



Yoncalla School District

2022-2023 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 2022-2023 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 2022-2023 SPENDING REPORT**

K-6 Transition Specialist	\$15,471.46
Dean of Students	\$69,119.43
Dual Credit Coordinator	\$15,498.48
Emergency License Fee	\$197.00
Math Intervention Specialist	\$6,035.02
Elementary After School Club	\$5,954.97
Literacy Camp	\$18,569.70
Staff Conferences	\$10,584.78
Furniture for Classrooms	\$24,108.00
School Nurse	\$17,703.50
Administration Costs	\$1,238.51
Total Costs	\$184,480.85

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 parent survey information.

2022-2023 Student Investment Account Annual Report

Question #1

What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

Response

With the implementation of the Student Success Act, the Yoncalla School District has seen improvement in all of the progress markers that ODE has set. In particular, we have an equity lens in place and use it to drive decisions. The lens is used with staff, students, and outside entities. Our use of data has taken a huge step forward. We now have regular conversations about data and empower the staff to use the data to drive decisions in the classroom. We also have several processes in place to identify students who are struggling and we now have ways to help them whether it be through an after school club or summer opportunities. To sum this up, the impact of our SIA funding has been pivotal to the extent that we now are seeing growth in areas such as freshman on track, regular attenders, graduation rates, and we are hoping we will begin to see an increase in the college going culture for our small rural community.

Question #2

What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

Response

Our data continues to tell us that our freshman on track has risen as well as the graduation rate. The graduation rate has risen substantially. Last year we were 13% above the state average. We are seeing our attendance rates sky rocketing this year. While I do not want to jinx us, our averages so far have been right around 90% with our 7th grade being at 97%. Last year, we were working on regular attendance at the elementary level. This year, our kindergarten has gone from 40% to 90% attendance. This is a reflection of our hard work in working with parents through our nurse, counselor, and attendance monitor. It also helps that we have set aside time for the attendance monitor to go and pick up students who miss the bus or need a gentle push to get to school.

Question #3

SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year?

Response

We added extra time to our school nurse. This was done with input from many areas, however, parents were suggesting that the half time nursing services was not able to meet the needs of the students. We found extra money and added a day to her schedule. The students at both buildings love having access to her, and she has also accompanied our attendance monitor to homes to help with parents keeping students home for small health issues. As stated above, this has helped immensely with our past attendance issues. Also, our summer school programs at both buildings have been well received and we are beginning to see positive results, especially at the elementary school.

Question #4

As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?

Response

The lessons learned continue to mount. As stated above, having the school nurse and the summer school programs have been extremely valuable. Two areas that we are seeing growth in are the after school club at the elementary and the Expanded Options (Dual Credit) Coordinator at the high school. We have set aside money in the budget for transportation to help with the after school club. Because of this, parents have been positive about letting their children attend. We are hoping that this commitment will allow us to see academic growth. We are definitely seeing the culture in behaviors and academics beginning to change at the elementary school. We now need to see the results in state testing. The lesson learned from the Dual Credit Coordinator is that we have more students than expected who want to take college classes. This also ties into our High School Success money as we have invested in the AVID program with those funds.

STUDENT INVESTMENT ACCOUNT

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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](#).