

## Student Investment Account Annual Report Questions

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District or Eligible Charter School	
<p>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)</p>	<p><b>Strategy 1: Support kinder, sixth, and ninth grade transitions, with specific attention towards our students with disabilities.</b></p> <p>Studies have shown students are in greatest need when they are adjusting to a new environment. The reason why we picked kinder is because that's when most students are adjusting into the K-12 system for the first time. The next big shift for students is transitioning from elementary to middle school, which is why we selected sixth grade. As cited with kinder and sixth grade the transition from middle school to high school i.e., Ninth grade, is usually the last big adjustment the student will have before exiting the K-12 system.</p> <p>Covid certainly put a kink in the plans we had for the school year, however we still had some great achievements. We were very happy to see our graduation rates in line with our rate pre-Covid for the general population and even slightly better for students with disabilities. Some of this can be attributed to the additional special education (SPED) teacher position. The extra SPED teacher in grades 6-12 help to lower caseloads, not only with SPED but in general education population as well (with pullout model of SPED) and allow more time with students.</p> <p>We were able to transition some students who received out a district supports, back to their home district. Three students were able to come back from out of district placements and be served here in Pleasant Hill School District. We also were able to better serve several students with more intensive needs within our own school community rather than seeking out of district placements.</p> <p>The smaller caseloads were instrumental in allowing more support for students across all grades. The SPED teacher was able to focus time especially to 8th-9th grade student transition. And, while the effects of this may not seem immediate, the overall reduction in caseload work for the teachers was felt immediately.</p> <p><b>Strategy 3: Increase career and college readiness supports.</b></p> <p>The Career Coordinator position allowed dedicated 1.0 FTE to interact with students for postsecondary school and work goal planning. Our Career Coordinator especially targets these instructional services for our SPED students, ensuring</p>

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	<p>they plan for, and connect to, community resources and agencies that can support them after graduation. We are continuing to plan on how to best expand these services, especially in the era of Covid restrictions, and ensure students are able to access a robust offering of transition services.</p> <p><b>Strategy 5: Increase high-quality, well-rounded learning time and implement a system of academic supports.</b></p> <p>The hiring of the extra SPED teachers (One at elementary and one at secondary) have allowed all teachers and staff the daily opportunities to add academic supports to students by increasing the staff to student ratio and reducing workloads to allow for more meaningful interactions in school.</p>
<p>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)</p>	<p>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.</p> <p>Our biggest challenge is staffing. We have a vision for a robust counseling program and support staff (i.e., In-School Counselors, Educational Assistants and SPED Educational Assistants, etc); however, while all districts are struggling with staffing, as a small district we feel the impact even stronger as there are less shoulders to carry the weight. This makes moving our vision to reality a priority and we are still looking for staff and community collaboration.</p> <p>We are continuing to work hard to support grade level teams, and vertical articulation of curriculum planning, to achieve a seamless transition for students and a supportive atmosphere for staff. Early release Fridays have allowed us to continue to build on these goals with planning time especially for these goals.</p> <p>We did have an original goal of having meaningful after-school programming, however that was unable to occur with Covid. Constant change, in regards to Covid and health rules, has added pressure to all of the staff. This is added, along with items such as many reports, however we are still working diligently to raise the proverbial bar in our district. A consistent strain we feel is trying to achieve all the demands of the timelines as required by our clientele by the Oregon Department of Education as well.</p>

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<p>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)</p>	<p>When thinking about SIA community engagement and the limitations presented by the pandemic, it can feel like we were limited in our engagement opportunities this past year, especially without the daily face-to-face interactions. However, it is important for us to remember that this year of distance learning and return to limited in-person instruction was all about care and connection and ensuring we knew how our students and families were doing and how we could respond to best meet their needs. This is authentic community engagement.</p> <p>We were able to increase systems of communication, an area of need that the community seemed very pleased with. This will be an area that we continue to grow even as we return to in-person instruction. The engagement where the district may receive authentic feedback from the community will be more difficult. There's definitely a fatigue in the air where both students of focal groups, families of focal groups, and the district staff are struggling to engage as prior to this SIA process. There were a lot of hopes and dreams as to how funds could be spent but we have limited resources versus unlimited expectations.</p> <p>And, a lot of individuals who stepped up to engage did not see the programs implemented that they had hoped for. Thus, the anticipation with the continuation of the pandemic and the programs that we have not implemented at this time will have an effect on the number of people that are willing to step up and engage in the process.</p> <p>Covid weary parents, with medical issues or medically fragile children and choosing online options over in-school education. Some parents have also chosen online schooling options instead of facing possible state shutdowns and changes in regards to being suddenly sent home for quarantine, then back to school, with real possibilities of being sent back home.</p>
<p>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)</p>	<p>The decision-making process to determine what we were going to implement first and what was to be placed on hold was rather simple for us. We took a look at our weakest area which could also reach the most underserved students and we selected an emphasis with our special needs students. Not only did our resources focus on a specific demographic they also reached out to other underserved demographics.</p> <p>For example, focusing our resources with special needs students also reaches out to other underserved groups such as gender identity, race, and social economic status. Covid restrictions, and what students were dealing with at home, were first and foremost in guiding us through the 2020-2021 school year. A constant changing landscape of restrictions made education more fluid than ever before. The need to keep the Equity Lens Tool front and center was never more apparent to us. Our focus, and increase, in Special Education paid off for students with disabilities both in</p>

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graduation rates and bringing students back into our home district, vs them receiving services out-of-district. Education is hard, but during a pandemic in an ever-shifting landscape can seem beyond doable, yet staff and the community stepped up.

We aim to continue to grow again this year, as Covid is still making education a constantly fluid situation, but the fear factor seems to be replaced more with the feeling of just how we need to adapt.