

South Umpqua School District

Student Success Act

Student Investment Account Plan

March 2020

Part One: General Information

Applicant

School District: South Umpqua School District

Institution ID: 1994

Webpage (where SIA Plan is posted): www.susd.k12.or.us

Contact Person

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Part Two: Narrative

Plan Summary

South Umpqua School District (SUSD) description:

South Umpqua School District (SUSD) is a K-12 public school district located in southern Oregon. Spanning the Myrtle Creek, Tri City, and Canyonville communities, SUSD provides educational services to 1,500 students in five schools: Myrtle Creek Elementary (K-5), Tri City Elementary (K-5), Canyonville School (K-8), Coffenberry Middle School (6-8), and South Umpqua High School (9-12).

Student Demographics:

- 2% American Indian/Alaska Native
- <1% Asian
- <1% Black/African American
- 9% Hispanic/Latino
- 8% Multiracial
- 80% White

21% Students with Disabilities

22% Mobile Students

55% Free/Reduced Price Lunch

District Strengths:

- Smart, capable, and resilient students
- Kind and caring staff, knowledgeable and committed to student success
- Rich local history, pride in local history
- Strong community partner support
- Academic increases in grade 3 English Language Arts over the past three years (near the all student state average)

District Challenges:

- Aging school facilities, cost of renovations and/or replacements
- Difficulties recruiting and retaining highly qualified staff, staff turnover
- Highly mobile student population
- High economically disadvantaged student population
- High trauma impacted student population
- Need for mental and behavioral health services outweigh local resources
- Low mathematics achievement and growth, regular attender rates, and graduation rates (all students, and focal student populations)

Part Three: Community Engagement and Input

Overview of Community Engagement:

SUSD's community engagement efforts included students, staff (licensed, classified, administrative), parents, and community members/partners.

Students: A cross section of high school students, grades 9-12 completed a needs assessment survey, then met with the superintendent for a needs assessment discussion. Students of color, students w/disabilities, and students from traditionally underrepresented student groups were specifically invited to join the discussion. Approximately 20 students participated. **Strengths:** Strong student voice and advocacy. **Challenges:** Relatively low participation from students from underrepresented student groups.

Staff: All staff were provided a needs assessment survey link via email, with the link also posted on the district website for 3 months. Staff were also invited to attend one of three SSA community town hall events. **Strengths:** Multiple opportunities and venues to share ideas. **Challenges:** Relatively low response rate from staff.

Parents & Community/Business Partners: A series of three Community Town Hall events were offered and hosted by the superintendent -- three different dates and locations to accommodate each community served by the district. Events were advertised via: district website, social media, Chamber of Commerce meetings, and school board meetings. Direct mail invitations were also sent to families of Students w/Disabilities, and families of Native American students. Childcare and refreshments were provided at each event. Interpretation services are

made available, as needed. Strengths: Good representation from focal groups, great discussions, valuable feedback to inform the plan. Challenges: Some patrons came with unrelated agendas. Some patrons were frustrated to learn that SIA dollars were limited to certain categories for spending.

Self-Assessment of Community Engagement:

While stakeholder engagement has always been an important aspect of meeting the needs of students, the focus and purpose has shifted. Traditionally, the education system has gathered patrons together to provide information (one-way communication). The SSA engagement events mark the first time our efforts were focused toward two-way conversations. It also marks the first time our focus was on hearing from and learning from specific underrepresented student groups. The shift for patrons to provide meaningful input on how the system is working or could be improved took time to process and for people to trust and buy-in.

Barriers/Resolutions:

Student Voice – We were only able to schedule one student meeting at the high school in preparation for the initial application. While we specifically invited and encouraged students from underrepresented groups to attend, the turnout from our focal groups was fairly low, and we are concerned that we still need more authentic input from these student groups. We plan to schedule and host more meetings with students, expand our student meetings to include middle school, incorporate culture/climate surveys, and are looking at affinity groups where students may be more comfortable sharing.

Trust -- our students, families and community are used to traditional attempts at engagement, and are unfamiliar with this new approach to elicit authentic and meaningful dialogue to meet the needs of underrepresented student groups. However, patrons who did participate expressed genuine appreciation for the opportunity to share their experiences and ideas. To validate these experiences, we have committed to sharing the outcomes from our engagement efforts with students, staff, and community. We are hopeful that this follow through and transparency of process will enhance future efforts and build bridges of trust.

We are also aware that all of the engagement events were offered in a condensed period of time, rather than through continuous and ongoing cycles. We are in the process of building a continuous engagement plan for the district, which will feature ongoing (cyclical) engagement of all stakeholders, and will include two-way communication and feedback loops to inform the district needs assessment. We are confident that this approach will garner increased stakeholder engagement over time, and allow us to focus on specific underrepresented student groups, as necessary.

Relationships/partnerships for future engagement?

We are working with Douglas ESD to cultivate greater engagement with our Cow Creek Band of Umpqua Indian Tribe representatives and families. Some of this work is being done through our Tribal Attendance Project liaison, but the ESD work will strengthen these efforts across the county.

The Ford Family Foundation continues to be a supportive partner, providing culture/climate surveys and data systems to support all local districts in needs assessment activities and plans.

In addition, we are also looking at ways to partner with many of our local businesses, non-profit organizations, and faith-based organizations to share information and provide venues for stakeholder engagement and feedback. We have reached out to the local Chamber of Commerce and are now partnering to advertise events and share district information with a wider audience through connected social media accounts.

Resources to enhance engagement efforts/ODE support?

One of the barriers preventing deeper conversations during engagement activities and events was not knowing the specific allocation amounts for our district through the SIA. Many patrons expressed frustration that they were asked to share information and ideas, but found it difficult to know “how big” to dream. Timely notification from ODE of allocation amounts prior to our community engagement events would have been very helpful in framing the conversation.

Who was engaged?

Students of color

Students with disabilities

Students navigating poverty, homelessness, and foster care

Families of students with disabilities

Families of students navigating poverty, homelessness, and foster care

Licensed staff

Classified Staff

Administrative Staff

Community Based Organizations

Tribal members

School volunteers

Business community

Community leaders

How did you engage your community?

Surveys

In-person forums

Roundtable discussion

Community group meeting

Website

Email

Newsletters

Social Media

School board meeting

Partnering with community-based partners

Evidence of Engagement (5 artifacts required)

1. Sample student survey
Why selected: Example of feedback/engagement from focal student population
2. Community Town Hall Flyer (mailed to SpEd and TAPP families)
Why selected: Example of engagement with focal student populations
3. Data Summary of Input
Why selected: Demonstrates synthesis of information from multiple stakeholder groups
4. Staff Newsletter Communication
Why selected: Demonstrates ongoing engagement efforts with staff
5. Community Newsletter Communication
Why selected: Demonstrates multiple transparent communications with broad stakeholder groups

Strategies and Activities for Engaging Focal Student Populations and their Families (Two strategies we executed and why)

Strategies (at least two)

We leveraged multiple partner organizations, including local area Chambers of Commerce, and the Rural Teams Network. These partner organizations include members from our local non-profit organizations that work closely with many of our most marginalized communities, including economically disadvantaged families and families experiencing homelessness. We also benefitted from the Douglas ESDs relationship with the Cow Creek Band of Umpqua Indian Tribe Education Liaison who is able to directly access and query tribal families.

Additionally, we approached two focal student populations (students with disabilities, and Native American students) through direct mail. We used general announcements, advertisements, and flyers home with students for community input sessions, but also direct mailed invitations to families of our focal student populations. We did this to ensure that every family of our focal student group received multiple opportunities to provide input. This effort was successful, as evidenced by family members who told us specifically that they came because they received the direct mail invitation to an event.

Activities (at least two)

We used a combination of surveys and roundtable discussion with our high school students. We chose this combination because we wanted students to have time to process the questions and content prior to having an in-depth discussion. We provided high school students time during their Advisor period, and had teachers walk them through the questions. Students had the opportunity to discuss their thinking in the safe space of their advisor classroom. They recorded their feedback, then brought their written feedback with them for the roundtable discussion. We believe this gradual release approach deepened the conversation with students by reducing anxiety over what to say.

We used in-person forums hosted by the Superintendent for our community town hall events. This was an important activity because the superintendent was new to the district and community this year. By hosting in-person forums, the parents, staff, and community members were able to interact and build relationships with the new superintendent, while also sharing their celebrations and concerns. Conversely, the new superintendent was able to better understand the needs of the community and the role of the district in meeting those needs.

The in-person forums used focus questions, opportunity for table discussions, and written comments on a collaborative board. We also offered optional comment cards, upon which attendees were invited to share thoughts or ideas that may not have been addressed at the meeting, or that they may not have felt comfortable sharing with the whole group. The comments were collected and added to the data from the meetings.

Additionally, we used social media to share information and garner involvement from stakeholders. This activity was important because the district did not have a prior social media presence. By creating a social media presence, we were able to reach many families who were not responding to traditional communication methods.

Strategies and Activities for Engaging Staff Strategies (at least two)

Our strategy to engage staff was to provide multiple opportunities and venues, as well as ease for any and all staff members to provide input. We used a staff survey to gather input. We shared the purpose for the survey as well as the link to access the survey on our district website, emailed the link to all staff, and provided the purpose and link in our monthly staff newsletter. Additionally, the staff newsletter with the link was posted in all school staff rooms.

Staff was also invited to attend one of three community town hall events. We chose this strategy because we are a small community and many staff live in the community they serve, and/or have their own children in South Umpqua schools. This strategy provided staff members to participate in feedback sessions as either staff member, parent, or community member.

Activities for Engaging Staff (at least two)

Through our monthly staff newsletter, we were able to provide information about the Student Success Act and Student Investment Account, as well as the potential impact on our district. We used the newsletter to explain the purpose of their input, and to invite and encourage staff to engage in the process.

In-person forums were also provided through a series of three Community Town Hall events, in which staff were invited to participate alongside community members. Staff who attended an in-person forum were able to have discussions with other parents and community members,

and share their thoughts and ideas either on the collaborative input boards or through individual comment cards.

1:1 Listen and Learn meetings between the superintendent and district and building administrators were also hosted, to inform our district needs assessment, although not exclusive to the Student Success Act conversations.

Collecting and Using Input

What we learned or are actively learning:

We were pleased to learn that our stakeholders attribute many positives to our district and schools! Themes that emerged included:

- Personnel: Kind/Caring Staff
- General Support of Students and Needs
- Special Education and Gen Ed Programs
- Good Communication from Schools
- Strong Attendance Initiatives

We also found many similarities and trends in our areas of improvement, across all stakeholder groups. The main themes that emerged were:

- Need for practical, well-rounded courses (home economics, basic car care, personal finance, library/media access, PE, art, music, enrichment activities)
- Need for multiple pathways of success, post-graduation (college, trades, military, straight to work)
- Need for mental health/counseling/behavioral support/social-emotional learning support

Additional needs were identified:

- Class size/adult to student ratio/support staff
- Teacher collaboration time
- Increased partnerships with local agencies
- Before/After/Summer school programs and tutoring support
- Parenting support

We are also currently working on a plan to specifically engage with our students and families of color to address experiences of racism, bias, and harassment reported by students during input sessions. We are actively learning about options for staff training, and student education in equity and cultural responsiveness, as well as opportunities for changes in policy and/or processes within the system.

How we applied the input to inform our planning:

We compiled the input from all stakeholder input sessions, surveys, and 1:1 correspondence, to identify and cluster trends in both the positives and the areas of improvement. These clustered

trends were shared with building administrators to consider how they could be addressed within the local context of each school site.

We then reviewed and considered the school and district disaggregated data and root cause analysis work used to inform our district needs assessment and district Continuous Improvement Plan. We looked for areas of need that overlapped with existing improvement plans, efforts, and initiatives, and gave particular weight/emphasis to our identified student focal groups of Students with Disabilities, Economically Disadvantaged students, and Students of Color.

$$\begin{aligned} & \textbf{District Data/Needs Assessment (weighted for focal student groups)} \\ & \text{(Graduation 4 yr, Graduation 5 yr, 9th Gr On Track, 3rd Gr Reading, Regular Attender)} \\ & \quad + \\ & \textbf{District Continuous Improvement Plan (Needs Assessment/Goals/Plans/Actions)} \\ & \text{(Graduation, Attendance, Math)} \\ & \quad + \\ & \textbf{Stakeholder Input (weighted for focal student groups)} \\ & \text{(Students, Parents, Staff, Community)} \\ & \quad + \\ & \textbf{SIA Allowable Purposes} \\ & \text{(Student Mental/Behavioral Health, Increased Academic Achievement/Reducing Academic} \\ & \text{Disparities)} \\ & \quad = \\ & \textbf{District SIA Plan} \end{aligned}$$

Part Four: Data Analysis

Data Sources – How does data inform equity-based decision making?:

We used K-12 student data (all students and disaggregated) to analyze achievement and growth (and existing gaps and trends) in multiple areas, including reading, math, attendance, graduation, and 9th grade on track. Through a root cause analysis process, emphasis was placed where gaps or poorly performing trends exist that negatively impact traditionally underrepresented student groups. Data sources included: FastBridge benchmark data, SBAC reading data (all students and disaggregated, all tested grades), SBAC math data (all students and disaggregated, all tested grades), state attendance data (all students and disaggregated, regular attender rates), state graduation (4 year and 5 year completer) data (all students and disaggregated), state 9th grade on track data (all students and disaggregated).

Additionally, we included anecdotal data collected from students, parents, and teachers during the SSA input sessions, which helped us focus on and weight issues related to equitable access and opportunity for our focal student groups.

Part Five: SIA Plan

Outcomes (Changes)	Strategies (Theory of Action, long term goals)	Activities (Initiatives, plans, Investments)	Priorities (Focus area(s) of strategy/activity)
<p>Improved educational experience for students with disabilities, students who have experienced trauma, and economically disadvantaged students.</p>	<p>If we create, articulate, and implement a systemic plan that addresses students’ mental and behavioral health needs, then we will strengthen our Multi-Tiered System of Support (MTSS), more effectively educate our focal student groups, promote and increase capacity for inclusive practices, improve attendance, and support social-emotional learning.</p> <p>Goal: All Students: Reduced referral data. Baseline: 2039 district incidents Yr 1: 1839 Yr 2: 1655 Yr 3: 1489</p> <p>Focal Std: Reduced referral data and increased amount of time in gen ed class. Yr 1: 10% reduction from previous year. Yr 2: 10% reduction from previous year. Yr 3: 10% reduction from previous year.</p> <p>Leading Indicators: Referral Data, Suspension Data, LRE Minutes Data, regular attender data, master schedules w/SEL minutes, RtI/PLC meeting agendas & notes.</p> <p>Lagging Indicators:</p>	<p>Program Administrator: (Build/implement comprehensive district-wide plan to meet student mental and behavioral health and safety needs and support general education teachers in inclusive practices, K-12)</p> <p>Social-Emotional Learning Curriculum and Practices Adoption, Materials, professional development, coaching support.</p> <ul style="list-style-type: none"> - Yr 1: K-2, 9-12 - Yr 2: 3-5 - Yr 3: 6-8 <p>Counselors (2 Licensed): improve ratio from current 500:1 to proposed 300:1 (<i>if unable to hire HQ staff, will expedite timeline on SEL adoption, and/or increase IA or skills trainer time to support student behaviors</i>)</p> <p>Elementary Skills Trainers (2 classified): direct service to students, provide embedded coaching in gen ed classrooms to improve coping skills. PD/Training</p> <p>Family Advocate (1 classified): Work as family liaison to connect students and families to resources, provide parenting</p>	<p>Mental and Behavioral Health Needs/Health and Safety</p>

	Referral Data, Suspension Data, LRE Minutes Data, regular attender data.	classes, support attendance initiatives. Materials/Consumables, Mileage/Phone	
Improved academic outcomes and improved safety for students of color.	<p>If we better understand the lived educational experiences of students of color and/or historically underrepresented student groups in SU, then we will be able to systemically improve and/or implement policies and processes to improve academic outcomes and the culture and climate of our schools for focal student groups.</p> <p>Goal: All Students: Reduction of exclusionary discipline (suspensions and expulsions). Improved culture/climate. Yr 1: 150-135 Yr 2: 135-120 Yr 3: 120-105</p> <p>Focal Std: Eliminate gap for disproportionate discipline w/students of color. Improved culture/climate. Yr 1: 10% reduction from previous year. Yr 2: 10% reduction from previous year. Yr 3: 10% reduction from previous year.</p> <p>Leading Indicators: Student/Staff Survey Data</p> <p>Lagging Indicators: District Equity Plan, District Equity Policy, Student Disproportionate Discipline Data, Student/staff survey data.</p>	<p>Culture/Climate/Safety Survey for Students (IRRE)</p> <p>Culture/Climate/Safety Survey for Staff (IRRE)</p> <p>District Equity Plan / Committee</p> <ul style="list-style-type: none"> - Committee Time/Mtgs - District Policies - District Processes - Staff PD - Student Practices - Exclusionary Discipline 	Increase Academic Achievement and Reduce Disparities for Focal Student Populations / Health and Safety

<p>Increased Staff Capacity and Improved Student Academic Outcomes</p>	<p>If we provide embedded instructional coaching and support to teachers and classified staff in reading and mathematics, and increased student access and opportunities for reading and math intervention and enrichment, then we will improve academic outcomes for all students and focal student populations.</p> <p>Goal: All Students: Academic Reading and Academic Math Reading Baseline 43% Yr 1: 44.1% Yr 2: 44.6% Yr 3: 45.1% Math Baseline 36% Yr 1: 38% Yr 2: 40% Yr 3: 43%</p> <p>Focal Std: Academic Reading and Academic Math Reading Focal Groups Baseline: 34% Yr 1: 35.1% Yr 2: 36.3% Yr 3: 37.5%</p> <p>Math Focal Groups Baseline: 22% Yr 1: 25% Yr 2: 28% Yr 3: 31%</p> <p>Leading Indicators: Coaching cycles/schedules, PD calendar, school master schedules w/library and technology, Tutoring/Enrichment plans/schedules, benchmark and progress monitoring assessments in reading/math.</p>	<p>Math Instructional Coach (1 Licensed): Provide professional development and embedded instructional coaching in mathematics best practices.</p> <p>Rdg Instructional Coach (.7 Licensed – current .3 Gen fund): Provide professional development and embedded instructional coaching literacy best practices.</p> <p>Library/Media Techs (3 classified): Provide library and media support at all elementary schools during student contact time.</p> <p>Chromebook Carts (increased tech access for intervention/enrichment groups)</p> <p>Before/After School and/or Summer School Programs at all school sites for Tutoring and/or Enrichment activities.</p> <ul style="list-style-type: none"> - Staff Hours - Planning - Materials - Food - Transportation 	<p>Increase students; academic achievement and reduce disparities for focal populations / Instructional Time, Well Rounded Education</p>
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	<p>Lagging Indicators: SBAC reading, SBAC Math</p>		
<p>Improved Academic Outcomes and Improved Graduation Rates for all Students and Focal Student Populations</p>	<p>If we improve our middle and high school systems, schedules and course offerings and provide students with multiple pathways for success, then we will increase instructional time, improve academic outcomes and graduation rates for all students and for focal student populations.</p> <p>All Students: 4 yr Grad Rate Baseline 75% Yrs 1: 76.6% Yr 2: 78.3% Yr 3: 80%</p> <p>Focal Std: 4 yr Grad Rate Focal Groups Baseline 72% Yrs 1: 74.1% Yr 2: 76% Yr 3: 77.9%</p> <p>Leading Indicators: HS Schedule, HS PD calendar, Pathways Plan (MS to HS).</p> <p>Lagging Indicators: 4 yr Grad data, 5 Yr Completer data,</p>	<p>Stand.org High School Success Program (Panorama data warehouse, teacher release time, materials): Provide research based best practice professional development and support to SU Freshman Success Team and building administrators.</p> <p>Convert SUHS to block schedule: Provide students additional credit earning opportunities, increase instructional minutes, expanded core and elective course offerings, multiple pathways post-graduation. Provide teachers with common prep time for planning lessons and reviewing data.</p> <ul style="list-style-type: none"> - 2.5 FTE Licensed Staff - Curriculum for added courses - Materials for added courses - Professional Development for added courses <p>Elective Course Offerings: Begin the process of building and/or aligning core and elective course offerings between middle and high school with multiple pathways. Provide practical, hands-on electives for students.</p> <p>8th-9th Transition Summer Program: Provide direct service to students transitioning to 9th grade through remedial core subject tutoring, and high school success practices.</p>	<p>Increase students' academic achievement and reduce disparities for focal populations / Well-Rounded Education, Instructional Time</p>

		Extra-curricular activity fees reduced and/or waived for all middle and high school students to increase access and opportunity for economically disadvantaged students.	
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Equity Lens:

The SUSD Equity Lens (Adapted from the Oregon Equity Lens) will be uploaded to ODE with SIA plan and budget.

We adapted the Oregon Equity Lens for use with our Student Investment Account Plan. Each planned activity or investment was filtered through the Equity Lens questions. As necessary, planned activities or investments were adjusted to promote more equitable access and opportunity for focal student populations. One of the goals within our SIA plan is to form a district Equity Committee, for the purpose of further developing the equity lens and forming equity policy and practice recommendations for the district.

Part Six: Use of Funds

South Umpqua School District’s SIA plan will address the following allowable use categories:

- Student Health and Safety Needs
- Expanding availability of and student participation in well-rounded learning experiences

Describe how the plan will help meet students’ mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law:

The plan to address students’ mental health needs will be addressed through a comprehensive and systemic plan of support that addresses students’ mental and behavioral health needs. The plan will include a program administrator to oversee district programs and provide professional development/training in the areas of behavior and mental health, a strengthened multi-tiered system of supports, increased capacity for inclusive practices, improved student to staff ratios in high needs areas through the use of skills trainers and counselors, trauma informed practices, and social-emotional learning, K-12. The plan seeks to specifically connect our focal student populations of Students with Disabilities and Economically Disadvantaged to school, district, and community resources through a dedicated Family Advocate.

The plan to increase academic achievement and reduce academic disparities for focal student groups will be addressed through multiple means including: instructional coaching in literacy and math, before school/after school/summer school tutoring opportunities, increased intervention/enrichment opportunities, increased library and media opportunities, and increased elective course offerings. Additionally, the high school will incorporate work through

a partnership with Stand.org Center for High School Success to improve 9th grade on track and graduation rates, and increased instructional minutes through the block schedule.

Additionally, the plan to reduce academic disparities will be addressed through equity work that includes culture/climate/safety surveys for students and staff, and the formation of a district equity plan and committee. This committee will review disproportionate data for the purpose of researching, planning, and implementing district equity policies and processes, professional development, and alternative discipline procedures.

Potential academic impact for all students and the focal student groups:

The potential academic impact for all students includes: reading achievement and growth above the state average, math achievement and growth at or above the state average, 9th grade on track at 100%, and 4 year graduation rates at 95% or higher. The potential impact for our focal student groups includes: increased achievement and growth in both reading and math, 9th grade on track at 100%, and 4 year graduation rates at 95% or higher. The potential impact for the focal student group of students of color and historically underrepresented groups is a elimination of the opportunity gaps in all measured academic areas.

Barriers, risks, or choices that could impact the potential for focal students to meet the longitudinal growth targets?

Our greatest barrier is the challenge of finding, hiring, training, and retaining highly qualified staff for many of the positions outlined in the plan. Hiring HQ staff is already a challenge in our area due to limited resources, and we expect the issue to be exacerbated by the fact that all surrounding districts will have similar needs for staffing through SIA funding.

We have attempted to mitigate this challenge by creating a three-year tiered plan that has alternative solutions in the event we are unable to hire HQ staff, as planned.

Part Seven: Evidence of Board Approval

February 19, 2020 Board Agenda and Minutes will be uploaded to ODE with SIA plan and budget.

Part Eight: Public Charter School Participation

Not Applicable