

Central Linn School District
Student Investment Account (SIA) Grant Application

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2. School District or Eligible Charter School Name: Central Linn SD 552-2105
3. Webpage (where SIA Plan is posted): centrallinn.k12.or.us
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7. Phone Number: 541.369.2813
8. Completed SIA Grant Application Template: **Attach question answers**
9. Plan Summary: See attached document
10. Overview of Community Engagement:

Central Linn pursued community engagement in a plethora of ways. Community members, families, businesses, staff, and students were all engaged in this process. For each of these stakeholders, we conducted surveys (posted online and in the local newspaper, social media accounts, school newsletters, and district-wide automated phone calls), held two community meetings, conducted special education surveys in-person, emailed staff, discussed at school board meetings, and made contact with families through our District Wellness Coordinator. As evidence of these engagements, CLSD collected survey results and took minutes at community meetings. In holding our community meetings, CLSD partnered with Halsey City Hall and Brownsville City Hall.

11. Self-Assessment of Community Engagement:

CLSD put in an enormous amount of effort to engage our staff, focal groups, and families. Staff members were reached via phone, email, staff meetings, and in-person contact. Families were engaged through personal phone calls, direct contact meetings, Alert Now calls, and various online and printed materials. Focal groups were targeted based on size, as CLSD is a small district. The Wellness Coordinator for CLSD, ELL Director, and SpEd teacher reached out to specific individuals from the focal groups to ensure quality engagement.

CLSD is working to develop lasting, efficient, and effective plans that promote meaningful, authentic and ongoing community engagement. Currently, CLSD is in the beginning stage of communication plan development, though several pieces of the larger plan are currently utilized.

The communities of Halsey, Brownsville, and surrounding areas are currently hindered by impact of the COVID-19 virus and school closures. Many of our families lack internet or appropriate devices to remain in constant contact with school personnel. Other barriers include community members who lack support for our school district due to issues that were laid to rest more than 25 years ago. CLSD will continue to reach out to these members with positive school happenings, current and factual information regarding budgeting and events, and personal contact.

12. Self-Assessment of Community Engagement:

CLSD is working to foster relationships with current business partners and develop lasting relationships with other local community businesses. Relationships are currently established with our local City Halls, Fire Departments, local law enforcement, Rec Center, Brownsville Library, and the American Legion of Brownsville. It is the intention of CLSD to cultivate partnerships with local businesses and people groups, such as the Senior Center and Faith-based organizations.

13. Self-Assessment of Community Engagement:

In order to best enhance our engagement efforts, CLSD must develop a strong communication plan that extends across all stakeholders. In an effort to support our continuous improvement, ODE can provide clear and timely guidance with people who are informed on current issues. When answering questions or providing advice or services, ODE can give accurate and informed answers to school districts.

14. Who was Engaged: See checked answers

15. How did you engage your community: See checked answers

16. Evidence of Engagement:

Notes were taken at community meetings as well as voice recordings.

17. Tell us why you selected the artifacts you did. How do they show evidence in engaging focal student populations, their families, and the communities?

CLSD desired to reach as many of our student body populations as possible. The artifacts were selected through an equity lens and with participation in mind. Multiple paths were used to collect the artifacts in an effort to reach as many families and community members as possible.

18. Strategies and Activities for Engaging Focal Student Populations and their Families:

CLSD engaged each of our focal student groups and their families present within our district and community through links to surveys on our various social media sites, the local newspaper, our district website, and surveys. We also engaged them through in-person community meetings, school board meetings, in-person individual meetings, Alert Now calls, and Principal/Parent information meetings. This large variety of methods was chosen in an attempt to reach as many people in as many different ways possible. With language barriers, economic barriers, cultural barriers, etc, CLSD felt it was important to communicate with our focal groups with as many different options as possible.

20. Strategies and Activities for Engaging Staff:

CLSD took great efforts to engage staff members in the process through in-person meetings, staff meetings, Alert Now reminder calls and emails. As it is with people, staff members need to be reached in as many ways as possible. Multiple staff choose to respond to phone calls, where others respond in a

more timely fashion to email. CLSD provided multiple connections with staff to get the word out about our surveys. Staff members were asked a variety of questions regarding the grant money, the application of the money, needs, barriers, etc. Use of grant money was also explained to staff members through in-person staff meetings.

22. Collecting and Using Input:

Throughout the process of collecting and using input, CLSD's District Secretary took notes at community meetings, sent out calls, collected results from surveys, and submitted information to the local newspaper. Principal/Parent meetings were held for families to join and answer/ask questions.

23. Data Sources:

CLSD used multiple data sources to inform equity-based decision-making. Such data sources included surveys, phone calls, statewide report cards, district wide assessments, and teacher input.

24. SIA Plan:

The SIA plan was combined with CLSD's current CIP plan, which is posted on our website.

25: Budget:

The budget worksheet for CLSD is available upon request.

26: Equity Lens/Tool:

CLSD strives to make all decisions through an equity lens.

27. Equity Lens/Tool: Describe how you used the equity lens or tool.

After reviewing State Equity Tool and others, we found them to be unnecessarily complex and unusable on a daily basis to impact decision making. Our goal is to remove barriers that hinder learners from accessing their education and therefore their full potential. We believe that strategic thinking around this issue is much more effective than a 'strategic plan' or complicated 'lens'. We simply ask ourselves a question as part of every decision we make: "How is this action going to remove or create barriers for learners". The specific target of traditionally underserved learners is inherent.

29. Growth Targets:

CLSD will assess and create growth targets as updated academic data becomes available.

30. Draft Longitudinal Performance Growth Targets - Self Assessment:

Refer to CIP

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

Increasing instructional time

Addressing students' health and safety needs

Evidence-based strategies for reducing class size and caseloads

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

33. Meeting students mental and behavioral health needs: Select all that apply.

Increasing instructional time

Addressing students' health and safety needs

Evidence-based strategies for reducing class size and caseloads

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

34. Describe how you will utilize SIA funds.

In order for a learner to access education fully and close gaps in learning, they must first have their physical, mental health, and relational needs met. We will use SIA funds to provide a wellness program that strives to meet all physical needs, and many relational needs, by seeking and coordinating inside/outside services, as well as providing direct services to learners. We will also use funds to provide a mental health counselor to provide direct services and a therapeutic behavioral program to serve some of our most challenged learners in tandem with individual counseling. Funds will also be used to provide additional learning opportunities through summer school, Friday school, and enrichment programs.

35. Addressing the needs and impact on focal student groups:

CLSD is diligent in working to include all students in activities available to the student body. With the use of SIA funds, CLSD will see an increase in academic achievement and further ensure that all activities are available to all students. The current barrier to this success is a lack of appropriate funding.

36. Wrapped into 35.

37. Evidence of Board approval:

School Board members have discussed the SIA and CIP plans with the Superintendent and will approve the application during the board meeting of October 2020.

38. Do you sponsor a public charter school?

No

Skip to #44.

44. Applicant assurances. Check all that apply.

Adherence to the expectations for using its CIP needs assessment to inform SIA planning.

Input 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).

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

The recommendations from the Quality Education Commission (QEC) were reviewed and considered.

The district's SIA plan is aligned to its Continuous Improvement Plan (CIP) [Not required for eligible charter schools]

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