

Student Investment Account Grant Application Template (Optional)



This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)

Applicant

School District or Eligible Charter School Name: Camas Valley 21J

Institution ID: 1995

Webpage (where SIA Plan will be posted): <http://www.camasvalley.k12.or.us/>

Contact Person

First Name: Don

Last Name: Wonsley

Email: don.wonsley@camasvalley.k12.or.us

Phone Number: 541-445-2131

Part Two: Narrative (Application)

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).

Camas Valley School District is located in a secluded rural area of Douglas County in Oregon. We have grades of PreK-12 offering education to a variety of ages on one campus. Camas Valley is a rural area with about 800 residents with a local restaurant, small convenient store, and several churches. The school district is about 20 miles away from a town of any substantial size. Winston is 20 miles

Student Investment Account Grant Application Template (Optional)



away with a population of about five thousand people. Our school district is a charter school district and many of our students live outside of Camas Valley in areas such as Tenmile, Winston, Green, Lookingglass, and Roseburg.

Our school district is proud of our small class sizes, strong connections to the community and amazing technology offered in all of our classrooms. Our district has approximately 220 students from K-12 and 15 students at the PreK level which puts 235 students on our campus. Our district has a strict policy of having about 20 students per class which provides small class sizes at all levels. Like most of the county, many of our students identify as White, Hispanic and Native American. The main building in our school district was built in 1928 and is one of the oldest school's in Oregon. Our district, has drastically been growing for the past couple of years. Ten years ago the district had approximately 160 students and now there is about 220 (235 including PreK). A lack of space is a huge problem with our school district. Providing more storage and more classrooms is a necessary investment for the district.

Community feedback made it clear that there needs to be better facilities, more extra-curricular programs, life skills and mental health provided to our students. Our district will focus on these themes when considering how SSA funds will be spent. We strongly believe that providing more interactive programs. This will include hiring music teachers and an FFA teacher for our students. This means the school will need to invest in new staff members as well as investing in additional classrooms since there is currently no space for the new employees. There will also be a focus on mental health services in the schools. We will work with Mental Health Professionals and find ways to extend our amount of therapists, counselors, and behavior specialists involved with the school district. Both the staff, students and community believed we needed to have more life skills training in the school district. This was one of the highest recommended focuses collected by the school district. Our new services of Music and FFA will create some valuable life skills but we also plan to cover many of these concepts through explicit training at all levels. This will require additional staff time, supplies, curriculum, and tracking for reaching our goal with all of the students.

Part Three: Community Engagement and Input (Application)

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)

The community was engaged with several different meetings at the local restaurant in three different times to maximize the amount of feedback about proper distribution of the funds. There was also a survey linked to our website with 30 people completing the survey with their thoughts on how to invest the SSA money. The community meeting and survey on our website

Student Investment Account Grant Application Template (Optional)



covered the categories of focus recommended by the state for SSA money. All staff members were asked to fill out a qualitative survey to see how the district should spend the money. All students of an appropriate age were also asked to fill out an online survey on recommendations how to spend the funds. All three of the different surveys and qualitative format was recorded and analyzed by the Camas Valley SD Leadership team. This information was used in order to plan logistics moving forward in providing services for our students.

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)

The assessments used both quantitative and qualitative feedback from survey monkey and face to face interviews with the Superintendent. This clearly pointed away from emphasizes such as a longer school day or an emphasis towards smaller class sizes. The quantitative feedback also gave a strong emphasis towards focusing on better facilities and a focus on extra-curricular programs. This feedback gave a strong direction on the logistics towards spending the SSA money.

Our largest barriers were parent feedback from people who live throughout the county. Many of our families live a significant distance from the school. It is not uncommon for students to live 30 or more miles away from the school. We tried to limit this barrier by having an online option posted on our website through survey monkey. In the future we may use sporting events, parent-teacher conferences, and other extra-curricular activities in order to get ideas from families.

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

Sending home regular communication with students and providing information to all of our parents about a variety of ways to input their opinion will be used in order to get feedback from all of the stakeholders.

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

Help with marketing to the local community would be beneficial. We promoted input throughout our community but we are not marketing experts. Any help with promoting this message would be incredibly helpful.

Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:

Student Investment Account Grant Application Template (Optional)

- Students of color
- Students with disabilities
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- 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

Yes, to all of the people listed above. We don't have any students who are emerging bilingual in the school district.

How did you engage your community?

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

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

Yes, to all of the groups that were listed.

Evidence of Engagement

Upload your top five artifacts of engagement.

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)

- 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)

Students in grades 6-12 participated in an online survey on survey monkey. There was a total of 94 responses from students on the survey. These surveys were completed during school time and were helped administered by the teachers. We wanted to make sure the surveys were completed by students who understood the questions and what needed to be completed. This is why we chose to have the older students participate in the survey.

In person interviews were made by the Superintendent for students in the secondary grades. This information was recorded and compared with the survey which was given to a similar population. These interviews were given in the middle of the school day, in a comfortable format, and in small groups. The purpose of this strategy was to see if there was any new information which was not covered in the survey and make sure the students have full voice for what they are looking for with SIA money.

Conclusion: The students at all secondary levels were interested in having more elective options, more life skill classes, and better facilities. There was also some interest in having some more mental health services for the district.

- 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)

The biggest problem we were facing is the families living a significant distance away from the school. Many of our families also do not have the financial means to drive a significant distance. This may be 30 miles or more away from the school district. This makes it difficult for different families to drive to campus and have a meeting. The district did an online survey and posted it on our Social Media account. This allowed people to give the district feedback despite the distance of where they live. This survey was created on Survey Monkey which easily gave easy to understand reports which could be analyzed by the Leadership team. We have thirty different families participate in the survey.

The Superintendent met with a variety of people from the community at the restaurant across the street of the school. He set-up three different meeting times with a two different

times of the day. This was to maximize the number of participants who could give him feedback. This meeting helped alleviate several different barriers which may have resulted in families not participating with the meeting. First, the meeting in was done off campus at a public place. We have some families who feel a little intimidated about meeting at the school campus. This is often from past experience with schooling or the K-12 system. Second, the meetings were completed for a variety of dates at a variety of times. This allows people of a variety of different schedules to participate in those times. Third, the meetings provided beverages which was produced by the school. Meetings always have a higher turn-out with food and/or beverages offered to people participating. Fourth, the meeting was asking for verbal feedback which was recorded by the Superintendent. Participation rates of surveys have historically been incredibly low unless there is a verbal format in order to get the feedback from the community members.

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

All staff members were required to fill out a feedback on how to spend the money. This took place during an “All Staff” meeting. This was a Comprehensive Needs Assessment asked for strengths and weaknesses of the system, data trends, and a variety of input. This quantitative data was analyzed by the leadership team and there was a discussion on what our school district needed.

Staff Responses to SSA survey are listed below.

- (22) Broaden Curricular Options (Music, Ag. Sciences, Life skills,)
- (14) Facilities Improvements
- (7) Mental and Behavioral Health
- (6) Summer Programs
- (4) Middle school Programs

Regular communication of how to spend SIA money and updates were voiced to staff members. Feedback about the approach to spend the money and updates on our plans were regularly performed during monthly “All Staff” professional development meetings. This update and input is listed in meeting notes and placed on agendas throughout the school year. Staff members had multiple chances in order to provide feedback and reflect on the direction made by the school district.

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

The community surprised us with a lack of expanded instructional time. There was a very small percentage of community members who requested more instructional time. There was also a strong emphasis for life skills, better facilities, and more electives. This focus is a strong theme for the direction with the SSA money.

Part Four: Data Analysis (Application)

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

The data was presented to the Camas Valley School District Leadership team where it was analyzed in a variety of different ways. This was discussed with community members, staff members and the school board.

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.

Outcomes

1. Students will have a variety of options which will provide students a well-rounded education.
2. Students will be supported with services which will promote mental health for students and staff.
3. The district will offer an environment which will allow community members and students to thrive.
4. Create new options which will support all students.
5. Explicitly teach a variety of life skills to make successful citizens.

Student Investment Account		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Students will be offered a variety of options which will provide students a well-rounded education.	X	X	X	X	X
Outcome	Students will be supported with services which will promote mental health.				X	X
Outcome	The district will offer an environment which will allow community members to thrive on campus.	X	X	X	X	
Outcome	Create new options which will support all students at any socio-economical level.	X	X	X	X	
Outcome	Create Life Skills which will make students a successful citizen.		X	X	X	X

Strategies

1. Create at least 2 more classrooms to create more options for students at our school district

Creating at least 2 more classrooms is essential to providing services in the funds. Our school district is drastically growing and we have a lack of space in order to offer new programs. Within the past four years the school district has grown by more than fifteen percent and new programs will need new classrooms. The district will develop at least 2 new classrooms in order to have extracurricular activities, music and FFA at the school district. This will allow the district to offer more options and elective programs to our students. We plan on efficiently spending the money by refurbishing a classroom in the gym and a classroom in the barn. The district will be investing \$60,000 for improving these two rooms within the next three years.

2. Hire a music instructor and FFA (Future Farmers of America) instructor at Camas Valley Charter School.

Camas Valley School District will be hiring an FFA teacher and a music Teacher for all students in the school district. This move is made to provide a well-rounded education for all students in the school district. The district will be using \$197,946 within the next three years in order to hire these two teachers with benefits.

3. Improve facilities for a variety of extracurricular activities.

Camas Valley School District believes mental health, safety and improvement of attendance happens with better facilities. Our school district is isolated with no parks in the area. There are several facilities we which to improve to promote activity. \$105,000 will be spent on the track within the next three years, \$50,000 on leveling the football field/track field, and \$50,000 on refurbishing the baseball/softball fields. This improvement will create more extra-curricular programs for students, promote activity in our community and improve the appearance of our school.

4. Offer more mental health services, life skills and mental health training to staff and students.

Camas Valley School District will have a proactive approach towards offering mental health services for our students. We will work with health professional agencies to increase the number of counselors,

Student Investment Account Grant Application Template (Optional)

therapists, and/or behavioral counselors for our students. The district will also work on staff development and curriculum creation to work with student's safety and health needs. The district will invest \$185,000 for more mental health services for the next three years.

5. Focusing on soft skills and organizational skills which will help students become successful in any activity which involves a high level of conscientiousness.

All of the strategies mentioned in the report will have a focus on life skills and helping students move to the next level. People in the community, staff, and students requested more life skills. Each strategy will have a focus on life skills as a theme for the goal of creating students who are more prepared in High School and after High School.

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Create at least 2 Classrooms for the School District	S1	S1			\$50,000	\$60,000		HIGH
2	Hire a Music teacher for all the students in the school district.	S2	S2	S2	S2	\$65,982	\$197,946		HIGH
3	Hire a FFA teacher to promote vocational skills to students.	S2	S2	S2	S2	\$65,982	\$197,946		HIGH
4	Leveling the track and field to promote more outside activities	S3		S3			\$50,000		MID
5	New 4 Lane track for the field outside	S3		S3	S3		\$105,000		MID
6	Refurbishing the Softball and Baseball Fields	S3		S3	S3		\$50,000		LOW
7	Life Skills, Mental Health Training, and Expansion of Mental Health Services	S4	S4	S4	S4	\$ 65,000.00	\$185,000		HIGH
Total						\$246,964	\$845,892		

You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:

1. [SIA Integrated Planning Tool](#) (created by ODE)
2. [Clackamas ESD SIA Plan Template](#)

Equity Lens

You are uploading 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)

Student Investment Account Grant Application Template (Optional)

Camas Valley School District has always represented students in rural Douglas County who have limited resources in order to be successful. Many of our students have limited experience outside the county and live in a sense of generational poverty. In terms of equity for students at Camas Valley, we need to provide opportunities to all students no matter their socioeconomic status or access to transportation. Since our school district is located 20 miles to the closest town, many of our students are significantly far from mental health services, important vocational skills, and services offered at other school districts. We plan to involve more music, vocational skills, life skills and mental health capabilities to the district within the next three years. All of these will help students overcome barriers and create opportunities for all students.

Throughout the planning process, investments were analyzed to determine if the proposed activities would produce unintended consequences for underserved groups. In addition, activities were thoroughly discussed in an attempt to identify and eliminate potential barriers. Intentional conversations occurred to maximize the Student Investment Account resources to improve mental health, life skills, well-being, increased academic achievement and eliminate academic disparities for all students.

Part Six: Use of Funds

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

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)

Our main focus towards the SIA money is to invest in the facilities, offer more elective skills, life skill training, and mental health services. We are an isolated area which needs to offer a variety of programs and skills which may not be available in urban environments.

Facilities- We live in a rural area which has not passed a bond in recent history and there is no expectation to pass a bond in the future. This means that many of our facilities need to be refurbished, expanded and beautified in order to help the community and our students. We expect to spend SIA funds in order to refurbish two classrooms in both the barn and the weight room. We also plan on spending money on the football field, baseball/softball field and track. The closest park and community center is twenty miles away so these resources will be used by both the school district and the community.

Well Rounded Education- Camas Valley School District will be promoting Music and FFA (Future Farmers of America) for all students. The benefits of these programs towards students of all ages are well documented with peer reviewed studies. Camas Valley School District will implement these programs because it truly provides a well-rounded education for all of our students.

Peer-Reviewed Research to benefits for promoting FFA and Music to all students- How it will create a well-rounded education.

- The studies of Joseph M. Piro and Camilo Ortiz (2009) with regard to the effect that musical training has on the acquisition of skills in two specific aspects of reading and learning in primary school children: vocabulary and sequencing of verbal content.

Jiménez Gonzalez, J. E., Hernandez, C. A., Rodriguez, C. R., Miranda, E. G. (2007). A Primary and Secondary Education. Canary Islands: Ministry of Education, Culture and Sports of the Canary Islands Government.

- Concerning linguistic intelligence, Anvari, Trainor, Woodside, & Levy (2002) confirmed through a study that musical skills predict the reading skills of children in their mother tongue.

Anvari, S. H., Trainor, L. J., Woodside, J., Levy, B. Z. (2002). Relations among musical skills, phonological processing, and early reading ability in preschool children. *Journal of Experimental Child Psychology*, 83, 111–130.

- Long found that a very brief training (10 minutes per week for 6 weeks), practicing body percussion and singing while following the notation of a simple melody, had a considerable impact on reading comprehension among children who had difficulties reading.

Long, M (2007). The effect of a music intervention on the temporal organisation of reading skills. (Unpublished doctoral dissertation). Institute of Education, University of London, UK.

- Several studies have confirmed that musical activity has an impact on visual–spatial intelligence (Bilhartz, Bruhn, & Olson, 2000; Costa-Giomi, 1999; Graziano, Peterson, & Shaw, 1999; Gromko & Poorman, 1998; Orsmond & Miller, 1999; Rauscher, 2002; Rauscher & Zupan, 2000).

Bilhartz, T. D, Bruhn, R. A., Olson, J. E. (2000). The effect of early music training on child cognitive development. *Journal of Applied Developmental Psychology*, 20, 615–636.

Gromko, J., Poorman, A. (1998). The effect of music training on preschoolers' spatial–temporal task performance. *Journal of Research in Music Education*, 46, 173–181.

Orsmond, G. I., Miller, L. K. (1999). Cognitive, musical, and environmental correlates of early music instruction. *Psychology of Music*, 27, 18–37.

- Rauscher, F. H. (2002). Mozart and the mind: Factual and fictional effects of musical enrichment. In Aronson, J. (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 269–278). New York: Academic Press.
- Rauscher, F. H., Zupan, M. (2000). Classroom keyboard instruction improves kindergarten children's spatial-temporal performance: A field experiment. *Early Childhood Research Quarterly*, 15, 215–228.
- Rhythmic training has a significant impact on mathematical competence (Rauscher, 2009).
- Rauscher, F. H. (2009). The impact of music instruction on other skills. In Hallam, S., Cross, I., Thaut, M. (Eds.), *The Oxford Handbook of Psychology of Music* (pp 244–252). Oxford: Oxford University Press.
- The relationship between musical activity and acquiring logical–mathematical skills has been widely studied (Bamberger, 2013; Hofstadter, 1979; Lewin, 1987; Rothstein, 1995; or Tanay, 1999).
- Bamberger, J. (2013). *Discovering the musical mind*. Oxford: Oxford University Press.
- Hofstadter, D. (1979). *Gödel, Escher, Bach*. New York: Basic Books.
- Rothstein, E. (1995). *Emblems of mind*. New York: Times Books/Random House.
- Tanay, D (1999). *Noting music, marking culture: The intellectual context of rhythmic notation, 1250–1400*. Holzgerlingen: American Institute of Musicology, Hanssler-Verlag.
- Lewin, D. (1987). *Generalized musical intervals and transformations*. New Haven, CT: Yale University Press.
- Ohio State University (Southgate & Roscigno, 2009) concluded that participation in musical activities (music lessons outside school hours or attending concerts with the family) positively influenced students' achievement in subjects such as mathematics or reading in both primary and secondary school.
- Southgate, D. E., Roscigno, V. J. (2009). The impact of music on childhood and adolescent achievement. *Social Science Quarterly*, 90(1), 4–21. doi:10.1111/j.1540–6237.2009.00598.x
- Participation in music groups, for instance, has also been shown to be determinant in the development of cognitive and non-cognitive skills, resulting in improved school performance. This finding is consistent with a study conducted with students who participated for several years in child and youth orchestras in Curanilahue (Egaña, Contreras, & Valenzuela, 2010). It is also consistent with a field study conducted with 4,300 primary education students from 18 schools of the Valencian Community (Reyes, 2011), which found an improvement in the academic ratings of children involved in music schools.

Egaña, P., Contreras, D., Valenzuela, J. (2010). Effects of artistic activities on the development of cognitive and non-cognitive skills in vulnerable students: the case of the Curanilahue orchestra. Series of Working Documents 325. Santiago: Department of Economics, Faculty of Economics and Business, Universidad de Chile.

Reyes, M. C. (2011). The academic performance of Primary students studying artistic-musical studies in the Valencian Community (Unpublished doctoral dissertation). Faculty of Philosophy and Educational Sciences, Universitat de València, Spain.

- There is empirical evidence regarding the effects that learning to play an instrument or participating in an orchestral group have on various areas of children's development: improved self-esteem, efficacy, consistency, social intelligence, and improved study habits and rigor, among many others (Fiske, 1999).

Fiske, E. (1999). Champions of change: The impact of the arts on learning. Washington, DC: Arts Education Partnership. Retrieved from <http://www.aep-arts.org/files/publications/ChampsReport.pdf>.

The Benefits of Teaching and Learning about Agriculture in Elementary and Junior High Schools

Knobloch, N. A., Ball, A. L., & Allen, C. (2007). The benefits of teaching and learning about agriculture in elementary and junior high schools. *Journal of Agricultural Education*, 48(3), 25-36. Retrieved from <https://login.gla.ac.uk/login?url=https://search.proquest.com/docview/61869574?accountid=26242>

- The theory of integration underpins the teaching of agricultural topics across the general curriculum because integrating agriculture would likely enhance learning experiences. A diversity of concepts and epistemologies from one content area can enrich student understanding in a different content area (Boix-Mansilla, Miller, & Gardner, 2000).

- As a result, students discover patterns, see the "big picture" and different perspectives about a topic, and develop greater knowledge of other content areas (Boix-Mansilla et al.; Grossman, Wineburg, & Beers, 2000) from their experiences within an integrated curriculum.

Boix-Mansilla, V., Miller, C., & Gardner, H. (2000). On disciplinary lenses and interdisciplinary work. In S. Wineburg and P. Grossman (Eds.) *Interdisciplinary curriculum: Challenges to implementation* (pp. 17-38). New York: Teachers College Press.

- Further, elementary teachers have noted links between students' understanding of food and food production to developing a respect for nutrition, agriculture's role in society, and the environment (Trexler et al.).

Trexler, C. J., & Heinze, K. L. (2001). Prospective elementary teachers understandings of pest-related science and agricultural education benchmarks. *Journal of Agricultural Education*, 42(1), 81-94.

- The theory of integration underpins the teaching of agricultural topics across the general curriculum because integrating agriculture would likely enhance learning experiences. A diversity of concepts and epistemologies from one content area can enrich student understanding in a different content area (Boix-Mansilla, Miller, & Gardner, 2000).

Boix-Mansilla, V., Miller, C., & Gardner, H. (2000). On disciplinary lenses and interdisciplinary work. In S. Wineburg and P. Grossman (Eds.) *Interdisciplinary curriculum: Challenges to implementation* (pp. 17-38). New York: Teachers College Press.

Life Skills- Many of our students are lacking life skills in order to be successful inside and outside of the academic environment. The school district plans on pouring significant resources in order to explicitly teach life skills to students. This will involve more instructional time towards life skills, improved facilities to help with life skills, and systematic curriculum in order to promote life skills.

Mental Health Services- Our District has made progress in mental health services the past couple of years but we hope to improve these services within the next three years of SIA funding. We will have mental health training for our staff members and we will work with the ESD (or another outside agency) in order to provide for therapeutic services to our students.

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)

Camas Valley School District Investment Account Plan activities were intentionally selected to achieve the following outcomes: 1. Cultivate an educational environment that is supportive of the academic, social, emotional, and physical well-being of all students. 2. Provide students with access to well-rounded educational opportunities.

All students will benefit from schools that are safe and staff that is attentive to students' mental and behavioral needs. All students will benefit by offering a more diverse education. All students will benefit by having safer and cleaner facilities. All students will benefit by having explicit instruction for life skills.

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)

Camas Valley School District is focusing on mental health and a well-rounded education. Our focal areas are mainly students in poverty and these themes drastically put students in poverty

Student Investment Account Grant Application Template (Optional)



at a disadvantage. The SSA funds will be used in order to provide opportunities to all of our students and give us the resources in order for them to be successful.

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.

Part Eight: Public Charter Schools (Application-If applicable)

Do you sponsor a public charter school?

-Our School District is a Charter School District.

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

-Everyone involved in the process was involved with the Charter School since we are a Charter District.

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)

You will be asked to upload any SIA charter school SIA specific agreements.