



## **EUGENE SCHOOL BOARD ITEM FOR ACTION**

### **Date of Meeting**

Wednesday, October 21, 2020

### **Title**

Reduced Student Investment Act (SIA) Plan

### **Presenters/Discussants**

Charis McGaughy, Assistant Superintendent for Instruction

Kat Lange, Student Services Director

Andy Dey, High School Director

Jeff Johnson, PreK–8 Director

Brooke Wagner, PreK–8 Director

### **Background**

The 2019 Oregon Legislature approved the Student Success Act (SSA) to invest more funds in public schools, to be implemented with authentic stakeholder engagement, equity, and shared accountability for student success. About half of these funds will go directly to Oregon school districts and eligible charter schools through the Student Investment Account (SIA). The SIA grants are for two purposes:

1. Meeting students' mental health or behavioral needs; and
2. Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

The district engaged extensive staff and community input to inform development of an investment plan to best support student success. The district's Student Investment Account Plan, approved by the school board on March 18, 2020, included initiatives to improve early reading skills, increase access and inclusion, extend afterschool and summer school learning opportunities, support emergent bilingual students, reduce class sizes in targeted grades, provide full schedules for all high schoolers, and add more mental health, behavioral and wraparound supports for students. The district received confirmation from the Oregon Department of Education on June 23 that 4J had successfully met all application requirements for the Student Investment Account grant.

### **Description**

Due to the economic impacts of the coronavirus pandemic, however, the legislature in August held a special session and reduced the amount of funding available for SIA grants in the first year. It is now expected that the district will receive a total of \$4,347,000 (for both the district and charter schools) for the 2020–21 school year—about one-third of the originally planned for amount of \$13.4 million.

On Monday, October 5, the district received the attached grant agreement from ODE. For school districts that had already met all requirements, like 4J, and are not planning on making amendments but are only reducing planned activities, the district is required to:

- allow for public comment;
- make the grant agreement available on the district or charter school webpage; and
- have the local school board approve the grant agreement before it can be fully executed.

After meeting these requirements, and upon receiving state approval for the grant agreement, the district will be eligible to start drawing down the SIA funds for current year use for expenses incurred starting July 1, 2020.

### **Summary of Student Investment Account Plan Reductions**

This plan was developed in accordance with state requirements, using an equity lens by prioritizing engaging historically underserved students and families to inform our plan, and by disaggregating data to focus on our students in greatest need of additional support and identify the most pressing student needs. The data shows that opportunity and achievement gaps persist for our historically underserved students, including our students experiencing homelessness, Native American students, students experiencing disabilities, English Language Learners, migrant students, students from underserved races and ethnicities, and economically disadvantaged students.

Through this process, the district has sought and collected substantial community input. District staff participated in 49 engagement events and collected over 1400 responses from two surveys. 4J regularly seeks input from staff, families and community members to inform important decisions. What differs about this process was the extent of outreach and engagement with historically underserved communities, including actively seeking out and attending existing community events representing different groups from our community whose voices have not always been heard in the past.

The district's reduced SIA Plan is consistent with the plan originally approved by the board, but is reduced by 2/3 of the original amount. Here is a short summary of the reduced plan:

1. *Improve 3rd Grade Reading:* Develop and begin implementation of a comprehensive plan to provide a full continuum of literacy skills and support, and expand access to early learning and school readiness programs. The major reductions include postponing the hiring of licensed literacy specialists and decreasing the amount of planned literacy PD.
2. *Learning for All Model:* Increase access and inclusion for all students, specifically including students receiving special education services. The major reductions include postponing the hiring of licensed and classified staff, and one administrator, and reducing PD.
3. *Enhancing the NATIVES Program:* By funding a classified staff member through SIA funds, the NATIVES program will be able to increase direct support services for our Native American students, including tutoring, summer camp, and educational and cultural programming. The major reduction was postponing funding the licensed position.
4. *Emergent Bilingual Student Success Plan:* Provide extensive supports and professional learning to meet the needs of our developing multilingual students, migrant students, and recent arrival students and families. The work to support this initiative will be funded by Title III federal funds, and increased district general funds, and has already resulted in increased staffing, PD and instructional materials.
5. *Behavior Framework and Support Services:* Expand and accelerate the implementation of the 4J Behavior Framework, including building out a complete multi-tier system of supports for academic and behavioral needs. Increase staffing and support to improve behavior, social emotional learning, and mental health needs. The major reductions involve postponing the hiring of licensed and classified behavior support staff.
6. *Wraparound Support Teams:* Create regional care teams to provide wraparound supports for students and families experiencing crisis, including mental health, homelessness, chronic absenteeism, new arrivals, and other marginalized groups. The major reductions involve postponing the hiring of classified regional cultural navigators to support the Wraparound Services network.

7. *Class Size*: Due to an unanticipated enrollment decline and the creation of the Eugene Online Academy, average class sizes have reduced significantly across the schools. All funds in this area were postponed.
8. *Summer Programs*: Expand our summer school program to include all interested economically disadvantaged students in grades K–8, not only students in Title I schools. The major reduction in this area, due to the pandemic, is delaying the expansion of the BEST afterschool program.
9. *High School Success (HSS) Plan to Fully Schedule All Students*: The initial plan integrated the SIA plan with the HSS plan. The HSS grant received full funding, so all of this plan will be funded by HSS funds.

Additional information in the board packet includes:

- The State of Oregon Grant Agreement (Grant No. 13635) for the “Student Success Act – Student Investment Account.”
- Summary of the Reduced SIA Plan Overview
- ODE Templates for Reduced Strategies, Outcomes, Activities and Expenditures

### **Budget/Resource Implications**

If the Board approves the grant agreement, the district will be eligible to receive over \$4.3 million per year to implement the plan. If the agreement is not approved by the board, the district will not be eligible to receive these funds. The funds designated for the district will be returned to the state fund, and redistributed to eligible school districts throughout the state.

### **Board and Superintendent Goals**

The SIA plan directly aligns to the 4J Vision 20/20 Strategic Plan. The four state required metrics for the SIA plan are also existing Key Performance Indicators in the Vision 20/20 plan, measured both overall across all 4J students, and disaggregated by student group to reduce disparities for historically underserved students. These metrics are:

- Improve 3<sup>rd</sup> Grade Reading
- Reduce Chronic Absenteeism
- Increase 9<sup>th</sup> Grade Students On-Track to Graduate
- Increase 4-year Graduation Rates and 5-year Completion rates

### **Recommendation**

The Superintendent recommends the Board of Directors approve the State of Oregon Grant Agreement (Grant No. 13635) for the “Student Success Act – Student Investment Account.”