



West Linn-Wilsonville School District 3Jt

To: WLWV School Board Members and Superintendent Dr. Ludwig
From: Kathy Ludwig, Superintendent
Date: October 4, 2021
Re: Student Investment Account Report

Background

Oregon's Student Success Act provides funding to school districts through the Student Investment Account (SIA) grant program. There are two stated purposes 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 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 was brought to the WLWV School Board for approval on April 6, 2020, with an estimated budget 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 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.

This report provides an update on the implementation and spending of WLWV's SIA grant for the 2020-2021 school year.

2020-2021 Report

Highlights of SIA implementation and spending for the 2020-21 school year include:

- Hired Coordinators to develop and implement new Online Learning school option (WKOP) to provide high quality learning experiences for students who chose this during the pandemic conditions
- Maintained key staff who support student's mental health through significant economic challenge
- Maintained key staff who work to reduce academic disparities through significant economic challenge
- Added important data tool and intervention resources to understand and support student's mental health
- Hired new Bilingual Family Support Specialist and launching WLWV Family Empowerment Center
- More key staff were able to be maintained through SIA funds than originally projected in November 2020 report

Activities and Outcomes Supported by SIA funds for the 2020-21 school year include:

- Connecting more families to school and community resources, particularly Spanish speaking families
 - example: FEC open house
- Increasing community partnerships that benefit students and families
 - example: donations from more community groups like Clackamas Book Shelf that gave books to children and faith groups that provided screens for health rooms)
- Continued training for staff and community on positive mental health and suicide prevention
 - example: parent education nights on understanding and reducing anxiety in children, QPR suicide prevention training
- Increasing supports for students with disabilities
 - example: adding learning specialists to provide direct services and collaboration for students on served by special education
- 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

Strategies	Activities (and Priorities ranked 1,2,3)	Ways the Activities will help meet the desired Outcomes	2020-2021 Updates
<p>Strategy #1: Meet students' mental and behavioral health needs by hiring additional Social Workers, School Psychologists, Counselors and Nurses</p>	<ol style="list-style-type: none"> 4 Social Workers (1) 2 School Psychologists (1) 3.5 Counselors at Middle School (1) 0.5 Counselor at Charter School (1) 2 School Nurses (1) 	<ul style="list-style-type: none"> Increasing support for mental and behavioral health Increasing support to school teams Resources for students and parents Data shows current Social Workers, School Psychologists, Counselors and Nurses are having an impact -- we want to increase that impact 	<ol style="list-style-type: none"> Maintained 3 existing Social Workers Maintained 2 existing School Psychologists Maintained 1 MS School Counselor Suspended Maintained 1 existing Nurse
<p>Strategy #2: Increase academic achievement and reduce academic disparities by Reducing Class Size and hiring additional Learning Specialists, Special Education Instructional Coordinators, ELD Specialists, Paraeducators</p>	<ol style="list-style-type: none"> 7 Learning Specialists at Primary Schools (K-5) (1) 4 Learning Specialists at Middle and High School (1) 2.5 ELD Teachers (1) 1 Special Education Instructional Coordinator (1) 6.5 Primary School Teachers (1) 2 High School Teachers (2) 10 Paraeducators (2) 	<ul style="list-style-type: none"> Increasing access to general education curriculum Increasing academic outcomes for all learner groups Data shows current Learning Specialists, Special Education Instructional Coordinators, ELD Specialists and Paraeducators are having an impact -- we want to increase that impact 	<ol style="list-style-type: none"> Maintained 7 Primary Learning Specialists Maintained 4 Secondary Learning Specialist Maintained 1 ELD Specialist Maintained 1 SPED IC Suspended Suspended Suspended
<p>Strategy #3: Meet students' mental and behavioral health needs by hiring Social-Emotional Learning (SEL) Coordinators at primary schools and investing in SEL curriculum, assessments and training</p>	<ol style="list-style-type: none"> 8 Social-Emotional Learning Coordinators at Primary Schools (K-5) (1) Curriculum and Materials to support Social-Emotional Learning (1) Assessment tools to gather ongoing data about Social-Emotional Learning (1) Professional Development to support Social-Emotional Learning (1) 	<ul style="list-style-type: none"> Increasing support for mental and behavioral health Increasing support to school teams Will facilitate development/expansion of Multi-Tiered Systems of Support -- a research-based best practice for supporting academic and social-emotional learning 	<ol style="list-style-type: none"> Suspended Purchased & implemented School Connect Curriculum for HS and Playbook from Panorama Purchased and implemented Panorama Social Emotional Learning Surveys Provided some PD for implementation of 2 & 3 above
<p>Strategy #4: Increase academic achievement and reduce academic disparities by establishing an Online Learning Program, hiring teachers to lead the implementation of the program and purchasing online curriculum</p>	<ol style="list-style-type: none"> 2 Online Academy Coordinators (2) Curriculum and Materials to support Online courses (2) Professional Development and Collaboration time for teachers of online courses (2) 	<ul style="list-style-type: none"> Increasing access to general education curriculum Increasing options for learning needs and interests Flexibility with student and staff scheduling Broadening pathways toward completion of high school credits for all learners 	<ol style="list-style-type: none"> Hired 2 Online Academy Coordinators Suspended (This curriculum funded through ESSR) Suspended

<p>Strategy #5: Increase academic achievement and reduce academic disparities by creating free summer programs for middle school students and eliminating fees for summer courses for high school students</p>	<ol style="list-style-type: none"> 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"> • Increasing access to general education curriculum • Ensuring more students are successful with academic standards and ready for high school and beyond • Flexibility with student and staff scheduling • Broadening pathways toward completion of high school credits for all learners 	<ol style="list-style-type: none"> 1. Suspended (This project funded through Summer Learning Grant) 2. Suspended (This project funded through Summer Learning Grant) 3. Hired Bilingual Family Engagement Specialist and launched Family Empowerment Center
<p>Strategy #6: Increase academic achievement and reduce academic disparities by providing sufficient time for teachers and staff to collaborate, 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>	<ol style="list-style-type: none"> 1. Funding for substitutes or extended contract pay for teachers/staff to participate in district-led professional development during the summer and during the school year (2) 2. 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) 3. 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) 4. Promoting professional learning and collaboration through sponsorship of professional conferences (All Born In and Oregon Association of Latino Administrators) (3) 	<ul style="list-style-type: none"> • Increasing time for teachers/staff to develop curriculum units, plan collaboratively, and respond to data during the school year and during the summer • Increasing opportunities for school teams and parents to meet when providing wrap-around support for students with complex needs • Increasing opportunities for staff to develop inclusive and equitable practices 	<ol style="list-style-type: none"> 1. Suspended 2. Suspended 3. Suspended 4. Suspended
<p>Strategy #7: Meet students' mental and behavioral health needs through increasing opportunities for physical activity and wellness -- including hiring additional PE/Wellness staff at primary school (K-5)</p>	<ol style="list-style-type: none"> 1. 3 PE/Wellness paraeducators at Primary School (K-5) (3) 2. Curriculum and Materials to support increasing opportunities for physical activity and wellness (3) 	<ul style="list-style-type: none"> • Increasing access to wellness instruction for students • Meets Oregon Department of Education requirements for additional time dedicated to wellness and physical activity in primary schools 	

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