

Question	Response
<p>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>We did not predict a pandemic which led to much instruction happening through distance learning, but we were fortunate enough to have a foundation of care and connection with counseling and social-emotional supports for all students. In response to the pandemic, our team was able to identify specific needs and respond accordingly. We provided focused education for all students and met with individuals and groups of specific students as needed. The mental and behavioral health needs of our students and families were a priority that we were able to support through SIA funding with counseling services and academic supports. Through close relationships and steady communication, we were able to give specific attention to students from historically underserved groups. Through our partnership with Lane ESD, we were able to build capacity for all staff in recognizing and supporting trauma-informed practices. To start the 21-22 school year, SIA funds have allowed us to hire another full-time counselor so that one is present at each building.</p>
<p>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 year was hard for everyone in many ways; however, our staff was highly responsive and flexible and rose to each occasion. As we move through the coming year it will be important to remain attuned to the emotional well-being of staff and students as we are all very tired. Beyond the pandemic, the adopted school calendar has been a barrier for implementing the professional development and data review team process planned. We operate will full days for students, five days a week. While that is good for instructional minutes, it leaves little time for our staff to do the foundational work necessary to support our initiatives around targeted interventions based on data review. Another barrier has been a workforce shortage. Like most other districts, we have struggled to fill open positions and have lost some staff.</p>
<p>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)</p>	<p>When thinking about SIA community engagement and the limitations presented by the pandemic, it can feel like we were limited in our ability to engage in routine group and open sessions with the community at large. However, it is important to remember that this year of distance learning and return to in-person learning was all about care and connection and ensuring we know how our students and families were doing and how we could respond to best meet their needs. Our district did that very well. We were able to increase systems of communication and quickly identify and meet specific needs. Parents partnered with us and those relationships deepened.</p>
<p>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>Despite less funding than anticipated and disruptions in the learning calendar and structure, we were able to move forward with strategies and outcomes. Our staff provided timely, responsive, and individualized intervention and wrap around supports for students. This strategy was supported with routine two-way communication between school and home. An educational foundation of strength-based, restorative, and student-centered practices was created as we focused on care and connection and individual needs. Through the surge of ESSER funds, we were able to purchase intervention materials for targeted instructional groups and are working to align and articulate curriculum. We continue to work on ways to utilize our equity lens in our decision making and resource allocation.</p>
<p>URL of webpage where your annual report is posted:</p>	<p>https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1698978/CAL_Board_Meeting_SIA_Annual_Report.pptx.11.18.21.pdf</p>
<p>Please attach a copy of the Board Minutes to this line using the paperclip icon to the left.</p>	