



Oregon Student Investment Account (SIA)

Butte Falls School District #91

2021-2023 Update



Part 1: General Information

Applicant: Jackson County School District #91 (Butte Falls)

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Website where SIA plan and update is posted:

<https://www.buttefalls.k12.or.us/about-us/student-success-act>

Part 2: Community Engagement, Equity, and Input

A. Describe how you engaged your focal student groups, their families, your staff, and your broader community to inform the SIA plan update for this cycle.

Because of COVID-19 restrictions, our Community Engagement process this year was limited to virtual and online interactions with students, staff, parents and community members. The process consisted of a series of surveys responded to by students, staff, and parents, a virtual meeting for community members, and small focus groups.

All high school students were sent an online survey in April. Approximately 40% of the students responded. The survey briefly described the district's 2020-21 SIA Plan, and then asked students to respond to a series of questions regarding their academic and personal success at school. The survey included questions about academic supports, non-academic supports (e.g. counseling, safety), expanded course offerings, and before/after school options. A second survey was sent to high school students in May, targeting specific focal student groups – Hispanic/Latino, students with disabilities and homeless/poverty students. We talked individually to focus groups who had very small "n" numbers, and their responses were included in the final survey.

Parents of all students were sent an online survey in April and 33% of families responded. This survey reviewed the district's 2020-21 SIA spending priorities, specifically listing which items were funded and which items were not funded because of the reduction

in SIA dollars. Parents were asked to indicate their current level of support for each of the items listed. In addition, the survey asked for parents' input regarding the district's use of SIA funds for the 2021-23 biennium.

All district staff were asked to respond to an online survey sent out in April and 37% of staff members responded. The first part of the survey was similar to the parent survey, asking for staff to report their support of unfunded items from the 2020-21 SIA Plan, and asking for input regarding the 2021-23 SIA Plan. This survey also included a set of nine open-ended questions asking staff to respond to topics such as staff/student relationships, staff/student safety, academic disparities, students' mental health needs, and how the district can offer students a more well-rounded education.

Both surveys provided the opportunity to sign up for a Virtual Community Engagement meeting that was held in early May. Administration, staff, parents and community attended. A PowerPoint presentation shared a review of 2019-2020 year including the background of the SIA funding, photos and an overview of the findings of the 2019-2020 SSI engagement meetings. The presentation also included the original 2020-2021 SIA budget along with the final budget with reductions and how the district was able to braid other funding streams to offset some of the reductions. Results of the spring parent and staff surveys were also shared, along with an opportunity for parents and staff to comment and/or ask questions. The final half of the meeting was spent in breakout rooms addressing two questions concerning what robust parental engagement looks like and what changes and/or investments help to better support students and families. The breakout groups were then given time to share their discussions with the other groups.

B. How did you build on or adjust your community engagement efforts from last year?

As mentioned above, one of the things we had to adjust in our Community Engagement process this year was to design all activities to be virtual. Because of COVID restrictions, we were not able to have face-to-face community meetings, nor survey students and staff in person. High school students, staff, and parents were all sent online surveys, and community members were all invited to share at a virtual community meeting.

One thing 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 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.

C. Who else did you engage with this year who you didn't engage with last year?

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. A change we made from last year was to include demographic identification questions in all surveys, which allows us to be able to disaggregate data. An additional measure taken this year was to send out a second survey to focal groups of students (Hispanic/Latinx students, students with disabilities and students who were homeless or in poverty) in May. This allowed us to disaggregate this data and make plans to serve those students. We worked hard to gain insight from as many members of the entire community as possible.

D. Did you use the same equity lens/tool as last year?

Yes.

E. Summarize how the equity lens/tool was used, by whom, and when it informed the SIA plan adjustment or amendment (500 words or less).

In developing and refining this SIA plan, *our planning team* met together to review, discuss and consider the eight (8) questions provided in Oregon's Educational Equity Lens as it related to each of our strategies and activities:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups? Our focal groups are Special Education students, Homeless students, Hispanic/Latinx, and students of Poverty. We believe by making these investments, these students will show increases in attendance and annual academic progress.
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap? We believe these investments will narrow achievement gaps between these students and the regular student population.
3. How does the investment or resource allocation advance opportunities for historically underserved students and communities? This plan makes specific investments in student mental/behavioral health and wellbeing.
4. What are the barriers to more equitable outcomes (e.g., mandated, political, emotional, financial, programmatic or managerial)? Our biggest barrier to more equitable outcomes is geographical. We serve two distinct communities; one within walking distance and the other spread out across multiple neighboring communities up to 30 miles away.
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)? We have intentionally involved stakeholders

who are also members of the communities affected by these investments. We did this through fall and winter surveys of parents, student surveys, and a community virtual meeting. We know this based on the analysis of our survey data and our follow up meetings.

6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met? We have adjusted our strategies based on student performance and feedback from our stakeholders.
7. How are you collecting data on race, ethnicity, and native language? Our data on race, ethnicity and native language is collected via our Student Information System registration process which connects with the regional data warehouse.
8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction? We are committed to professional learning for equity. Our plan includes PD investments in Positive Discipline and Trauma-informed practices.

F. Optional: Please include any other information or input that informed any adjustments or amendments to your SIA plan for the next two years.

We are moving forward with much of the planning that we did a year ago. While funding for the 20-21 SIA grant was significantly reduced, we reprioritized some of our other grant-funded initiatives to move ahead with several of the strategies we otherwise would have had to cut from this past year's SIA plan. We were invited to participate in a pilot program with Positive 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. This team met during the pandemic and the required Comprehensive Distance Learning and we were 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.

Part 3: SIA Plan and Budget Update

Please state whether you are submitting a Plan Adjustment or a Plan Amendment.

We are submitting a Plan Adjustment.

Part 4: Public Charter Schools

Please describe the changes in your relationships with charter schools in your district.

Not applicable. Our one K-12 district school is also a charter school.