



West Linn-Wilsonville School District 3Jt

To: WLWV School Board Members and Superintendent Dr. Ludwig

From: Jennifer Spencer-Iiams, Deputy Superintendent

Date: October 31, 2025

Re: Preread for the November 3, 2025 Board Meeting Student Investment Account Grant Annual Report

Background

Oregon's Student Success Act provides funding to school districts through the Student Investment Account (SIA) grant program. There are two stated purposes for the SIA funds:

1. Meet students' mental or behavioral health needs, and
2. Increase academic achievement for students, including reducing academic disparities for students who are: economically disadvantaged, from racial or ethnic groups that have historically experienced academic disparities, experiencing disabilities, learning English as an additional language, in foster care, or homeless.

Allowable uses of SIA funds include expanding instructional time, addressing student health and safety, reducing class size and caseloads, and providing a well-rounded education.

The multi-year priorities and spending plan for the WLWV SIA funds were developed throughout the 2019-2020 school year. The extensive community engagement process included open meetings, surveys, and focus groups from traditionally underrepresented parent and student groups, as well as input from teachers, associations, community groups and administrators. The SIA plan developed based on this process included outlined seven strategies designed to improve support for students' mental health needs and to increase academic achievement. As financial constraints have impacted the school district, the district chose to invest in five of those strategies deemed most likely to positively impact the goals of the SIA grant. This decision was made in the context of receiving ongoing community feedback through multiple processes (family surveys, budget input, school board input, Parent Cafes, Special Education Collaboration Group, information from McKinney-Vento families, association input, etc.)

The total SIA grant amount received by WLWV for the 2024-2025 school year was \$8,807,308.55. This award amount was an increase from the previous year. However, other state grants came in lower in the 2024-2025 year, so there was not a significant change in investment strategies overall. This report provides an update on the implementation and spending of these funds for the 2024-25 school year.

Strategies for WLWV SIA investment:

Meet behavioral & mental health needs	Investing in social workers, nurses, counselors, school psychologists
Increase academic achievement	Investing in classroom teachers to maintain small class size, and support specialists for diverse student needs
Better assessment of student needs	Investing in data dashboard and professional learning to identify & intervene
Provide academic learning option	Invest in online learning curriculum and staff
Improve partnerships & support for families	Invest in Family Empowerment Center programing and staff

Highlights of SIA implementation and spending for the 2024-2025 school year:

- Maintained staff who support student's mental health
 - 4.0 FTE Social Workers
 - 15.5 FTE School Counselors
 - 4.0 FTE School Psychologists
- Maintained and hired key staff who work to reduce academic disparities with historically underserved students
 - 4.49 FTE ELD Specialists
 - 12.0 FTE Learning Specialists
 - 5.65 FTE Instructional Coordinators/TOSAs
- Maintained classroom teaching staff to reduce class sizes
 - 10.0 FTE Teachers
- Maintained School Nursing positions to support on-going student health needs
 - 2.5 FTE Nurses
- Maintained funding for Online Learning school option by supporting Teacher Librarians full time status at primary and middle schools, and full time coordinators at high schools to provide high quality learning experiences for students who chose this option.

- 2.0 HS WKOA Coordinators
- 1.25 Teacher Librarians
- Maintained important data tools and intervention resources to understand and support student's mental health, adding additional components to better understand and support teachers' needs and input.
- Continued funding of a comprehensive data dashboard system to help bring student progress information around attendance, academic achievement, social emotional factors and behavioral components into a practical system to support early connection and intervention to students who may need additional support.
- Maintained Bilingual Family Support Specialist and expanded the reach WLWV Family Empowerment Center
 - 1.0 FTE Bilingual Family Support Specialist
- Maintained half time Counselor at Three Rivers Charter School, and included this person in district professional development to improve smooth transitions for students who move back and forth between district neighborhood schools and the Charter school
 - .5 FTE Counselor
- Paid for 1 full day of professional development for all licensed staff during August preservice week to improve transition planning for students with disabilities, provide for learning new literacy curriculum, and other key planning and learning activities to help staff be prepared to meet the needs of all students
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Total of 64.39 FTE Funded by the SIA grant

Progress Markers

The Oregon Department of Education has asked districts to reflect on progress markers of best practices as we implement strategies for improvement and to report on this in conjunction with the integrated state grants, including the SIA grant. Districts rank their progress on each of the progress markers on a scale of low, medium, high or fully in place.

<p>PM 1 3GR 9GOT 4YG 5YC RA</p> <p>Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.</p> <p>PM 2 3GR 9GOT 4YG 5YC RA</p> <p>Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.</p>	<p>PM 3 3GR 9GOT 4YG 5YC RA</p> <p>Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.</p> <p>PM 4 3GR</p> <p>Schools and districts have an accurate <i>inventory of literacy</i> assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.</p>	<p>PM 5 3GR 9GOT 4YG RA</p> <p>Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.</p> <p>PM 6 9GOT 4YG 5YC RA</p> <p>Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.</p>	<p>PM 7 3GR 9GOT 4YG 5YC RA</p> <p>Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.</p> <p>PM 8 3GR</p> <p>Comprehensive, evidence-informed, culturally responsive <i>literacy plans</i>, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students’ learning. Digital resources are being used with fidelity to advance learners’ engagement with instruction.</p>	<p>PM 9 9GOT</p> <p>A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.</p> <p>PM 10 3GR 9GOT 4YG 5YC RA</p> <p>Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.</p>	<p>PM 11 3GR 9GOT 4YG 5YC RA</p> <p>Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students’ growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power</p> <p>PM 12 3GR 9GOT 4YG 5YC RA</p> <p>Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.</p>	<p>PM 13 3GR 9GOT 4YG 5YC</p> <p>Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students’ assets to inform gauging progress.</p> <p>PM 14 3GR 9GOT 4YG 5YC RA</p> <p>Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.</p>	<p>PM 15 9GOT 4YG 5YC RA</p> <p>Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners’ knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.</p> 
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Areas where our district has shown significant growth in progress markers include:

- PM 9 (9th grade course scheduling relating to on-track status for focal student groups, ensuring bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements) due to intentional planning during the 8th to 9th transition and strong systems for 9th grade on track monitoring/support and
- PM 14 (policies, practices and learning communities address systemic barriers) as demonstrated in district wide anti-racist work systemically addressed at all levels during the 2024-2025 school year.

ODE SIA Annual Report Questions for 2024-2025

<p>1. As you review your progress markers/overall reflection responses and reflect on implementation, how do you see your progress contributing to the Outcomes and strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>9th Grade On-track is an important outcome where we have seen significant growth over the last year. This can be attributed to many factors, including 1)intentional work around belonging and standards based learning at the K-5 and Middle School levels, 2) improved transition process for students moving from 8th to 9th grade, 3) 9th grade teaming processes that intervene early for student success, and 4) increased whole student</p>
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	supports for all students through the work of social workers, ELD specialists, psychologists, and counselors.
<p>2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.</p>	<p>Unfortunately, the overall reduction of funding to WLWV (SSF increases are not keeping pace with fixed cost increases) for the 2025-2026 will require us to reduce some of the infrastructure that supported this growth (reduced 9th Grade Academic Success Coordinators, reduced 9th Grade Team Teachers). It will be difficult to maintain our 9th grade on-track data with these reduced resources, but we will continue to maintain intentional work in this area to the best of our ability.</p>
<p>3. Review actual metric rates compared to previously created LPGT (Longterm Proficiency and Growth Targets) and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.</p>	<p>The ODE Dashboard of LPGT has not posted any 2024-2025 data at this time. However, data posted for the 2023-2024 school year shows increases in 1) 9th Grade On Track for all students and focal group students, and 2) regular attenders for all students and focal group students. Graduation rates were already above the >95% and continue to be so. This is above the LPGT ceiling in this category. All three of these categories are impacted by many variables including focusing on teaching strategies that engage all students, supporting culturally relevant practices, creating a strong culture of inclusion and belonging, and supporting individual positive connections between students and trusted adults. The one area that did meet the ceiling or show significant growth on the LPGT dashboard was the indicator of 3rd grade proficiency. Our preliminary 2024-2025 shows some areas of improvement in this area. However it is critical to note that last year was the first year of a new ELA curriculum implementation that is significantly more aligned to current reading best practices than our previously adopted curriculum. Professional development for all</p>

	elementary teachers focused on ELA implementation and best practices. We are seeing strong indicators of progress in our internal interim assessments, and expect to see more improvement reflected in our future 3rd grade ELA results.
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