



## West Linn-Wilsonville School District 3Jt

**To:** WLWV School Board Members and Superintendent Dr. Ludwig

**From:** Jennifer Spencer-Iiams, Assistant Superintendent

**Date:** November 29, 2023

**Re:** Student Investment Account Grant Annual Report

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### Background

Oregon's Student Success Act provides funding to school districts through the Student Investment Account (SIA) grant program. There are two stated purpose for the SIA funds:

1. Meet students' mental or behavioral health needs, and
2. Increase academic achievement for students, including reducing academic disparities for students who are: economically disadvantaged, from racial or ethnic groups that have historically experienced academic disparities, experiencing disabilities, learning English as an additional language, in foster care, or homeless.

Allowable uses of SIA funds include expanding instructional time, addressing student health and safety, reducing class size and caseloads, and providing a well-rounded education.

The multi-year priorities and spending plan for the WLWV SIA funds were developed throughout the 2019-2020 school year. The extensive community engagement process included open meetings, surveys, and focus groups from traditionally underrepresented parent and student groups, as well as input from teachers, associations, community groups and administrators. The SIA plan developed based on this process included outlined seven strategies designed to improve support for students' mental health needs and to increase academic achievement. The SIA plan that the WLWV board approved was based on state estimates of an award grant of 7,592,963.32.

Due to the global COVID-19 pandemic and related economic impact on the State of Oregon, the actual SIA grant award to WLWV for the 2020-2021 was \$2,410,012.23. In addition to the reduction of the SIA grant, the WLWV experienced decreased funding overall in the 2020-2021 school year due in part to temporary drop in enrollment related to COVID-19. As the district worked on budgeting and staffing planning in the spring of 2021, estimates began to emerge that the SIA grant disbursement would come in at a higher level for the 2021-2022 school year. Though the estimates shifted a few times in the planning process, the final disbursement for the 2021-2022 school year came in at \$6,962,997.16\*.

The total SIA grant amount received by WLWV for the 2022-2023 school year was \$7,166,588.28. This report provides an update on the implementation and spending of these funds for the 2022-2023 school year.

## 2022-2023 Report

### Highlights of SIA implementation and spending for the 2022-23 school year include:

- Maintained and hired additional key staff who support student's mental health through significant economic challenge (Social Workers, School Counselors and School Psychologists)
- Maintained and hired key staff who work to reduce academic disparities through significant economic challenge (ELD Specialists and Learning Specialists)
- Maintained staff to reduce class sizes (Primary Schools and High Schools)
- Maintained School Nursing positions to support on-going needs due to COVID pandemic, as well as increasing student health needs overall
- Maintained funding for Online Learning school option by supporting Teacher Librarians full time status at primary and middle schools, and full time coordinators at high schools to provide high quality learning experiences for students who chose this option.
- Maintained important data tools and intervention resources to understand and support student's mental health, adding additional components to better understand and support teachers' needs and input.
- Continued funding of a comprehensive data dashboard system to help bring student progress information around attendance, academic achievement, social emotional factors and behavioral components into a practical system to support early connection and intervention to students who may need additional support.
- Maintained Bilingual Family Support Specialist and expanded the reach WLWV Family Empowerment Center
- Maintained half time Counselor at Three Rivers Charter School, and included this person in district professional development to improve smooth transitions for students who move back and forth between district neighborhood schools and the Charter school

Total of 59.41 FTE Funded by the SIA grant

### Activities and Outcomes Supported by SIA funds for the 2022-23 school year include:

- Prioritized smaller class sizes in primary schools by funding 12 primary school teachers through the SIA grant
- Connecting more families to school and community resources, particularly Spanish speaking families
  - example: created series of family engagement sessions known as Parent Cafes in Spanish and in English in collaboration with Clackamas County, developed Ballet Folklorico as a district wide enrichment program open to all families which connected many families who were otherwise not connected to any co-curricular activities
- Increasing community partnerships that benefit students and families
  - example: worked with city and local civic groups to raise money and contributions of supplies that went directly to supporting students in need, deepened relationships with local mental health providers for more continuity of care for students
- Continued training for staff and community on positive mental health and suicide prevention

- example: conducted more QPR (Question, Persuade, Refer) Suicide Prevention Trainings for staff and community, coordinated Flight Team training and responses for supporting schools and community in grief after the death of a student or staff member
- Increasing supports for students with disabilities
  - example: expanded trained staff in significant behavior support training with CPI (Crisis Prevention Institute) skills, expanded professional development in embedding principles of UDL (universal design for learning) in all classrooms for greater academic access for all students
- More information about students' feelings of belonging and social emotional skills to plan school wide social emotional skill building
  - example: School counselors used data from Panorama survey to select and develop target lesson plans and interventions to better meet the mental health needs of students
  - example: training for entire staff at district assembly that affirm principles of student belonging

**ODE SIA Annual Report Questions**

<p>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 of your SIA plan?</p>	<p><i>A major focus of the Student Success Act was to support student's mental health and wellbeing. In our district, the SIA funds have allowed us to look at these needs in a holistic way. We have been able to maintain and expand key positions in school counseling, school psychology, and learning specialists that collaboratively work to support student needs. Additionally, we have purchased new tools for understanding student voice and looking at comprehensive data with these funds. This supports us in better identifying where improvement is needed and having the resources to get that improvement to that student.</i></p>
<p>2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?</p>	<p>The fact that the SIA implementation exists within an unpredictable budget landscape makes it very difficult to commit to hiring new staff or extending into innovative programs. Even if the SIA funding were to remain stable, which there is no guarantee of that fact, the general fund continues to be in doubt for each biennium as our costs continue to rise every year. This results in our district taking an approach to maintaining staff and only looking to hire new staff when we believe we will be able to sustain that position over time.</p>
<p>3. SIA Implementation includes ongoing engagement with all students, focal students, families, staff and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year?</p>	<p>Many of the relationships built and nurtured through the original SIA community engagement outreach efforts have continued to inform and support the work of the district and individual schools. One particularly strong example is how the Family Empowerment Center, run by our Bilingual Family Engagement Specialist, has partnered with Clackamas County to run a series of Parent Cafes that has truly created a</p>

	<p>real platform for many Spanish speaking families to be much more heard in district planning. Our district Equity Conference is a collaboration with city governments and civic groups, and features engagement sessions with students, social workers, and families that have not historically been heard in our community. The Community Engagement push of the SIA aligns with our district and board goals in this area as well as our equity plan.</p>
<p>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 SIA implementation efforts?</p>	<p>We continue to learn about how to plan great learning for all students, and systematize ways to check in on which students need more. The funds we invested in the MTSS/SEL data platform and professional learning are beginning to permeate in tangible ways of improved outcomes for students. We will continue to look at long term investments that align with district values where personnel and appropriate tools are aligned for future planning.</p>

*This table represents the summary of strategies from the original SIA plan presented to the board with the 2022-23 brief expenditure updates.*

Strategies	Activities (and Priorities ranked 1,2,3)	Ways the Activities will help meet the desired Outcomes	2022-23 Updates
<p><b>Strategy #1:</b> Meet students' mental and behavioral health needs by hiring additional <b>Social Workers, School Psychologists, Counselors and Nurses</b></p>	<ol style="list-style-type: none"> <li>4 Social Workers (1)</li> <li>2 School Psychologists (1)</li> <li>3.5 Counselors at Middle School (1)</li> <li>0.5 Counselor at Charter School (1)</li> <li>2 School Nurses (1)</li> </ol>	<ul style="list-style-type: none"> <li>Increasing support for mental and behavioral health</li> <li>Increasing support to school teams</li> <li>Resources for students and parents</li> <li>Data shows current Social Workers, School Psychologists, Counselors and Nurses are having an impact -- we want to increase that impact</li> </ul>	<ol style="list-style-type: none"> <li>Maintained 4 existing Social Workers (1 of which was added in 2021-22)</li> <li>Maintained 2 existing School Psychologists</li> <li>Maintained 4 MS Counselors (1 of which was added in 2021-22)</li> <li>Maintained .5 School Counselor at Charter School (added in 2021-22)</li> <li>Maintained 2 Nurses (1 of which was added in 2021-22)</li> <li>Maintained 8.5 Primary School Counselors</li> </ol>
<p><b>Strategy #2:</b> Increase academic achievement and reduce academic disparities by <b>Reducing Class Size and hiring additional Learning Specialists, Special Education</b></p>	<ol style="list-style-type: none"> <li>7 Learning Specialists at Primary Schools (K-5) (1)</li> <li>4 Learning Specialists at Middle and High School (1)</li> <li>2.5 ELD Teachers (1)</li> <li>1 Special Education Instructional Coordinator (1)</li> <li>6.5 Primary</li> </ol>	<ul style="list-style-type: none"> <li>Increasing access to general education curriculum</li> <li>Increasing academic outcomes for all learner groups</li> <li>Data shows current Learning Specialists,</li> </ul>	<ol style="list-style-type: none"> <li>Maintained 6 Primary Learning Specialists</li> <li>Maintained 5 Secondary Learning Specialist</li> <li>Added .6 ELD specialist and maintained 2.5 ELD</li> </ol>

<b>Instructional Coordinators, ELD Specialists, Paraeducators</b>	School Teachers (1) 6. 2 High School Teachers (2) 7. 10 Paraeducators (2)	Special Education Instructional Coordinators, ELD Specialists and Paraeducators are having an impact -- we want to increase that impact	Specialist (1 of which was added in 2021-22) 4. Maintained 1 SPED IC 5. Maintained 12 Primary School Teachers 6. Maintained 2 HS Teachers 7. Suspended
<b>Strategy #3:</b> Meet students' mental and behavioral health needs by hiring <b>Social-Emotional Learning (SEL) Coordinators</b> at primary schools and investing in <b>SEL curriculum, assessments and training</b>	1. 8 Social-Emotional Learning Coordinators at Primary Schools (K-5) (1) 2. Curriculum and Materials to support Social-Emotional Learning (1) 3. Assessment tools to gather ongoing data about Social-Emotional Learning (1) 4. Professional Development to support Social-Emotional Learning (1)	<ul style="list-style-type: none"> <li>Increasing support for mental and behavioral health</li> <li>Increasing support to school teams</li> <li>Will facilitate development/expansion of Multi-Tiered Systems of Support -- a research-based best practice for supporting academic and social-emotional learning</li> </ul>	1. Suspended** 2. Purchased & implemented SEL surveys and playbook curated curriculum tools 3. Purchased Data Dashboard Intervention Tools and Progress Monitoring systems 4. Provided some PD for implementation of 2 & 3 above
<b>Strategy #4:</b> Increase academic achievement and reduce academic disparities by establishing an <b>Online Learning Program</b> , hiring teachers to lead the implementation of the program and purchasing online curriculum	1. 2 Online Academy Coordinators (2) 2. Curriculum and Materials to support Online courses (2) 3. Professional Development and Collaboration time for teachers of online courses (2)	<ul style="list-style-type: none"> <li>Increasing access to general education curriculum</li> <li>Increasing options for learning needs and interests</li> <li>Flexibility with student and staff scheduling</li> <li>Broadening pathways toward completion of high school credits for all learners</li> </ul>	1. Added 2 FTE Online Academy Coordinators for HS, maintained 6.5 FTE Teacher Librarians to run Online Program at each PS and MS 2. Suspended 3. Suspended
<b>Strategy #5:</b> Increase academic achievement and reduce academic disparities by creating <b>free summer programs</b> for middle school students and eliminating fees for summer courses for high school students	1. Creating/Expanding free Summer programs for Middle School students (academic and enrichment) (3) 2. Eliminating fees and expanding course offerings for High School summer programs (including credit advancement and credit recovery) -- up to 1 credit per student per summer (3) 3. 1 Bilingual Family Engagement Specialist to connect families to academic and enrichment activities throughout the school year and summer (2)	<ul style="list-style-type: none"> <li>Increasing access to general education curriculum</li> <li>Ensuring more students are successful with academic standards and ready for high school and beyond</li> <li>Flexibility with student and staff scheduling</li> <li>Broadening pathways toward completion of high school credits for all learners</li> </ul>	1. Suspended (This project funded through Summer Learning Grant) 2. Suspended (This project funded through Summer Learning Grant) 3. Maintained Bilingual Family Engagement Specialist and continued to expand role of Family Empowerment Center
<b>Strategy #6:</b> Increase academic achievement and reduce academic disparities by providing sufficient <b>time</b>	1. Funding for substitutes or extended contract pay for teachers/staff to participate in district-led professional development during the	<ul style="list-style-type: none"> <li>Increasing time for teachers/staff to develop curriculum units, plan collaboratively, and respond to data during</li> </ul>	1. Suspended 2. Suspended 3. Suspended 4. Funded entire staff training on bias and

<p><b>for teachers and staff to collaborate</b>, review data and develop strategies to help students stay on track to graduate</p> <p>(This funding is in addition to the collaborative professional development already provided in the general fund budget)</p>	<p>summer and during the school year (2)</p> <ol style="list-style-type: none"> <li>Funding for substitutes or extended contract pay for teachers/staff to participate in school-based (teacher-led or principal-led) professional development during the summer and during the school year (2)</li> <li>Funding for substitutes or extended contract pay for teachers/staff to participate in planning meetings with parents to support students with complex needs (during the summer and during the school year) (1)</li> <li>Promoting professional learning and collaboration through sponsorship of professional conferences (All Born In and Oregon Association of Latino Administrators) (3)</li> </ol>	<p>the school year and during the summer</p> <ul style="list-style-type: none"> <li>Increasing opportunities for school teams and parents to meet when providing wrap-around support for students with complex needs</li> <li>Increasing opportunities for staff to develop inclusive and equitable practices</li> </ul>	<p>belonging at start of the school year</p>
<p><b>Strategy #7:</b> Meet students' mental and behavioral health needs through increasing opportunities for physical activity and wellness -- including hiring <b>additional PE/Wellness staff</b> at primary school (K-5)</p>	<ol style="list-style-type: none"> <li>3 PE/Wellness paraeducators at Primary School (K-5) (3)</li> <li>Curriculum and Materials to support increasing opportunities for physical activity and wellness (3)</li> </ol>	<ul style="list-style-type: none"> <li>Increasing access to wellness instruction for students</li> <li>Meets Oregon Department of Education requirements for additional time dedicated to wellness and physical activity in primary schools</li> </ul>	<ol style="list-style-type: none"> <li>Suspended</li> <li>Suspended</li> </ol>

Note: (1) (2) and (3) represent degrees of priority based on community engagement (with (1) being the highest priority).

\*2021-2022 SIA grant total numbers have been trued up since last years annual board report

\*\*Some activities listed as *suspended* may have been suspended from the SIA grant funding but may have occurred through other funding sources



## SIA 2022-23 Summary (Smartsheet Format)

July 1, 2022 - August 31, 2023

Activity	Budget ODE Submission	Q2 July-Dec 2022	Q3 Jan-Mar 2023	Q4 April-Sept 2023	Year-to-Date
Admin Costs	1,350.00	-	-	-	-
Learning Specialists at High School and Middle School	579,386.93	200,060.98	148,990.61	249,793.04	598,844.63
Learning Specialists at Primary Schools	599,857.32	202,715.46	151,196.00	244,542.48	598,453.94
School Psychologists	204,388.16	68,512.71	51,294.37	88,369.58	208,176.66
School Social Workers	557,147.49	186,629.56	140,283.81	238,246.53	565,159.90
Online Program Administrative Assistant	60,204.25	20,130.79	15,035.80	24,004.61	59,171.20
ELD Teachers	380,686.25	130,129.19	100,380.76	165,117.98	395,627.93
High School Teachers	225,668.27	75,587.59	56,269.76	92,944.32	224,801.67
Primary School Teachers	1,336,369.71	383,266.61	316,797.31	517,041.96	1,217,105.88
Nurses	287,462.50	97,732.45	73,818.40	121,730.12	293,280.97
Primary School Counselors --Revised	994,125.57	337,882.62	253,520.79	406,722.04	998,125.45
Middle School Counselors	426,603.26	147,566.80	112,557.04	184,415.79	444,539.63
Teacher Librarians to Teach Online Program	862,313.23	299,777.45	224,416.51	373,118.77	897,312.73
Three Rivers Charter School Counselor	48,155.77	30,186.07	15,219.70	16,371.22	61,776.99
Bilingual Family Engagment Specialist	119,319.34	60,202.77	30,864.15	31,184.81	122,251.73
Curriculum and Materials-SEL and MTSS Dashboard	177,631.40	170,947.40	-	(451.67)	170,495.73
WKOA Coordinator	288,918.83	98,677.81	73,683.23	122,102.20	294,463.24
Implicit Bias Training (Strategy 6)	15,000.00	15,000.00	-	-	15,000.00
<b>TOTAL BUDGET EXPENDITURE</b>	<b>7,164,588.28</b>	<b>2,525,006.26</b>	<b>1,764,328.24</b>	<b>2,875,253.78</b>	<b>7,164,588.28</b>
	<b>A</b>				<b>B</b>