



OAKRIDGE SCHOOL DISTRICT

Home of the WARRIORS!

Student Investment Account 20-21
Annual Report & 21-23 Plan Submission



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:

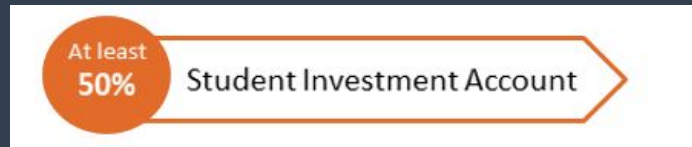
- Address students' mental and behavioral health,
- Reduce disparities based on race, language, disability, poverty
- Improve teaching and learning conditions.



STUDENT INVESTMENT ACCOUNT



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



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

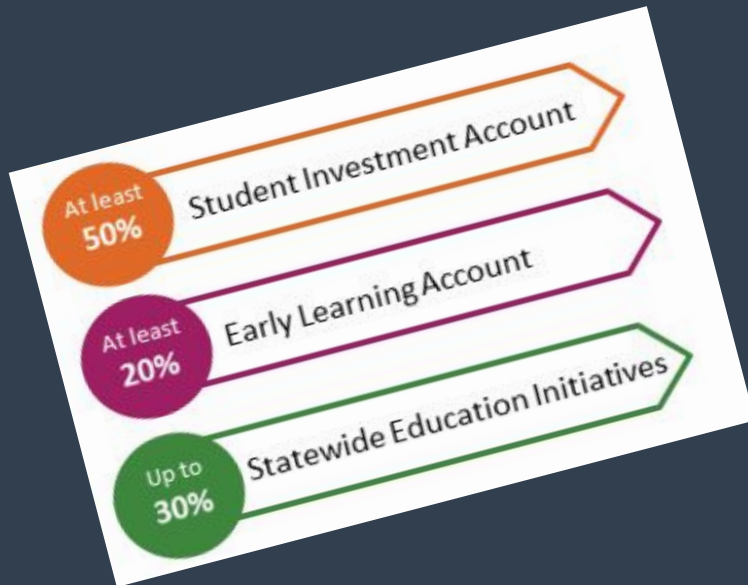
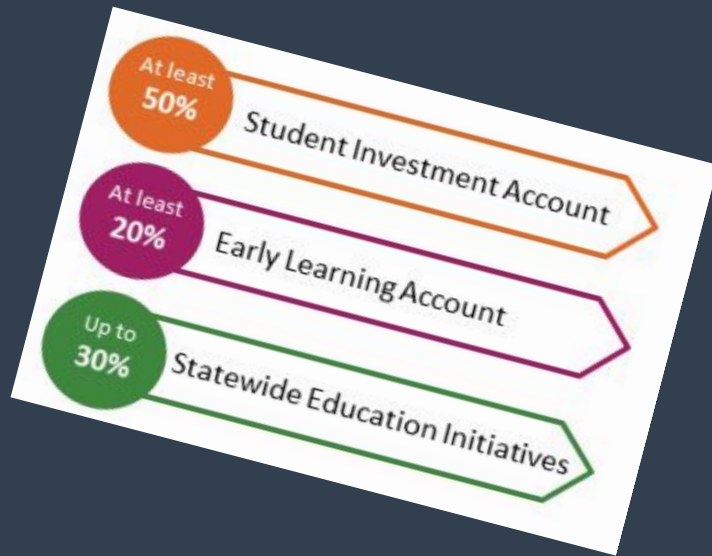
Students of color

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



20-21 Annual Report

Outcome	Oakridge School District develops a graduate profile and communicates multiple enrichment and intervention opportunities that support students to experience academic, social-emotional, and economic success.
Outcome	Every K-12 educator engages in ongoing, consistent data team protocols that link students to timely academic interventions and enrichment opportunities and mental health supports.
Outcome	Every student graduates as a CTE program of study completer.
Outcome	Afterschool and Friday FARE programming can be linked with positive changes in academic achievement, social emotional well being, community engagement, overall school climate, and post-secondary success.



20-21 Annual Report

Strategy #1	Leverage multiple funding sources to build out approved and articulated CTE programs of study (Construction & fabrication (woods/welding), Business pathway, Education/Early Childhood Education, and Culinary Arts).
Strategy #2	Increase access to mental and social emotional health supports.
Strategy #3	Implement a system for personalized academic interventions.
Strategy #4	Provide extracurricular enrichment programming that is aligned to CTE Program of Study options.

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

While we certainly did not predict a pandemic in the initial SIA process, we were lucky our community prioritized spending on counseling and social-emotional learning supports. During the pandemic, we have focused SIA efforts to the remodel of an area in the high school to serve as a Student Based Health Center with a focus on Social Emotional and mental health services. In addition SIA work focused on the revitalization of our welding/metals CTE program. This program has been suspended for many years. With the support of a CTE revitalization grant and SIA funding, we were able to establish the program and hold a summer welding camp that involved students and our community. In our first year we were able to open and establish an Early Childhood Education CTE program, which has been very popular with our students and community. This year's work has laid the foundation for increased time for professional learning for both certified and classified staff, as well as improved communication of our district SIA outcomes and strategies and their alignment to the many goals of many other plans and our district overall. We hope you have felt the ways these investments have provided capacity for connecting and responding to your needs throughout distance learning and the return to in-person learning, in ways that allowed us to grow and improve in our system wide practices.

Barriers, impediments, or challenges faced

We did have some initial staffing issues during the first half of the 20-21 school year. While this provided some initial instability, we were able to overcome those challenges and move forward. We have overcome a lot, together, and our students and families were supported by a dedicated, hard working staff.

Successes and challenges in maintaining community engagement

Our biggest success was our efforts to hold parent meetings, conferences and connections in a virtual environment allowing us to build relationships and provide a mechanism for identifying needed academic, mental health, and wrap-around support for our students. In addition we had a direct phone line to our Hoots services during the pandemic for immediate/crisis support for our families. Additionally, we have hosted a number of online town halls to discuss plans and support and to ask for input on pandemic and in person learning. Online options are of course limited so we are very much looking forward to a return to in person engagements. The biggest barrier has been the ongoing focus on pandemic learning - in the moment responsiveness - rather than opportunity to really plan forward and engage students and families in the deeper visioning and alignment work of our district. We look forward to ensuring all families, and especially our focal group families, are included in this work in the coming year.

Prioritization efforts in the first year of SIA implementation

Early in our SIA reduction process we honed in on increasing our capacity to provide a responsive culture of care and connection. Many of our families were impacted by the pandemic and it was important to assure we could provide a welcoming and safe space for students and families, while also continuing to improve our alignment and quality of instruction. Throughout the year, individual students and groups of students most impacted COVID and related impacts were prioritized to provide in the moment supports and to inform systems and practices for increased communication, connection, and support. Throughout the year, our equity lens reminded us that the needs of students and families most impacted are necessary to consider in designing and providing responsive and sustainable practices and systems. Additionally, we remain focused on prioritizing care/connection AND learning AND college/career opportunities as we create the learning experiences our students deserve.

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

Feedback Form is available online & communicated to families through our social media.

Questions, comments, concerns?