



## CORVALLIS SCHOOL DISTRICT 509J STUDENT INVESTMENT ACCOUNT GRANT APPLICATION

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### Part One: General Information

School Year	2020-21
District	CORVALLIS SCHOOL DISTRICT 509J
Webpage	<a href="http://www.csd509j.net">www.csd509j.net</a>
Contact Person	Ryan Noss, Superintendent <a href="mailto:ryan.noss@corvallis.k12.or.us">ryan.noss@corvallis.k12.or.us</a> 541-757-5840

### Part Two: Narrative

**Plan Summary (3-6 paragraphs):** A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

- 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 three-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).

#### About the District

The Corvallis School District serves approximately 6,800 students in grades K-12 from the city and surrounding area of Corvallis, Oregon. District schools include seven elementary schools, two middle schools, two high schools, one K-8 school, an alternative education center for students in grades 9-12, and a K-5 charter school. The District's graduation rates have steadily improved since 2012 from 68% to 87%, and last year 93% of the District's freshman were on track to graduate. At least 33% of all students are navigating poverty, while 14% are Emerging Bilingual students, and 11% of students have an individual education plan to accommodate a



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disability. Students of color represent about 33% of the total student population, while teachers of color represent about 13% of all teachers in the District.

### **District Vision and Goals**

The Corvallis School District is committed to the success of every student in each of our schools. In order to achieve equity, institutional barriers must be recognized and broken down to create access and opportunities that benefit each student so their identity does not predict or predetermine their success in school. To achieve this goal, the District has maintained a focus on three priorities:

**EVERY Student Graduates ♦ EVERY Student Shows Growth ♦ CLOSE the Opportunity Gap**

The District's goals are based on the principle of "students at the center." The District is committed to providing every student access to excellent educational opportunities, helping every student achieve academic growth, and doing whatever it takes to help every student graduate. These goals guide staff in developing measurable outcomes and action plans.

### **Goal 1 Student Achievement**

All students will read grade level texts by 3rd grade and stay on grade level; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a post-secondary plan.

### **Goal 2 Equitable Systems**

Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

### **Goal 3 Real-World Learning**

All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future.

### **Goal 4 Health & Wellness**

Improve the health and wellness of District students and staff.

### **Goal 5 Long Range Facility Planning**

Transform aging school facilities to provide safe, effective, efficient, innovative, and equitable learning opportunities for every student.



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### **Exact Needs or Issues SIA Funding will Address**

Based on our analysis of both quantitative and qualitative data, we acknowledge that we must increase academic achievement and reduce disparities for our students. Our ultimate goal is to ensure that all students graduate. We measure progress to graduation by tracking 3<sup>rd</sup> grade reading achievement and successful completion of Algebra I and earning the required number of credits by the end of 9th grade. Our commitment to that goal requires that we recognize and remove institutional barriers to create access and opportunities that benefit each student so that a student's identity does not predict or pre-determine their success in school. To that end we must implement culturally responsive curriculum and professional learning practices so our teachers have the tools they need to create success for all students.

Based on our analysis of both quantitative and qualitative data, we acknowledge that social and emotional learning investments play a critical role in the formation of positive relationships for students and creation of the emotional connections necessary for a full and complete learning experience. These programs help students develop a range of skills they need for school and life including the ability to set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions. We need to preserve existing multi-tiered, school-based staffing models that support student social and emotional learning and maintain our mental health program which currently works with students at our elementary schools. Additionally, we need to provide staff with professional development focused on social and emotional learning strategies.

### **Part Three: Community Engagement and Input**

**Describe your approach to community engagement, including:**

- **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**

**(250 words or less)**



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We engaged our community through a needs assessment survey and several listening sessions from September 2019 through January 2020. The survey was available online and in paper form and included 15 open-ended questions. The survey was available through email, social media, and on the District website. We received and reviewed over 400 responses to the survey. We hosted two community meetings to invite participation in the needs assessment process and answer questions about the Student Success Act.

We conducted focus group discussions with students and community members and parents/guardians with an intentional effort to reach out to those individuals whose voice provides a different perspective. These groups included nearly 100 students and families including those who are racially diverse, navigating poverty, culturally and linguistically diverse, and/ or LGBTQ+. District staff listened to and documented ideas about what is going well and suggestions for improvement in the areas of student achievement, equitable course access, and student mental health. These engagement efforts included our community partners Casa Latinos Unidos, the local chapter of the NAACP, Juntos, school club leaders, parents and guardians of students with disabilities, and PTA/PTO members. We also gathered survey feedback from staff and held a listening session with the executive council of the Corvallis Education Association (certified association).

Key themes from this work emerged including the desire for mental health support for students, high expectations of academic success, a focus on equitable practices and access to coursework, and smaller class sizes. Responses also highlighted the ongoing need for professional development for staff.

**If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts? (500 words or less)**

In Corvallis, we are grateful for the high level of community participation and support for public education. We endeavor to provide transparency in our work and make efforts to provide engagement activities that will reach our diverse communities.

We are fortunate to have a number of community and parent groups that have ongoing and positive relationships with our District. District leadership was able to leverage regularly scheduled meetings with several groups including our District Equity Leadership Team Advisory (DELTA - a group of racially and linguistically diverse parents), Juntos (Hispanic/Latino parents of grade 9 students), Special Education Advisory Committee (SEAC - parents/guardians of



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students receiving special education services), and school-based parent teacher organizations. Student groups included Students Advocating For Equity (SAFE - a group for historically marginalized students to explore equity) and PRIDE Clubs (a group for LGBTQ+ students) at the middle and high school levels.

Interpretation services are a standard practice at community engagement meetings for our Spanish speaking families and translated materials are also provided. Arabic translation and interpretation is also an available resource in our District, however it was not needed for this series of meetings. All of the above-mentioned groups meet on a monthly basis at a minimum allowing for ongoing collaboration and engagement.

We strive to engage with families who represent the diversity of our District. We are continually working to find ways to engage with our families navigating poverty. We must address the barriers to engaging with this group through building positive rapport. Our goal is to gain a deeper understanding of the challenges they are facing and develop methods to ensure these families have access to sharing their experiences and perspective with us.

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

Many of the groups that we engaged with have a regular meeting schedule with District and school leaders. These groups include Juntos, DELTA, SEAC and SAFE. Definitions of these groups are included in the section above. We value these established relationships with student and family groups that inform us on effective formats for future engagement.

One group of families that we want to foster more engagement with includes those navigating poverty. Our bilingual health navigators and family liaisons frequently meet with individual families, but systemic engagement is not yet in place. The District also needs to engage with local tribes and resources at Oregon State University in order to better serve our Native American students. We want our students to gain knowledge of Native communities and make certain that staff provide culturally relevant instruction. Developing relationships of trust is the most important way to cultivate engagement and do this work.

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



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Authentic engagement requires planning, time, and resources from staff. As a District, we supported a number of opportunities for parent and community engagement. We provided in person and online methods of input. In addition, District leaders met with established parent groups to gain the perspectives of parents representing specific student groups.

The process allowed us to gather a great deal of input. The online survey had more than 400 individuals respond with nearly 5,000 open-ended responses to questions. The amount of data collected requires a common tool for review. We would encourage the Oregon Department of Education to provide guidance and support for districts in their use of software tools that summarize qualitative data sets.

**Who was engaged, and how did you engage them? 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

**How did you engage your community?**

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



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- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community based partners
- Partnering with faith based organizations
- Partnering with business
- Other \_\_\_\_\_

### **Evidence of Engagement**

**Upload your top five artifacts of engagement.**

Artifact 1: [Needs Assessment Survey Summary](#)

Artifact 2: [Video Invitation to Complete Survey - English Spanish](#)

Artifact 3: [Student Focus Group Notes: SAFE, LGBTQ+, AAYLC students](#)

Artifact 4: [Student Advocating For Equity Student Picture](#)

Artifact 5: [Focus Group Notes: DELTA Needs Assessment](#)

**Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community? (250 words or less)**

These artifacts were selected because they reflect the ways that we engaged specific student populations, families, and the community.

#### **Artifact 1: Needs Assessment Survey Summary**

This document is a summary of the survey completed by parents, students and staff to 15 questions that allowed open-ended responses in the areas of increasing academic achievement, closing gaps between groups of students, increasing partnerships, and meeting the mental and behavioral health needs of students.



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### **Artifact 2: Video Invitation to Complete Survey - English / Spanish**

These are videos produced by the District (English and Spanish) to invite and encourage participation in the needs assessment survey. The video was shared on social media and sent to all student households via email.

### **Artifact 3: Student Focus Group Notes: SAFE, LGBTQ+, AAYLC students**

This artifact is a summary of student feedback gathered during focus groups from the following student groups: SAFE, LGBTQ+, AAYLC. During the sessions guiding questions tied to the Student Investment Act and students were given time to provide feedback. All feedback responses were captured in the notes.

### **Artifact 4: Student Advocating For Equity Student Picture**

This artifact is a photo of a Students Advocating For Equity (SAFE) focus group meeting. During this meeting, students were co-creating equity activities and ideas to take back to their school site.

### **Artifact 5: Focus Group Notes: DELTA Needs Assessment**

This artifact is a summary of feedback on the Needs Assessment questions gathered during a District Equity Leadership Team Advisory meeting. During the meeting, parents had an opportunity to share their perspective of the strengths and challenges for our District. Strategies and Activities for Engaging Focal Student Populations and Families

**Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)**

We identified key staff that provide support and program services for focal students (Migrant Education, Special Education, McKinney Vento, Head Start Policy Council, etc.) and we collaborated with community-based organizations to participate in this process. Strategies to engage families in the Needs Assessment survey (described in Part 3 of this application) included a video invitation in English and Spanish, shared via email and social media. Focus group discussions were held within the structure of existing groups. We have been nurturing affinity groups to remove barriers and engage our students and families in meaningful ways.

Over the last two years, we have developed relationships across our school community by asking questions and giving voice to our most marginalized student and family groups. We will





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continue to do this work to build genuine, ongoing relationships in service of a culture of understanding, support, and collaboration.

**Describe at least two activities you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)**

### **Students navigating poverty, including foster children and homeless**

Our District Family Liaison attended family time at two local shelters in Corvallis to engage with families. This method of engagement is important, in that it is a way to meet our families in their space, rather than scheduling an additional meeting for families who are working to meet basic needs. This is a quarterly scheduled activity for our Family Liaison. It is a way to build authentic relationships with families and to swiftly address our student's basic needs.

### **Students from racial or ethnic groups**

A multi-year strategy to engage our racially and linguistically diverse students and their families can be found in our DELTA and SAFE groups. The DELTA group has been meeting for the past four years and SAFE has been meeting for three years. The SAFE group participated in a roundtable discussion with the Superintendent and the group leaders. The DELTA group had discussion and survey input at two separate meetings last fall.

### **Students with disabilities**

This student group has been represented by their parents/guardians at monthly Special Education Advisory Committee meetings for the past 9 years. The group held an evening meeting in which the Superintendent provided an overview of the Student Success Act. Small groups participated in discussion and sharing out and then all attendees were invited to complete the Needs Assessment survey.

### **Students who are English language learners**

Juntos is also a well-established program in our District. Juntos is a partnership program between the Corvallis School District and Oregon State University. Last fall, the Superintendent attended a Juntos meeting at Corvallis High School, provided an overview of the Student Success Act (interpreted into Spanish) and provided time for parents to complete survey questions written in Spanish.

**Describe at least two strategies you executed to engage staff. Explain why those strategies were used. (500 words or less)**



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Strategies to engage staff in this work included starting the conversation with building leaders in September before our public outreach began. The Needs Assessment survey (described in Part 3 of this application) began with District leaders in September. Following a presentation by the Superintendent and Director of Business and Finance, leaders were asked to share this same presentation with their building staff to begin the process of acquainting staff with the details of the Student Success Act. By having the building leaders do this presentation at the building level, all staff (both certified and classified) were introduced to the Student Success Act and assured that all staff voices would be heard in an upcoming series of staff listening sessions.

**Describe at least two activities you executed to engage staff. Explain why those strategies were used. (500 words or less)**

Activities to engage staff began in September and continued through October. At a District leadership team meeting in September, building administrators and department heads were presented with information about the Student Success Act, allowable expenses, and a reminder of our Multi-year Strategic Financial Plan. Each leader was given an opportunity to answer questions about student achievement, student mental health, equitable course access, staff time for professional learning, and community partners. In October, leaders took the results from the previous month and prioritized new spending ideas from these five categories.

In addition to meeting with representatives from the Corvallis Education Association Executive Council, District leadership held two staff listening sessions in October. These meetings were offered at two different sites after school to ensure that staff from all buildings, including staff from our charter school, were able to attend. Invitations to the listening sessions occurred via staff email and in announcements directly from building leaders. In these meetings, District staff, including the Superintendent and the Director of Finance and Operations presented information about the Student Success Act and acceptable uses for funds. Staff were invited to ask questions about the Student Success Act and the community engagement process. Following questions and answers, staff were provided with Chromebooks to complete the Needs Assessment survey as described in Part Three of this application.

**Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)**

Survey responses and focus group comments from families, students, and the community included a wide range of thoughts and suggestions. We learned that for some, our District is



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delivering on the promise of providing a high quality educational experience. For some, we are falling short. We are focused on making good on the promise for each student to succeed in school. A primary area of concern is student emotional and social health and how it relates to academic success. Parents and guardians want their child to receive the help they need to be successful on their journey toward high school graduation and beyond.

Staff responses to the Needs Assessment survey and group discussions indicate a clear belief that relationships with students and families is a critical component of student success and that fostering equitable access and engagement is the greatest challenge. It requires an intentional plan and time for professional development and support for staff. Staff want to see more resources for students.

We are committed to supporting each student in our schools to ensure that they leave our District fully equipped to set their future course. The knowledge and skills our students will need continues to evolve based on rapid changes in the world around us. To prepare them for the world they will lead, we must provide an array of learning opportunities that are engaging, rigorous, and culturally relevant. This is something the school District cannot do alone. It requires strong community partnerships and a commitment to learning pathways and alternatives that meet the needs of all students. Our students will have a greater chance of success through the combined efforts of effective school leaders, excellent staff, our continued focus on equity, and the engagement of parents and community.

During strategic planning and budgeting, District leadership remains committed to a collaborative process in developing our plan. Our intent is to direct resources where needed most to create new possibilities, with a focus on equity, for our students and community.

### **Part Four: Data Analysis**

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

We collected student data and stakeholder feedback and analyzed results using our Corvallis School District Equity Lens. The data were disaggregated and examined by race and ethnicity, students with disabilities, students receiving ELL services, migrant students, economics, gender, and grade level.



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We conducted qualitative surveys and small group interviews with families, staff, and our students. Targeted focus groups included Juntos (a Latinx parent group), SAFE (Students Advocating for Equity), and DELTA (District Equity Leadership Team Advisory), parents of color). We conducted and analyzed the responses to a qualitative Needs Assessment survey.

We analyzed quantitative data including SBAC scores, attendance rates, 9th grade on track data, graduation rates, and results from our YouthTruth survey in 2019. All data was disaggregated with particular focus on students of color and students who have been historically underserved.

**Part Five: SIA Plan**

**Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds. You can use any format you wish. There is no page limit.**

**Outcomes and Strategies**

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	All students read grade level texts by third grade and stay on grade level; successfully complete Algebra 1 by the end of ninth grade; are on track with required credits by the end of ninth grade; and graduate with a post-secondary plan.	X	X	X	X	X
Outcome	Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity or sexual orientation) does not predict or predetermine success in school.	X	X	X	X	X
Outcome	All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future.	X			X	
Outcome	The health and wellness of students and staff is improved in a culture of safety and respect that supports social, emotional and physical well being.	X				X



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Strategy 1	Adopt and Implement Effective Instructional and Curriculum Programs
Strategy 2	Increase Equity in Opportunities and Outcomes through the Use of Culturally Relevant Practices
Strategy 3	Grow and Mentor Effective Educators
Strategy 4	Ensure All Students are Ready for College or Career
Strategy 5	Enhance Programs that Support Student Social and Emotional Learning

		<b>YEAR 1 BUDGETED COST</b>	<b>3-YEAR PROJECTED COST</b>
Strategy 1	Adopt and Implement Effective Instructional and Curriculum Programs	\$ 1,483,425	\$ 4,634,000
Strategy 2	Increase Equity in Opportunities and Outcomes through the Use of Culturally Relevant Practices	\$ 1,275,000	\$ 4,019,500
Strategy 3	Grow and Mentor Effective Educators	\$ 600,000	\$ 1,898,750
Strategy 4	Ensure All Students are Ready for College or Career	\$ 402,000	\$ 1,271,500
Strategy 5	Enhance Programs that Support Student Social and Emotional Learning	\$ 1,634,000	\$ 5,179,000
		<b>\$5,394,425</b>	<b>\$17,002,750</b>

<b>Activities</b>	<b>Aligned Primary Strategy</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>Allowable Use Category</b>	<b>Priority Level YEAR 1</b>	<b>YEAR 1 BUDGETED COST</b>	<b>3-YEAR PROJECTED COST</b>
Adopt and implement culturally relevant curriculum aligned to standards	<b>S1</b>	x	x	x	WRE	<b>HIGH</b>	\$500,000	\$1,525,000
Preserve academic supports and targeted interventions that boost literacy instruction	<b>S1</b>	x	x	x	WRE	<b>HIGH</b>	\$250,000	\$795,000
Provide extended learning opportunities for students	<b>S1</b>	x	x	x	IIT	<b>HIGH</b>	\$50,000	\$159,000
Preserve lower student-teacher ratio (class size) targets in grades K-3	<b>S1</b>	x	x	x	RCS	<b>HIGH</b>	\$483,425	\$1,537,000
Improve technology systems that support data collection and analysis to inform equity-based decision making	<b>S1</b>	x	x	x	WRE	<b>HIGH</b>	\$200,000	\$618,000



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Expand secondary dual language immersion programming	S2	x	x	x	WRE	HIGH	\$255,000	\$811,000
Provide staff with professional development focused on race and culturally relevant instruction	S2	x	x	x	WRE	HIGH	\$150,000	\$457,500
Provide staff with professional development focused on gender inclusivity	S2	x	x	x	WRE	HIGH	\$70,000	\$213,500
Continue engaging students, families, staff, and community organizations to inform strategic planning	S2	x	x	x	OCG	HIGH	\$50,000	\$152,500
Preserve special education staffing that supports inclusionary practices	S2	x	x	x	RCS	HIGH	\$750,000	\$2,385,000
Expand recruitment strategies to increase racial and cultural diversity of teaching staff	S3	x	x	x	WRE	HIGH	\$75,000	\$228,750
Provide quality onboarding and mentoring to improve teacher retention	S3	x	x	x	WRE	HIGH	\$525,000	\$1,670,000
Preserve library staffing to provide support for teachers in the development and coordination of real-world problem solving and project based learning	S4	x	x	x	WRE	HIGH	\$212,000	\$674,000
Expand AVID college and career readiness program	S4	x	x	x	WRE	HIGH	\$50,000	\$152,500
Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students	S4	x	x	x	WRE	HIGH	\$140,000	\$445,000
Implement multi-tiered, school-based staffing models to support student social and emotional learning	S5	x	x	x	H&S	HIGH	\$1,210,000	\$3,848,000
Provide staff with professional development focused on social emotional learning strategies	S5	x	x	x	H&S	HIGH	\$40,000	\$122,000
Maintain partnerships with community based organizations to support students and families with health and wellness needs	S5	x	x	x	H&S	HIGH	\$150,000	\$477,000
Preserve nursing staff that supports school-based health and wellness practices	S5	x	x	x	H&S	HIGH	\$150,000	\$477,000
Add a school counselor to improve student mental health and wellness (Muddy Creek Charter School)	S5	x	x	x	H&S	HIGH	\$84,000	\$255,000



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### Equity Lens

**Upload the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work. (250 words or less)**

District leadership utilizes guiding equity lens questions to inform and clarify our planning and decision-making process. These questions include:

- How does this decision align with the District mission/vision?
- Who does the decision affect positively/negatively?
- How might this ignore or worsen existing disparities?
- What are the unintended consequences of this decision?
- How will those being affected by the decision be included in the process?
- What other possibilities were explored?
- How will this decision/outcomes be sustainable?

In addition, during district-led meetings with families and students we utilize our Equity Look Fors document, developed in partnership with our families of color advisory team. This guiding document pushes meeting facilitators to create culturally responsive and inclusive conditions. This practice is built on the belief that building relationships creates warm, welcoming and safe meetings where multiple perspectives are shared and valued. Excerpts from this tool include expectations such as calling participants by name with correct pronunciation, allowing adequate wait time for people to compose their thoughts and respond, and giving comments equal weight and validity whether coming from lived experiences or college degrees.

[CSD Equity Look Fors document](#)

### Part Six: Use of Funds

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



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- 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

**Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)**

### **Enhancing Programs that Support Student Social and Emotional Learning**

Social and emotional learning investments acknowledge the critical role of positive relationships and emotional connections in the learning process. These programs help students develop a range of skills they need for school and life including the ability to set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions.

This SIA plan includes funds to sustain multi-tiered, school-based staffing models to support student social and emotional learning. This includes a mental health coordinator who supports district-wide programming and mental health therapists and skills trainers who work with students at our elementary schools. This plan also includes funds to provide staff with professional development focused on social and emotional learning strategies.

### **Advancing Racial Equity, Workforce Diversity and Inclusive Practices**

This SIA plan builds on the early foundations and professional learning accomplished in recent years and focuses on the next evolution of our racial equity work. After months of honest and consciousness-raising conversations with students, parents, teachers, administrators, and community leaders, it is clear we need to identify and implement a next chapter of evidence-based strategies aimed at raising outcomes for historically underserved students.

This plan includes funds to increase equity leadership development in partnership with culturally specific organizations and other stakeholders in order to advance our work to remove systemic barriers and advance racial equity, diversity, and inclusion in our schools. This plan also includes funds to expand our strategic recruitment strategies to establish a better and more consistent pipeline to increase the racial and cultural diversity of our teaching staff and provide staff with professional development focused on race and culturally relevant instruction.





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

We expect that students who have historically been underserved will show higher levels of student achievement. We expect to see improved outcomes for students who are navigating poverty, dual-identified as Special Education and ELL, students identified as needing Special Education, and students of color.

We are monitoring the data specifically for 3rd grade reading levels and on track graduation rates as determined by 9th grade math achievement. Research on addressing academic achievement disparities shows a direct correlation between improving outcomes for more marginalized communities and overall outcomes. This means that as students who have been typically underserved show gains in academic achievement that scores for students who have traditionally been in the sphere of success will also improve.

**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 or less)**

We believe that by prioritizing culturally responsive teaching, recruiting and hiring more staff of color, and engaging our data teams and racial equity teams will ensure our predicted academic outcomes. Some of the traditional barriers students encounter, such as curriculum that is not culturally relevant, is being removed through new curriculum adoptions and a focus on culturally inclusive teaching practices. We will continue to engage our students and families to match resources to needs.

### **Part Seven: Evidence of Board Approval**

**Upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.**

TBD



## CORVALLIS SCHOOL DISTRICT 509J STUDENT INVESTMENT ACCOUNT GRANT APPLICATION

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### Part Eight: Public Charter Schools

Do you sponsor a public charter school? [Yes](#)

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

Did any public charter schools you invited to participate in your SIA plan decline to participate? [No](#)

**Describe the process you took to collaborate with public charter school(s) in your community engagement efforts. (150 words or less)**

Conversations with the principal of Muddy Creek Charter School and their eventual partnership with the Corvallis School District for use of SIA funds began in September when we invited the principal to participate in the same feedback survey that the rest of our District administration completed. He has been attending virtual meetings provided by the state and discussion of the SIA is a standing topic at monthly meetings between the principal and the Assistant Superintendent.

We invited the Muddy Creek principal and his staff to attend our staff listening sessions and to participate in our online Needs Assessment survey. The principal also made the online community survey available to Muddy Creek parents and encouraged them to respond. Additionally, the principal at Muddy Creek has been in conversation with his board to determine how best to use the additional funds.

[Corvallis SD – Muddy Creek Agreement SIA Agreement](#)