

**2021-22 Student Investment Account Annual Report Template**

This Student Investment Account Annual Report Questions template aims to help districts organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into Smartsheet.

Required Question	Responses
<p>1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?</p>	<p>In the 2021-2022 school year, the Hillsboro School District was able to sustain and expand programming based on stakeholder input. We saw students return to school full-time with a variety of needs due to interrupted schooling and socially and emotionally difficult times.</p> <p>By engaging with focal groups, including students and families who identify as Black, African American, African, Native American, Latinx, Asian and Pacific Islander, as well as families of students who identify as having special needs, we were able to confirm the most urgent investments we could make on behalf of the students we serve during these difficult times.</p> <p>Investments we made from SIA are in the areas of 1) mental, emotional, and behavioral support, 2) expanded learning time, and 3) reduced class size and specialist support for more one-to-one teacher support for each student.</p> <p>We increased student access to direct mental health support in schools through partnership with local providers. We staffed Wellness Centers, Care Coordinators, Psychologists, Student Success Coaches, and Nurses.</p> <p>We partnered with the City of Hillsboro and Champions to create extended day programs and culturally responsive mentorship programming, and we implemented an expansion project to bring afterschool programming to ten of our highest-need schools at an affordable rate for families. This program met family needs by serving dinner and allowing for pick-up as late as 7:00 pm. Diverse staff support students with academics, enrichment, and care.</p> <p>We invested in maintaining low class sizes in primary grades (K-2) and low caseloads for specialists in language acquisitions, special education, and speech and language.</p>
<p>2. What barriers or challenges to SIA implementation have you experienced that are helpful for your</p>	<p>One challenge we have faced is in the area of social-emotional, culturally responsive professional development for staff during the COVID-19 pandemic. We</p>

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<p>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>believe that class size reduction alone will not improve students outcomes unless staff get the support they need in order to meet student needs. We have had success with curriculum development and online training, but substitute teaching shortages and unfilled positions have limited staff engagement in professional development. We look forward to being together again for professional learning, but we face daily lack of coverage for unfilled positions and are unable to host professional development (or allow for online learning) during the contract day.</p> <p>Investment in educator workforce pipeline continues to be a promising practice in order for us to fully re-engage with teachers to support professional learning and to have enough staff to provide the support and intervention students need who struggle with behavior and academic skill development.</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? Consider the <a href="#">Community Engagement Toolkit</a> and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response.</p>	<p>We have developed a leadership structure whereby administrative supports, technology supports, and direct connection to Board and staff are in place ongoing for three of our PACs: Latinx Parent Advisory Committee, Native American Parent Advisory Committee, and Black Village Family Advisory Committee. These groups support our grant development and provide input based on the needs of focal groups directly to our Board and staff. The</p> <p>Additionally, engagement opportunities have been developed to gain perspective and input from families of students who identify as Asian or Pacific Islander, whose students identify as Mesoamerican, and students who experience disabilities.</p> <p>Staff who support students who are experiencing homelessness or qualify for migrant education services inform our grant development through direct input to the SIA team.</p>
<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?</p>	<p>Based on community feedback, during the budget development process we protected current service level areas of investment allowable under SIA.</p> <p>In addition, we invested proactively in mental health supports for students, lower class size in primary grades (K-2) and specialists to support students learning English as a second language, students experiencing disabilities, and speech and language supports.</p> <p>One difficulty in administering SIA grants has been the instability of the grant amount and the late timeline for the disbursement of the funds compared to our staffing timeline</p>

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	<p>in spring. If we were to understand our SIA grant allocation at the same time we are developing our budget (each year in January), we would be able to accurately allocate FTE to schools and programs. We would also begin our recruitment of teachers and specialists earlier, avoiding staffing challenges over the summer and fall.</p> <p>It is important to know that there are discrepancies between the expressed needs of our focal groups (BIPOC families specifically) and the more privileged and traditionally better-served segments of our communities. For example, class size is a popular demand from our communities of privilege, whereas, among communities of color, for example, investment in social-emotional supports, culturally relevant curriculum, diversification of staff, and technology access get more voice and advocacy as areas of proposed investment.</p> <p>It is also worth mentioning that SIA represents 5.4% of our 2021-22 operating budget. It has been difficult to meet the report requirements and high expectations associated with SIA in comparison to the work we've done in our Continuous Improvement Plan (and the totality of our budget) to meet goals for educational equity in our school district. In process, the requirements for Board approval of both our operating budget and the SIA grant agreement is redundant (no other grants require this). We look forward to the Integrated Guidance provided by ODE to streamlining planning, reporting, and integration of resources to achieve equity-based investments and outcomes. We look forward to the integration of federal grant programs into the budget and grant reporting process in the future.</p>