

Sweet Home School District

2022-23 Student Investment Account Annual Report



One example of how the Sweet Home School District has utilized Student Investment Account funds is the elimination of pay to participate fees for field trips and extracurricular activities. Here, elementary students participate in a field trip to Discovery Days at Oregon State University.

Overview

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 2022-2023 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

Spending Report

Sweet Home School District
2022-2023 Student Investment Account
Spending Report

Class size reduction salaries	\$451,967.10
Class size reduction benefits	\$227,835.62
Alternative education salaries	\$79,209.67
Alternative education benefits	\$28,881.96
JH Core instruction salaries	\$193,649.31
JH Core instruction benefits	\$68,473.51
Special Education salaries	\$121,554.09
Special Education benefits	\$54,562.98
Mental Health salaries	\$116,995.51
Mental Health benefits	\$49,613.87
Social Emotional Learning	\$57,500.00
Campus monitor salary	\$30,907.40
Campus monitor benefits	\$14,224.46
Waive pay to play fees	\$133,297.39
Curriculum secretary salary	\$44,121.95
Curriculum secretary benefits	\$18,845.05
Literacy & ELA support	\$1,577.00
Charter School Funds	\$90,970.73
Total	<u>\$1,784,187.60</u>

Oregon Department of Education Questions

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 in your SIA plan?

The Sweet Home School District utilized Student Investment Account funds during the 2022-2023 school year to make progress toward reducing class sizes and providing a well-rounded education.

The Student Investment Account allowed for smaller class sizes at the elementary level, especially in the primary classrooms. In addition, Student Investment Account funds allowed us to continue to staff additional teachers for both Math and English Language Arts at the junior high level, reducing class sizes in these core instructional areas.

We also utilized Student Investment Account funds to provide:

- Additional special education staff for instructional support,
- Additional counseling time with a focus on social emotional learning and mental health,
- Behavior assistant time to support our practical academic life skills and basic life skills students,
- Social emotional learning opportunities for students.

Student Investment Account funds were also utilized to eliminate pay to play fees for extracurricular activities and pay to participate fees at school so every student can choose to participate without fees being a barrier. This change has increased student participation levels.

2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of?

Our most significant challenge during the 2022-23 school year remains the lack of applicants for many posted positions. It impacted our ability to be fully staffed on a daily basis. We also have had staff members handling multiple jobs at the same time.

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? Consider the Community Engagement Toolkit and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response.

We have focused on sincere engagement opportunities. Our most effective communication with community members begins at the school level. Our principals and staff members are heavily involved in outreach efforts with community members. They participate in community events and activities outside of school where parents, guardians and community members share information, success stories and concerns regarding the school district.



The Sweet Home Fire and Ambulance District is one of the school district's many cherished community partners.

At the district level, our entire leadership team lives within the school district and most have children attending district schools or children who have graduated from district schools. For us, working for the Sweet Home School District is more than a job; it is our passion. We have the best job in the world – serving 2,300 students in the community we love. We constantly solicit feedback from all community members on what we can do better. Engagement includes working with and listening to parents, staff members, community based organization members, church members, boosters, child care providers, local media, business owners, city officials and community members who feel marginalized in Oregon. Communication methods range from one-on-one interactions such as taking the time to listen to a parent in a grocery store aisle (our business manager recently had a parent tell him how much she appreciated a staff member helping her child learn how to read) to maintaining an active social media presence.

We work to inform, consult with, involve and collaborate with our community.

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?

Our community continues to value smaller class sizes, core instructional support, mental health, social emotional learning, increased student access to extracurricular activities by eliminating pay to play fees and targeted technology investments. We have also heard that in-person instruction is vital. Therefore, we are prioritizing resources on in-person instruction rather than continuing to offer a distance learning option.