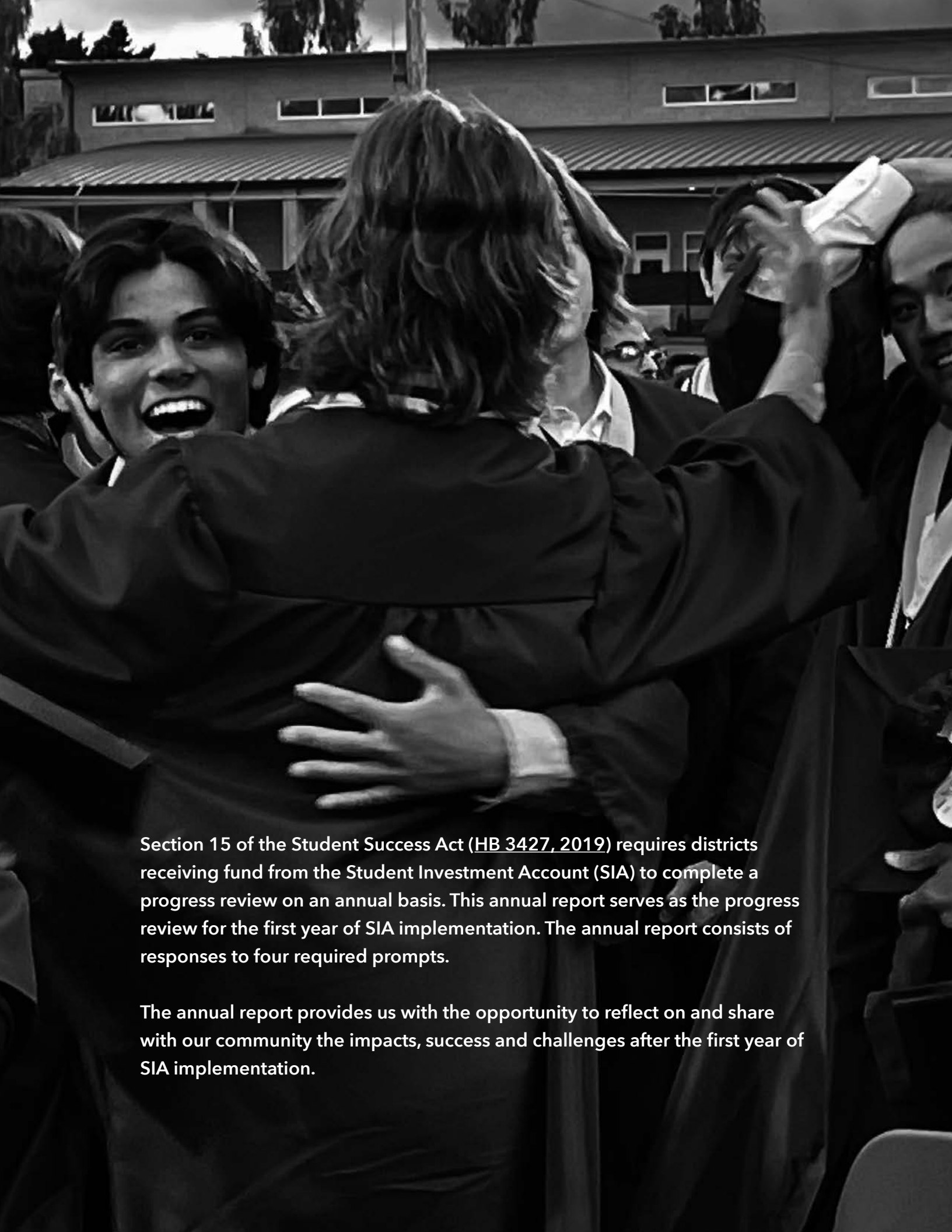




STUDENT INVESTMENT ACCOUNT

ANNUAL REPORT 2021-22



Section 15 of the Student Success Act ([HB 3427, 2019](#)) requires districts receiving fund from the Student Investment Account (SIA) to complete a progress review on an annual basis. This annual report serves as the progress review for the first year of SIA implementation. The annual report consists of responses to four required prompts.

The annual report provides us with the opportunity to reflect on and share with our community the impacts, success and challenges after the first year of SIA implementation.

What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

Increase student attendance, mental well-being, and attachment to school.

The 2021-22 school year was the first time schools had a comprehensive team of individuals to address the behavioral health and wellness (BH&W) needs of students. These individuals helped to reduce barriers in and out of the classroom allowing teachers and their students to focus on academic instruction. Every school in BSD implemented a BH&W Team. Meetings were held at least monthly with most school teams meeting weekly to discuss concerns regarding the needs of the students and their families. BH&W teams analyzed student outcome data quarterly to identify needs and improve practice.

BSD completed its first ever Behavioral Health and Wellness universal supports adoption. Best practices and a position paper outline the district's commitment to attending to the needs of the whole student. BSD is implementing a Curriculum Learning Enhancements scope and sequence that is inclusive of social emotional learning, suicide prevention, mental health awareness, sexual abuse awareness, and digital citizenship. The SIA plan allows staff to intervene early and frequently and this allows students to remain in a less restrictive educational environment with access to core instruction. If it were not for the SIA plan, as a district we would continue to rely heavily on the more restrictive supports of Special Education.

Professional development for secondary school administrators strengthened systems to teach behavioral expectations and implement restorative practices to manage student behavior. Advisory lessons were piloted as part of the Behavioral Health and Wellness adoption process to teach students skills to independently regulate their behavior.

Increase the ability of staff to implement culturally relevant instructional practices.

The language and vocabulary of diversity, equity and inclusion is much more present in school and district conversations and collaborative efforts. Staff are becoming more adept at both gathering and analyzing data for equity gaps and growth. As our language and skills develop, we are becoming more able to identify areas of growth and opportunity in advancing equity and belonging for all students. Implementing culturally relevant instructional practices has increased prominence in curriculum meetings. School learning plans show that there is continuous learning around individual and systemic forms of inequity, that there is increased effort to engage with the community, and that there are efforts to create a welcoming culture and safe environment for all students. Certified and administrative staff collaborated to identify three district priorities for equity work that aim to ensure spaces of belonging for all students. Over 30 administrative and certified staff members participated in the Coaching for Educational Equity seminar, increasing the capacity of our district and building leaders to engage in equity-focused leadership with staff.

Increase the percentage of students who are reading at or above grade level in grades K-3.

Forty Academic Coaches participated in year one of LETRS training. LETRS training will help us support students who are identified dyslexic and who have dyslexic tendencies. Additional reading materials were purchased to support Academic Coaches and teachers of K-3 students.



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?

The availability of qualified candidates for positions. Many districts are competing for the same numbers of limited staff, which has made filling positions difficult. It was not unusual for schools to have multiple unfilled positions on any given day. The district experienced attrition in key areas, including in the position of Administrator for Equity Talent Acquisition.

During 2021-2022, guidance from the Washington County Health Department created the necessity to contact trace and, at times, quarantine students. These interruptions to the continuity of learning provided challenges to support students who were impacted by Hybrid Learning or Comprehensive Distance Learning. The need for emphasis on Covid-related learning and protocols took precedence over the ability to learn, teach, and implement culturally relevant instructional practices. Some of the best instructional strategies an educator might use in a classroom (gathering class in one area, meeting with a small group of children, children sitting next to a classmate, "with a partner..") couldn't be used due to spacing requirements.

The biggest barrier to SIA implementation was the lack of available substitutes. Impacts included:

- BH&W team members being reallocated to cover sub shortage needs versus implementing the BH&W plan at the school level. In the spring with the change in COVID protocols and a hiring recruitment push, BH&W team members had the opportunity to implement their BH&W plans.
- A shortage of substitute teachers resulted in an inability to engage in the intended professional learning and collaboration.
- We had intensive training scheduled to help our K-3 teachers use our reading assessment tool. This training was canceled due to substitute shortages. The need for training still exists, and we need other ways to meet the needs of our elementary staff during the school year.
- The challenge has been that the additional staff has spent so much time subbing during sub shortages for us to fully realize the potential these positions offer.

SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. How have relationships with or between those groups changed and/or been maintained throughout this academic year?

We continue to expand and sustain our engagement with student, family, staff and community focal groups with an emphasis on affinity-based groups such as the Beaverton Black Parent Union, Black Student Unions, staff AANHPI, KaloHCC, BMEC/BMAC, student and staff LGBTQ+ affinity groups and PTCs. Ongoing engagement through the Spec. Ed. Parent Advisory council has supported monthly meetings to discuss the Special Education process, use of funds, needs, budgets, and impacts to student services. For ongoing engagement with staff, we are holding quarterly/monthly department meetings with specialized programs, building administrators, and cultural consultancies.

Policies that prevented parents from entering the building or congregating in meetings meant that engagement with families and community partners was negatively impacted. This meant that staff was called upon more frequently to support students without other sources of community support. Schools are in the process of rebuilding connections to their broader community after the pandemic. Additionally, parents are welcoming the opportunity to reengage in their school communities as protocols to protect public health during the pandemic have eased.

Home visits and empathy interviews were a part of many of our schools with the most needy students. These strategies help connect families to the schools and it helped to broaden a child's circle of support when working together. Social workers were able to work alongside families to bridge communication, seek supports and to connect with varied agencies in order to match needs and supports.

BSD's partnership with Washington County Behavioral Health has grown significantly in the 2021-22 school year. This partnership has brought about increased parent training opportunities. As a result of SIA funding, BSD staff have been able to reach out to families and connect them with district and community resources at a greater level than ever before.

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?

Our deliberate efforts to engage a wide spectrum of community members was seen as a positive of the SIA process. We believe this inclusion of many voices allowed us to better prioritize our efforts and focus on the highest needs. We have kept children at the center of conversations.

When BSD developed our SIA plan, behavioral health and wellness was a key area of need that was identified by students, staff, families, and the community. If it was not for this decision pre-pandemic, we would not have been able to meet the needs of our students after the onset of the pandemic or addressing the long-term impacts of the pandemic. BH&W supports were necessary pre-pandemic but have been critical in the 2021-22 school year.

These positions continue to be an area of need, and due to increases in staffing we've been able to increase student achievement and student well-being. Additionally, we've increased access to staff for training and professional development opportunities. We've also used the increase in staff to mitigate the effects of COVID-related school closures and distance learning, as evidenced by the minimal number of students qualifying for recovery services through the IEP process. We've also used the focus on cultural considerations and culturally and linguistically diverse evaluation processes to improve in areas that have been previously noted as areas of over-identification for Special Education (Hispanic students in SLD) and have improved evaluation processes and outcomes.

There remains a hunger (desire and demand) among staff, students, family and community members for continued professional learning, collaboration and action in the areas of diversity, equity and inclusion in order to ensure spaces of belonging for all students. We also learned that in addition to our productive efforts toward doing so, we still have much room for growth and improvement.

We also continue to see the need to support our K-3 learners. The needs following the pandemic are even greater. We are working to start our second LETRS cohort and are offering after school sessions for reading assessment training.

Student Investment Account (SIA) Expenditures 2021-22

SIA Goal 1: Increasing academic achievement, including reducing academic disparities for focal populations.

SIA Goal 2: Addressing students' health and safety needs.

		Total SIA 2021-22
SIA Goal	Description	Expenditures
1	Equity-based Class Size Reform in Core Content Classes in Grades K-12	\$ 11,375,839
1	Class Size Reduction at Grades K-2	4,011,278
1	Early Literacy Support	51,328
1	Culturally Responsive Materials for Libraries & Classrooms	783,425
1	Materials Support for Dyslexia Implementation	49,981
	Total SIA Goal 1	16,271,851
2	Student Success Teams	12,340,851
2	Professional Development & Materials for Supporting Behavioral Health Needs of Students	29,663
2	Parent Education Partnership with the national Alliance on Mental Illness (NAMI)	21,960
2	Multilingual Support for Student Success Teams	552,089
2	Equity Training	336,762
2	Equity Administrator	179,399
2	Recruitment & Retention of a Diverse Workforce	86,081
	Total SIA Goal 2	13,546,805
	Administrative/Indirect Costs	500,000
	Charter Schools	497,768
	Total 2021-22 Awards	\$ 30,816,424



Learn more at www.beaverton.k12.or.us/student-success-act