

Student Success Act (SSA) Grant Funds Powell Butte Community Charter School 2023-2025



Background and Goals:

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA establishes the Student Investment Account (SIA) to provide Oregon school districts and eligible charter schools with access to non-competitive grant funds. Each SIA applicant is required to work alongside educators, students, families and their community to develop a plan and outline priorities and activities that align to the allowable uses in the law.

The SIA grants are for two purposes:

- Meeting students' mental or behavioral health needs, and
- Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

Grantees must use the Grant Funds only for:

(I) Increasing instructional time, which may include: (A) More hours or days of instructional time; (B) Summer programs; (C) Before-school or after-school programs; or (D) Technological investments that minimize class time used for assessments administered to students.

(II) Addressing students' health or safety needs, which may include: (A) Social-emotional learning and development; (B) Student mental and behavioral health; (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school; (D) Student health and wellness; (E) Trauma-informed practices; (F) School health professionals and assistants; or (G) Facility improvements directly related to improving student health or safety.

(III) Reducing class sizes, which may include increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.

(IV) Expanding availability of and student participation in well-rounded learning experiences, which may include: (A) Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade; (B) Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers; (C) Broadened curricular options at all grade levels, including access to: (i) Art, music and physical education classes; (ii) Science, technology, engineering and mathematics education; (iii) Career and technical education, including career and technical student organization programs; (iv) Electives that are engaging to

students; (v) Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs; (vi) Dropout prevention programs and transition supports; (vii) Life skills classes; or (viii) Talented and gifted programs; or (D) Access to licensed educators with a library media endorsement

Student Investment Account (SIA) Grant Application:

The grant applications for SIA funds(2021-present) were written and managed by Crook County School District. Powell Butte Community Charter School is included in the original grant application.

- [CCSD/PBCC SIA Agreement 21-22](#)
- [CCSD SIA Budget & Expenses 20-21](#)

For the 2023-2024 school year, Student Investment Account (SIA) funds directed to Powell Butte Community Charter School are \$187,865.39.

The strategies that Powell Butte Community Charter School selected with these funds is as follows:

- Salary and benefits for additional school counselor (1.0 FTE)
- Salary and benefits for staffing of specials, enrichment, elective classes and after school activities. (1.0 FTE)
- Salary and benefits for staffing to provide professional learning, classroom coaching for teachers in order to enhance the learning experience for students; utilize small group instruction methods to provide ELA & Math enrichment and intervention based on student need; and implement instructional strategies, including digital tools, to engage students in instruction. (.45 FTE)
- Salary and benefits to provide intervention staffing support (.35 FTE)for students and data for teachers to provide targeted small group instruction.
- Data systems in math to help teachers to create small group, targeted instruction (i-Ready) - Grades 1-8.
- Synergy Data management related to student data.

2022-2023 Student Investment Account (SIA) Annual Report

Required Question	Responses
<p>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?</p>	<p>As we broached the planning of our practices during the 2022-23 school year, data-based decision making was a much needed addition to our school. As a result, we set a goal to not only develop our systems, but also our methods and resources to help us to gather data to make our important decisions. With our SIA Funds, we were able to do this and because of the data, were able to set goals and hire staff to support our actions.</p>
<p>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?</p>	<p>Our biggest barriers have been the lack of resources. As a small charter school that is not fully funded, this has created some barriers. To overcome, we have needed to dig deep into our reserves funds to make purchases that aligned with what our data was telling us.</p>
<p>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?</p>	<p>Prior to this year communications have been primarily done through our host-district (Crook County School District) In the future, it would be good to have more engaging conversations with our Board, parents and students about our actions and get their perspectives before and during implementation. In this way, we can ensure that the stakeholders at our school are more engaged with the process and providing much needed feedback.</p>

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 choices that were made for our SIA Funds were what was needed at our school and supported the academic and emotional growth that we saw in our students. We learned a lot and now have data resources and systems in place to help us to make further improvements and identify supports for our students.