Ukiah Student Investment Account Annual Report 2022-2023

This information was shared verbally at the November Board meeting along with an expenditure report and subsequently posted online. Please note that the November minutes do not reflect the level of detail in the report that was provided by the Superintendent to share the information requested below.

ODE Annual Report Prompt	District Response
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?	During the 2022-2023 academic year, implementation of our SEL program K-4 has had a positive impact on student behaviors. Because of this the program has been expanded to include the 5-8 grade students. It is anticipated that positive growth in these areas will continue to be seen. Students participating in music and art opportunities have increased in grades 5-12. And all students in K-4 are receiving regular weekly music instruction. Participation in robotics and TSA student programs has increased in grades 5-12 with the increased support for program materials and fewer barriers for participation. As we move further into the 2023-2024 academic year, there will be more emphasis in support and improvement of current music, robotics, and TSA instruction with expansion of art experiences. These are in response to feedback from our students/families as well as community stakeholders.
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?	Our greatest limitation is in staffing and hours available to implement new programs, offer expanded classes, and provide instructional supports. USD has expanded our annual calendar to help with some of this need as well as increased our staff development days to support needed planning for implementation. Looking outward the 2023-2024 academic year, maintaining additional time for staff support in planning and program evaluation. The only adjustments that have been made is to provide more time for collaboration and staff development. Challenges still exist in time required for the application process, community engagement, budgeting, reporting and tracking students data related to this and other grants. In our very small district there are few people to support this work.

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? Consider the Community Engagement Toolkit https://www.oregon.gov/ode/Student Success/Documents/69236_ODE_ CommunityEngagementToolkit_202 1-web[1].pdf and where your efforts might land on the spectrum as you complete your response.	The Community Engagement process was fully implemented in the 2022-2023 school year with several meetings, workshops, and joint budget development sessions. This work has continued into the 2023-2024 year with updates to the priorities with those key stakeholders, additional meetings with the engagement committee team members, and in communicating the results of our investment focus areas - including the successes and challenges.
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?	The main areas of focus for our SIA work is focused on providing our students educational opportunities similar to those found in larger districts and population areas - such as regular access to music and art, expanded and advanced classes, student programs promoting leadership, problem solving, public speaking, and engineering and design. Students are also supported in additional opportunities for travel outside of the district to events such as plays, music performances, art shows, and museums that support their learning. These have been developed in partnership with the staff, parents, and others to meet the focus areas intents.