

**Part I: General Information**

**Applicant:**

Crook County School District

Institution ID: 1970

**SSA Contact Person:**

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**Part II: Narrative**

***Plan Summary***

***Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months this may also be used by your district to quickly explain your investments to community, local legislators, media, and other partners. Please write 3-6 paragraphs and provide the following information:***

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

***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).***

Crook County School District is a thriving, rural, growing district in Central Oregon, serving more than 3,000 students. We desire to be an organization driven by integrity and equity, a model for educational success, and a recognized leader for excellence in helping students dream, learn and succeed. Our district and Student Investment Account application serves 2 comprehensive K-5 elementary schools, 2 rural Kindergarten-8 schools, a K-8 charter school, a comprehensive middle school, a comprehensive high school, an alternative high school, and an online school.

The students, families, and community that we serve are both distinctive and diverse. We are proud that more than 8 languages are spoken amongst our student body and roughly 10% of our students are considered Ever English Learners. 15% of our students receive Individual Education Plan (IEP) services and 18% are classified as 'mobile students'. Additionally, more than half of our students participate in a free/reduced lunch program. Based on our most recent published demographic information, our district is made up of 16% Hispanic/Latino students, 77% white students, 5% multiracial students, and  $\leq$  1% American Indian, Asian, African American, and Pacific Islander students. Our district's charter school, Powell Butte Community Charter School, is composed of 210 students, of which 91% are

white, 4% are multiracial, and 4% are Hispanic Latino. 12% of the charter school's students receive IEP services, and 28% participate in a free/reduced lunch program. It is without a doubt that the cultural, economic, and ethnic diversity of our community is one of our school district's greatest assets.

The Student Investment Account funding will meet some very specific needs of our students and families. Our rapidly growing community population has led to increased class sizes throughout our elementary schools. One use of our SIA funds will be to reduce class sizes which will increase the individualized attention and care that each student needs in order to reduce disparities and increase academic achievement. Secondly, based on feedback from our students, families, and staff, it was clear that our students, like many across Oregon, are in desperate need of additional mental, social, and emotional support and care. With that in mind, a portion of our SIA funds will be used to bolster our ability to provide quality counseling and mental health support for our students. Finally, we plan to use SIA funds to address our school district's need to provide a diverse and well-rounded educational experience for all students. Specifically, SIA funds will help to remove barriers to ensure that all Crook County students can access the diverse educational programs and services that we offer.

### **Part III: Community Engagement & 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***

A sincere desire to engage the voices of all Crook County School District's community stakeholders has been at the heart of our work for several years now. Even prior to the Student Success Act, our district adopted "Voices" as one of our 5 Key Strategic Priorities. As part of our "Voices" initiative, we have intentionally created a number of continuous feedback loops for students, parents, staff, and community members. Through implementing Improvement Science principles, feedback from stakeholders is analyzed, communicated, and acted upon in order to continuously improve our systems.

As part of our community outreach efforts, we engaged students and families from all of the Student Success Act designated focal groups as well as some other historically marginalized community stakeholders (i.e. rural families & Lesbian, Bisexual, Gay, Transgender & Queer (LBGTQ) students). Our community engagement efforts were varied and frequent through the spring and fall of 2019. Through parent, staff, and student surveys, community presentations, student listening groups, community listening sessions, emails, newsletters, and face-to-face conversations, we collected a vast array of information relating to our district's strengths, weaknesses, and insights for improvement. This

community engagement experience forged and strengthened a number of partnerships with local community groups and representatives (i.e. Chamber of Commerce, Church Groups, ELL Program Representatives, etc.).

***Self-Assessment of Community Engagement***

***Please 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)***

We are certainly proud of our ongoing efforts to engage our stakeholders in the improvement of our school system. With that in mind, there are still a number of improvements in our engagement efforts that we would seek to implement as we move forward.

Our greatest desire for our community engagement efforts is to simply engage more students and families in the future. As the SIA allowed us an unprecedented opportunity to bolster our community engagement efforts, we found great value in simply listening to our stakeholders' insight. With this in mind, we hope to continue to refine our systems to hear from even more students and families, particularly gathering even more input from our students and families from key focal groups. For example, the percentage of parents who completed our Spanish Language parent survey was not proportionate to the percentage of bilingual families we have in our district. Similarly, the percentage of families of color who attended our community listening sessions was not proportionate to the percentage of families of color that we have in our district. While we received some feedback from each focal group, we certainly want to reach more students, more families, and more staff in the future.

To remove these barriers, we will continue to implement common strategies such as providing childcare and translators at listening sessions, but will also enhance our engagement practices to further tailor our outreach methods for our key focal groups. We also plan to adjust the location of our community listening sessions and forums in order to meet people "on their turf" (i.e. churches, community centers, etc.). For some groups, coming into a school building has been a negative

experience, so by extending our location options, we hope more community members will be willing to come and share their experiences and insights.

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

As we seek to improve our future engagement of stakeholders, we hope to maintain and cultivate a number of partnerships to better reach key focal groups. For our students and families battling homelessness and poverty, our district will continue to partner with the Family Access Network (FAN) Advocates. Juntos Program Representatives and our Welcome Center Coordinator will be utilized for better connecting with bilingual families and families of color. Our emerging relationship with PFLAG (Parents & Friends of Lesbian & Gays) will continue to be strengthened in order to stay in tune with the needs of our LGBTQ population. We will also continue to build our relationship with “Better Together” a regional organization connected to the High Desert Educational Service District (HDESD), that helps to form bridges between local service organizations. Our Special Education (SPED) department and Individual Education Plan (IEP) case managers will be integral for helping to personally connect with our families of IEP students. In addition, we will continue and strengthen our district’s relationship with certified and classified associations representatives in order to be responsive to the needs of staff.

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

Like many issues in public education, the greatest resource needed is time. Our scarcity of time is the biggest barrier we face in properly enhancing our engagement efforts. Fortunately, due to our district's "Voices" initiative and the expectations of the SSA, we have implemented institutionalized systematic feedback loops for students, parents, and staff that will lead our engagement efforts in the future. While we will be refining our engagement strategies each year, a strong foundation for authentic engagement has been established.

The Oregon Department of Education (ODE) can support the further refinements of our engagement processes through continuing to provide resources and examples of best practices taking place throughout the state.

**Who was Engaged? Select all of the community members / groups you engaged for this process:**

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

**How did you engage your community? Select all of the strategies / activities you deployed to engage your community:**

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion

(x) Community group meeting

(x) Website

(x) Email messages

Newsletters

(x) Social media

(x) School board meeting

(x) Partnering with unions

(x) Partnering with community based partners

(x) Partnering with faith based organizations

Partnering with business

Other \_\_\_\_\_

### ***Evidence of Engagement***

***Upload 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 the community? (250 words)***

1) **Better Together Community Input Analysis Report** – We decided to partner with a regional organization, Better Together (<http://bettertogethercentraloregon.org/>), to assist in the analysis and interpretation of our community listening session input. The partnership had several benefits. First and foremost, having a third party organization analyze our community listening session responses helps to remove any internal biases from the school district. Sometimes a “fresh set of eyes” can catch an emerging theme that would be otherwise missed. Secondly, Better Together also analyzed the 4 other regional districts’ community listening session data. This is helpful because we can work collaboratively as a region on addressing any common themes that emerged across our districts.

2) **Stakeholder Representative Data Review Responses** – This document contains the data sources and comments/insights from representatives from each of our key demographic groups as they reviewed key data as part of our comprehensive needs assessment.

3) **Picture & agenda from our multiple Community Listening Sessions** – This picture is from one of our community listening sessions. The picture shows a parent from a focal group working with a translator to provide feedback through a gallery walk.

4) **CCSD Listening Session Responses** – This document contains the questions and participant responses from our various community listening sessions.

5) **2019 Employee Engagement Survey Overall Report** – This is the overall report of our 2019 Employee Engagement survey. This survey was provided to all certified and classified employees. The results were then disaggregated by school and department and shared with the respective staff.

***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 are 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.***

**Students & families who are emerging bilinguals**

One of the strategies we utilized to engage our students and families who are emerging bilinguals was to leverage our existing partnership with our Welcome Center staff. The Welcome Center is the centerpiece of our district's bilingual support services. Each school has a designated staff member who serves as a liaison for bilingual students and families. These staff members were critical in our bilingual outreach efforts. These staff members helped with translating our surveys, announcements, and provided one-on-one verbal translation services at our community listening sessions.

In addition to leveraging our Welcome Center network, we also made a strategic partnership with our English Language Learner (ELL) staff in gathering voice to ensure the needs of our students and families of emerging bilinguals was heard. Since our ELL staff works with emerging bilingual students on a daily basis, we ensured that they were present at our stakeholder data review session to serve as a voice for this vibrant student & family population.

**Students with disabilities & their families**

Every day our districts' SPED department works hand-in-hand with our students and families who receive special education services. With their real-time personal knowledge of this focal group, one of our key strategies was to leverage our SPED staff network to engage this key population. Our district's SPED director was instrumental in ensuring information regarding our SIA activities reached our students and families that receive IEP support.

Another strategy used to engage students with disabilities and their families was to utilize various communication methods to inform this focal group about SSA opportunities. For example, SSA information was delivered through electronic communication methods and hard-copy mailers so that those with inequitable access to technology would still be informed. Communication regarding SSA opportunities was intentionally provided through a wide range of techniques to ensure that this key demographic subpopulation had an equitable opportunity to offer input.

### **Students & families navigating poverty, homelessness**

Similar to our students with disability and their families, we used a variety of communication methods as a strategy to engage families navigating poverty and homelessness. As many of the families for this particular focal group may not have equitable access to technology, we provided SSA info through digital and non-digital methods to ensure student and family voice could be heard regardless of access to technology. In addition, we provided opportunities for families to provide input in non-technological ways (i.e. hard copy surveys and listening forums). A second strategy used to engage families navigating poverty was to continue our engagement with our Family Access Network which deals exclusively with this particular population.

### **Students & families of color**

Our data shows that the vast majority of our students & families of color are emerging bilingual, Hispanic/Latino families. With this in mind, we implemented two of the same strategies for engaging this focal group. As described before, we leveraged our Welcome Center staff network as well as intentionally inviting strategic members of this key demographic to our stakeholder data review session.

**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.***

### **Students & families who are emerging bilinguals**

For our students and families who are emerging bilinguals, we used a variety of activities to engage them in the SSA process. Parent surveys in both English and Spanish were provided in both hard copy and electronic version in order to gain family views on our educational system and recommendations for improvement. Another activity that was provided for this focal group was our community listening session. In order to provide equitable opportunity for these families to provide insight, we provided one-on-one translation services at this event. It was especially gratifying to see our families take advantage of this opportunity.

### **Students with disabilities & their families**

For our students receiving special education services and their families, we also provided an opportunity for feedback at our community listening session. A particularly poignant moment of our SSA engagement process was a conversation with a father who was especially appreciative of the services his student was receiving at one of our high schools. Another activity provided to students who receive SPED services was our Youth Truth student survey. This survey was provided during class time so that students with disabilities could receive any individualized support needed to provide their feedback.

### **Students & families of color**

As discussed in our “Strategies” section, our demographic data indicates that the vast majority of our students & families of color are emerging bilingual, Hispanic/Latino families. With this in mind, we provided similar engagement activities for our students and families of color as we did with our students and families who are emerging bilingual. Our activities ranged from parent surveys, community gatherings, stakeholder data review sessions, and school board meetings.

### **Students & families navigating poverty, homelessness**

We engaged our students and families navigating poverty and homelessness through a number of activities. In order to best gather input, we planned activities that members from this focal group could attend in person or provide feedback electronically. Our parent and community survey allowed members of this group to respond either electronically or through hard copy. In addition, the community listening sessions intentionally provided refreshments as a way to increase family participation. Our student surveys were provided at school and results could be disaggregated dependent on socioeconomic status (SES).

### **LGBTQ Students**

Although not listed as a focal group, based on feedback throughout the SSA process, we discovered a need to reach out specifically to our LGBTQ students. With this in mind, our LGBTQ student group leader arranged a student-specific listening session in order to hear how we can better support these students. In addition, district office administrators met with local Parents & Friend of Lesbian and Gays (PFLAG) representatives to gather their perspectives and foster a greater support system for our LGBTQ students.

**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.***

A number of strategies were implemented in order to gain insight and feedback from our various employee groups. One of the primary strategies utilized to engage our staff was to leverage the district's existing partnerships with the certified and classified associations. At monthly labor management meetings, SSA updates and invitations to engagement activities were provided to the respective associations. This allowed key representatives from the associations to ask clarifying questions as well as collaborate on survey questions and results analysis. Leveraging these existing networks led to a greater engagement and clarity with our staff.

Another strategy implemented to engage our staff was to utilize connections to personally invite key representatives from specific staff groups into the SSA decision-making processes. For example, for our Data Review Session, the district office staff brainstormed a list of key representatives from various staff groups that were needed in order to make equitable decisions. From there, a district office staff member who had a personal connection with the key representative was designated to make a personal invitation to that specific representative. This strategy ensured that the various staff groups had a representation and a "voice at the table" to ensure equity in our decision making.

The strategies implemented to engage our staff were selected in order to connect with as many staff members in an efficient and effective manner.

**Describe the activities (at least two) that you employed to engage staff. Your response should include why the strategies 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.***

The primary activity utilized to solicit staff input was our Employee Engagement Survey. The survey was provided both electronically and in hard copy version during the fall of 2019. The survey questions and format were based on an employment engagement survey from a human resources organization named Culture Amp. We tailored and refined the survey to meet our specific engagement goals and collaborated with our certified and classified employee associations to ensure the survey was deemed appropriate for their specific employee groups. Upon closure of the survey window, the data was disaggregated and analyzed and key improvement actions based on staff input were identified by building administrators and department directors. The survey data and improvement actions were then shared with the staff at their respective buildings. Ensuring that our employee groups knew that their survey input was heard and acted upon was a critical step for establishing a successful continuous improvement cycle.

Another activity implemented to engage staff insight was our Comprehensive Needs Assessment Data Review Session. This activity brought together key employee group representatives to analyze a wide variety of data sources related to our district's academic performance, organizational operations, and stakeholder input. As part of this process, employees provided insight into the strengths, weaknesses, and improvement ideas for more than 30 different data sources. The input gathered through this activity was essential in formulating an equitable SIA plan that meets the needs of all stakeholders.

## **Collecting and Using Input**

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

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

Our community and staff engagement strategies and activities reinforced some known strengths and weaknesses of our district and also revealed a number of previously unidentified insights and improvement areas. Based on the variety of input sources, we were proud that parents, students, and staff, generally speaking, felt safe in our schools, found CCSD a positive place to work, were proud of our recent graduation rate improvements, and are excited about the direction of our school district. In addition, we saw many of our parents speak to the positive relationships that they have formed with our teachers and school system.

A thorough external and internal analysis found key themes that emerged from the multitude of data sources. In terms of improvement, our students, families and staff were clear about the need for further support in a number of areas. Social and emotional learning, ELL math and English Language Arts (ELA) performance, mental health, students with disabilities' overall academic performance, and family involvement in school functions were all areas identified as needing additional support and improvement. Increased behavior support, reducing class sizes, and increased art education opportunities also emerged as key themes.

This input from our community and staff engagement efforts became the cornerstone of our SIA planning efforts. Once our key themes were apparent, we sought out research-based best practices and strategies that had proven results in improving those identified areas and incorporated them into our plan.

## **Part IV: Data Analysis**

### **Data Sources**

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

#### **1) System Health Data**

1.1) ORIS Framework

1.6 – CCSD 5 Big Priorities Data Version

#### **2) Student Data Trends**

2.1 - Disaggregated ELA Student Data 16/17, 17/18, 18/19 SY

2.2 - Disaggregated Math Student Data 17/18 & 18/19 SY

2.3 - Science Student Data 16/17 & 17/18 SY

2.4 - Disaggregated Freshmen on Track Rate 16/17 – 18/19 SY

2.5a - CCHS Disaggregated Secondary Course Failure Data – Current

2.5b - CCHS Disaggregated Secondary Course Failure Data – Current

2.6 – 3-Year ELPA Trends

2.7 – 5-Year Trend ACT Scores

2.8 – 2018/2019 School & District Report Card

2.9 – Disaggregated 3-Year Suspension Data

2.10 - Disaggregated 3-Year Expulsion Data

2.11 - Disaggregated Resiliency Survey Year #1 - 2019

2.12a - CCMS Youth Truth Survey Results 18/19

2.12b - CCHS & PAHS Youth Truth Survey Results 18/19

2.13a - CCMS Oregon Healthy Teens Survey 2019

2.13b – CCHS Oregon Healthy Teens Survey 2019

2.15 - Disaggregated Regular Attender Rates 16/17, 17/18, 18/19 SY

2.16 - Disaggregated 4-Year Graduation Rates 16/17, 17/18, 18/19 SY

2.17 - Disaggregated 5-Year Completion Rates 16/17, 17/18, 18/19 SY

2.18 – Senior Student Exit Survey – Spring 2018

#### **3) Stakeholder Input Data**

3.1 - Employee Engagement Survey – Oct. 2019

3.2 - 2018 Tell Survey Results (CCMS)

3.3 - End of Year Parent Survey – May 2019

3.3a – Bilingual End of Year Parent Survey – May 2019

3.4 - Stakeholder Engagement Listening Session Report– Oct. 2019

3.5 – Stakeholder Engagement Listening Sessions Comments

3.6 – Brothers School Community Outreach Survey – Fall 2019

3.7 - What's Brewing Community Outreach Survey– Fall 2018

3.8 – Listening Sessions Outreach Survey – Oct. 2019

3.9 – Welcome Center Bilingual Survey – 2018 & 2019

Examining data sources to ensure equity for all students and families was the central focus of our team's data analysis. District System Health Data, Student Trend Data, and Stakeholder Input Data were analyzed both aggregately and disaggregately in many cases based on traditional sub-group criteria (i.e. race/ethnicity, economically disadvantaged, students receiving ELL services, students with disabilities, migrant students, etc.). In addition to our customary subgroup disaggregation analysis, for a number of our community outreach items, student surveys, and student interviews, we also analyzed the data based on other historically marginalized and underrepresented subpopulations (i.e. LGBTQ, rural students, etc). By examining the disaggregated data through both a traditional and non-traditional subpopulation lens, we were able to gain a more comprehensive understanding of the needs of all our students.

**Part V: SIA Plan**

**(5-20 Pages)**

The Crook County School District Student Investment Account Plan is both comprehensive and targeted to meet the needs of our diverse school communities. With each and every proposed investment, we attempted to incorporate and balance our community's feedback, the Oregon Equity Lens, research-based best practices, our district's Comprehensive Improvement Plan, and the 2018 ODE Quality Education Model recommendations. The structure of the plan is broken into five key strategies that are the driving forces to help us better meet the mental and behavioral needs of our students as well as increasing academic achievement while reducing academic disparities for the focal student populations. Within each strategy, the expected outcomes, planned activities and priorities are described in full.

**Strategy #1: Create a clearly aligned, research-based, high-quality system of social, emotional, mental, and physical health support for K-12 students.**

Our first strategy is centered on community insight, fully aligns with the Student Success Acts' intention to meet the mental and behavior needs of students, and also connects with the Crook County School Districts' 2019-2020 Continuous Improvement Plan. There are several expected outcomes associated with our first strategy.

**Strategy #1 Outcomes:**

- Increased student achievement and overall school climate.
- Elimination of achievement gaps among groups.

- Greater student mental well-being through increased access to timely and high-quality mental health support in schools.
- Increased small-group Social and Emotional Learning (SEL) intervention and enrichment for K-8 students.

**CCSD Continuous Improvement Plan Connection:**

- **CCSD CIP Goal #3** - All students will have access to adequate mental health support.
- **CCSD CIP Goal #2** - Increase the 4-year graduation rates for all student groups to 80% or above.

There are a number of activities that we will implement in order to achieve the desired outcomes for strategy #1. Our first activity is a top priority and will be to increase the amount of mental health support available to our high school students by creating and hiring for an additional mental health support position at our comprehensive high school. Our Oregon Healthy Teen & Youth Truth Survey data, parent comment data, and staff input clearly revealed that our secondary students are in need of more mental health support opportunities. The investment in additional mental health support will provide a designated staff member whose sole purpose is to support students with their daily mental health struggles. Additional mental health support is proven to help student outcomes (Lapan, Gysbers, & Kayson, 2007).

A similar proposed activity aligned with strategy #1 is the creation and retention of elementary and alternative school counselors. A national 3-year America's Promise – Trauma Informed Practices grant is set to expire at the end of the 19-20 school year. This grant is used to fund both our elementary and alternative school counselors. We are fortunate that the SIA funds will arrive in time for us to avoid

eliminating those positions. Our elementary and alternative school counselors are the cornerstone of our mental health support to students. In addition, our charter school, who has partnered with us for the SIA application, plans to invest funds in an elementary mental health expert as well. The additional support of our elementary, charter, and alternative school counselors will undoubtedly lead to greater overall student well-being (Lapan, Gysbers, & Kayson, 2007). We found that this investment aligns with the guiding principles of the Oregon Equity Lens. The retention of these counseling positions was a clear desire from our staff's feedback. With our SIA investments in additional mental health support, we expect to see more students receiving timely attention, education, and assistance with their mental health needs. Ensuring adequate mental health support is a top priority for our district.

Another proposed activity within our first strategy is the hiring of a school nurse to provide supplemental wellness services for designated projects (i.e. vision screening). Equitable access to healthcare is a key issue for a number of our focal populations related to the Student Success Act. Our community input data especially revealed the need for increased access to school health specialists. Providing greater access to school nurses is a research-based approach to improving student mental and behavioral health (Bohenkamp & Stephan, 2015). Our community feedback was instrumental in highlighting the need for this position and it aligns well with improving equitable access for all students. With this investment, we plan to see greater access and quality of care for our focal student populations who may otherwise not receive professional health care for minor physical ailments.

In line with hiring additional counselors and supplemental school nurse support, we plan to add an additional school psychologist to provide mental health services to our students with upper tier support needs. Lehr & Christenson's (2002) study found that school psychologists play a crucial role in developing a positive school culture and providing adequate services to students. The need to increase

our school psychologist offering and availability to better support students was direct feedback from staff engagement.

**Strategy #2: Properly staff K-5 elementary classrooms to ensure that all students, particularly those from our focal populations, receive adequate attention, care, intervention, and support to meet their individualized needs.**

Our second strategy is aligned with the needs revealed in our comprehensive data analysis as well as a substantial amount of input from our teaching staff. The activities and outcomes for strategy #2 also have a clear alignment with the Oregon Equity Lens as well as the Crook County School District's 19-20 Continuous Improvement Plan goals.

**Strategy #2 Outcomes:**

- Increase in student achievement and overall school climate.
- Increased small-group math, English Language Arts, and Social Emotional Learning intervention and enrichment for K-8 students.

**CCSD Continuous Improvement Plan Connection:**

- **CCSD CIP Goal #1** - All students will demonstrate proficiency or mastery of grade-level math standards.
- **CCSD CIP Goal #2** - Increase the 4-year graduation rates for all student groups to 80% or above.

One of the primary investments we plan to utilize in order to achieve our strategy #2 outcomes is to reduce class sizes through hiring additional elementary teaching staff. Since our district has experienced a dramatic enrollment increase this past year, reducing elementary class sizes is a top

priority. Reduction in elementary class sizes is a research-based strategy to improve student academic outcomes (Hoxby, 2000). In line with target universalism, a reduction in class size will not only help students from focal populations receive more individualized support, but all elementary students will benefit from this investment. Of all the feedback and insight we received from our staff, hiring more elementary teachers to reduce class size was the most prevalent recommendation.

Another top investment priority related to our second strategy is increasing the amount of instructional assistants who can provide small group intervention and enrichment for students. As a number of our Student Investment Account focal student populations and historically underserved student groups had lower than average academic performance in English Language Arts, Math, & Science, creating a systematic small-group intervention and enrichment network in our school will lead to greater academic outcomes for these sub population student groups (Hatcher, Hulme, & Miles, 2006; Kamps, Abbott, & Greenwood, 2007). This activity also was a strong theme from our staff engagement processes and will help lead to more equitable outcomes for students within our focal populations. The hiring and training of highly specialized instructional assistants that can facilitate Tier 2 and Tier 3 English Language Arts, Math, & SEL intervention and enrichment groups certainly aligns with our district vision and SSA requirements. Training teachers and aides to facilitate small group instruction is also a recommendation from the 2018 QEM, “Teachers need to develop an increasingly sophisticated skill set that includes, 1) small group facilitation (ODE QEM, 2018).”

**Strategy #3: Increase the number of opportunities for K-12 students to engage in well-rounded learning experiences and provide equitable access for all student groups.**

Ensuring that all students have access to a well-rounded educational experience is a key aspect of increasing academic achievement for students, especially reducing academic disparities for the focal student populations. Our student, parent, community, and staff input data indicated a need to remove

specific historical barriers that have impeded particular demographic groups from equitably accessing aspects of our district's educational offerings. Our third strategy's investments and activities seeks to remedy this issue and connect with the Crook County School District's Continuous Improvement plan.

**Strategy #3 Outcomes:**

- Increased access to extended learning opportunities by removing historical, systemic barriers for focal populations and all students.
- Increased student achievement and overall school climate.
- Eliminate achievement gap between student demographic groups.

**CCSD Continuous Improvement Plan Connection:**

- **CCSD CIP Goal #1** - All students will demonstrate proficiency or mastery of grade-level math standards.
- **CCSD CIP Goal #2** - Increase the 4-year graduation rates for all student groups to 80% or above.
- **CCSD CIP Goal #3** - All students will have access to adequate mental health support.

Our first investment for strategy #3 revolves around increasing the number of opportunities and ease of access to our district's extra-curricular experiences for students. This proposed investment is based heavily on parent, student, and staff feedback. Participation in extracurricular activities such as athletics, performing arts, STEAM clubs, and leadership groups has proven to benefit students' academic achievement and overall well-being (Moriana, Alos, & Alcala, 2006; Gilman, Meyers, & Perez, 2004). As revealed through our community engagement processes, removing barriers to student participation in

extracurricular activities was a key priority. Particularly for our students and families navigating poverty, one of the barriers to equitable access for our well-rounded learning experiences is transportation. With this in mind, our district is proposing the creation of an after-school extra-curricular transportation route. This will allow students who have historically been unable to participate in after school extra-curricular programs due to transportation barriers to now access these invaluable learning experiences. Based on this investment, we expect to see an increase in participation of historically underserved student populations in extracurricular experiences.

In addition to removing the transportation barrier for our current extracurricular offerings, we plan to invest in a number of paid stipends for teachers who are interested in creating and organizing new extracurricular learning experiences. This investment will lead to greater equality and diversity in our district's extracurricular educational experience offerings. Student feedback was central in realizing the need for greater choice in after school activities. We believe that an increase in opportunities will also lead to an increase in focal group student population participation.

One final barrier for our historically underserved population relating to extracurricular program participation is cost. Particularly for students and families of poverty, participation fees can serve as a cruel gatekeeper to extracurricular involvement. Our parent feedback certainly revealed that the costs were a tremendous barrier for a number of our families. By covering those fees for focal student populations with SIA funds, we expect to see an increase of underserved student populations in extracurricular activities.

Providing the opportunity to extend the school calendar for particular student populations is another planned activity for reducing academic disparities and creating well rounded learning experiences. As part of the SIA, the CCSD will fund a 2 week "Jump Start" program for incoming kindergartners, an elementary Summer School camp to build students' ELA and Math Skills, and an AP

Boot Camp for secondary students. The benefits of extending the school year through rich summer learning experiences is clearly documented in the educational research field (Zvoch & Stevens, 2013). These extensions of the school year will seek to provide additional learning time for students from underserved populations as well as all students and families who are interested. Our staff input certainly spoke to the value of extending the school year for specific purposes. This activity also fits the recommendation of the 2018 Quality Education Model, “to provide more individualized instruction time, particularly for struggling students (ODE QEM, 2018).” In addition we hope to use SIA funds to provide attendance support and incentives to create a positive climate for students to attend these well-round learning experiences.

Finally, in order to ensure that our students and families from focal student populations are provided equitable access to our menu of well-rounded learning opportunities, we plan to invest in some key positions that will intentionally target and support these subgroups. We will create two Welcome Center Support positions who will work with students and families to ensure they are well informed on how to participate and take advantage of all the district’s learning opportunities. Secondly, we will create a 0.5 community engagement specialist position to coordinate on-going outreach and continuous feedback loops for our students and families from focal populations. Finally, we will create a new Career Readiness and Credit Recovery position at our secondary alternative school. Our data indicates that the vast majority of our district’s non-graduates were members of focal student populations. Our staff feedback also revealed a need for these designated support positions. There is a clear need for a dedicated staff member at our alternative school to provide the individual graduation and career planning assistance in order to best support these students’ needs. These positions also fall in line with the recommendations of the ODE’s 2018 Quality Education Model which recommends that our systems are, “... responsive to the needs of minority students and students from low-income

families” as well as, “Seek out community partners that can assist with challenges students face outside of school (ODE QEM, 2018).”

**Strategy #4: Create a K-5 small group intervention/enrichment system that intentionally targets students' math, ELA, and SEL skills.**

**Strategy #4 Outcomes:**

- Elimination of achievement gap among groups.
- Increased small-group math, ELA, and SEL intervention and enrichment for K-8 students.

**CCSD Continuous Improvement Plan Connection:**

- **CCSD CIP Goal #1** - All students will demonstrate proficiency or mastery of grade-level math standards.
- **CCSD CIP Goal #2** - Increase the 4-year graduation rates for all student groups to 80% or above.

Equipping our teachers and instructional assistants with specialized skills and tools to differentiate their instruction to meet the individualized needs of students from focal population is a high priority for our district and a key aspect of reducing academic disparities among student groups. With that in mind, one proposed investment is specialized small group math and ELA training for our teachers and educational assistants. This training will provide our staff with the instructional strategies and practices necessary to meet the unique needs of our student population. Among our staff feedback, this was a clear priority. In addition, we will invest in Imagine Math software that our teachers will be able to use to facilitate differentiated math practices that are customized to student learning needs. This

will help lead to greater equity in student outcomes. This format of small group intervention is a research-based method for increasing students' academic performance (Hatcher, Hulme, & Miles, 2006; Kamps, Abbott, & Greenwood, 2007).

Another proposed activity within our fourth strategy overlaps with our second strategy in regards to our effort to provide high-quality intervention and enrichment support in order to increase student achievement and reduce academic disparities amongst student groups. As discussed within the strategy #2 section, increasing the number of instructional assistants in order to provide small group intervention and enrichment for students is a key priority for our district. As a number of our SIA focal student populations and historically underserved student groups had lower than average academic performances in ELA, Math, & Science, creating a systematic small-group intervention and enrichment network in our school will certainly lead to greater academic outcomes for these sub population student groups (Hatcher, Hulme, & Miles, 2006; Kamps, Abbott, & Greenwood, 2007). Based on feedback, our teaching staff was clearly in favor of increasing the amount of staff that are capable of providing students with small group intervention for ELA and math. The hiring and training of highly specialized instructional assistants that can facilitate Tier 2 and Tier 3 ELA, Math, & SEL intervention and enrichment groups certainly aligns with our district vision and SSA requirements.

**Strategy #5: Create a trauma-informed culture of care in all schools with teachers utilizing research-based techniques that support the academic, social, emotional, and physical wellbeing of all students.**

Our fifth and final strategy centers upon equipping our teachers with the research-based skills and practices necessary to meet the differentiated social, emotional, and mental needs of our student population. This strategy also aligns completely with our district's continuous improvement plan.

**Strategy #5 Outcomes:**

- Students experience greater mental well-being through increased access to timely and high-quality mental health support in schools.
- Increase in small-group SEL intervention and enrichment for K-8 students.
- Increase in student academic achievement and improved school climate.

**CCSD Continuous Improvement Plan Connection:**

- **CCSD CIP Goal #3** - All students will have access to adequate mental health support.

In order to achieve our desired outcomes from strategy five, we plan to partner with a regional initiative through the High Desert Educational Service District called 'Culture of Care'. This group is a small team of educational professionals that work with individual schools to elevate school culture through a variety of practices. Our plan is to work with the Culture of Care team to further train our employees in trauma informed practices, restorative justice, non-verbal classroom management, and to refine our PBIS practices. Our staff were clear about their need for training on mental health and behavior support. All these practices are research-based methods to help improve students' social and emotional health, mental well-being, and overall school climate. We would analyze the success of these initiatives through fidelity of implementation, Youth Truth Student survey, and the Oregon Healthy Teens survey.

***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.***

**Upload a completed SIA Budget Template.**

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H").	\$ Amount	Budget Justification Narrative
				Total Expenditures:	\$ 2,404,913.57	
				Allowable Administrative Costs:	\$ 125,245.68	CCSD will spend \$0
				Unbudgeted Funds:	\$100,000.00	
<b>Proposed Activity</b>						
1	1	H&S	111	Additional mental health support for CCHS	\$ 100,000.00	See SIA Application
2	1.5	H&S	111	Additional 1.5 counselor position at elementary school and alternative school	\$ 150,000.00	See SIA Application
3	0.25	H&S	13x	Additional school nurse support	\$ 30,000.00	See SIA Application
4	1	H&S	111	Additional school psychologist position	\$ 100,000.00	See SIA Application
5	9.5	RCS	111	Additional elementary classroom teachers to reduce class size	\$ 850,000.00	See SIA Application
6	1	H&S	111	Additional school counselor at Powell Butte Charter School	\$ 100,000.00	See SIA Application
7	0	H&S	4xx	New social emotional learning curriculum and teacher training	\$ 70,000.00	See SIA Application
8	2	WRE	112	2 drivers and transporations cost for new Extra Curricular/Activity transportation routes	\$ 60,000.00	See SIA Application
9	0	IIT	13x	Stipends for staff to create new after school clubs and learning experiences (15)	\$ 60,000.00	See SIA Application
10	0	IIT	13x	Early Kindergarten Jumpstart Program	\$ 25,000.00	See SIA Application
11	0	IIT	13x	Elementary Summer Learning Program (Kiwanis)	\$ 30,000.00	See SIA Application
12	2	WRE	111	Alternative School Credit Recovery/GED/Career Readiness position	\$ 100,000.00	See SIA Application
13	0	WRE	13x	Comprehensive Arts Coordinator Program Stipened	\$ 4,000.00	See SIA Application
14	0	IIT	13x	Summer AP Boot Camp Program	\$ 4,000.00	See SIA Application
15	0.5	OCG	OTHEF	Community Engagement Specialist	\$ 25,000.00	See SIA Application
16	2	OCG	112	Bilingual Welcome Center Support Staff	\$ 94,000.00	See SIA Application
17	10.5	RCS	112	Additional Instructional assistants for K-8 ELA, Math, & SEL small group intervention & enrichment	\$ 420,000.00	See SIA Application
18	0	WRE	4xx	Digital Licenses for small group math & ELA intervention & enrichment program	\$ 42,000.00	See SIA Application
19	0	H&S	31x	Training for teachers to better support students' SEL, mental, & behavioral health	\$ 30,000.00	See SIA Application
20	0	WRE	31x	Training for teachers to better facilitate students' individualized ELA & Math intervention and enrichment needs	\$ 30,000.00	See SIA Application
21	0	WRE	5xx	Student fee reduction for extra curricular activities	\$ 70,913.57	See SIA Application
22	0	OCG	4xx	Attendance supports and incentives	\$ 10,000.00	See SIA Application

***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 or less)***

We incorporated the Oregon Equity Lens throughout our SIA planning process to ensure that our decisions were equitably aligned with needs of our underserved student and community groups. The “Belief Statements” of the Oregon Equity Lens were distributed to all stakeholders as a means to firmly establish our beliefs about equity during our Stakeholder Data Review Session. As part of this event, key group stakeholders reviewed disaggregated student academic and behavioral data through the lens of the Oregon Equity Belief statements. This process helped highlight the different outcomes and needs of our underserved focal populations.

Not only were stakeholders informed of our commitment to equity through the Oregon Equity Lens, we also embedded the tool throughout our decision-making process as we sought to plan and allocate SIA funding to equitably impact our diverse student and staff populations. Based on the Oregon Equity Lens, we used the following questions to guide our resource allocation and evaluation of our potential strategic investments.

- a) Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
- b) Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- c) What are the barriers to more equitable outcomes?
- d) How have we intentionally involved stakeholders of key focal populations?

e) How can we modify or enhance our strategies to ensure each learner and communities' individual and cultural needs are met?

f) Etc. (Word count max)

**Draft Longitudinal Performance Growth Targets**

**(Official Targets will be developed in collaboration ODE)**

**Four Year Graduation**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	82%	85%	88%	92%	95%
Baseline Target	80%	82%	85%	87%	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	80%	83%	85%	87%	92%

**Five-Year Completion**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
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Stretch Target	90%	91%	93%	95%	97%
Baseline Target	85%	87%	88%	90%	92%

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%	88%	90%	92%	94%

**3<sup>rd</sup> Grade Reading (ELA)**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	56%	58%	60%	62%	65%
Baseline Target	55%	57%	58%	60%	61%

**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	55%	58%	60%	61%	63%

**9<sup>th</sup> Grade On-Track**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	88%	91%	94%	96%	98%
Baseline Target	87%	89%	91%	93%	95%

**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	87%	90%	93%	95%	97%

**Regular Attendance**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
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Stretch Target	80%	81%	83%	85%	88%
Baseline Target	78%	79%	80%	82%	84%

**Focal Student Groups**

	Year 1	Year 2	Year 3	Year 4	Year 5
	20-21	21-22	22-23	23-24	24-25
Gap Closing	79%	80%	81%	83%	86%

**Part VI: Use of Funds**

**Allowable Uses**

***Which of the following allowable use categories is your plan designed to fund within? Select any or all.***

(x) Increasing instructional time

(x) Addressing students' health and safety needs

(x) Evidence-based strategies for reducing class size and caseloads

(x) Expanding 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.***

(x) Increasing instructional time

(x) Addressing students' health and safety needs

(x) Evidence-based strategies for reducing class size and caseloads

(x) Expanding availability of and student participation in well-rounded learning experiences

**Describe how SIA Funds are used to: (500 words)**

***A) Meet students' mental health needs***

As described throughout our SIA plan description, increasing our district's ability to meet students' mental and health needs is the cornerstone of our proposed investments. In addition, our students, parents, staff, and community also highlighted this area as one of our top needs. With that in mind, our strategic SIA investments are two-pronged in their approach to meeting students' mental and health needs.

The first category of strategic investments targeted at improving our capacity to meet our students' mental health needs revolves around increasing the number of school staff positions dedicated to mental health support services. Having 'boots on the ground' to offer real-time, hands-on mental health support is the most direct method to support students with mental health issues. By funding elementary, charter, secondary, alternative school counselors, and a school psychologist, we know that all students will have better access to mental health support.

The second category of strategic investments targeted at improving our capacity to meet our students' mental health needs revolves around equipping our employees with research-based practices that will increase their ability to provide Tier 1 mental health support. These trainings include trauma informed teaching practices, restorative justice and collaborative problem-solving frameworks, as well as non-verbal classroom management strategies. Through partnering with our ESDs' Culture of Care initiative to offer these training sessions, we will ensure an intentional and systematic approach to addressing students' mental health needs.

***B) Increase academic achievement and reduce academic disparities for the focal student groups called out in the law***

Increasing academic achievement and reducing academic disparities for all students and especially our focal student groups is at the heart of our district's work. Our strategic SIA investments will certainly play a substantial role in helping us achieve this goal.

Students who participate in extracurricular activities have a more well-rounded educational experience and greater academic achievement. Removing barriers that have historically prevented students from the focal population groups from participating in well-rounded learning experiences is a central component of our SIA plan. Our strategic SIA investments relating to this include creating an after-school activity bus route system as well as removing participation fees for students. Eliminating transportation and financial barriers will certainly lead to increased participation in well-rounded learning experiences for a number of the SSA focal populations. Additionally, extending the school year by funding three separate summer learning opportunities that intentionally target focal student populations will also improve academic outcomes for these groups.

In addition to providing more equitable access to learning opportunities for focal student populations, there are a number of positions that we hope to add to strategically benefit these student groups. Staffing increases to reduce elementary class sizes and provide more small-group intervention opportunities will undoubtedly lead to greater academic achievement for our focal student populations. Finally, the funding our bilingual Welcome Center Support staff and community engagement specialists will ensure that our focal student groups and their families and targeted on-going support to be responsive to their unique needs.

**Potential academic impact for all students & focal student groups based on plan (500 words)**

The strategic investments that will be made by CCSD through the SIA will have substantial positive outcomes for all students' academic outcomes and particularly for students from our focal populations. A number of our proposed activities and initiatives fall under the umbrella of "targeted universalism," meaning that all Crook County School District students will benefit while focus can be given to our focal student groups.

The primary academic impact will result from the our proposed staffing additions and expanded small group intervention system. Our increased elementary teaching positions will reduce class sizes which is a research based method to improve outcomes. Additionally, our increased number of instructional aides trained in research based small group intervention techniques will certainly provide academic support to our students' most in need, particularly our focal student populations.

In addition to the reduction in class size and systematic small group intervention methods used to increase academic achievement for all students and focal student groups, the reduction of historical barriers to participation in well-rounded learning experiences will also have a significant impact on student achievement. Removing financial and transportation barriers to participation for focal student populations will increase participation and lead to improved academic outcomes and overall student wellbeing. Our extension of the school year through summer learning opportunities will also pay dividends in student academic outcomes.

Finally, our plan to increase student mental health services and targeted support positions for particular student groups (i.e. Bilingual Welcome Center Support Staff, Elementary School Counselors, etc.) will support students' practical needs so they can focus more on academics.

**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)**

There are certainly always barriers, risks, and choices that can impact our focal group students meeting their longitudinal growth targets. In the educational field there is a seemingly infinite number of variables that can impact a student's ability to meet a designated target. With that in mind, we have been intentional with our proposed investments to ensure that our SIA resources will have a direct supportive impact on focal student populations. Using the Oregon Equity Lens through our decision making process was instrumental in ensuring our decision making framework aligned with the needs of our most underserved students.

The greatest risk foreseen in our ability to have our focal student populations meet their growth targets is the high degree of student mobility experienced in our district. In general, our district's student mobility rate ranges from 15-20% which means a substantial amount of our students are moving to and from other districts throughout the year. This movement can disrupt our ability to provide the seamless and necessary support and services that we strive to provide to our students.

In addition to student mobility, there are a number of additional barriers that could impact the potential for focal students to meet the longitudinal growth targets. Remote locations, cultural barriers to mental health support, students needing summer employment, and migrant family dynamics all can impact this area. With this in mind, several of our proposed SIA investments will help to get students and families plugged into the appropriate support in a quick and efficient manner.

**Part VII: Board Approval**

Upload minutes of board approval

Share link on public website

**Part VIII: Public Charter School**

**Describe Collaboration process of community engagement (150 words):**

Collaboration with Powell Butte Community Charter School was threaded throughout our SIA work. A preliminary meeting between the PBCC principal and CCSD administration took place in the fall of 2019 to set a vision for our work together as it related to the SSA. As part of this collaboration, PBCC used the district's SSA board presentation materials in order to inform their community stakeholders of the details and timelines of the SSA. In addition, the charter school utilized the CCSD community SIA survey with their families and communities in order to gauge their stakeholder's views on reducing class sizes, addressing students' health needs, increasing instructional time, and expanding access to well-rounded learning experiences. Finally, CCSD and PBCC again in the winter of 2020 to collaboratively design our attached SIA Charter school agreement.

STUDENT INVESTMENT ACCOUNT CONTRACT  
BETWEEN DISTRICT AND CHARTER SCHOOL

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”). Crook County School District (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.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Powell Butte Community Charter School (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.

SECTION 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”).

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Joel Hoff, Director of Student Improvement  
Crook County School District  
471 NE Ochoco Plaza Dr  
Prineville, OR 97754  
(541) 447-5664  
[joel.hoff@crookcounty.k12.or.us](mailto:joel.hoff@crookcounty.k12.or.us)

4.2 Grantee’s Grant Manager is:

Jenn Berry-O’Shea, Administrator  
Powell Butte Community Charter School  
13650 SW Hwy 126  
Powell Butte, OR 97753  
(541) 548-1166  
[jberry-oshea@powellbuttecharterschool.org](mailto:jberry-oshea@powellbuttecharterschool.org)

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

SECTION 5: PROJECT ACTIVITIES

5.1 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”).

#### SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 Grantee Allocation. In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of 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.

6.1.1 Indirect Rate. Indirect costs shall not exceed 5 percent (5%) of the total District’s Allocation and expenditures or \$500,000, whichever is less. District will retain zero percent (0%) of the Grantee’s allocation for indirect costs for the first year of the grant. The District will review this section for potential modification for future renewals of this agreement.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

#### SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 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.

7.1.3 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.

7.2 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:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

7.2.2 No default as described in Section 12 has occurred.

7.2.3 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.

7.3 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 calendar days after the District's written demand.

7.4 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.

## SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 Organization/Authority. Grantee represents and warrants to District that:

8.1.1 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;

8.1.2 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;

8.1.3 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;

8.1.4 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;

8.1.5 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.

## SECTION 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 Crook 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.

#### SECTION 10: PERFORMANCE TARGETS

10.1 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.

10.2 Grantee shall use the same Targets as the District's Targets 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.

10.3 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.

#### SECTION 11: INDEMNIFICATION

11.1 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).

11.2 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.

#### SECTION 12: DEFAULT

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

12.1.1 Grantee fails to perform, observe or discharge any of its financial accounting or reporting requirements under this Grant.

12.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

12.2 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.

#### SECTION 13: REMEDIES

13.1 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.

13.2 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.

#### SECTION 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.

#### SECTION 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.

#### SECTION 16: TERMINATION

16.1 Mutual. This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 By District. District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee;

16.2.2 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;

16.2.3 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;

16.2.4 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

16.2.5 As otherwise expressly provided in this Grant.

16.3 By Grantee. Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 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

16.3.3 As otherwise expressly provided in this Grant.

16.4 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.

#### SECTION 17: INSURANCE

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

#### SECTION 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.

#### SECTION 19: AMENDMENTS

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

#### SECTION 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.

**SECTION 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.

**SECTION 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.

**SECTION 23: COMPLIANCE WITH LAW**

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

**SECTION 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.

**SECTION 25: TIME IS OF THE ESSENCE**

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

**SECTION 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.

**SECTION 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.

**SECTION 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.

**SECTION 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").

**SECTION 30: SIGNATURES**

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

Crook County School District

By: \_\_\_\_\_

Signature Date

Sara Johnson, Superintendent

Powell Butte Community Charter School

By: \_\_\_\_\_

Signature Date

Jenn Berry-O'Shea, Administrator

EXHIBIT A  
THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

the Grantee will develop a three-year (3 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The three-year plan must include a budget, strategies, activities, and longitudinal performance growth targets.

SECTION II – DISTRICT APPROVAL

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District at least [thirty (30)] [sixty (60)] days before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

The District will review and approve the Grantee's Project within fifteen (15) days of receipt. If the District determines Grantee budget does not align to the allowed uses of Funds according to Section 10, subparagraph 4 of the Act, District may provide detailed written notice to the Grantee and require Grantee revise Project within fifteen (15) days.

District school board approval does not necessarily indicate endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget resources.

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall report annually on the longitudinal performance growth targets in the charter school annual report to the school district superintendent.

SECTION VI – FINANCIAL REPORTING

The Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.