



## CROW-APPLEGATE-LORANE SD

We believe that every student will graduate on time equipped to pursue his/her highest aspirations.

Board Meeting 11.18.21



# Student Success Act | SB 3427

## \$2 Billion to the State School Fund

20%

Early Learning Account

50%

**Student Investment Account**

30%

Statewide Education Initiatives Account

## Equity-Focused Investment

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes.



# Community Engagement

Help determine the best investments for students in your local community that:

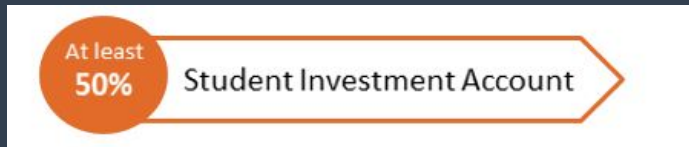
- Address students' mental and behavioral health,
- Reduce disparities based on race, language, disability, poverty
- Improve teaching and learning conditions.



# STUDENT INVESTMENT ACCOUNT



**Goal 1—Meet students' mental health/behavior needs.**



**Goal 2—Increase academic achievement, including reducing academic disparities for:**

**Students of color**

**Students with disabilities**

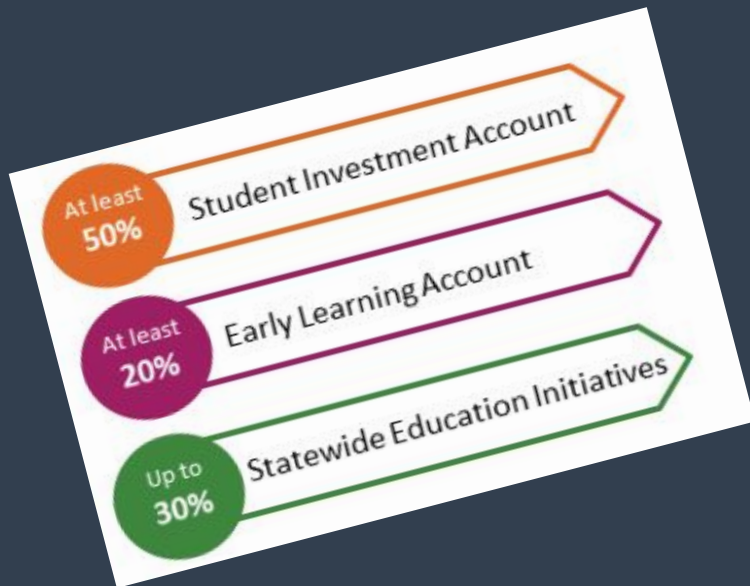
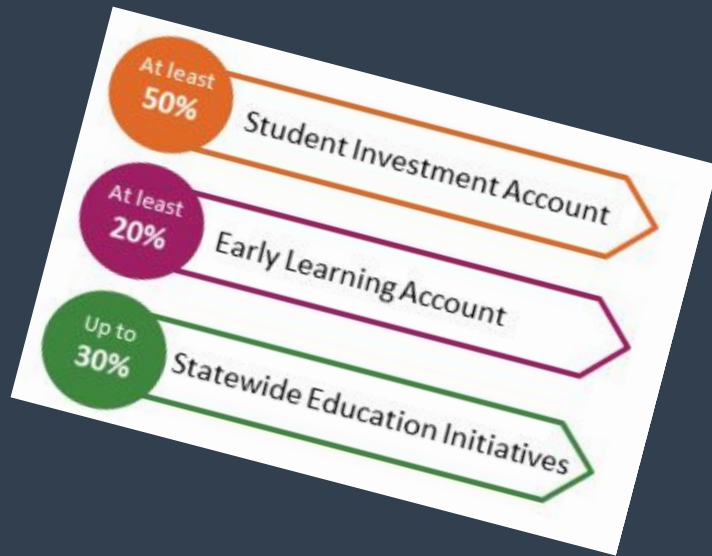
**Students navigating poverty, homelessness, and foster care**

**Students who are emerging bilinguals**



# SSA Five Priorities

1. *Reducing academic disparities for students*
2. *Meeting students' mental or behavioral health needs.*
3. *Providing **equitable** access to academic courses.*
4. *Allowing teachers and staff to have sufficient **time** to*
  - ***collaborate** with other teachers and staff*
  - ***review data** on students' grades, absences and discipline, based on school and on grade level or course*
  - ***develop strategies** to ensure that **at-risk students stay on track to graduate.***
5. *Establishing and strengthening **partnerships***



# STUDENT INVESTMENT ACCOUNT ALLOWABLE USES



## **An Important Note on the Four Categories**

Eligible applicants are required by law to describe in their SIA Plan how the allowed use(s) will be used to meet students' mental and behavioral health needs, increase academic achievement for students and reduce academic disparities.



# Accountability

- 1. Regular Attender rate***
- 2. 3rd Grade ELA proficiency rate***
- 3. 9th Grade on-track rate***
- 4. 4 & 5 year graduation rates***

***Through continuous improvement on state and locally identified progress markers***





# C-A-L SIA Outcomes

Outcome	Institutional practices and decision making place the responsibility for each student's success at the system and supports level, rather than on the shoulders of students and families. We are strengths-based, restorative, and student centered.
Outcome	Data Review Team members communicate gains and concerns directly to students and families in a timely manner.
Outcome	Data Review Team members activate intervention and wrap around resources through seamless communications and common protocols.
Outcome	A coherent, standards aligned continuum of curriculum is articulated and shared to students, families, and community.



# C-A-L SIA Strategies

Strategy #1	Increase capacity to provide timely, responsive, and individualized intervention and wrap around supports.
Strategy #2	District provides and protects weekly Data Review Team (DaRT) time.
Strategy #3	Provide direct-to-staff professional development and mentoring focused on strengths-based, restorative, and student centered practices.
Strategy #4	Invest in alignment and resourcing of curriculum, instructional, and intervention materials.

# SIA implementation efforts during the 2020-21 school year, Positive impacts, and Progress

We did not predict a pandemic which led to much instruction happening through distance learning, but we were fortunate enough to have a foundation of care and connection with counseling and social-emotional supports for all students. In response to the pandemic, our team was able to identify specific needs and respond accordingly. We provided focused education for all students and met with individuals and groups of specific students as needed. The mental and behavioral health needs of our students and families were a priority that we were able to support through SIA funding with counseling services and academic supports. Through close relationships and steady communication, we were able to give specific attention to students from historically underserved groups. Through our partnership with Lane ESD, we were able to build capacity for all staff in recognizing and supporting trauma-informed practices. To start the 21-22 school year, SIA funds have allowed us to hire another full-time counselor so that one is present at each building.

# Barriers, impediments, or challenges faced

The year was hard for everyone in many ways; however, our staff was highly responsive and flexible and rose to each occasion. As we move through the coming year it will be important to remain attuned to the emotional well-being of staff and students as we are all very tired.

Beyond the pandemic, the adopted school calendar has been a barrier for implementing the professional development and data review team process planned. We operate will full days for students, five days a week. While that is good for instructional minutes, it leaves little time for our staff to do the foundational work necessary to support our initiatives around targeted interventions based on data review.

Another barrier has been a workforce shortage. Like most other districts, we have struggled to fill open positions and have lost some staff.

# Successes and challenges in maintaining community engagement

When thinking about SIA community engagement and the limitations presented by the pandemic, it can feel like we were limited in our ability to engage in routine group and open sessions with the community at large. However, it is important to remember that this year of distance learning and return to in-person learning was all about care and connection and ensuring we know how our students and families were doing and how we could respond to best meet their needs. Our district did that very well. We were able to increase systems of communication and quickly identify and meet specific needs. Parents partnered with us and those relationships deepened.

# Prioritization efforts in the first year of SIA implementation

Despite less funding than anticipated and disruptions in the learning calendar and structure, we were able to move forward with strategies and outcomes.

Our staff provided timely, responsive, and individualized intervention and wrap around supports for students. This strategy was supported with routine two-way communication between school and home.

An educational foundation of strength-based, restorative, and student-centered practices was created as we focused on care and connection and individual needs.

Through the surge of ESSER funds, we were able to purchase intervention materials for targeted instructional groups and are working to align and articulate curriculum. We continue to work on ways to utilize our equity lens in our decision making and resource allocation.

# Progress Markers and Goal Setting *for future reference*

SIA Progress Markers offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing.

ESD Liaison: Support goal setting and progress monitoring towards continuous improvement



# Public Input & Discussion

Annual Report and 21-23 Plan Submission posted on website.

Questions, comments, concerns?