



## 2020-2021 Student Investment Account Annual Report

The Oregon Legislature passed the Student Success Act in 2019 including the Student Investment Account for K-12 students.

The Student Investment Account is a grant available to all Oregon school districts and eligible charter schools established for two purposes: (1) meeting students' mental or behavioral health needs and (2) improving academic outcomes and reducing academic disparities for students of color, students who are tribal citizens, students with disabilities, emerging bilingual students, and students navigating homelessness, and foster care.

The Student Investment Account grants give districts wide latitude in determining through the engagement process how best to use the allocated funds to improve outcomes for students as long as the use falls within one of four allowable categories: (1) increased instructional time, (2) improving student health and safety, (3) reducing class size, and (4) well rounded education.

The attached spending report shows how Sweet Home utilized the Student Investment Account grant during the 2020-2021 school year. The report also includes questions from the Oregon Department of Education and our school district's answers.

**WHAT IS THE STUDENT INVESTMENT ACCOUNT?**

Close to **\$500 MILLION** in non-competitive grant money for all Oregon school districts and eligible charter schools.

New money has two purposes:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
  - Students of color;
  - Students with disabilities;
  - Emerging bilingual students; and
  - Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in our schools.

**5 Areas for Input**

- 1 Reducing academic disparities (gaps between outcomes for different student groups)
- 2 Meeting students' mental and behavioral health needs
- 3 Providing access to academic courses
- 4 Allowing teachers and staff sufficient time to collaborate, review data and develop strategies to help students stay on track to graduate
- 5 Establishing and strengthening partnerships

**Allowable Investments**

- CLASS SIZE
- WELL-ROUNDED EDUCATION
- INSTRUCTIONAL TIME
- HEALTH & SAFETY

**SWEET HOME SCHOOL DISTRICT  
STUDENT INVESTMENT ACCOUNT  
FISCAL YEAR 2020-2021 SPENDING REPORT**

Activity #	Proposed Activity	Budget FTE	Original Budget Amount	Actual Spent	Variance	Variance as a % of Budget	Notes
1	Technology Integration, salary	0.250	\$10,894.00	\$10,542.04	-\$351.96	-3.2%	
2	Technology Integration, benefits		\$4,189.00	\$4,020.00	-\$169.00	-4.0%	
3	Social-emotional facilities adaptations		\$35,000.00	\$35,000.00	\$0.00	0.0%	
4	Student Services, Behavior Facilitator, salary	1.000	\$76,334.00	\$43,837.03	-\$32,496.97	-42.6%	1
5	Student Services, Behavior Facilitator, benefits		\$38,813.00	\$23,689.14	-\$15,123.86	-39.0%	1
6	Student Services, Mental Health, salary	0.500	\$21,757.00	\$22,083.35	\$326.35	1.5%	
7	Student Services, Mental Health, benefits		\$8,799.00	\$8,836.67	\$37.67	0.4%	
8	Student Services, SpEd, licensed salaries	2.000	\$104,447.00	\$113,867.71	\$9,420.71	9.0%	
9	Student Services, SpEd, licensed benefits		\$45,615.00	\$42,784.15	-\$2,830.85	-6.2%	
10	Instructional Programming, licensed salary	1.000	\$44,872.00	\$85,328.15	\$40,456.15	90.2%	2
11	Instructional Programming, licensed benefits		\$28,587.00	\$46,101.82	\$17,514.82	61.3%	2
12	Mini grants, supplies-COVID supplies		\$24,325.27	\$25,112.98	\$787.71	3.2%	
13	Alternative Education, licensed salaries	1.250	\$79,114.00	\$67,709.64	-\$11,404.36	-14.4%	
14	Alternative Education, licensed benefits		\$43,217.00	\$37,050.59	-\$6,166.41	-14.3%	
15	<i>Charter School, assistants/tutors, classified salaries</i>	1.250	\$14,795.00	\$17,750.10	\$2,955.10	20.0%	3
16	<i>Charter School, assistants/tutors, classified benefits</i>		\$7,287.00	\$950.00	-\$6,337.00	-87.0%	3
17	<i>Charter School, before/after school tutoring, salaries</i>	0.313	\$5,049.00	\$0.00	-\$5,049.00	-100.0%	3
18	<i>Charter School, before/after school tutoring, benefits</i>		\$2,487.00	\$0.00	-\$2,487.00	-100.0%	3
19	<i>Charter School, supplies for evening events</i>		\$250.00	\$0.00	-\$250.00	-100.0%	3
20	<i>Charter School, supplies for tutoring</i>		\$1,807.00	\$12,974.90	\$11,167.90	618.0%	3
		7.563	\$597,638.27	\$597,638.27	\$0.00	0.0%	

Notes

1. The District behavior facilitator left mid-year and the District was unable to fill the open position resulting in the favorable spending variance
2. The District utilized the savings from the behavior facilitator to pay for a classroom instructional teacher to help reduce class sizes
3. The charter school's budget had six activities. The final report has been consolidated into three activities.



## **2020-2021 Student Investment Account Annual Report**

### **Question #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)**

### **Response**

The SIA process and SIA resources allowed us to provide equity focused student supports. One particular challenge that COVID-19 presented was the immediate need to shift to CDL. During the 2021-22 school year, we then shifted to providing education to some students in-person and others utilizing CDL. SIA funds helped us to more effectively reach students.

### **Question #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)**

### **Response**

Some specific positions are difficult to fill, especially in more rural areas. For example, we had hired a behavior facilitator who was commuting from some distance away. During the school year, a district closer to her home recruited her away. We were then unable to fill this position.

### **Question #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)**

## Response

COVID has been a challenge to having in person community engagement. As a result, we are increasingly utilizing technology to engage with our community such as Zoom meetings and social media.

## Question #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)**

## Response

Our choices and prioritization efforts were largely guided by our equity focus along with our community input. This included decisions on what to scale down.



## STUDENT INVESTMENT ACCOUNT

The SIA is a non-competitive grant available to all Oregon school districts and eligible charter schools, established for two purposes: (1) meeting students' mental or behavioral health needs and (2) improving academic outcomes and reducing academic disparities for students of color, students who are tribal citizens, students with disabilities, emerging bilingual students, and students navigating poverty, houselessness, and foster care.

The Student Investments Account grants give districts and eligible charter schools wide latitude in determining through the engagement process how best to use the allocated funds to improve outcomes for students as long as the use falls within one of the described allowable use categories.

**The SIA allowable use categories are noted below with examples of how applicants may use the funds:**

- 1. Increased Instructional Time**
  - Increase hours or days of instructional time;
  - Add summer programs and/or before and after school programs.
- 2. Improving Student Health and Safety**
  - Invest in social-emotional learning and development, student mental and behavioral health;
  - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at school;
  - Student health and wellness, trauma informed practices, school health professionals, or facility improvements that improve student health or safety.
- 3. Reducing Class Size**
  - Increase the use of instructional assistants, educators, and counselors;
  - Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
- 4. Well Rounded Education**
  - Include developmentally appropriate and culturally responsive programs;
  - Broaden curricular options at all grade levels (including access to art, music, PE, science, etc.);
  - Increase access to educators with a library media endorsement.

Grant recipients are also allowed to spend a small portion of funding on ongoing community engagement activities and administrative costs.

At the heart of the SSA is a commitment to improving access and opportunities for students who have been historically underserved in the education system.

To receive funding, applicants needed to comply with application requirements set forth in the [Student Success Act](#) and informed by the [Guidance for Eligible Applicants](#) provided by ODE in December 2019, which included focused community and student engagement, use of an equity lens, alignment to the district continuous improvement plan, consideration of relevant data, and consideration of the recommendations of the state's [Quality Education Model Report](#).