

# Student Investment Account Annual Report Questions

## Butte Falls School District 2020-2021 Annual Report



### Annual Report Questions

#### District or Eligible Charter School

1. There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)

*Explainer: In your response to this question, consider what is most important to share with your community about SIA implementation over the last year. As you reflect on the progress made toward the goals and outcomes you were aiming at with SIA funding, consider and speak to the impacts to student mental and behavioral health, and the reduction of academic disparities for focal students.*

Our SIA implementation efforts were impacted by the Obenchain Wildfire, the Covid-19 pandemic, reduced SIA funding and, even, contractor availability. Despite those challenges, we were able to support student and staff mental and behavioral health and implement academic support services for focal group students.

We contracted with our ESD to provide a school psychologist for 10 hours per week (.25 FTE). That person served a total of 10 students, mostly focal group students, with more than 40 sessions of counseling and also supported several students who were struggling with suicidality. We were able to assist them in getting on safety plans, 504 plans, and help with foster home placement struggles.

We also hired an educational assistant for 24 hours each week (.6 FTE) to expand services for students in grades, K-3. With an additional adult in the classroom, we were able to serve more students and allow more targeted, specific supports for individual students to meet their academic and behavioral needs, especially our focal group students. With added support, teachers were able to refer additional students to the RTI team.

Another outcome is to help staff feel supported by the district and more confident in helping all students learn, especially, focal group students. Butte Falls was invited to participate in a pilot program with Sound Discipline, which allowed us to train and use an effective Student Data Team at our secondary campus. This allowed us to better identify and respond to the needs of Tier Three students. During the training, our teacher team did a deep dive into student engagement and made a shift from "kids are choosing" to engage or not, to what made it difficult or easy to engage. As part of that work, teachers surveyed the students to prioritize student voice and shared the results with them-- that in and of itself changed student engagement. The survey data was analyzed for specific focal group responses and trends. This information was utilized in the Student

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	<p>Data Teams. As they did case studies, they really began to look at individual student behavior as a way to gain better insight to understanding academic and social engagement and learning outcomes. As a result, the team was able to intervene and support the academic and social-emotional needs of students who were otherwise struggling personally and academically. That team will continue going forward and the results will be reflected in increased student success and high school completion.</p> <p>Finally, we used part of our SIA funds to provide more campus security through fencing, security cameras, and campus monitors. Our contractor, however, will not be available until the Fall. A more secure campus will help us to meet our outcome of having staff and students feel safer at school and to feel valued by the district.</p>
<p>2. What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less)</p> <p><i>Explainer: Through this question, we're aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would be helpful to share with students, families, communities and ODE.</i></p>	<p>The most significant challenge was implementing our SIA plan in the midst of COVID-19. As ODE, in collaboration with other agencies, continued to make changes to the Ready Schools Safe Learners guidance, our small district staff had to spend many hours implementing those changes and adjusting our SIA plan to fit in-person, CDL, and Hybrid learning models. Another challenge was having adequate funds to implement the strategies to meet our outcomes. We are a small district and, with reduced funding, we had approximately \$85,000 to spend, which isn't adequate to hire the personnel needed to reach our outcomes. For example, we were not able to hire more educational assistants to reduce class size, an elementary behavior specialist, or additional counselor time. Finally, the Obenchain Wildfire, forced us to close school for two weeks, which shifted our focus to helping families find shelter and food.</p> <p>Another challenge was getting the campus security work completed. Due to COVID, lack of materials and limited contractor availability, the scheduled improvements did not happen on the timeline originally developed. We are on schedule to have the work completed by the end of Fall.</p>

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3. SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)

*Explainer: What we're seeking through this question is a reflection of successes and challenges (if any) in engagement over the first year of SIA implementation. We recognize this question may feel a little redundant to one of the recent SIA Plan Update questions; however, we're hoping to get a little more depth in understanding engagement in general over the year, not just as it relates to informing updates to the SIA plan.*

Because of COVID restrictions, we were not able to have face-to-face community meetings, nor survey students and staff in person. Instead, high school students, staff, and parents were all sent online surveys, and community members were all invited to share at a virtual community meeting. Attendance at the virtual community meeting was strongly encouraged through multiple communications alerting families and the community about the meeting, offering pizza gift certificates for those that attended, and having SOESD support during the meeting to provide technical assistance and facilitation help.

One of things we focused on in our Community Engagement process this year was to include a clear review of the district's 2020-21 SIA plan in all of the surveys and discussions. Like in all districts, the last 12 months of schooling in Butte Falls has been focused on CDL, hybrid instructional models, and all things COVID related. Since March of last year, few parents, students or even staff have thought much about SIA funds priorities and spending. With that in mind, all surveys sent to students, parents and staff included a review of the district's 2020-21 SIA spending priorities, an explanation of the reduction in SIA funds allocated to districts, and the resulting spending of this year's funds. Within that framework, respondents were then asked about their level of support for the current SIA priorities, and any ideas regarding the use of SIA funds in the future.

Butte Falls is a small district (about 225 students total) in a small, tight-knit community. Both last year and this year, all high school students, all district staff, and all parents were asked for their feedback in determining the district's SIA spending priorities. Both years, community members were invited to a meeting (in person last year, virtual this year) to include their input into the process. One additional measure was taken this year that was not included in last year's process. After sending out a survey to all high school students in April, a second survey was sent to two focal groups of students (Hispanic students and students with disabilities) in May. These two focal groups had not been well represented in the survey responses or at the virtual community meeting. Staff determined reaching out specifically to those focal groups would enable their voice to be better represented in the decision-making process. We worked hard to gain insight from as many members of the entire community as possible.

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<p>4. Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less)</p> <p><i>Explainer: In your response to this year, we'd like to hear specifically what guided your prioritization of some activities/strategies over others in light of the reduction in funding and/or shifting community needs. Within this question, you may also offer learnings or surprises that were unanticipated.</i></p>	<p>Our administrative team relied on input from staff, students, parents, and community to identify its original SIA outcomes, strategies, and activities. When the district learned that it would receive reduced funding, stakeholders and focal group populations, through survey data and community feedback, affirmed their priorities: improve student engagement and attendance; increase math and ELA achievement and decrease disparities; improve student mental and behavioral health; improve early learning and literacy; increase student and staff feelings of safety, connectedness while feeling supported and valued. The administrative team used those outcomes as its guide to prioritizing activities. In addition, it used two strategies to implement the activities: 1) Reduce the FTE of new positions; for example, instead of hiring a .5 FTE counselor, the district contracted with the local ESD for a .25 counselor, and 2) Look for other funds such as Title and General Fund dollars to pay for planned SIA activities. For example, the district wanted to hire a college career counselor as one of its SIA activities and, when it couldn't, it used HS Success funds, instead.</p> <p>During the 2020-2021 school year, the district engaged its stakeholders in planning for the next round of SIA funding. During the engagement process, all stakeholders including focal group families received a review of the district's original engagement efforts, which included a review of the initial stakeholder feedback and how it shaped the district's original outcomes, strategies, and activities. Second, when the district learned that it would receive fewer SIA funds than projected, stakeholders, again, saw their feedback on what the priorities were and how that shaped the 2020-2021 outcomes, strategies, and activities.</p> <p>What was surprising was that our stakeholders did not waiver in their priorities despite the challenges of COVID, catastrophic wildfire, and reduced SIA funding. We also learned that our focal group priorities remained the same and that using an Equity lens helps prioritize what we do for focal groups.</p>