



Yoncalla School District

2021-2022 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

YONCALLA SCHOOL DISTRICT STUDENT INVESTMENT ACCOUNT FISCAL YEAR 2021-2022 SPENDING REPORT

K-6 Transition Specialist	\$16,197.42
Dean of Students	\$78,938.66
Dual Credit Coordinator	\$15,924.43
Emergency License Fee	\$3944.78
Attendance Report Cards	\$369.36
School Nurse	\$19,312.50
Grant administration Costs	\$1584.97
Total Costs	\$132,459.34

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.

2021-2022 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

Most of the behaviors, actions, policies, and practices revolve around communication with staff, community and the students. The Board is 100% behind where the money has been distributed throughout this process. Implementation has been another issue. Trying to get mental health services in Douglas County has been challenging. We have been working for these services for a year and a half. We finally got a counselor a week ago. We are hoping to build on this and have better communication with our local service provider so there is no disruption in services. Also, policies have not changed, but we are looking at data closer than ever and looking for gaps between traditionally marginalized groups.

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

Most of the barriers have revolved around access. This is typical for small rural schools, however, working with the health care system has been frustrating at best. Everyone says the right things, but the follow thought is atrocious. There is no accountability, and this has caused us to reevaluate our spending throughout the process. Also, it would be nice with budgeting if we had information about summer learning funds much earlier. That would allow us not to budget these funds in our SIA budgeting

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

For the Yoncalla School District, we have seen parents and students begin to understand the process and they have commented that the District is listening to their thoughts. We have heard this and seen it through our parent and student surveys and our local Yoncalla Engaged Students group. We are taking the opportunity to involve this parent group in our Site Council and our Governance Committee. On the spectrum, we are at 3-4. We are purposely involving our community, and we are working on collaborating with them throughout the process. This step works during some phases and is lacking during others.

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

The things that stand out are the additions of staff and our ability to offer numerous opportunities to student's grades K-12. We have seen a change in culture at the elementary level as we work to add an afterschool club and focus on attendance issues, while at the high school level, the students are loving the dual credit offerings. This would not happen without the funding through SIA. I would also add that we have learned that getting community involvement is not that difficult. The community wants to give feedback, and they have been more than willing to help us prioritize the use of these funds.

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](#).