



## 2022-23 Student Investment Account Annual Report

### Question 1

What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

A practice that clearly stands out as a change is our use of a culturally relevant curriculum adoption process aligned to standards. This change in practice was utilized in 2022-2023 for the adoption of K-12 Newcomer curriculum, Middle and High School Math, Middle and High School English Language Arts, Middle School Spanish Language Arts, and High School World Languages. With continuous improvement at the forefront of our work, the Student Growth & Experience department refined the curriculum adoption process as well as created a standardized criteria for said process. These criteria are based on CSD equity work and the 5D+ Framework for Instructional Growth. The criteria asks that materials and tasks include the multiple perspectives and contributions of other cultures and identities, that controversial issues maintain a balanced collection representing various views and promoting free inquiry and robust debate, that engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning, and that materials and tasks encourage equitable and purposeful student participation to ensure that all students have access to, and are expected to participate in, learning. By using these lenses to look at potential materials we are ensuring that the resources presented to the board for adoption, are in line with the goals of our district and are reflective of the instruction in our 5D+ Framework.

An investment that is paying unexpected dividends is the full funding of our Middle School Sports Program. All students in our middle schools are able to participate in fall, winter, and spring sports activities and compete against middle schools regionally. We anticipated social emotional benefits for students by providing opportunities to move their body and feel more connected to their school. That has occurred. The unexpected dividend is the huge numbers of students participating and the incredibly positive school-wide culture that has been fostered through these extra-curricular opportunities. Students are not only connected to their school, they are creating a positive culture within their school that all students are benefitting from.



**Question 2**

What barriers or challenges to SIA implementation have you experienced that are helpful for your 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?

In 2022-2023, our district invested a large amount of our SIA funds to support inclusionary practices in our schools. We spent nearly \$1M in SIA funds for certified and classified special education positions in Corvallis schools last year. Although this is not a barrier, the barrier that does exist is inadequate state and federal funding for special education. More funding for special education could mean using our SIA funds to support more robust inclusion efforts in our schools at all grade levels and expanding our school based mental health program. Our decision to place qualified mental health staff in all of our schools using SIA funds remains a point of pride for our district. With more SIA funds available we would be able to hire additional qualified mental health therapists to support students at a level that is more consistent with the identified need.

**Question 3**

SIA implementation includes ongoing engagement with all students, focal students<sup>1</sup>, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year?

Between November 29, 2022 and January 10, 2023, Corvallis School District hosted Community Engagement Sessions focused on specific feedback to the School Board on their Board Goals. These engagement sessions were facilitated by East Consulting & Associates and the data collected was analyzed and reported back to the district in March, 2023. Three of the sessions were open to the general public, while the other five were targeted to specific community or parent groups. Those groups included our District Diversity and Equity Inclusion Committee (comprised of several community agencies and partners), Students Advocating for Equity or SAFE (comprised of students of color from our middle and high schools), and the Special Education Advisory Committee or SEAC (comprised of parents of students with disabilities in our district). One of the SEAC sessions was held for Spanish speaking families and one engagement session was held for our families connected to the NAACP and also Spanish speaking families connected to Casa Latinos Unidos. Themes that arose from those sessions were then used to draft new board goals which are still under review by the board as of November 2023.

Student, parent, and community groups that continued to meet through the 2022 - 2023 school year included DELTA (District Equity Leadership Team Advisory)- this group of community members, families, and students of color met regularly to share experiences and identify themes for their

<sup>1</sup> Focal students include: (a) Students from racial or ethnic groups that have historically experienced academic disparities; (b) Students with disabilities; (c) Students who are navigating homelessness; (d) Students in foster care; (e) Economically disadvantaged students; (f) Students who identify as LGBTQ2SIA+; (g) Students recently arrived; (h) Migrant students; (i) Students with experience of incarceration or detention; (j) Emerging bilingual students



collective work, including: interrupting bias and the bias reporting system connected to board policy  
ACB - All Students Belong

Also continuing through the school year were our SAFE Groups in grades 4 - 12 (Students Advocating for Equity). These students met monthly during the school year to discuss experiences, develop student leadership projects and provide input on proposed changes to board policies.

New for the 2022-2023 school year was DEDI (District Diversity and Equity Inclusion Committee) which met quarterly. Membership in DEDI included members and leadership from the NAACP, Casa Latinos Unidos, Special Education Advisory Committee, Theater Diversity Advisory Committee, SAFE, DELTA, and district leadership. In our first year we worked on defining our work and building strong connections between attendees. The inception of DEDI works to sustain all other groups in the district that represent the voices of student focal groups.

#### **Question 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 implementation efforts?

Prioritizing efforts of SIA implementation during the 2022-2023 school year was guided by our Growth and Assessment Coordinator. The work this leader did with district and building leadership ensured that we were answering the question, "What is the problem we are trying to solve?" before diving into solutions. As a district we focused on goals, strategies, activities, and progress markers and looked at data with an eye toward progress on outcomes as well as progress on implementation. The learning we will take into the new school year and future implementation includes slowing down and being intentional in analyzing data that is both qualitative and quantitative.

Our community engagement efforts for board goals and Integrated Guidance were very fruitful and provided us with multiple perspectives from across our community. Our purposeful connection to focal groups ensured we were hearing from those that may not have felt included in district work in the past. We will also continue to center the voices of our students and in particular students in our focal groups.