

**Student Investment Account (SIA)
2020-21 Annual Report
Newberg School District**

Background

The Student Success Act includes \$200 million to enhance the State School fund, with the remaining funds divided among three key accounts, including the Student Investment Account (SIA). The two stated purposes of the SIA are a) meeting students' mental or behavioral health needs, and b) increasing academic achievement for all students, including reducing academic disparities for traditionally underserved students.

The Newberg SD SIA allocation for 2020-21 was \$1,254,300. This allocation represents approximately 30% of the original full allocation indicated by the Oregon Department of Education (ODE). The Newberg SD 2020-21 SIA plan was organized in three primary areas, including a) mental and behavioral supports and safety, b) academic instruction and intervention, and c) other classroom supports. The three primary outcomes we seek to achieve with these resources are a) increasing support for students' mental and behavioral health needs, b) increasing student growth and achievement in core content areas (English language arts and mathematics), and c) increasing graduation rates.

Table of Expenditures (personnel and equipment)

Line Item	FTE	Budget
Therapists	4	\$55,000
SPED/Beh Health Coord	1	\$51,960
Counselors	2.5	\$111,790
Math TOSA	1	\$43,100
Licensed Staff	2.1	\$169,550
Bilingual Help Desk Tech	1	\$32,740
Chromebooks (2500)	N/A	\$727,445
Indirect	N/A	\$62,715
Total	11.5	\$1,254,300

The following supplemental questions are required by ODE for the Annual Report.

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?

The 2020-21 school year presented many challenges for schools across our state and the country. In Newberg, we utilized our SIA resources to address mental and behavioral health needs, as well as provide additional instructional and academic supports. Additional staffing was crucial to addressing mental and behavioral health needs. We accomplished this by hiring four therapists to work in our schools, as well as a Behavioral Health Coordinator, and 2.5 full time equivalent (FTE) counselors. These individuals have worked with students to improve self-regulation and attendance, and reduce office referrals and other disciplinary issues. To increase academic supports, we hired a Math teacher on special assignment (TOSA), 2.1 FTE licensed teachers, a bilingual help desk technician, and purchased 2500 Chromebooks to replace current inventory. These supports helped ensure students had access to content, especially during distance learning. In addition, these staffing additions provided support for English learners (ELs). Overall, the additional resources provided through SIA funding were critical to supporting equitable learning opportunities during a unique and challenging year. We recognize the importance of balancing mental and behavioral supports with academic supports, and believe our approach will improve student learning.

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?

The most significant barriers we have faced relative to SIA implementation are associated with COVID. Distance learning is challenging for students, teachers, and families, for many reasons. Despite these challenges, our teachers and staff did an amazing job creating engaging, meaningful learning opportunities for students in a distance learning mode. At the end of the 2020-21 school year, we shifted from distance to hybrid learning, bringing students back into schools in smaller groups for limited periods of time. This shift reinforced our belief that in-person learning is more dynamic and effective than distance learning. The SIA resources we have implemented were critical to supporting student learning in all learning modes, and will continue to serve our students well in the years to come.

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?

We have continued to engage our staff and community through the pandemic primarily through the use of surveys. It has been challenging to meet in-person for community forums due to social distancing and other public health related requirements. Our survey results confirm there is high interest in providing feedback and engaging from the Newberg and Dundee communities, we typically receive high response rates when we ask for feedback about our service model and suggestions for improvement. Similar to various learning modes, community members look forward to attending community forums and other in-person meetings this school year to provide feedback and engage in discussions. We will continue to use various strategies to collect feedback, including surveys, and anticipate high levels of community engagement.

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?

As mentioned above, last year was a particularly challenging year for many reasons. Our prioritization efforts were guided by leadership team conversations about the added positions we believed would provide the highest impact in areas of greatest need. Our discussions were grounded in reviewing our data (academic and non-academic), reviewing community and staff feedback, and creating a tiered hiring plan. The tiered hiring plan allowed us to create a prioritized list to respond to potential funding changes. We will continue to review our data and create prioritized hiring lists for positions we identify as high need, funding by SIA resources.