sponsoring district to provide additional funding from our SIA grant to help defray the nursing costs to our building. At the present time, we do not use nursing services other than our students that are on IEP's or have complex medical issues. (At this time, we only have 2) Therefore, we have agreed to use some of our SIA funds to have a .05 nurse in house which equals approximately 2 hours per week. (Activity #3)

This would provide additional accountability and recording of the health and medical well-being of all our students, not just those on IEP's.

Strategy #3:

Invest in technology to provide assessment tools to evaluate the needs of our students and provide appropriate interventions to ensure academic success. Increase availability of technology as a tool of learning for all students.

In our interactions with our students and parents, they noted the need to have access to more technology and to upgraded software to prepare our students for their career pathways. We will be working closely with our IT provider to update and upgrade our computers and software to ensure they are at the best of industry standard. We will be updating and upgrading systematically for the next three years on a rotational basis.

The first activity is to purchase the diagnostic tool I-Ready to assess our students and find any deficiencies in their learning. This will allow for the appropriate interventions and instructional strategies to be put in place to help students form a stronger academic foundation. It will also provide the diagnostic to identify the areas in which students have shown growth. (Activity #8)

Our second activity is to update our computers and purchase new systems that are seriously outdated. Most of our technology is outdated. Technology related fields are the single largest growth sector for jobs globally. With the increase of these jobs, there is a need for us to ensure our student have repetitious interaction with technology. Therefore, updating our computer systems will allow for this exposure for all of our students. (activity #5)

Strategy #4:

Create a culture of safety for all students and adults that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success.

Our first activity will be to have all staff training on the process of Restorative Justice. We will also have the organization, Resolve, assist us in the implementation of Community Circles, Responsive Circles and the

communication process it encourages between students to students, staff to staff and students to staff. It allows for the socio-emotional needs of our school community to be heard and to be acted upon. It also teaches the students the skills necessary to be healthy, functioning adults that can communicate and repair when harm has been done. It also helps to create a culturally responsive engagement strategy for teachers and staff that promotes equity and empathy within our culture. (activity #2)

The second activity associated with this strategy is provide learning opportunities for families after school hours. This would require partnering with various community organizations to have a series of activities for families to participate in. This would include a meal and the supplies needed for the activities. These activities would include topics such as: parenting adolescents; living on a budget; helping your child navigate the college application process; activities to do with your child. There will be more as we begin to partner with local organizations. (Activity #7)

Our third activity is install a comprehensive camera security system (cameras and necessary software). This will provide a complete unit to ensure safety of our students both inside and outside of our building. It will also allow for monitoring of activities during school hours and after school hours. (Activity #4)

Strategy #5

Create a culture of career pathway awareness for all students. Students have access to all educational opportunities at the local colleges and on our campus.

Our primary activity for this strategy is to intentionally schedule students with their classes that are in alignment with their career pathways. This begins when they are a freshman and continues until they graduate. The outcome is that every student is successfully navigating a path for either work or further attendance in college post-graduation. These funds will be used to provide tuition, fees, books and transportation for the chosen classes. It additionally will fund the costs of any certifications necessary for a student to become industry ready in a trade. (Activity #6)

Part Six: Use of Funds

EagleRidge High School will use the SIA funding to reduce class sizes by increasing available electives for students. We will also be expanding the availability of a well-rounded learning experience by providing opportunities for all students to be involved in taking career pathway courses of their choice. These courses, fees, transportation and all costs associated with these classes and/or certifications will be paid for by EagleRidge High School. This removes any barriers for students of not being able to participate due to their SES. It also provides opportunities for the trades to be explored for our students.

Adding committed nursing services, two hours per week, will help in the collection of data and assisting in any training of staff necessary to better serve our student population.

The implementation of Restorative Justice with our students will provide the socio-emotional support and increase the skill set needed to be productive in our community. It will further solidify our culture of relationships and respect with our school.

Increasing the use of technology in our school will better prepare our students for the workforce after graduation. Technology is the one of the largest growing industries globally. Teaching our students to

appropriately use technology, develop skills, and earn the certifications that will equip them to become fluent in this industry will benefit them.

Implementing a diagnostic tool to use for our students to determine the deficiencies in their education is essential to truly meeting the needs of our students. The identification of these deficiencies will allow for us to adjust the curriculum to meet their needs and build solid foundation for them to advance academically.

We are a small school and the changes that we implement with the funding will affect all our students. We identify the needs of our students through data, communication between teachers and with student input. We can individualize our curriculum and educational opportunities to meet the needs of our students. The additional funding will allow for us to expand these opportunities and be able to prepare all of our students, especially the ones in the identified focal groups.

Integrated Planning Tool

This tool is designed to help align strategies and desired outcomes to concrete activities and their associated expenditures.

Strategies

Your SIA plan may focus on multiple (more than one) strategies over a 1-3 year period. Strategies are the plans designed to achieve and reach your intended outcome(s).

The strategies entered in this tab will autopopulate to the Activities & Expenditures tab.

Outcomes

Your SIA plan will likely have multiple outcomes. Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.

What changes do you hope will happen over the next three years by executing your SIA plan?

Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

Student Investment Account

Activities and Expenditures

This tab pulls the articulated strategy into the top of the page. Below are a series of entries for planned activities and a dropdown box to connect the activity to the most tightly linked strategy.

The date ranges help track the anticipated number of years the activity will span and provides space to project both first year costs as well as three-year projected costs. These amounts are totaled and set in line with the strategies above.

Object codes can be populated manually.

The priority field includes a drop down box to designate the activity as a high, medium or low priority.

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Provide additional electives for students to lower class sizes and provide additional career pathway educational opportunities.	X				X
Outcome	Technology improvements to conduct assessments that identify areas of growth for students. To provide opportunity to become fluent in the latest technology.			X		
Outcome	Every teacher to develop and implement strategies for student engagement that is culturally responsive with an empathetic , equitable lens and develop common language and practices.				X	
Outcome	Provide safety measures in all areas of the school inside and out.		X	X	X	
Outcome	Increase career pathway opportunities for all students beginning in the 9th grade. To increase student engagement and educational relevance.	X				X

Strategy #1	Provide additional electives for students to lower class sizes and provide additional educational opportunities.
Strategy #2	Provide additional nursing services for our complex and highly complex students.
Strategy #3	Invest in technology to provide assessment tools to evaluate the needs of our students and provide appropriate intervention to ensure academic success. Increase availability of technology as a tool of learning for all students

Strategy #4	Create a culture of safety for all students and adults that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success.
Strategy #5	Create a culture of career pathway awareness for all students. Students having access to all educational opportunities at the local colleges and on our campus.

School District SIA Agreements with Public Charter Schools

1. AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”). Klamath Falls City Schools (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

2. PURPOSE

The purpose of the programs under which this Grant is issued is to provide EagleRidge High School (EHS) (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

3. EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (the “Executed Date”), this Grant shall be effective and have a Grant funding start date that is the same as the District’s effective date with the Oregon Department of Education (the “Department”) (the “Effective Date”), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with ODE (the “Expiration Date”).

4. GRANT MANAGERS

1. District’s Grant Manager is:

Paul Hillyer, Superintendent
1336 Avalon Street
Klamath Falls, OR 97601
541-883-4700
Hillyerp@kfalls.k12.or.us

2. Grantee’s Grant Manager is:

Tina Douglas, Business Manager
677 S. 7th Street
Klamath Falls, OR 97601
541-884-7627
Tina.douglas@ehsr3.org

3. A Party may designate a new Grant Manger by written notice to the other Party.

5. PROJECT ACTIVITIES

1. Grantee shall perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the “Performance Period”).

6. GRANT FUNDS AND EXCHANGE OF SERVICES

1. **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee [X]% if the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report for the purposes described in Section 2 and Project described in Exhibit A. District shall pay the Grantee from monies available through its District SIA Grant Allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds”) may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

1. The Grantee must establish a separate account for all funds received as part of the Grant.
2. **Exchange of Services.**
 1. **By the District.** District will make [X Services] available to Grantee.
 2. **By the Grantee.** Grantee will make [X Services] available to District.

7. DISBURSEMENT GENERALLY

1. **Disbursement.**
 1. District shall disburse Grant Funds by [Check] [Electronic Funds Transfer] within ten (10) business days of District receiving the SIA allocation from ODE.
 2. If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District.
 3. All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.
2. **Conditions Precedent to Disbursement.** District’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:
 1. District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.
 2. No default as described in Section 12 has occurred.
 3. Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
3. **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant (“Misexpended Funds”) or that remain unexpended on the earlier of termination or expiration of this Grant (“Unexpended Funds”) must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District’s written demand but in any event no later than 30 days after the District’s written demand.
4. **Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

8. REPRESENTATIONS AND WARRANTIES

1. **Organization/Authority.** Grantee represents and warrants to District that:
 1. Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;

2. The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;
3. This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
4. Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035;
5. The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

9. GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Klamath County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

10. PERFORMANCE TARGETS

1. Grantee will identify longitudinal performance growth targets (the "Targets") in accordance to the guidance published by the Department. Targets will be included with the Grantee's Project in Exhibit A and identified for each year of the Performance Period. Targets must minimally include the Targets included in Section 12, subparagraph 3 of the Act for which the Grantee serves students. Targets must be disaggregated according to Section 12, subparagraph 1 of the Act.
2. Grantee shall use the Target's that are in alliance and contribute to the Target's identified by KFCS and EagleRidge High School in each Target for which the Grantee serves students and has accountability data. In addition to those Targets required by the Act, Grantee may identify local Targets.
3. Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report as per ORS 338.095 or as mutually agreed upon by both Parties.

11. INDEMNIFICATION

1. Grantee shall defend, save, hold harmless, and indemnify the District and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

2. **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

12. DEFAULT

1. **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

1. Grantee fails to perform, observe or discharge any of its financial accounting or reporting requirements under this Grant.
2. Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

2. **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

13. REMEDIES

1. **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

2. **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.3, or in the event District terminates this Grant under Sections 16.2.1, 16.2.2, 16.2.3, or 16.2.5, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 13.2, Grantee shall promptly pay any excess to District.

14. RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

15. LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

16. TERMINATION

1. **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
2. **By District.** District may terminate this Grant as follows:
 1. Upon 30 days advance written notice to Grantee;
 2. Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;
 3. Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;
 4. Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or
 5. As otherwise expressly provided in this Grant.
3. **By Grantee.** Grantee may terminate this Grant as follows:
 1. Upon 30 days advance written notice to District;
 2. Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or
 3. As otherwise expressly provided in this Grant.
4. **Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

17. INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project.

18. NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

19. AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

20. NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

21. SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

22. COUNTERPARTS

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

23. COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local law.

24. INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

25. TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

26. MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

27. RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to

clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

28. HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

29. GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: this Grant less all exhibit Exhibit A (the "Project").

30. SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

Klamath Falls City Schools

By: _____
School District Representative Date

Printed Name, Title

EagleRidge High School

By: _____
Charter School Representative Date

Printed Name, Title