

Our Students. Our Success.



Student Success Act Student Investment Account Annual Report

Eugene School Board Meeting
November 17, 2021



Purpose of Student Investment Account

- **Increase academic achievement for all students**
- **Reduce academic disparities for:**
 - students of color
 - students with disabilities
 - emerging bilingual students
 - students navigating poverty, homelessness, foster care
 - other groups that have historically experienced academic disparities
- **Meet students' behavioral or mental health needs**



Student Success Act Investments

Pre-pandemic, the Student Success Act marked a turning point for education funding in Oregon.

Anticipated \$2 billion biennial investment for preK–12 education:

\$1 Billion

per year investment

when fully implemented

\$100M

State School
Fund

at least

50%

Student
Investment
Account

up to

30%

Statewide Ed
Initiatives

at least

20%

Early Learning



Student Success Act Investments

Legislature reduced 2020–21 funding to 1/3 of planned amount due to the pandemic's economic impacts.

**SIA funding
reduced by
more than 2/3**

in first year,
2020–21

\$100M

carved out for
State School
Fund

Statewide SIA
funding reduced to

\$150 M

from \$472 M
originally
planned

4J funding
reduced to

\$4.3 M

from \$13.4 M
originally
planned

4J submitted
reduced plan
in Oct. 2020



Investment Plan Development

Community Input



District Priorities



Student Data



Academic Impact



Equity Lens



Investment Plan



Well-Rounded
Education



Health and
Safety



Class Size



Instructional
Time

Nine Initiatives

- Improve 3rd Grade Reading
- Learning for All Model
- Enhancing NATIVES Program
- Emergent Bilingual Students Success Plan
- Behavior Framework and Support Services
- Wraparound Support Teams
- BEST Afterschool and Summer Programs
- Reducing Class Size (not funded with SIA)
- Full Schedules for Grades 9–12 (not funded with SIA)

Improve 3rd Grade Reading

Summary: Developed a core team that created an implementation plan for improving reading by 3rd grade. This includes the launch of the elementary adoption for language arts; professional development on early literacy including phonemic awareness, phonics, fluency, vocabulary and comprehension; and expanded KITS program.

Intended Outcomes:

- Students will increase proficiency and close achievement gaps in grade 3 literacy
- Research-based professional development provided for staff in early literacy best practices

Original Plan:

\$2.27 million
10.75 licensed FTE

Reduced Plan:

\$1.0 million
1.75 licensed FTE



Learning For All Model

Summary: The Learning For All model is a proactive way to increase access and inclusion for all of our underserved students by improving instructional strategies including differentiation and expanding the continuum of services in each school. This will be a 3- to 5-year rollout to include all schools.

Intended Outcomes:

- Close achievement gaps for our students experiencing disabilities.
- Increase the time students are served in their least restricted environments

Original Plan:

\$1.5 million
6.5 licensed FTE
1 classified FTE
1 admin FTE

Reduced Plan:

\$694,500
4 licensed FTE



Enhancing the NATIVES Program

Summary: All 4J students, particularly Native American students, have long benefited from the experiences, education and support provided by the NATIVES program. Expanding and enhancing the program increases direct student support services, such as tutoring, summer camp and cultural programming.

Intended Outcomes:

- Close achievement, attendance and graduation gaps for Native American students
- Strengthen relationships with Oregon's recognized tribes

Original Plan:

\$240,000

1 licensed FTE

1 classified FTE

Reduced Plan:

\$93,600

1 classified FTE



Emergent Bilingual Student Success Plan

Summary: We increased support for our developing multilingual, migrant, and recent arrival students and families by providing school success navigators, systematic English development training, and collaboration time for teachers. The reduced plan is funded primarily through district general funds in year 1.

Intended Outcomes:

- Multilingual students make adequate yearly growth in English development & toward graduation requirements.
- Multilingual students & families experience a sense of belonging in 4J.

Original Plan:

\$927,000

0.5 licensed FTE
3.25 classified FTE

Reduced Plan:

\$50,000

3.5 licensed FTE
from general fund



Behavior Framework and Support Services

Summary: Expanded and revamped the 4J Behavior Framework. We have increased supports for schools to improve behavior, social emotional learning, and mental health by adding FTE and providing PD to staff and administrators so students and staff feel more supported and students develop strong behavioral and social emotional skills.

Intended Outcomes:

- Increase students' sense of belonging and safety
- Reduce behavior incidents
- Increase instructional time for all students (time in class)

Original Plan:

\$2.04 million
14 licensed FTE
8 classified FTE

Reduced Plan:

\$1.01 million
4.5 licensed FTE
8 classified FTE



Wraparound Support Teams

Summary: Created Regional Wraparound Teams for behavioral and mental health supports for students experiencing a crisis, chronic absenteeism, and other social and emotional needs. The Regional Wraparound Teams include a social worker, three nurses, regional navigators, and community providers for mental health crisis support.

Intended Outcomes:

- Increase graduation rates and attendance rates in our underserved population of students
- Create a comprehensive holistic system to support students' needs

Original Plan:

\$1.5 million
8 licensed FTE
4 classified FTE

Reduced Plan:

\$788,000
4 licensed FTE
2 classified FTE



BEST Afterschool & Summer Programs

Summary: Expanded Title I summer school to support students from all elementary schools in need of summer reading supports. Original SIA plan would also have expanded the BEST afterschool program to support two more Title I elementary schools.

Intended Outcomes:

- Increase access to summer programming to our Title I schools
- Improve academic skills and decrease gaps for economically disadvantaged students

Original Plan:

\$1.13 million
5 classified FTE
0.5 admin FTE

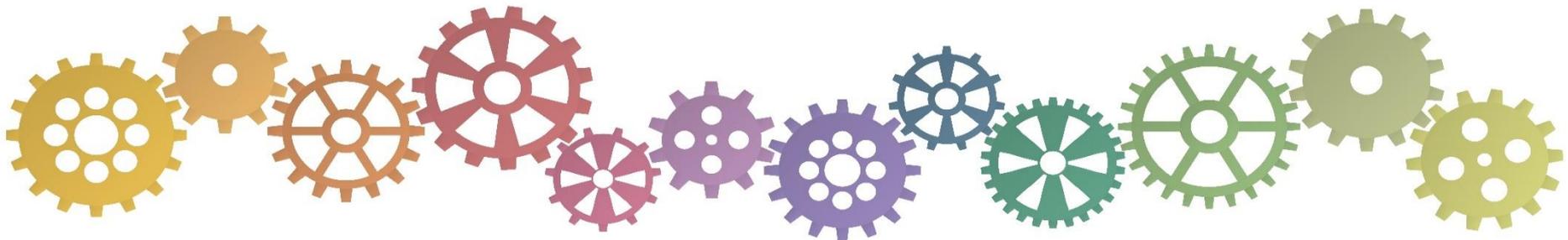
Reduced Plan:

\$359,000
Summer temporary staff (licensed & classified)

Annual Report: State Requirements

Required steps:

- Publish annual report on district website
- Present annual report to board in an open meeting
- Provide opportunity for public comment in meeting
- Submit report to Oregon Department of Education



Annual Report: Narrative Responses

Annual report addresses:

- Progress and positive impacts from implementing reduced SIA plan
- Barriers, impediments and challenges to implementation
- Successes and challenges of maintaining engagement
- Prioritization efforts in reduced SIA plan implementation

