



Yoncalla School District

## **2020-2021 Student Investment Account Annual Report**

The Oregon Legislature passed the Student Success Act in 2019 including the Student Investment Account for K-12 students.

The Student Investment Account is a grant available to all Oregon school districts and eligible charter schools established for two purposes: (1) meeting students' mental or behavioral health needs and (2) improving academic outcomes and reducing academic disparities for students of color, students who are tribal citizens, students with disabilities, emerging bilingual students, and students navigating homelessness, and foster care.

The Student Investment Account grants give districts wide latitude in determining through the engagement process how best to use the allocated funds to improve outcomes for students as long as the use falls within one of four allowable categories: (1) increased instructional time, (2) improving student health and safety, (3) reducing class size, and (4) well-rounded education.

The attached spending report shows how Yoncalla School District utilized the Student Investment Account grant during the 2020-2021 school year. The report also includes questions from the Oregon Department of Education and our school district's answers.

## WHAT IS THE STUDENT INVESTMENT ACCOUNT?

Close to **\$500 MILLION** in non-competitive grant money for all Oregon school districts and eligible charter schools.

New money has two purposes:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
  - Students of color;
  - Students with disabilities;
  - Emerging bilingual students; and
  - Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in our schools.

### 5 Areas for Input

- 1 Reducing academic disparities (gaps between outcomes for different student groups)
- 2 Meeting students' mental and behavioral health needs
- 3 Providing access to academic courses
- 4 Allowing teachers and staff sufficient time to collaborate, review data and develop strategies to help students stay on track to graduate
- 5 Establishing and strengthening partnerships

**Allowable Investments**

- CLASS SIZE
- WELL-ROUNDED EDUCATION
- INSTRUCTIONAL TIME
- HEALTH & SAFETY

## YONCALLA SCHOOL DISTRICT STUDENT INVESTMENT ACCOUNT FISCAL YEAR 2020-2021 SPENDING REPORT

K-2 Transition Specialist	\$20172.70
Literacy Camp	\$57.06
After School Club	\$3944.78
Credit Recovery	\$480.95
School Nurse	\$31437.50
Grant administration Costs	\$464.71
<b>Total Costs</b>	<b>\$56557.70</b>

### Notes

1. The District SIA grant was assembled through parent, staff, student and Board information gathered during the 2019-20 school year.
2. The school nurse was in place of a counselor in the building. This decision was made based on the current pandemic.

# **2020-2021 Student Investment Account Annual Report**

## **Question #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)**

## **Response**

The biggest issue for Yoncalla School District is that we had to divert money away from mental health to fund a nurse position because of COVID-19. We are now looking for other ways to come up with the funds to get a fulltime counselor into our buildings. Being a small rural school, the community had made counseling services one of the higher priorities for the SIA funds. The good news is that the hiring of a nurse has helped us deal with quarantining issues throughout the district. The nurse has also been an important part of our protocols to help keep the school open this past year. She has also been working with our attendance team on keeping track of student attendance. Also, in the next two years we are hoping to make a shift away from the nurse and invest heavily into mental health. As far as the nurse helping to meet progress towards our goals, she has been instrumental in keeping parents and staff apprised of new ODE or local health authority changes. She has also helped to make sure that we are following our Safe Schools protocols. This has helped to reduce the common cold symptoms that we get during the colder months of the year.

## **Question #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)**

## **Response**

We have done a really good job of overcoming barriers in regards to our SIA implementation. Some specific positions are difficult to fill, especially in a small rural area. Probably the biggest barrier is finding qualified teachers to come and be a part of our district. While this is true, we have been able to hire a few extra people, such as hiring a physical education teacher at the elementary school and a Dean of Students to focus on strengthening our math programs K-12. Also, we will continue to look for ways to integrate

art into the elementary. While we continue to find ways to do this with our staff, it is just not economically feasible for us to hire an art teacher at this time.

### **Question #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)**

#### Response

Engagement over the past 2 years has been good, however, it was far better in the years prior to COVID. Before COVID, we were making incredible strides in parent engagement. While it is still high on our list, Zoom meetings have put a damper on the actual engagement. We have not been able to have our annual summer BBQ with parents to kick off the school year. Meetings on Zoom have been challenging in that we have always provided child care for our parents, so they are able to attend meetings without distractions. Zoom distractions are common place!! We continue to do site council meetings where parents and students are given a voice at the table. We also make sure that all of our meetings are equity based and ask the question, who is not represented? This helps us to keep other possible stakeholders in all of our conversations. We also have taken advantage of parent, staff and student surveys. This has helped us to make sure that we continue to represent what the community wants as far as classes in the school. This also drives our SIA conversations as far as needs.

### **Question #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)**

#### Response

As stated above, surveys of parents, students and staff is what has driven the priorities in the first year of SIA. The community has been very clear about what they view as the needs of the district. What stands out is the fact that we were able to offer summer programs with the help of SIA. We were also able to offer an after school opportunity for all students, and especially those who were in need of academic support. These programs have helped us to strengthen our elementary school and hopefully we will see this success trickle up to the high school. From the initial data that we have, students at the elementary school who attended our summer learning opportunities, came into school in August ready to learn and are having less emotional outbursts. The question about key decisions is fairly straight forward. The best example is the changing from the counselor to a school nurse. I went through the Site Council with this information and a few possible scenarios. They agreed that the most prudent course of action with COVID is to provide a nurse if possible. Once the decision was made with the Site Council, I ran the same information by the school board members. They also agreed. We take a shared decision making approach at YSD that we are proud off, however, ultimately the superintendent has to take into account all the

information that we have gathered to make sure that we can afford to add viable positions to our system. Finally, navigating through this past year has been challenging as it relates to SIA. As stated before, we had a sound plan that we were excited to enact, however, no one foresaw a pandemic. Not being able to hire a behavioral specialist was a blow to our community. They were looking forward to the district tackling mental health issues. We will continue to search for ways to do this. The advent of COVID-19 has slowed us down a bit, but we are looking at the new plan with increased vigor as we move forward.



## STUDENT INVESTMENT ACCOUNT

The SIA is a non-competitive grant available to all Oregon school districts and eligible charter schools, established for two purposes: (1) meeting students' mental or behavioral health needs and (2) improving academic outcomes and reducing academic disparities for students of color, students who are tribal citizens, students with disabilities, emerging bilingual students, and students navigating poverty, homelessness, and foster care.

The Student Investments Account grants give districts and eligible charter schools wide latitude in determining through the engagement process how best to use the allocated funds to improve outcomes for students as long as the use falls within one of the described allowable use categories.

**The SIA allowable use categories are noted below with examples of how applicants may use the funds:**

- 1. Increased Instructional Time**
  - Increase hours or days of instructional time;
  - Add summer programs and/or before and after school programs.
- 2. Improving Student Health and Safety**
  - Invest in social-emotional learning and development, student mental and behavioral health;
  - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at school;
  - Student health and wellness, trauma informed practices, school health professionals, or facility improvements that improve student health or safety.
- 3. Reducing Class Size**
  - Increase the use of instructional assistants, educators, and counselors;
  - Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
- 4. Well Rounded Education**
  - Include developmentally appropriate and culturally responsive programs;
  - Broaden curricular options at all grade levels (including access to art, music, PE, science, etc.);
  - Increase access to educators with a library media endorsement.

Grant recipients are also allowed to spend a small portion of funding on ongoing community engagement activities and administrative costs.

At the heart of the SSA is a commitment to improving access and opportunities for students who have been historically underserved in the education system.

To receive funding, applicants needed to comply with application requirements set forth in the [Student Success Act](#) and informed by the [Guidance for Eligible Applicants](#) provided by ODE in December 2019, which included focused community and student engagement, use of an equity lens, alignment to the district continuous improvement plan, consideration of relevant data, and consideration of the recommendations of the state's [Quality Education Model Report](#).