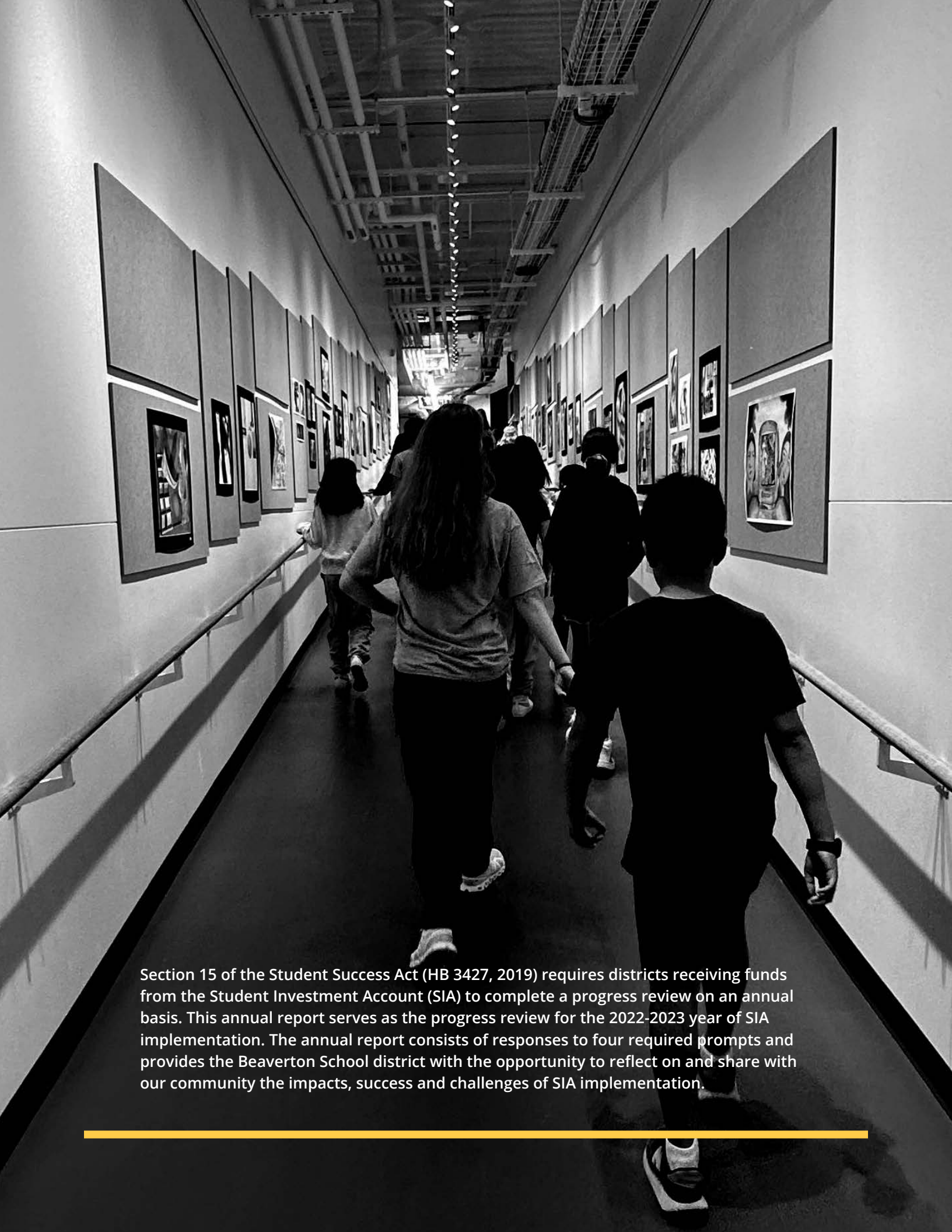




STUDENT INVESTMENT ACCOUNT

ANNUAL REPORT
2022-23



Section 15 of the Student Success Act (HB 3427, 2019) requires districts receiving funds 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 2022-2023 year of SIA implementation. The annual report consists of responses to four required prompts and provides the Beaverton School district with the opportunity to reflect on and share with our community the impacts, success and challenges of SIA implementation.

Question 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?

Increase student attendance, mental well-being, and well-being in 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, as SIA funding allowed the district to hire non-classroom mental health positions to support students. Therefore, the 2022-23 school year marked year two of implementation of these teams. Meetings were held at least monthly by school teams to discuss concerns regarding the needs and steps to success for individual students. BH&W teams analyzed student outcome data regularly to identify needs and improve practice. Additionally, the 2022-23 school year was year two of the district's implementation of 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 has allowed staff to intervene early and frequently with struggling students to help them experience success and remain in the least 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.

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

With the addition of a second administrator in the Office of Equity and Inclusion (OEI) during the 2022-23 school year, a great deal of work has been done to expand the district's work around diversity, equity and inclusion. Staff continue to become more skilled and knowledgeable at both gathering and analyzing data for equity gaps and growth opportunities. Additionally, increasing numbers of staff engaged in the Coaching for Educational Equity seminar during the 2022-23 school year to increase the capacity of our district and school leaders to engage in equity-focused leadership, along with a cohort of 19 administrators that participated in facilitator training with WestEd during the summer of 2023 in preparation for engaging all licensed staff districtwide in the Oregon Department of Education's Equity Modules during the 2023-2024 school year. Funds have also been used to train building and department based facilitators for the local facilitation of the Engaging Equity professional learning series.

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

Forty licensed elementary staff comprised of Academic Coaches, special education resource teachers and classroom teachers participated in the district's second cohort of LETRS training during the 2022-2023 school year. Additionally, during the summer of 2023 a third cohort of licensed elementary staff along with 12 elementary administrators began LETRS training to help support not just students who are identified dyslexic and/or who have dyslexic tendencies, but to support all students at the elementary level by having a better understanding of the Science of Reading and research-based best practices in teaching reading. In addition, reading intervention materials were purchased to support Academic Coaches and teachers of K-3 students.

Question 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? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

The primary barrier to SIA Implementation during the 2022-23 school year was the lack of available staffing resources. This was particularly true regarding the availability of substitutes to allow for professional development, but also true for the hiring of several specialized positions as well.

Impacts of the ongoing staffing shortages included:

- Behavior, Health, and Wellness (BH&W) team members being reallocated to cover sub shortage needs versus being able to fully implement the BH&W plan at the school level.
- A shortage of substitute teachers resulted in an inability to engage in planned professional development and collaboration.

Question 3

SIA implementation includes ongoing engagement with all students, focal students¹, 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 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, Bilal Masjid/Cool Islam, Black Student Unions, BMEC/BMAC, Jewish Federation of Greater Portland, KaloHCC, staff AANHPI, student and staff LGBTQ+ affinity groups, and PTCs. Ongoing engagement through the Special Education Parent Advisory council has supported recurring 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.



¹ Focal students include: (a) Students from racial or ethnic groups that have historically experienced academic disparities; (b) Students with disabilities; (c) Students who are navigating homelessness; (d) Students in foster care; (e) Economically disadvantaged students; (f) Students who identify as LGBTQ2SIA+; (g) Students recently arrived; (h) Migrant students; (i) Students with experience of incarceration or detention; (j) Emerging bilingual students

Question 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 implementation efforts?

The district’s deliberate efforts to engage as many voices as possible from the community, both during the initial SIA process and more recently during the 2022-23 school year as we underwent a comprehensive Strategic Planning process, is evident in the fact that well over 7,800 community members were part of the process. As a district we strongly believe that the inclusion of many voices allows us to better prioritize our efforts and focus on the highest needs, while keeping students at the center of all allocation and spending decisions.



As a district we invested proactively in lower class sizes using an equity-based staffing allocation model, student success teams at each school composed of counselors, English Language Development teachers, nurses, school psychologists, special education teachers, speech and language pathologists, social workers, student success coaches and substance use specialists/drug and alcohol counselors, all as an outcome of community input regarding the prioritization and needs of students.

The primary challenge in administering the SIA grant has been the delay in receiving the grant agreement, and resulting delay in the disbursement of the funds, compared to our staffing timeline. Having a better understanding of the timeline, and a more timely grant allocation that corresponds with the development of our budget each winter, and hiring processes in the spring would allow us to more accurately allocate staffing and funding to schools and programs. We could also begin our recruitment of teachers and specialists much earlier in the hiring season to avoid the challenges of having to staff and hire in the late summer/early fall.

Student Investment Account (SIA)

Expenditures 2022-23

Description	Total SIA 2022-23 Expenditures
SIA Goal 1: Increasing academic achievement, including reducing academic disparities for focal populations.	
Equity-based Classroom Investment K-12	\$8,541,127
Equity-based Classroom Investment K-2	\$4,199,259
K-2 Intervention Specialist Full Time at Title I	\$1,133,660
K-3 Literacy PD (Dyslexia +Assessments)	\$394,529
Middle School Programming (Homework Clubs)	\$233,707
Dyslexia Materials Purchase	\$50,000
ELD Teachers (Reduces Caseload)	\$804,504
Total \$15,356,786	
SIA Goal 2: Addressing students' health and safety needs.	
College & Career Counselor	\$579,692
Nurse/MTSS TOSA	\$2,612,827
Social Workers	\$4,090,334
Student Success Coaches	\$3,438,072
Psychologists	\$1,014,677
Resource Room	\$1,163,670
SLP	\$1,087,892
D&A Counselors (MS)	\$191,176
SEL/Behavioral PD	\$37,869
NAMI Partnership	\$72,742
MLD #2: Facilitators/Liaisons	\$606,144
K-12 Equity Training (OCEE)	\$211,843
Equity Co-Admin (was TOSA)	\$222,752
HR Equity Talent Acquisition	\$270,284
Community Engagement Consultant	\$96,181
Total \$15,696,156	
Administrative/Indirect Costs	\$500,000
Charter Schools	\$507,713
Total 2022-23 Award \$32,060,655	



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