

# Long Creek School Student Investment Account Grant Application



Part One: General Information (Application)	
School Year	2020-2021
District	Long Creek School District #17
Webpage (Where SIA Plan will be Posted)	<a href="http://www.longcreekschool.com/announcements.html">http://www.longcreekschool.com/announcements.html</a>
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Part Two: Narrative (Application)
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## Plan Summary

Long Creek School District #17 (LCS) is a small school district in a beautiful valley in the northern corner of Grant County. To demonstrate scale, consider this, Grant County is the size of Connecticut and Long Creek School District is the size of Rhode Island. Grant County has a total population of 7,190, while the City of Long Creek boasts 165 residents, not including dogs or cats. The LCS student body consists of 44 students PK-12, served by a dedicated staff of 14 full-time and part-time employees, including 5 certified teachers. LCS's student population is very ethnically diverse with 66% white students, 14% Hispanic or Latino students, 9% Asian students, 9% Multi-Racial students, and 2% Native American students. As a Community Eligibility Program participating school, 100% of students are considered economically disadvantaged. With such a small community and student body, it is nearly impossible for cliques or other such groups to exist. The students are very close-knit, ethnicity and race are not an issue. People are simply people. Students are all part of one group, not segregated into subgroups; LCS and the community are very inclusive. From an educational standpoint, each child is an individual group. The school is the center of Long Creek's community; it is the largest employer in town and many community events are hosted on its campus. Support from the local community is unparalleled, members assist in fundraising, cheer for teams at sporting events, and attend student productions. LCS has benefitted from excellent attendance, as well as a high graduation rate. ALL students participate in student government, sports programs and/or other extra-curricular activities offered by LCS. Upon graduation, students often attend college or take another secondary learning path, including trade school. Military service is also a respected choice for LCS graduates, while some students choose to simply enter the workforce.

Long Creek School student government is very involved with school affairs. As well, staff members work tirelessly to ensure that students have ample support and an array of opportunities for enrichment. LCS has a 4-day school week, in addition to "Friday School," which is available nearly every Friday to provide students an opportunity to obtain extra help and/or study time, as well as access to computers and internet, which are often lacking in the home or community. Half of Long Creek School District has no cell service available, and only 50% of students have internet access outside of school. Unfortunately, internet speed and reliability are very poor, even for those community members who have it. An after-school homework time is provided nearly every day for at least one hour, and is staffed by one of LCS's secondary teachers. The small student population allows for a wealth of personalized learning supports and close relationships, which are instrumental in helping LCS students achieve their goals and potential.

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For the next three years Long Creek School plans to apply SIA funds to the following issues:

### Student Health and Safety

Long Creek School will hire a school nurse and update the infirmary. Classrooms will be equipped with first-aid kits to improve the ability to respond to emergencies. To address behavioral and mental health needs, LCS will retain a school counselor to meet with students regularly. Like most rural Oregon schools, loss of timber receipts has taken its toll on the LCS campus. There are cold, drafty classrooms, broken and/or inefficient windows, as well as outdated and/or unsafe materials. LCS's facilities need to be updated in order to provide a clean, healthy, and inviting campus for students to learn and staff to work. To that end, funds will be directed towards improvements in these areas.

### Well-Rounded Education

The Long Creek School library is currently out-of-date and underutilized. LCS will hire a media specialist to evaluate the library and suggest new books and materials based upon best practices recommendations. Parents in the Long Creek School District have no early learning opportunities and/or childcare for their below school-aged children. The closest early learning center is 40 miles away and often filled to capacity. To address this need, LCS will establish an Early Learning Center. Additional funding is also being sought for this project from outside sources. Art, Music, CTE and other needed curricula and staff will also be funded. School supplies for will be made available for students in need.

### Increased Instructional Time

Long Creek School staff will continue to offer additional instructional time through its after-school and Friday school programs. Funds will be allocated for continual updating of technological infrastructure to meet LCS student and staff needs. Technology updates will include connection to the planned LCS community's fiber-optic network, which is expected to be completed within the next two years.

### Priorities:

1. The resource allocations in Long Creek School's budget reflect priorities that align with the outcomes the district is striving to achieve within the target areas of Student Health and Safety, Well-Rounded Education, and Increased Instructional Time. These targets are designed to improve academic achievement, while also increasing social, mental and emotional health, and increasing engagement within the community.
2. The focus of Long Creek School District's plan is to increase access to health care, increase access to mental health services, update the library in order to make it up-to-date and useable, repair unhealthy and/or dangerous areas of the school facilities, establish an early learning center, make fiber-optic availability possible within the community, as well as increase attendance and academic achievement by providing needed services and assistance to students and families. It is believed that by implementing these plans within LCS, student achievement will increase and the community will be more connected.
3. If any of these projects do not meet the criteria, or are unable to be executed within the timeline requirements due to an inability to acquire qualified personnel, the funds dedicated to that portion will be reallocated to another section of the plan. The funds for that particular part of the plan will be transferred to an acceptable budget item within the SIA plan to more fully fund the other budget item. For example, if the \$4000 allocated for the library media specialist is unable to be spent on a media specialist within the allowable timeframe, the Early Learning Center director and assistant positions will be increased from 0.6FTE to a 0.7FTE.

All of the LCS projects included within this plan have already commenced. The Long Creek School District has already spent money from the general fund to launch these projects prior to July 1, 2020.

## Part Three: Community Engagement and Input (Application)

- Long Creek School reached out to students, parents, staff, stakeholders, and community partners.
- Long Creek School made an effort to reach out to multiple groups at least once each quarter.
  - September 16, 2019, staff meeting to discuss and list topics for Back-to-School BBQ (topics included SSA/SIA) (100% of certified staff and 100% of office staff participated in the meeting)
  - On September 26, 2019, Long Creek School announced to the public at the annual Back-to-School BBQ that we would be launching into the SSA/SIA application process and gave a briefing as to what that meant to the school. (80% of families with students, 95% of staff members, as well as multiple other community partners attended the BBQ)
  - Long Creek School staff meeting October 7, 2019, included discussion of possible items and plans to include in our SSA/SIA and what that means to Long Creek School (100% of certified staff and 100% of office staff participated in the meeting).
  - Parent-Teacher Conferences were held the week of October 21-25, 2019. Parents were encouraged to fill out the survey and talk to teachers about SSA/SIA plans. (92% of parents participated in conferences)
  - October 28, 2019, OSBA Regional Conference, the OSBA came to Long Creek School to explain SSA/SIA and what that will mean to districts, administrators, and board members (80% of Long Creek Board members participated in the meeting/training, as well as administration and office staff).
  - A survey about SSA was sent out with the district-wide November newsletter to 235 box-holder households. (28 paper responses were returned from students and the community.)
  - November 4, 2019, our Superintendent went to each business in Long Creek to invite community members to a town hall meeting discussion of SSA/SIA.
  - November 6, 2019, Long Creek School held a town hall meeting to discuss SSA/SIA.
  - November 19, 2019, slide presentation at school board meeting (100% of Board members, 100% of administrative staff, and 2 certified teachers were present).
  - December 18, 2019, announcement and brief update of planning so far during the welcome and introduction at the annual Christmas Program (the audience included: 100% of parents, 43 of 44 students, 95% of staff, 4 of 5 board members, and numerous additional community members)
  - February 13, 2020, elementary grades business meeting and SIA discussion (grades K-6, 100% participation)
  - February 19, 2020, student discussion and listening session meeting (grades 7-12) (100% of students in attendance on that day were present and included)
  - Ongoing social media conversations between parents, staff, and community partners
- Since LCS is at 100% poverty, any group that is addressed will fit within the SSA target focal groups.
- Several student focal groups have parents that are members of the School Board. Focal groups represented by parents on the School Board include: students navigating poverty, students of color or mixed race, Latino or Hispanic students and students with disabilities.
- Information collected through the written survey showed that the school needs to focus on: updating curriculum, address math instruction, communication with the community, physical health, and counseling.

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- Information collected through discussions and brainstorming sessions with adults and students brought forth additional issues including: the physical environment of our school, building capacity within our teaching staff in using up-to-date technology, improving accessibility to internet communications within the community, improving absenteeism, continuing our work with 'on track to graduate' planning, library updating, school nurse and medical access, early learning opportunities.

### **Evidence of engagement:**

### **Evidence of engagement:**

Artifacts of engagement: (explanations and documents)

\*Annual Back-to-School Barbeque is a piece of artifact evidence because this event had attendance of over 80% of school families, nearly 100% of students, 95% of staff, and community partners. This event provided an opportunity to introduce many people to the SSA and SIA process.

\*Parent-Teacher Conferences in October gave LCS staff a chance to talk with parents and students one-on-one to explain plans that were coming together, and also to obtain input about other concerns or needs that should be considered. Conferences were scheduled and attended by over 92% of our student body parents.

\*Survey—A survey was included in the November school newsletter. Students and staff had opportunity to complete the survey at school, individually, and in groups. Survey results gave LCS insight into areas for future conversations, talking points, and planning. The survey gave the school a starting point from which to proceed forward. Additionally, in some conversations with students, staff and parents, LCS was able to glean further input and clarification regarding some of the survey results, and what that might mean for the big picture.

\*Notes from staff meetings: areas that LCS staff needs to focus on specifically —

- update/expand curricula (including the library)
- repair areas of the facilities for safety purposes
- student health and well-being (physical/emotional/mental)
- technology upgrades to keep students on pace with a rapidly-changing world (equipment and training, including fiber-optic connections)
- include all ages in education (birth through adult)
- communication with parents, students, and community (various media and personal contacts)

\*Social media responses and input.

\*Presentation to School Board. (Power Point presentation)

### Student Listening Sessions:

Long Creek School elementary students had a meeting to discuss topics regarding school  
13, 2020.

February

Long Creek School grade 7-12 students had a meeting to discuss topics regarding school  
February 19, 2020.

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Topics for student listening session discussions included:

1. What is Long Creek School doing well?
2. What is good about Long Creek School?
3. What are some things that could be improved upon?
4. What are some things that need to be added?
5. What are some things that totally need to be changed?
6. Other
  - a. Elementary teachers facilitated the elementary listening session
  - b. The mental health counselor facilitated the 7-12 listening session





## Annual Back-to-School BBQ



### 2019 Back-to-School Barbeque—program agenda

Thursday, September 26, 2019

5:30 p.m.

Dinner

Welcome and SSA/SIA —Mr. Coghill

Introduction of staff—Mr. Coghill

Title I Annual Meeting presentation—Mrs. Porter

LC Booster Club—Mrs. Porter & The Lindas

SMART Reading—Linda Studtmann

Solar Eclipse Two Years Later—Mr. Freeman

\*Other news and exciting happenings at Long Creek School!

~new flooring ~classrooms painted

~copy room paint/flooring/public computer station kiosk

~district-owned housing ~office remodel

~speed sign and crosswalk (thanks County Rd. Dept.)

Thanks for coming!!!

# November 2019 Activities



Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Friday School 9-12	2 Morgan Dunn
3 Fall Back	4 Just Barbara	5 Town Hall Style Meeting concerning Student Success Act 6 PM S.S. Classroom LET'S GO VOTE NO SCHOOL	6 13 Kristian from NHSHS to address student body	7 Veterans Invited to Lunch with Students. Please RSVP by Wed the 6th	8 Friday School 9-12	9 Ellis Starbuck
10 Kung Fu Open House	11 No School	12 Bernadette Coghill	13 Kristian from NHSHS to address student body	14 9th Grade Career Day at BMH	15 Friday School 9-12	16
17	18 Basketball Practice Begins	19	20	21 Basketball Finances	22 Friday School 9-12	23
24	25 Victoria Lira	26 No School	27 No School	28 No School	29 NO Friday School	30 BLACK FRIDAY

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## Long Creek School District School Success Act Survey

P.O. Box 429

Long Creek, Or 97856

541-421-3896

Oregon law requires Long Creek School District to seek public input into the use of funds to be distributed through the School Success Act. This survey is designed to increase public communication and increase transparency from the district.

Please return this survey to Long Creek School District. Surveys may be dropped off at the school office, or returned through the mail.

### 1. How much do you know about Oregon's Student Success Act?

\_\_\_ Nothing at all      \_\_\_ very little      \_\_\_ moderate amount      \_\_\_ read the law entirely

**\*\*\*Please use numbers to rank questions 2-6 by order of importance, 1 being most important.\*\*\***

### 2. What do you feel is the greatest need for the Long Creek School District?

- \_\_\_ Update buildings
- \_\_\_ Update technology
- \_\_\_ Improve school security
- \_\_\_ Students personal needs
- \_\_\_ Improve curriculum
- \_\_\_ Other \_\_\_\_\_

### 3. Please rank the following subjects in order of importance for students.

\_\_\_ Math/Science    \_\_\_ Career Readiness    \_\_\_ College Readiness    \_\_\_ Art/Music  
\_\_\_ Technology/Computers    \_\_\_ Social Studies/Geography/History    \_\_\_ English/Language Arts

### 4. What is the most important factor to maintaining a quality relationship between the school and the community?

\_\_\_ Communication    \_\_\_ Community involvement    \_\_\_ Accessibility    \_\_\_ Transparency

### 5. Which health related topic do you think is the most important within our school?

\_\_\_ Physical health    \_\_\_ Counseling    \_\_\_ Clean facilities    \_\_\_ Nutrition

### 6. Where do you feel the district should spend Student Success Act funds?

\_\_\_ Building improvements    \_\_\_ Safety    \_\_\_ Curriculum    \_\_\_ Student Health

### 7. How many children do you have attending Long Creek Schools?

\_\_\_ 0      \_\_\_ 1-2      \_\_\_ 3-5      \_\_\_ 6 or more

Oregon Dept. Is there another issue you wish to bring to our attention for future surveys or discussions? 8

\_\_\_\_\_





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Parent/Teacher Conferences				October 26th, 2018
Oct 24-25	Teacher	Teacher	Teacher	Extra
TIME	Hannah D	Dave C.	Margee P	notes
2:40-3:00	Studtmann 2:20	Studtmann	Garinger	
3:00-3:20	Jones feels already Conferenced	Garinger	Studtmann	
3:20-3:40	Garinger during Hannah's Prep before Studtmann		Cade Burnette Phone	
3:40-4:00		Cade Burnette Phone	Cave	
4:00-4:20	Cade Burnette Phone	Cave	Hunt	
4:20-4:40	Cave	Hunt	Jones	
4:40-5:00	Hunt	Jones		
Friday				
8:00-8:20	Kreamier	Cauline Ferguson	Mike Corely	
8:20-8:40	Cauline Ferguson	Mike Corley	Kreamier	
8:40-9:00	Mike Corley	Kreamier	Cauline Ferguson	
9:00-9:40		Johns	Volny	
9:40-10:00	Johns	Volny	Ray Martin	
10:00-10:20	Volny	Ray Martin	Johns	
10:20-10:40	Ray Martin	Coghill		
10:40-11:00	Coghill			
11:00-11:20				
11:20-11:40				
11:40-12:00				
				notes

## SSA/ SIA Health and Safety \$\$\$

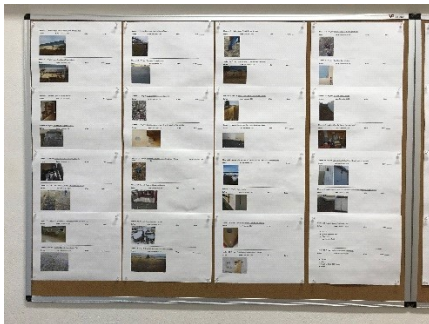
excerpts from School Board Meeting Presentation, November, 2019 Board Meeting

- The broken windows theory is a criminological theory that states that visible signs of crime, anti-social behavior, and civil disorder create an urban environment that encourages further crime and disorder, including serious crimes.
- It is clear that environment impacts emotional health as well
- Health and safety of Students, Staff, Visitors

### **Student Investment Account Grant:** **(50% of SSA Funds)**

- Area of Focus: Health & Safety:
- School Nurse
- Counseling
- Update Emergency Plan
- First Aid Kits Updated
- Facilities Improvements
- Schedules, Budgets, Staff Training, Student Learning
- Safety and Health Improvements for Students, Staff, Visitors
- Data Driven
- Transparency for all Stakeholders

### Health & Safety Data Board—photo display



These photos were presented at the school board meeting to show places that are in need of repairs and attention, and give us a visual tracking of 'before and after.'

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Strategies to engage focal student groups and their families, and the reasons we chose them:

Strategies:

1. Face-to-face communication
2. Digital media communication
3. Print media communication

\*Face-to-face communication was used because we have a small community. We see most parents, families and students daily. Face-to-face contact provides opportunities for us to know whether or not communication is effective. This also affords immediate feedback from students and families.

\*Digital media communication consists of text messages, Facebook posts, emails and phone calls. These were used as contacts with students and families because many parents have requested they be contacted through these avenues by the school.

\*Print media is another form of communication that is used frequently for school communication. Newsletters are mailed monthly to each box-holder within our school district boundaries. Students also take notes to parents when information needs to be sent home. Flyers are also posted around the school and community on bulletin boards with pertinent information and invitations. LCS's reader board displays current events.

Activities:

1. The Back-to-School BBQ gave Long Creek School an opportunity to meet and greet students, parents, families and community members. The barbeque also offered a forum to explain details of school programs and allowed time for questions and community input.
2. Parent-Teacher Conferences are scheduled each fall and spring. Long Creek School has a better than 90% parent attendance rate at conferences.
3. Students, parents and community members were all given the opportunity to complete a written survey regarding information we were trying to gather in our research for the Student Investment Account project at Long Creek School.
4. Students had group meetings and listening sessions at elementary, middle and high school levels, to give their input into what should be taken into consideration for the Long Creek School Student Investment Account.

### Strategies and Activities for Engaging Staff

Strategies:

1. Staff meetings with group discussions
2. Emails
3. Written survey

LCS staff meets face to face on a regular basis. Emails are a standard way to communicate with each other multiple times daily. Staff was given opportunity to use the same survey as the students and community.

Activities:

1. The LCS staff had multiple group discussions regarding priority needs within Long Creek School District to utilize Student Investment Account funding to most effectively meet the needs of LCS students and community.
2. Long Creek School staff members created lists in email correspondence with each other about issues which were important to address in SIA project planning.

3. Long Creek School staff members answered a written survey with their thoughts about using the SIA funding.

Describe and distill what LCS learned from community and staff. How was that input applied to inform planning?

The strategies and activities used in gathering information from parents, students, staff, and community partners, brought forth many already-known strengths, as well as areas that could use improvement. There were however, new areas which could use attention to improve Long Creek School such as, safe and clean learning environments, physical and mental wellness of students, increased community learning supports, acquisition of up-to-date curricula, as well as library materials renovation.

## Part Four: Data Analysis (Application)

Describe the data sources you used and how that data informs equity-based decision making.

- \*ORIS Framework
- \*Surveys (student, staff, parent, community)
- \*Group Listening Sessions (student, staff)
- \*Staff Meetings
- \*Board Meetings
- \*Student Health Data
- \*Synergy Student Records (SIS current and historical)
- \*Student Tracking Sheets
- \*Student Health Records
- \*Building Classroom Temperature Tracking
- \*Safety Committee Recommendations

Information from the above data sources was studied and prioritized. Aggregated and disaggregated data was considered across focal groups to ensure equity.

## Part Five: SIA Plan

The Long Creek School District Student Investment Account Plan is a comprehensive plan designed to meet the needs of our diverse rural school community. Our SIA plan is divided into three key strategy areas, that will enable LCS to better meet the health and safety needs of its students. This plan will also increase academic achievement by providing a well-rounded education and increased instructional time for students both at school and within the home.

## Year 1

- Outcome 1—Student Health and Safety: Create a high quality system of social, emotional, mental, and physical health support for all students.

This outcome aligns with the intention of the Student Success Act in the area of meeting mental and behavioral health needs of students. Strategies and activities associated with this outcome include:

- Strategies:
  - Provide access to timely and high quality mental health support
  - Provide access to health and medical services
  - Increase student achievement
  - Improve school climate and culture
  - Emergency medical kits and planning
- Activities:
  - Employ a school counselor for eight hours per month
  - Employ a school nurse for eight hours per month
  - Update school emergency medical kits
  - Repair/replace windows, heaters, and walls in classrooms, as needed

- Outcome 2—Well-rounded Education: Increase educational opportunities for all students to engage in well-rounded learning experiences and provide equitable access for all student groups.

This outcome aligns with the intention of the Student Success Act in the area of ensuring well-rounded education for students. Strategies and activities associated with this outcome include:

- Strategies:
  - Improve student access to current and timely library resources
  - Establish early learning center
  - Increase access to CTE professionals and instructional materials
  - Increase access to Art/Music instruction
  - Improve student access to updated curricula
  - Access to necessary learning materials and supplies
  - Access to broadband fiber-optic connections
- Activities:
  - Employ a certified media specialist for 50 hours per year
  - Employ an early learning center director
  - Employ early learning center assistants
  - Update library materials and resources
  - CTE enrichment
  - Art/Music enrichment
  - Update curricula
  - Provide additional instructional supplies
  - Support connections to internet access within homes

- Outcome 3—Increased Instructional Time: Students will have opportunities for extended learning time.



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This outcome aligns with the intention of the Student Success Act in the area of ensuring increased instructional time for students. Strategies and activities associated with this outcome include:

- Strategies:
  - Provide opportunities for student extended learning time daily after school
  - Provide opportunities for student extended learning time with weekly Friday school
  - Support fiber-optic connections in the home
  - Close the 'homework gap'
- Activities:
  - Employ student tutor for extended school day
  - Employ student tutor for extended school week
  - Support families in need of internet access at home to close the 'homework gap'

### Year 2

- Outcome 1—Student Health and Safety: Create a high quality system of social, emotional, mental, and physical health supports for all students.

This outcome aligns with the intention of the Student Success Act in the area of meeting mental and behavioral health needs of students. Strategies and activities associated with this outcome include:

- Strategies:
  - Provide access to timely and high quality mental health support
  - Provide access to health and medical services
  - Increase student achievement
  - Improve school climate and culture
  - Emergency medical kits and planning
- Activities:
  - Employ a school counselor for eight hours per month
  - Employ a school nurse for eight hours per month
  - Update school emergency medical kits
  - Repair/replace windows, heaters, and walls in classrooms, as needed
- Outcome 2—Well-rounded Education: Increase educational opportunities for all students to engage in well-rounded learning experiences and provide equitable access for all student groups.

This outcome aligns with the intention of the Student Success Act in the area of ensuring well-rounded education for students. Strategies and activities associated with this outcome include:

- Strategies:
  - Improve student access to current and timely library resources
  - Continue operation of early learning center
  - Increase access to CTE professionals and instructional materials
  - Increase access to Art/Music instruction
  - Improve student access to updated curricula
  - Access to necessary learning materials and supplies
  - Access to broadband fiber-optic connections
- Activities:

- Employ a certified media specialist for 50 hours per year
- Employ an early learning center director
- Employ early learning center assistants
- Update library materials and resources
- CTE enrichment
- Art/Music enrichment
- Update curricula
- Provide additional instructional supplies
- Support connections to internet access within homes

- Outcome 3—Increased Instructional Time: Students will have opportunities for extended learning time.

This outcome aligns with the intention of the Student Success Act in the area of ensuring increased instructional time for students. Strategies and activities associated with this outcome include:

- Strategies:
  - Provide opportunities for extended student learning time daily after school
  - Provide opportunities for extended student learning time with weekly Friday school
  - Support fiber-optic connections in the home
  - Close the 'homework gap'
- Activities:
  - Employ student tutor for extended school day
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  - Support families in need of internet access at home to close the 'homework gap'

### Year 3

- Outcome 1—Student Health and Safety: Create a high quality system of social, emotional, mental, and physical health support for all students.

This outcome aligns with the intention of the Student Success Act in the area of meeting mental and behavioral health needs of students. Strategies and activities associated with this outcome include:

- Strategies:
  - Provide access to timely and high quality mental health support
  - Provide access to health and medical services
  - Increase student achievement
  - Improve school climate and culture
  - Emergency medical kits and planning
- Activities:
  - Employ a school counselor for eight hours per month
  - Employ a school nurse for eight hours per month
  - Update school emergency medical kits
  - Repair/replace windows, heaters, and walls in classrooms, as needed

- Outcome 2—Well-rounded Education: Increase educational opportunities for all students to engage in well-rounded learning experiences and provide equitable access for all student groups.

This outcome aligns with the intention of the Student Success Act in the area of ensuring well-rounded education for students. Strategies and activities associated with this outcome include:

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  - Art/Music enrichment
  - Update curricula
  - Provide additional instructional supplies
  - Support connections to internet access within homes

- Outcome 3—Increased Instructional Time: Students will have opportunities for extended learning time.

This outcome aligns with the intention of the Student Success Act in the area of ensuring increased instructional time for students. Strategies and activities associated with this outcome include:

- Strategies:
  - Provide opportunities for extended student learning time daily after school
  - Provide opportunities for extended student learning time with weekly Friday school
  - Support fiber-optic connections in the home
  - Close the 'homework gap'
- Activities:
  - Employ student tutor for extended school day
  - Employ student tutor for extended school week
  - Support families in need of internet access at home to close the 'homework gap'

### Equity Lens

Long Creek School used the Oregon Equity Lens to inform planning as it concerns equity within the school. LCS's current student population is 33% minority, therefore, sensitivity to cultural differences is a high priority. ALL LCS students participate in extra-curricular activities. The school district and community actively and intentionally bring students from diverse races, ethnicities, and cultures to LCS through International Student Exchange. The school works to ensure the whole health of each student. Long Creek School District invites professionals into the school for dental, hearing and vision screenings, middle school/high school sports physicals, and counseling for emotional and mental health. The school community makes certain that students are individually cared for and excels at inclusion. LCS makes certain that its students have their basic needs met, so that each child can successfully participate in school and activities, including, but not limited to: clothing, food, school supplies, hygiene products, and personal sports equipment/clothing. As a school community, Long Creek strives to help those students who may be at-risk. LCS encourages students, particularly those who may be in danger of or have previously dropped out, to complete their high school education. Long Creek School will continue with this tradition of inclusion. Administration and staff have communicated with parents and students of the focal groups, and included those responses in the SIA Plan. Additionally, three members of LCS's school board represent focal groups. Due to the board's involvement in planning for SIA, this brings yet another layer of equity to the planning and implementation of this SIA Plan.

### Part Six: Use of Funds

For the next three years Long Creek School plans to apply SIA funds to the following issues:

#### Student Health and Safety

Long Creek School will hire a school nurse and update the infirmary. Classrooms will be equipped with first-aid kits to improve the ability to respond to emergencies. To address behavioral and mental health needs, LCS will retain a school counselor to meet with students regularly. Like most rural Oregon schools, loss of timber receipts has taken its toll on the LCS campus. There are cold, drafty classrooms, broken and/or inefficient windows, as well as outdated and/or unsafe materials. LCS's facilities need to be updated in order to provide a clean, healthy, and inviting campus for students to learn and staff to work. To that end, funds will be directed towards improvements in these areas.

#### Well-Rounded Education

The Long Creek School library is currently out-of-date and underutilized. LCS will hire a media specialist to evaluate the library and suggest new books and materials based upon best practices recommendations. Parents in the Long Creek School District have no early learning opportunities and/or childcare for their below school-aged children. The closest early learning center is 40 miles away and often filled to capacity. To address this need, LCS will establish an Early Learning Center. Additional funding is also being sought for this project from outside sources. Art, Music, CTE and other needed curricula and staff will also be funded. School supplies for will be made available for students in need.

#### Increased Instructional Time

Long Creek School staff will continue to offer additional instructional time through its after-school and Friday school programs. Funds will be allocated for continual updating of technological infrastructure to meet LCS student and staff needs. Technology updates will include connection to the planned LCS community's fiber-optic network, which is expected to be completed within the next two years.

Barriers that may impact the potential for focal students to meet growth targets we have drafted:

Long Creek School longitudinal growth targets include the five common metrics which were identified by the legislation to help districts measure the success of the activities funded by the Student Investment Account (SIA). Barriers, risks or choices being made that could impact the potential for students to meet longitudinal growth targets are: Long Creek School does not have recent historical data using statewide English Language Arts (ELA) assessments in third grade reading. Over the past few years, all of Long Creek School's third grade families opted out of statewide testing. Long Creek School historically has a nearly 100% graduation rate, and 100% five-year completion rate. At the current time, however, we have some ninth grade students not on track to graduate, and a handful of other students that are below an 80% attendance rate. These factors will affect four of Long Creek School's five longitudinal growth target goals. The school and administration will be focusing on incentives to encourage the low attendance rate students to be in school at 90% or more of the time. Motivating students who do not see school success as a priority, has been difficult in the past few years. Long Creek School is looking to find ways to intrinsically motivate these students to be in school and complete necessary coursework successfully. Long Creek School expects minimal costs associated with improvements to our longitudinal growth targets. Any costs incurred will be offset using student supplies and materials funding within this SIA plan, or through general funds in the school budget.





## Long Creek School Student Investment Account Grant Application

OREGON  
DEPARTMENT OF  
EDUCATION

### Long Creek School SSA/SIA Budget 2020

Below are brief descriptions of some of the allowed activities pertaining to the categories listed in the Student Investment Account.

**OCG** Ongoing Community Engagement

Activities aimed to continue engaging focal student groups, communities and staff for input and feedback on planned activities and priorities.

**IIT** Increased Instructional Time

More hours and/or days.

Summer programs; before or after school programs.

Technological investments that minimize class time used for assessments administered to students.

**H&S** Improving Student Health & Safety

Social and emotional learning, trauma-informed practices; student mental and behavioral health.

**RCS** Reducing Class Size

Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads;

Increasing the use of instructional assistants.

**WRE** Well-Rounded Education

Developmentally appropriate and culturally responsive early literacy practices and programs in pre-K through third grade.

Culturally responsive programs and practices in grades 6-8, including learning, counseling and student support that is connected to colleges and careers.

Broadened curricular options at all grade levels including: Art, Music, PE, STEM, CTE, engaging electives, accelerated college credit programs, including dual credit, IB, AP, Life Skills, TAG, dropout and prevention programs, and transition support.

Access to licensed educators with a library media endorsement.

**ADMIN** Administrative Indirect Costs

# Long Creek School Student Investment Account Grant Application

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").  The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	\$ Amount
Total Expenditures:					\$ 78,264.44
Allowable Administrative Costs:					\$ 3,913.22
Unbudgeted Funds:					\$0.00

## Proposed Activity

1	0.05	H&S	12x	Hire School Nurse (80 hours/year) + training and travel	\$ 5,000.00
2		H&S	4xx	Medical Supplies and Equipment	\$ 500.00
3	0.025	WRE	12x	Hire School Library Consultant (50 hours/year) + travel	\$ 2,500.00
4	0.05	H&S	12x	Hire School Counselor (80 hours/year) + travel	\$ 5,000.00
5		IIT	111	Stipend Teachers for after school instructional program (200 hours/year)	\$ 5,600.00
6	0.6	WRE	112	Hire Early Learning Center Director	\$ 20,000.00
7		H&S	OTHER	Repair outside/inside walls of LC School classrooms, including heaters, windows, siding, etc...	\$ 27,751.22
8		ADMIN	ADMIN	Allowable administration costs	\$ 3,913.22
9		IIT	4xx	Connect to planned fiber-optic network and update LC School technology.	\$ 4,000.00
10		WRE	4xx	Curricular options.	\$ 4,000.00
11					

LC School has had no school nurse for 15+ years
LC School has had no school nurse/medical supplies for 15+ years
LC School has had no librarian for 10+ years. Library currently not used
LC School has no permanent counselor. The County currently sporadically provides counseling.
Teachers currently volunteer occasional time after school.
Long Creek has no ELC. The closest ELC is 40 miles away.
All LC School classrooms have heating issues. Classrooms have no temperature control. Windows are 40+ years old. Outside and inside walls are falling apart. Flooring is unsafe.
Set by ODE.
LC School current internet network breaks down regularly from several minutes to several days. Current system is 20 years old. Breakdowns and failure issues severely and negatively impact student education and all school functions. Fiber-Optic cable should be available December 2020.
Bring in art, music, CTE and other programs to enhance current curriculum. Historically, visiting professionals were employed to enhance curriculum.

Long Creek School Student Investment Account Grant Application



<u>CODE</u>	<u>Description</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
111	Licensed Salaries	1	\$ 5,600.00
112	Classified Salaries	1	\$ 20,000.00
113	Administrative Salaries	0	\$ -
12x	Substitute Salaries	3	\$ 12,500.00
13x	Additional Salaries	0	\$ -
2xx	Benefits	0	\$ -
31x	Instructional, Professional and Technical Services	0	\$ -
33x	Transportation	0	\$ -
34x	Travel	0	\$ -
35x	Communications	0	\$ -
4xx	Supplies and Materials	3	\$ 8,500.00
5xx	Capital Outlay	0	\$ -
640	Dues and Fees	0	\$ -
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	1	\$ 3,913.22
OTHER	Other codes not listed	1	\$ 27,751.22

<b>TOTAL</b>	<b>\$78,264.44</b>
<b>Total FTE</b>	<b>0.6</b>

<u>Allowable Use Category</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
Administrative	1	\$ 3,913.22
(Ongoing Community Engagement	0	\$ -
Increased Instructional Time	2	\$ 9,600.00
Improving Student Health & Safety	4	\$ 38,251.22
Reducing Class Size	0	\$ -

Well Rounded Education	3	\$ 26,500.00
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<b>TOTAL</b>	<b>\$ 78,264.44</b>
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### Proposed Activity Budget Narrative

1. **School Nurse:** 80 hours (8 hours/month x 10 months) x \$40/hour = \$3200  
x 1.4 (payroll costs)= \$4480 **Travel:** \$520 Total = \$5000 (.05 FTE =  
4480/80,000 = .056)
2. **Medical Supplies** = \$500
3. **School Librarian:** \$40/ hour x 50 hours = \$2000, Travel = \$500,  
\$2000/80,000 = .025 FTE, (80,000 = 2000 hours x \$40 per hour)
4. **Counselor:** 80 hours (8 hours/month x 10 months) x \$40/hour = \$3200 x  
1.4 (payroll costs)= \$4480 **Travel:** \$520 Total = \$5000 (.05 FTE =  
4480/80,000 = .056)
5. **Teacher Stipends:** 200 x \$20 x 1.4 (payroll) = \$5600
6. **ELC Director:** \$14 x 1.4 = \$19.60/hr. x 1200 hours (150 days x 8 hrs./day) =  
\$23,520  
FTE = .60 (1200/2000 (full time hours) = .6) Total
7. **Repair Outside Walls:** Best Guess - 2 lower south classrooms first, then  
other south classrooms = \$27,751.22

8. **ODE Allowable Administration Expenses:**  $\$78,264.44 \times 5.05 = \$3,913.22$
9. **Computers and Fiber-Optic Connectivity:** ? Computers + monitors = \$800  
Total to equal \$4000
10. **Curriculum:** Art, music, CTE and other programs, etc... (visiting professionals)  
= \$4000





Part Seven: Evidence of Board Approval

*You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.*

**To: School Board**

**From: SSA/SIA Committee**

**RE: SIA Application Status**

**Date: Feb. 25, 2020**

**Status of SIA Application**

- Application Mandatory Sections Completed
- Application Submit Date: March 2, 2020
- ODE will review application and ask for revisions
- Ongoing 5 year process
- \$78,000 dollar payments due quarterly
- Budget Items: Tech, Curriculum, ELC, Nurse,  
Library, Counseling, Facilities
- Any Questions?
- Committee will update board regularly

*Approved by Long Creek School Board*

Signed: 

Date: 2/25/2020