

## Student Investment Account Annual Report Questions

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.

### Annual Report Questions

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><i>Explainer: In your response to this question, consider what is most important to share with your community about SIA implementation over the last year. As you reflect on the progress made toward the goals and outcomes you were aiming at with SIA funding, consider and speak to the impacts to student mental and behavioral health, and the reduction of academic disparities for focal students.</i></p>	<p>Due to COVID restrictions last year, we were unable hire all positions last year nor hire for any of the three kinder transition classrooms we were hoping for. However, we were able to hire staff for our Student Services department which has been invaluable to the transition from CDL to in-person learning. Despite reduced SIA funding for SY 20-21, we have been able to implement activities for each of our strategies in order to address student mental and behavioral health (for example, our contract with Rogue Community Health) and start to close learning gaps between our focal groups and all students. To help prepare our focal groups for careers or college we added an extra guidance counselor at the high school. That person focuses on supporting our typically underserved student population. Because our Latinx population represents 40% of our student population, we also hired two District Student Services Facilitators (DSSF) whose role is to engage our Hispanic families, so that we can collaborate with them to better serve their children. One of the areas that the school district and the families are working on is improving student attendance. To accomplish that, we hired 3 District Student Services Facilitators (DSSF) focused on attendance who serve as a link between families and the district, helping mostly with communication issues. Finally, we hired 12 instructional assistants to work in our first-grade classrooms. The assistants have helped improve the adult to student ratios in those classes and has allowed targeted individual and small group instruction, which has helped with unfinished learning. Another of our other strategies is to build a culture of safety and respect between students and between students and staff. To that end, we used SIA funds to hire 3 full-time Behavior Support staff. The support staff focus on student mental and behavioral health by helping with our social-emotional curriculum and by doing individual and group counseling and writing behavior plans when needed.</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 two most significant challenges we faced were 1) not receiving full funding in 20-21 and 2) implementing our SIA plan in the midst of COVID-19. As ODE, in collaboration with other agencies, continued to make changes to the Ready Schools Safe Learners guidance, our district staff had to spend many hours implementing those changes and</p>

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<b>District or Eligible Charter School</b>	
<p><i>Explainer: Through this question, we're aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would be helpful to share with students, families, communities and ODE.</i></p>	<p>adjusting our SIA plan to fit in-person, CDL, and Hybrid learning models. Another challenge was being able to hire enough qualified staff. Because the majority of our activities focus on hiring new staff, it creates a significant barrier when we receive few applicants or, sometimes, no applicants. For example, we were not able to hire all the PE or Fine Arts teachers needed for the elementary. We are still looking for one more high school counselor. Also, because of our large Hispanic population, we are always trying to find bi-lingual applicants, which makes finding and hiring qualified applicants even more challenging because of the small hiring pool. Finally, we weren't able to fund our kindergarten readiness program with SIA funds, which resulted in fewer students being served. We believe an effective kindergarten readiness program will help focal group students achieve at the same levels as their peers and meet state reading goals by 3rd grade.</p>

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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)

*Explainer: What we're seeking through this question is a reflection of successes and challenges (if any) in engagement over the first year of SIA implementation. We recognize this question may feel a little redundant to one of the recent SIA Plan Update questions; however, we're hoping to get a little more depth in understanding engagement in general over the year, not just as it relates to informing updates to the SIA plan.*

Because of COVID restrictions, we were not always able to have face-to-face community meetings, nor survey students and staff in person. Instead, students, staff, and parents were all sent online surveys. Completing the survey as well as attendance at the virtual community meeting was strongly encouraged through multiple communications. Communicating with focal groups also was very important to us. A large segment of our Hispanic/Latinx students live in the neighboring town of White City. To provide support to those students so that they could be more successful, we opened up "The Student Services Building" in their community in early 20-21. It is now fully staffed with seven outreach/attendance staff and one supervisor, all Spanish speaking. This department 100% focuses on engaging with families and students that are typically underserved. However, they believe that the challenges of this department are student engagement, meeting behavior health needs despite the added resources for this year, chronic absenteeism, new staff not having the type of training they need and staff being pulled for other purposes. The team often holds listening sessions as a way to learn what students and families need and to build relationships to open the door to collaboration around student success. One of things we focused on in our community engagement process this year was to include a clear review of the district's 2020-21 SIA plan in all of the surveys and discussions. Like in all districts, the last 12 months of schooling in Eagle Point has been focused on CDL, hybrid instructional models, and all things COVID related. Since March of last year, few parents, students or even staff have thought much about SIA funds priorities and spending. With that in mind, all surveys sent to students, parents and staff seek input on SIA spending. Within that framework, respondents were then asked about their level of support for the current SIA priorities, and any ideas regarding the use of SIA funds in the future.

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)

*Explainer: In your response to this year, we'd like to hear specifically what guided your prioritization of some activities/strategies over others in light of the reduction in funding and/or shifting community needs. Within this question, you may also offer learnings or surprises that were unanticipated.*

Fulfilling positions in the Student Services department was a priority. Their focus was to reach out to families in multiple ways: phone calls, home visits, community meetings, special announcements, etc., to assure families had all the information they needed to transition from a CDL to in-person instruction. Our administrative team relied on input from staff, students, parents, and community to identify its original SIA outcomes, strategies, and activities. When the district learned that it would receive reduced funding, stakeholders and focal group populations, through survey data and community feedback, affirmed their priorities: improve student engagement and attendance; increase math and ELA achievement and decrease disparities; improve student mental and behavioral health; improve early learning and literacy; increase student and staff feelings of safety, connectedness. The administrative team used those outcomes as its guide to prioritizing activities. During the 2020-2021 school year, the district engaged its stakeholders in planning for the next round of SIA funding. During the engagement process, all stakeholders including focal group

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families received a review of the district’s original engagement efforts, which included a review of the initial stakeholder feedback and how it shaped the district’s original outcomes, strategies, and activities. Second, when the district learned that it would receive fewer SIA funds than projected, stakeholders, again, saw their feedback on what the priorities were and how that shaped the 2020-2021 outcomes, strategies, and activities. What was surprising was that our stakeholders did not waiver in their priorities despite the challenges of COVID, catastrophic wildfire, and reduced SIA funding. We also learned that our focal group priorities remained the same and that using an Equity lens helps prioritize what we do for focal groups.