



Student Investment Account

2020-2021 Annual Report
November 8, 2021

SIA Outcomes and Strategies (Goals)

Outcomes reflect our Vision

1. All students report a sense of belonging, well-being, self-identity, and safety at school.
2. Every student graduates with college, career, employability skills and post-secondary goals.
3. All students have access to well-rounded educational opportunities that incorporate culturally and linguistically responsive teaching practices.
4. All student groups will increase math achievement as measured by the state summative assessment.

Strategies (goals) are what we do to accomplish outcomes.

1. Braid racial equity and restorative justice strategies into our instructional core and build our organizational culture and capacity to create a strong foundation to support every student.
2. Implement best practices in math instruction to increase K-12 student math achievement.
3. Implement K-12 Social-Emotional Learning practices in all classrooms and school environments
4. Build a comprehensive network of community partners, including families, to support students' social-emotional , academic and mental well-being.
5. Implement a multi-tiered system of support for students, including academic and behavioral/emotional support.

Annual Report Questions

1. What is important for the community to know in order to understand about SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were we able to make progress toward SIA goals and outcomes?
2. What barriers or challenges to your SIA implementation did we face?
3. What successes and challenges did we experience with maintaining ongoing family engagement with the community, including focal groups?
4. What guided our prioritization in SIA implementation? How were decisions made? What stands out?

What is important for the community to know to understand about SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were we able to make progress toward SIA goals and outcomes?

We Prioritized the following:

- Focus on care and connection through social-emotional learning instruction and family engagement
- Provided updated, relevant instructional materials that are culturally relevant for our student demographics
- Provided access to mental health counseling through a contract with Marion County.
- Increased family engagement that builds upon student funds of knowledge and cultural assets
- Focus on culturally responsive instructional strategies that support our diverse community of learners- English Language Learners, special education and migrant students.

Progress on Goals and Outcomes:

- Family engagement/connection-emphasized the importance of engaging families through dialogue for family conferences, working together to support student needs. Staff identified this as a strength from last year.
- Allocation of funds to support mental health support through Marion County
- Improved communication with our community through improved website and hire of Communications Specialist
- Purchased curricular resources based on Instructional Adoption cycle- social studies last year. Also purchased universal screening tools to help us assess, and address unfinished learning and social-emotional needs.
- Hired full time Spanish interpreter/translator to support communication with Spanish speaking families.
- Using an Equity lens, we evaluated district resource allocations to better serve English Language Learners (elementary level).
- Implemented a new process to guide resource allocation for spring budget decisions, allocating resources for the next school year, using SIA Outcomes and Strategies as our guide.

What barriers or challenges to your SIA implementation did we face?

Challenges:

- Comprehensive Distance Learning caused a shift in district priorities in order to provide remote learning.
- Shift in resource allocation to address unfinished learning, moving from remediation to acceleration. We purchased Universal Screeners and provided the required training.
- Hiring became stagnant as we did not have applicants for our job postings. We are still experiencing this condition.
- Though there was increased opportunity to connect with families through multiple virtual family conferences, the opportunity for community-based onsite family engagement activities was practically non-existent.
- During Comprehensive Distance Learning, it was hard to truly assess student needs for safety, well-being and mental health status. Our family engagement activities provided an opportunity to learn more about student and family impact from COVID, yet the strict health protocols and safety guidelines made it difficult to fully address the needs identified.
- The pandemic also reinforced the need for a strong and effective district communication plan. We did not have a district Communications Specialist, so we used district resources in another way to make this a priority. Thankfully, we've been able to hire a Communications Specialist now.

What successes and challenges did we experience with maintaining ongoing family engagement with the community, including focal groups?

Successes:

- We surveyed families several times throughout the year and conducted four Student/Family Conferences.
- Comprehensive Distance Learning during the pandemic highlighted some of the inequities addressed during the initial Community Engagement efforts. This provided a deeper understanding of family needs. Specifically, a wide disparity in family resources exacerbated the opportunity gap for our most disadvantaged students and families.
- Input from family conferences accentuated the need for care and connection, helping us prioritize the needs for more mental health services and more instruction and opportunity to support students' social-emotional needs.
- The digital divide was a challenge, though we provided devices and hotspots to all families in need. More resources and services were given to these families, but the learning gap could never be closed entirely
- We were able to provide a mental health counselor through a Marion County partnership.

Challenges:

- Providing enough Spanish interpreters for family conferences.
- Health and safety protocols due to the pandemic were prohibitive for onsite community engagement efforts
- Virtual family engagement has continued to inform us of the need for reliable internet service and technology.
- We continue to struggle to hire the support needed for mental health services and additional support staff to enable to deeper connection with families in need.
- The pandemic impacted our families on different levels. Housing insecurities and family trauma from the effects of the pandemic made it difficult to connect with some families.

What guided our prioritization in SIA implementation? How were decisions made? What stands out?

We used the Oregon Equity lens and data to guide our decisions:

- Access for Spanish speaking families
- Communication with the community
- Resource allocation
- Data collection
- Identification of need from focal groups- English Language Learners, special education, Migrant and those impacted deeply by the pandemic.

What stands out is the way in which we used the SIA Outcomes and Strategies last spring to determine district priorities, using an equity lens. This allowed us to allocate resources in alignment with the needs of our community and focal groups as a priority.