

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>KUA's initial implementation year for SIA has been defined by numerous achievements by members of our community: student focal groups, families, and educators. A celebration of effort is definitely in order. What is important to note for each group represented in our KUA community is as follows.</p> <p>A) Student Focal Groups: KUA's strategy to create a schoolwide culture of safety and respect was enhanced by</p> <ul style="list-style-type: none"> 1) The <u>Behavioral Systems Coordinator</u>'s work with individual and small groups of students to address social, emotional, and behavioral issues. This included: <ul style="list-style-type: none"> · Pull out and push in individual services · Calls home to update, inform, and support students · Coordinate PBIS motivation incentives and rewards through the cart and store · Attendance improvement plans 2) <u>Before and after School Tutorials</u>: Individualized attention was provided to students who could benefit from academic, behavioral, or social-emotional interventions and support. This was a true gift provided by SIA funding. The chances of students falling through the cracks was minimized through individual and small group active contact and support. Feedback from families of students receiving before and after school tutorials has been overwhelmingly positive. 3) <u>Summer School Programming</u>: 225 K-8 KUA students participated in summer school for 2021. This comprehensive summer school used SIA funding for morning programming. With a focus on collaborative team instructional structures and

	<p>Expeditionary Learning, students and teachers engaged in hands-on fieldwork and field trips with an emphasis on STEAM, especially math and science inquiry. Some of the trips included: visiting the Science Works Museum; Crater Works lab; Phoenix Talent Maker Studio, fire safety lessons, DIRT Outdoor Excursion, and hands-on STEAM experiments in the classroom. Learning and behavioral incentives provided by SIA funding continued to be used during summer programming.</p> <p>B) Families: SIA efforts have brought parents and families into a more vital, cohesive and recognized role in the efforts to enhance and promote their children's education. We engaged with a higher percentage of our focal groups' parents (ELL, SPED, Title I, and 3 meetings with Migrant PAC parents) by offering more opportunities and using virtual options. These provided opportunities for some that have not been able to attend previously. Since all families now have internet and computers to access meetings and surveys online, the barrier was removed and we had higher response rates and engagement. Families were contacted to provide feedback through bilingual online surveys, monthly newsletters, and REMIND. This created higher participation in the community engagement activities. We received feedback from our ELL, SpEd, Title I, and Migrant focal groups. Our Hispanic/Latinx families that attended shared having things in Spanish was very helpful and made them feel valued and heard.</p> <p>C) Educators: Our staff has been resilient this year. They have given 200% of their time, energy and emotions to supporting one another, our students, and families. One of our greatest successes was our educators' ability to adapt and change to support and meet students' needs. Their participation and support of every aspect of our SIA plan implementation is the foundation to build on.</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><i>Explainer: Through this question, we're aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would</i></p>	<p>The KUA community readily recognizes the dramatic, negative impact of reduced SIA funding, local wildfires, and a nationwide COVID-19 crisis had on the initial year of implementation of an exciting and innovative school initiative, one they helped develop and define. That said, the community and KUA families want to know what other barriers, impediments, or challenges were</p>

be helpful to share with students, families, communities and ODE.

encountered as the implementation progressed so they can be addressed or countered in Year Two.

A) Charter-Sponsoring District Challenges: KUA is an Oregon Charter School with a legal and fiduciary relationship with its sponsoring school district. Its SIA plan and general revenue is independent of the school district, but KUA and the district share many responsibilities and duties to students and patrons.

Some challenges/barriers:

1. Written and verbal communication is not always consistent between the charter school and district.
2. Financial supports could be strengthened between the two regarding contracted services, (such as busing, internet access, personnel recruitment) that impact students, as well as access to available/additional grant resources.

B) Logistical Challenges:

1. Transportation of students to summer school and education related activities and events proved challenging due to the cost of private bus provider services. These costs proved prohibitive for summer school student busing. KUA was only able to provide individual transportation for some high need, focal group students.
2. Lack of internet access to student homes in specific geographic areas meant KUA had to purchase numerous "hot spots" for access to guarantee all our students and families would be able to access online instruction, as well as participate in online meetings.

C) Constant Change:

1. 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 small staff had to spend many hours implementing those changes and adjusting our SIA plan to fit in-person, CDL, and Hybrid learning models
2. Having adequate funds to implement the strategies to meet our outcomes. We are a charter school and, with reduced funding,

	<p>we had approximately \$122,000 to spend, which isn't adequate to hire the personnel and purchase the supplies and materials needed to reach our outcomes.</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.

Engagement with all of our focal groups students, their families, staff, and the broader community was one of our primary focuses as we worked to endure strong communication during Distance Learning and returning to in-person instruction. To overcome our challenges and barriers, we

1. Held monthly ZOOM meetings with middle school student council members to review the DAP (Developmental Assets Profile) that all middle school students took. This included all focal groups (students navigating poverty, students of color, emerging bilingual students, migrant and SPED.) We used their feedback to guide our plan goals, strategies and activities.
2. Engaged our families through bilingual online surveys, monthly newsletters, and using REMIND for communication. 50% of those that attended our parent engagement meetings were Latino/x, 15% were parents/families of students with disabilities, and 50% parents of English Language Learners. Staff reached out to families impacted by the wildfire, and conducted smaller group meetings of ELL, SPED, Title I, and 3 meetings with our Migrant PAC parents. We increased our virtual meeting/event options this year and this helped us engage with a higher percentage of our families, staff and community. As we gathered information and experienced many changes throughout the year due to COVID, we began to find better ways to engage all stakeholders in the process.
3. Held regular staff meetings to look at data and get input and feedback from our entire staff. Staff also provided input through check-ins with the Academic Director and an online survey. 100% of our staff responded. Keeping the focus on analyzing our data and planning

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	<p>together for the future helped keep everyone engaged, and we plan to continue to do this in the upcoming biennium.</p> <p>4. Provided food/meals to families all year, and returned to in-person instruction in February.</p> <p>5. Engaged the broader community through the use of local media outlets, our web page, PSA's, Remind messaging with parents, and encouraging parents and staff to share with neighbors and the business community. The Academic Director also made personal calls to community leaders to ask for input.</p>
<p>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)</p> <p><i>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.</i></p>	<p>Our leadership team relied on input from staff, students, parents, and community to identify its original SIA outcomes, strategies, and activities. In scaling down our SIA plan and prioritizing our efforts, KUA utilized the skills and processes promoted by our Equity Lens (based on the Oregon Equity Lens Tool.) This truly provided structure and logic to a difficult task we were forced to assume due to funding restrictions, and helped us determine our choices and priorities in the 1st year of implementation.</p> <p>KUA has found it helpful to refer expressly and repetitively to the Equity Lens questions as a vital tool. Our stakeholders and focal groups, no matter what their individual role in the valuable decision making process, recognize it as a real, practical construct, and not just a term talked about to imply inclusion of divergent or varied ideas and values. All decisions made at KUA are with an equity focus. Our student population is 75% Hispanic/Latinx, thus we always look at equity through this lens. The KUA staff is unique among Oregon school staff in that it truly reflects our student population. We have a high number of teachers and assistants representing the Latino/Latinx culture and ethnic background. This adds to our ability to use the Equity Lens effectively. All virtual meetings and surveys were conducted/presented in both English and Spanish. Questions were specifically designed to elicit the needs and preferences of our focal groups (Migrant, English Speakers of Other Languages, emerging Bilingual families, foster care students' families, families in poverty and homelessness, SPED families,</p>

	<p>families of historically underserved, and TAG student families.)</p> <p>Data collected from all of the various group meetings, surveys, and individual meetings was analyzed by a team made up of the administrators and teachers, and filtered using the same questions from the Oregon Equity Lens Tool we used previously. This Equity Lens filter informs all of our decisions, not just our SIA Plan Update. That is one of the true organizational and processing benefits of our participation in the SIA process as a charter school organization: improved culturally responsive decision making and management. Through this process, the data aligned with keeping the original outcomes, strategies, and activities. We were happy (and surprised) to learn that we should stay the course with the goals and strategies that were developed. It showed the work we did in our engagement process was effective. To make the budget work, the number of activities for each strategy were reduced, which mostly focused on hiring fewer new staff. The team used the district equity lens to determine which positions would not be filled.</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.

*Explainer: As mentioned in Section 2 of the [Supporting Quality Implementation guidance](#), SIA grantees were asked to track changes (or the beginning of changes) occurring as the result of SIA implementation, but were not expected or required to meet all the progress markers, nor report on them individually. This completely **optional** question is being offered for grantees that would like to start reporting on the changes they are starting to see on the progress markers. Few grantees would see changes in each progress marker and it is ok to only capture changes that have actually occurred. Given this is an optional question, you can also only provide a response to some of the progress markers; you're not required to provide a response to every progress marker. The "no change" option should be selected when there has not been any noticeable changes for a progress marker. The significance of progress marker changes ranges from low significance of change (smaller shifts) to very high significance of change (larger shifts).*

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
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<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.					
An equity lens is in place, adopted, and woven through all policies, procedures and practices.					
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.					
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.					
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.					
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.					

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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.					
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.					
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.					
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.					
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.					
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.					

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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.					
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.					
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.					