

**Salem Keizer School District
2020-21**

Student Investment Account Annual Report

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?</p>	<p>The Student Investment Account (SIA) development process began in 2019 with a deep engagement of our community with over 5,000 participants over multiple months. From this work, the SIA Task Force of 40+ community member made recommendations that resulted in an eleven-strategy plan for district implementation.</p> <p>In 2020, to build on this initial work, we formed a group of 30+ diverse community members, staff, parents, and students to comprise the SIA Advisory Committee. The SIA Advisory Committee meets monthly to review progress of implementation and impact of the SIA plan. The committee assisted the district in refining the original SIA plan given the funding shortfall. Community and student voice were significant contributors to prioritizing what we selected to implement from the original plan.</p> <p>The SIA allocation for 20-21 we planned for was around \$36 million and we received \$11 million. This reduction along with the effects of the COVID-19 pandemic required significant adjustments to the plan.</p> <p>As per the SIA guidance, we articulated the overarching purpose of the SIA within our community that our plan is to benefit all students with an emphasis on focused student groups prioritized:</p> <ul style="list-style-type: none"> • Students of color • Students with disabilities • Emerging bilingual students • Students navigating poverty, homelessness and foster care • Other student groups that have historically experienced academic disparities <p>Eight of the eleven SIA 20-21 Strategies were prioritized for implementation:</p> <ul style="list-style-type: none"> • 5th grade Reading • 9th Grade On-Track • Language Acquisition • Middle School Math • Social Emotional Supports

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	<ul style="list-style-type: none"> • Community Engagement • Equity, Diversity and Inclusion • Continuum of Supports <p>With the 20-21 SIA allocation, we funded the strategies and activities in the plan that promoted equity work, community engagement, social emotional learning, mental health and behavioral supports. We began academic strategies for supporting elementary literacy and language acquisition, secondary math, and English language development.</p> <p>We want the community to know that, in spite of the constraints from the circumstances around the pandemic and the comprehensive distance environment, we were able to move forward with many of the strategies in the plan so that when the hybrid model of in-person instruction began in the spring of 2021, we were well-positioned to expand to the degree possible to be ready for the full SIA allocation received in 2021-22.</p> <p>We are proud to report that the district maintained a focus on academic and social emotional, behavior, and mental health supports as informed by the recommendations of the SIA Advisory Committee and through the braiding of funding resources to support SIA priorities. District leadership worked diligently and creatively to braid funding streams from several sources to address the SIA shortfall and create coherence across improvement efforts including our Title programs and Measure 98 funds.</p> <p>Finally, we would want the community to know through the initial SIA Task Force work and the current SIA Advisory Committee, the district is engaging the community in a robust way to prioritize the needs of our historically and presently marginalized student groups while ensuring access and high-quality service for all students. In the context of the pandemic, the call to attend first to “care and connection” was the foundational philosophy underpinning our work in the 2020-21 school year.</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?</p>	<p>Several barriers, impediments and challenges have become evident during our first year of SIA implementation.</p> <ul style="list-style-type: none"> • Constraints on in-person instruction due to pandemic restrictions • Technology challenges for our most at-risk students and families

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	<ul style="list-style-type: none">• Reduced funding in Year 1 created a great deal of work to adjust the plan from the significant effort of the previous year in designing the plan• Challenges in hiring new staff who are representative of our diverse student population• Challenges in hiring adequate numbers of staff for the positions available due to staffing shortages statewide• Significant district support required for Charter schools, both district and state-sponsored• Reporting structure challenging to navigate• Overlapping reporting requirements and timelines• Negative impact of pandemic constraints that affected our ability to provide in-person instruction and to implement the levels of professional development for which we planned• Bussing and bus driver shortages

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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?

From the initial engagement with the community at-large through community-based listening sessions and the formation of the representative SIA Task Force in 2019 to the current representative SIA Advisory Committee, the district has expanded community engagement efforts well beyond the SIA work.

Numerous community engagement information and listening sessions have occurred on topics from safety in schools, the presence of school resource officers, the needs of families during comprehensive distance learning and hybrid learning models, and community-based outreach efforts implemented with the specific needs of the communities in mind.

The Superintendent directly communicated with the staff and the community on a regular basis through live events frequently over the course of 20-21.

Panorama Surveys with follow-up calls to families who may not have participated in the surveys have been utilized to get vital information from students and families on their ongoing needs. Not only were these efforts for the purpose of understanding immediate needs of students and families for technology, food, or other resources and supports but, also, in the context of providing information for continuously improving climate and culture in our schools and across our district.

Our efforts have crystallized into including a key performance indicator in our district strategic plan based on improving “sense of belonging” as measured by the research-based Panorama Surveys. This measure supports improving equitable access for all students for academic success and social emotional well-being.

Prioritizing community engagement with ample opportunities for community input was a critical need given the circumstances of the pandemic especially in regard to our focal student groups and their families. The SIA requirements for ongoing community engagement enhanced our work in this area and the initial engagement work gave us a framework for further community engagement events for other purposes. In the most challenging of times given pandemic, fires, and ice storms, engagement of the community during 2019 for SIA development paved the way for further engagement in the face of these challenges.

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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?

When we first convened the newly formed SIA Advisory Committee in August 2020, we engaged in prioritizing activities in which the committee members shared their perspectives on those activities that were most important to move forward given the reduced funding for SIA 20-21.

Through a process, the committee recommended prioritizing the following in descending order of priority:

- Increased Social Emotional Supports
- Diversifying Staff
- Community Connections
- Parent Training
- Closing Opportunity Gaps due to COVID
- Re-imagining School Discipline
- Translation and Interpretation Staff embedded in schools
- Expanding Dual Language

It was validating to note that the main concern of the committee matched the guidance from Oregon Department of Education and our district leadership. This primary concern in the early months of 20-21 was the social emotional well-being of students and families and concern about the learning loss and vulnerability of our students and families most at-risk.

Our initial SIA implementation activities involved hiring community engagement positions such as our Cultural Resource Specialist, Community School Outreach Coordinators, LGBTQ+ Liaison and Community Engagement Specialist. We prioritized the hiring of bilingual LatinX social workers and counselors to help meet the needs of families impacted by the pandemic. The employees in these positions directly supported students and families for access during Comprehensive Distance Learning, and, later, during hybrid learning in the Spring of 2020.

It was somewhat surprising that the biggest concern of the committee then turned to recruiting, hiring, and retention of staff that represent our focal groups – they were deeply concerned that we had not made adequate progress in this area and had probing questions and insightful considerations to share with district leadership. They recognized and articulated to the district the importance of representation of students by staff to permanently shift the culture district wide for the benefit of all students and, in particular, our students of color. The committee shared

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	<p>numerous ideas for improvement and wanted to dive deeply into multi-year data on our progress in this area.</p> <p>Towards the end of 20-21, as we began to engage the committee with plans to refine the original SIA strategies, the committee was very concerned with “sense of belonging”, school discipline and the need for restorative practices, and continued expansion of supports for social emotional health. This concern began to be addressed through SIA funded activities such as our School Safety and Re-imagining School Discipline work.</p> <p>Addressing academic gaps from the effects of pandemic closures and the distance learning model were a priority for the committee, as well. We were able to articulate to the committee the alignment of ESSER III Unfinished Learning funds with SIA Strategies to ensure that we were addressing community concerns in this regard as we returned to in-person learning in 21-22.</p> <p>The impact of engaging with the SIA Advisory Committee during the early implementation phase of our adjusted SIA plan helped us to have a vision of what was needed that aligned with the broader community vision of what was needed given the unique and challenging circumstances of the 20-21 school year.</p>
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5. (Optional) [SIA Progress Markers](#) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required, please consider charting your assessment of the significance of the kinds of changes you think happened for these progress markers during the last year as a result or through some contribution of SIA funding or planning processes.

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<i>Expect to See</i>					
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.				X	
An equity lens is in place, adopted, and woven through all policies, procedures and practices.			X		
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.				X	
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.					X
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.			X		
Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.			X		

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Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<i>Like to See</i>					
Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.			X		
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.			X		
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.		X			
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.		X			
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.	X				
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.			X		

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Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<i>Love to See</i>					
Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon's English Language Arts and Literacy Standards.				X	
School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time.		X			
Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.		X			