

Ukiah School District 80R

Student Investment Act

Equity Lens

We will include a copy of our current Equity Lens document.

Community Needs Survey

Patterns/Concerns we have heard:

Ukiah's parents – generally –don't find fault with the school. They let us do what we think is good for their students. At elementary grades, when we schedule specific times for conferencing at grade-report intervals, about 50% of parents attend. At the middle school level, attendance drops to less than 40%, and at high school, when we open hours for Parent-Teacher Conferences, parents attend at less than 25%, even when specifically scheduled.

However, when parents are concerned about anything at school, they let us know! They might call for a conference with a specific teacher, or with the superintendent. They might keep their children home for a few days. They might write a letter to the teacher.

In December 2019, when we needed to create a needs assessment related to SIA, we created a flyer, and asked School Board members to distribute those documents to the general populace. It was an open-ended, invitational opportunity for the community to let us know what was going well, and what needed attention, at school. School Board members took them. Only one flyer was returned. In general, the opinion of that stakeholder was: Nothing is really wrong. Keep doing things for kids.

Not very valuable for collecting information.

So, with little outside help, in January 2020, two teachers, a library aide, and a custodian brainstormed after school one afternoon, and came up with several ideas to improve school. We dreamed big (build a new gym). We included items that were out of reason, along with ideas that seemed probable or reasonable (offer free breakfast and lunches). After the list was compiled, we gave the list to every staff member at school, and to every school board member. We asked them to talk to others about the list, and to order the list into First, Second and Third priorities, and to "not very important right now."

We distributed 13 surveys in February 2020; ten – 77% - were returned. See results of that plea for feedback, attached. In addition, throughout February, we visited with high school and middle school students as the surveys began to be returned, so that we could include their wishes/desires/dreams into our plans.

With this information, we began to make our plans for upgrades to the school building, general safety and security concerns, improvements to educational offerings, and other items which were raised through the survey process.

Over the past three summers, several of the items from the surveys have been accomplished, and plans to accomplish others have been begun. For example, our current playground equipment was installed before 1960. It is sturdy, but some items (tall slide, merry-go-round and cargo net) have been removed because of safety/insurance concerns. We have hoped to find suitable, safe alternatives for student use, and are in the final steps of organizing that. SIA funds may help us with that goal. Since our elementary is fewer than 20 students, we don't need huge play structures, but we do want to assure that our students have fun during recess times.

A company will come to install a fun, modern plays pace the summer of 2022, if SIA funds can be used to purchase the equipment.

Another example of building upgrades – based on the community survey – is that we replaced all old plywood restroom partitions with metal partitions summer, 2020. It has been a huge improvement in cleanliness, and security for those rooms.

We hired contractors – summer 2019 - to address peeling paint surrounding all windows, doors, and eaves on our building. These had not been painted in at least 30 years – and the community has noticed and commented that the building looks cared for.

We still have large jobs to accomplish.

However, we are making strides toward meeting the needs identified: this summer (July 2021), our shop building, not used for classes in 25 years, will be upgraded and re-furbished, because we have found an instructor who can be certified to teach CTE classes. The students are buzzing with ideas of what classes they will take advantage of.

So, in our community of about 250 people, we have tried to understand public opinion, respond to needs and concerns voiced, and work to generally improve the building for which they pay taxes. The public, when they have attended an event, or visited a class, do comment that we seem to be responding well to the needs that have been noticed.

In August of 2020, we hired a part time superintendent. (For 5 years, we had operated with a Lead Teacher concept, but knew that it was not an ideal situation.) Because we now have a person to handle day-to-day office needs, and who knows employment law, we feel that we are moving in a positive direction.

In these ways, we have connected perceived needs, from student input to parent comments, to activities and strategies that have led to positive outcomes in our school district.

Intended Outcomes, Strategies and Activities supported by Student Investment Act funding:

Outcome #1: Provide a well-rounded education for students

A. Develop and Implement a Program of Student in Manufacturing

It has been about 30 years since Ukiah School District has offered “shop” classes. We have an aging shop building, which was used extensively for many years, until budget cuts forced us to close the shop. We have worked for several years with the Career-Technical Education folks at the Intermountain ESD, and at the state level, to find ways to offer CTE classes – something nearly every student has requested - and we are delighted to announce that Ukiah will again offer CTE courses again next school year. We need to make upgrades to the ventilation system in the shop, and SIA funds will be used to partly fund this effort. For student and instructor health and safety, we must make improvements to that ventilation system, and will purchase safety equipment, hand and power tools necessary for classes next fall.

B. Provide Music Instruction and purchase instruments needed:

A second strategy to enhance education opportunities for students is to offer music instruction. The Inland Northwest Musicians, an all-volunteer group who practice regularly together, and organize free concerts to a large portion of Eastern Oregon and Southeast Washington, has arranged for a retired music teacher to come to us weekly. The result is that many of our elementary students begin playing strings instruments.

When we began this project, most students who wanted to learn violin were middle school age. Several instruments were donated to the school, and we were able to help most students with no-cost instruments. As the program has continued – now in its 3rd year – we are able to have students begin strings instruction in grade 3. We need to purchase the right size violins, violas and cellos for this service to continue. We would use SIA funds to purchase those instruments, and to pay for the instructor, for another season.

With every music program, sheet music must be purchased. SIA funds would be used for this purpose, as well.

Several years ago, in a program organized by the Hand Chime Association of Oregon, we were able to teach students some basic music instruction when they loaned us a set of hand chimes for a year. Our language arts teacher used some class time to teach basic music to students (music is a kind of reading – right?!), and the students performed at the Christmas program, for Senior Citizens at lunch, and for a Spring Arts festival. Students who learned to play hand chimes years ago have begged for us to get a set of the instruments, and we would like to use some SIA funding to accomplish this. We hope to add chimes to student life in 2022.

Outcome #2: Provide as safe and secure environment for students and staff

A. Building Security: Student Safety

Ukiah School District building began as a one-room schoolhouse in 1923. (We are planning a year-long centennial celebration in 2023!) Through the years, the building has been expanded and improved. We now have eight classrooms, a gym, cafeteria, library and offices – all that is necessary. However, one area that needs attention is safety and security for students and staff. We made essential upgrades when COVID requirements made it necessary to keep entrances

secure: an automatic unlock switch was installed in the office, with a single camera, so that we could unlock one essential door from the office and be certain of the person requesting entrance. This has been a huge positive step.

Now we can see that additional security is necessary. We need to install cameras around the perimeter of the building. By doing so, we can more carefully screen any person who enters our school property, including playgrounds and parking areas. This system would alert us of intruders, whether during school hours or after school hours.

We have contacted a security company who can install cameras and accompanying software that will keep every student safe throughout the school day, and maintain security after school hours as well.

In the original SIA plan submitted to ODE, the district was going to use SIA funding to replace windows. With increase funding made available through ESSER, the District has proposed using these funds to pay for window replacement. Replacing all windows will improve ventilation in each classroom, which is an allowable expense for using ESSER funds. Instead, the District would like to address another safety concern using SIA funding to purchase and install surveillance cameras inside and outside the building, which was discussed during the January 2021 School Board meeting. The cost of purchasing and installing the surveillance cameras can be providing with the SIA funding that must be spent by August 31, 2021.

This safety equipment will assure that our building is safe and secure, for students and staff.

B. Install safe new Playground Equipment

Another need for using SIA funding is the space for recess and recreation for elementary students. Our playground equipment, swings, climbing apparatus, and teeter-totter was installed before 1960. It is sturdy, but some items (a tall slide, a merry-go-round and a cargo net) have been removed over the years because of safety and insurance concerns. We have hoped to find suitable, safe alternatives for student use, and are in the final steps of organizing that. SIA funds may help us with that goal. Since our elementary is fewer than 20 students, we don't need huge play structures, but we do want our students to have enough equipment to have fun on during recess times.

A company will come to install a fun, modern play space if SIA funds can be used to purchase the equipment. Our Kindergarten through grade 4 students will enjoy playing on new, state-of-the-art play equipment.

Outcome #3: Improve our physical education program for all students

A. Enhance our Physical Education Program for middle school and high school students

To enhance Physical Education for middle school and high school classes, we will install a Fitness Square, an outdoor area with specific fitness equipment which will add new and interesting options for exercise and fitness for grades 5 through 12.

A portable sound system for Physical Education classes will also be purchased, which will help students hear guidance from instructors in the outdoor setting, such as archery. This equipment can also be useful for events at schools, such as basketball and volleyball games, as well as for special events, such as may come about as we plan our Centennial celebration.

Outcome #4: Ensure Equity is addressed in all outcomes, strategies and activities included in the plan

A. Ensure Equity is addressed in the decision-making process

Throughout the development of Ukiah's SIA Plan, the district utilized an equity lens to ensure the plan fit our district's mission and vision. The next step was to ensure racial/ethnic and underserved subgroups of students were identified to determine if there were any intended or unintended impact on students.

The next step in development of the SIA plan was to determine if there were any barriers that existed that needed to be address to ensure the district is meeting the needs of all students. We are committed in involving students, staff, school board members and community members in determining what outcomes the district should focus on.

The final step in addressing equity was to determine if the decisions the district made were reasonable, supported by data, able to be completed with available funding and timeline. The district also determined if the outcomes could be sustained once the activities have been completed.

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Procedural Questions

1. *Does this fit with our mission and vision?*
2. Who does it impact?
 - Are all groups considered?
 - Who are the racial/ethnic and underserved groups affected?
 - What are the potential consequences - intended or unintended?
3. What barriers exist?
 - Are we considering mandated, political, emotional, financial, programmatic, or managerial constraints?
4. How are stakeholders engaged?
 - Are voices of each affected community group represented?
5. Is the decision reasonable?
 - Does the decision fit our context?
 - Is there data to support the decision? Is the data reliable and valid?
 - Can the decision be sustained?