



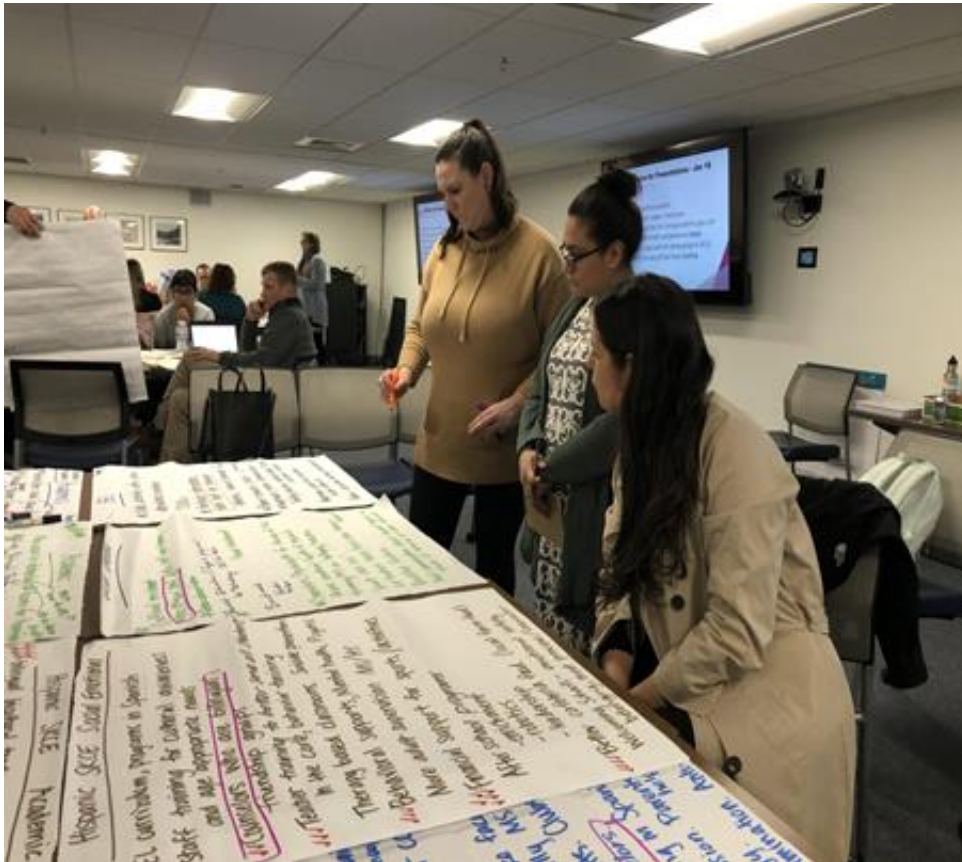
SALEM•KEIZER
PUBLIC SCHOOLS

Student Investment Account Task Force Summary

February 11, 2020

Composition of the Task Force

Student Success Act



- Community members, teachers, classified staff, school-board liaison, & parents
- Members identified by community partners (SKCE, NAACP, etc.), classified/licensed union leadership, building administrators, and staff
- Recruited diverse members who represent historically underserved SKPS students
- Co-facilitated by two community members: Adriana Miranda (CAUSA Exec. Director) and Dr. Reginald Richardson (NAACP V.P.)



Purpose of Task Force

Student Success Act: Purpose

Advise the superintendent on use of Student Investment Account (SIA) funds to help **close existing opportunity and achievement gaps.**

Seek **authentic engagement from stakeholders** including historically underserved communities and develop funding priorities.



Superintendent's Charge

Student Success Act: Purpose

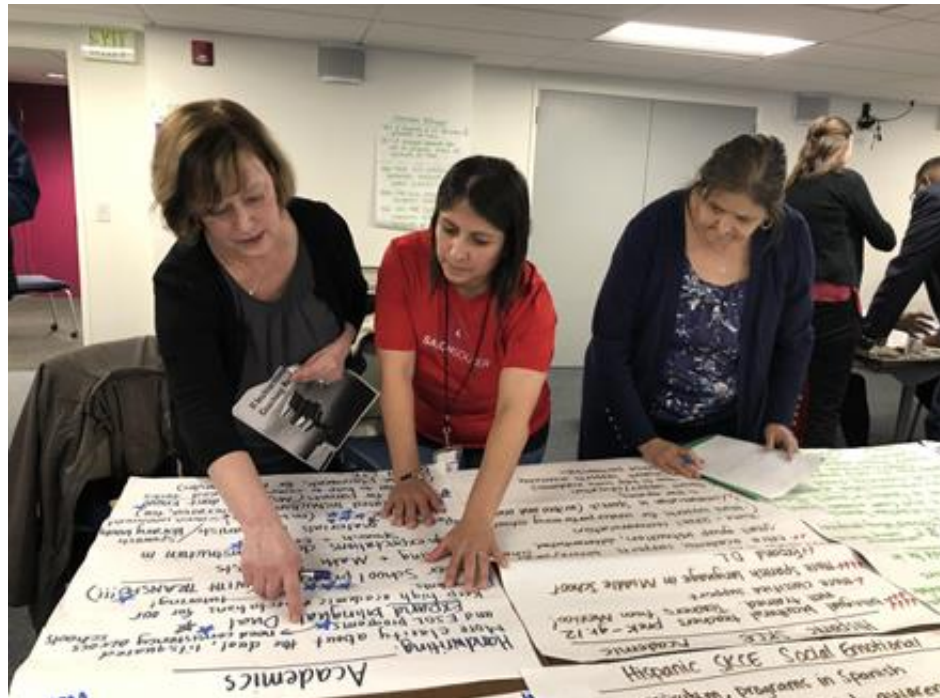
Develop priorities and direction for the SIA built on the strengths and assets of our students, families and educators. The plan will focus on improving outcomes for:

- African American/Black Students
- Emergent Bilingual Students
- Native American/Alaskan Native Students
- Pacific Islander/Native Hawaiian Students
- Students identified for Special Education Services
- Students navigating homelessness or foster care
- Students who are economically disadvantaged

Superintendent's Charge

Student Success Act: Purpose


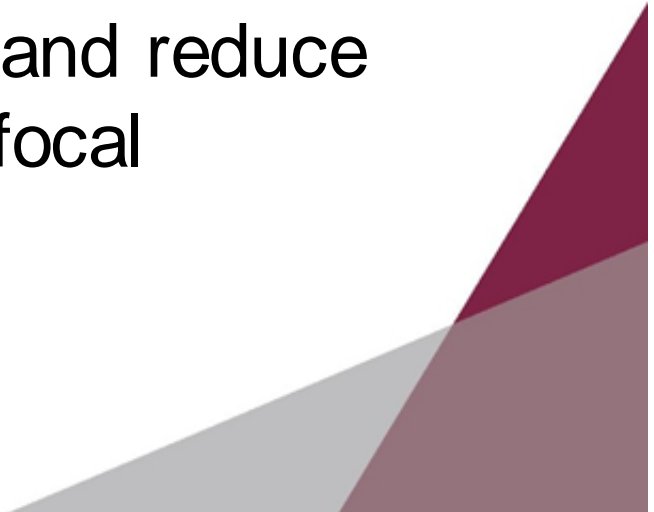
Understand the needs of the district through a review of the outcomes of our students, current programs, and a comprehensive stakeholder engagement process.



Allowable SIA Uses

Student Success Act: Purpose



- 
1. Meet students' **mental and behavioral** health needs
 2. Increase students' **academic achievement** and reduce disparities for focal populations
- 
- Decorative geometric shapes in the bottom right corner, including a grey triangle and a purple triangle.

Targeted GAP Analysis

Student Success Act: Process





Sample data statements:

Student Success Act: Process

- Incoming kindergarten students in SKPS know about half as many letter sounds compared to the state average.
- Students who do not exit ELD by high school have the lowest graduation rate of all student subgroups.
- 35% of 3rd grade students reach proficiently compared to 51% of students across the state.
- In middle school, African American/Black students report lower on a sense of belonging than other student groups.



Community Engagement

Student Success Act: Process

Engagement Overview	Participants
Community Listening Sessions	1,073
Community Survey	2,207
Staff Survey	2,076
Individual Interviews/Focus groups	373
Total	5,729



Universal Priorities: Most Groups

Student Success Act: Priorities

Professional Development for Staff

- Disability awareness and supports for students with disabilities
- Trauma informed/understand homelessness/confidentiality
- Culturally responsive teaching/Awareness and bias training
- Native American/Pacific Islander/African American and Black

Extra-Curricular Opportunities

- Must include transportation
- Free athletics
- Improved access for students with disabilities
- Before school & after school activities
- Culturally specific (Native American, Pacific Islander) programs and celebrations
- Academic supports/tutoring/homework help/clubs/STEM

Universal Priorities: Most Groups

Student Success Act: Priorities

Student Mental Health Needs

- Hire more social workers and counselors
- Therapists inside schools
- Mental health specialists accessible
- School health professionals

Increase diversity of staff. Should be bilingual when possible.

- Teachers and classroom instructional support
- Counselors
- CSOCs or Community Resource Specialists

Universal Priorities: Most Groups

Student Success Act: Priorities

Improved communication patterns

- Appropriate translation
- More frequent and regular
- Feedback opportunities

Improved transportation

- Decrease zone for walkers
- Creative problem solving
- Alternatives to yellow busses



Strategic Priorities: 3-4 subgroups

Student Success Act: Priorities

- Smaller class size/reduced caseloads
- Hire more Community Resource Specialists
- Increase arts education
- Access to education and resources for families
- Increase family engagement



Targeted Priorities: 1-2 subgroups

Student Success Act: Priorities

- Improve transitions for students with disabilities (Kinder, 6th, 9th)
- Modified/alternative curriculum for self-contained programs
- Explore special education services in students' home language
- Increase access to preschool for students living in poverty
- Expanded summer programming for Native American students
- Increase consistency in dual language programs



Targeted Priorities: 1-2 subgroups

Student Success Act: Priorities

- Expand STEP office
- Resources for students & families: food, clothing, hygiene
- Support students experiencing homelessness with real world skills
- Respectful & tangible means of engaging complaints of discrimination
- Implement accountability structures for staff and administrators for disproportionate discipline for students of color
- Deepen community engagement for African American/Black Students