

Student Success Act

Student Investment Account Planning

Allowable Uses and Estimated Costs

Lake Oswego School District

January 2020



Oregon's Student Success Act is expected to provide about \$1 billion per year in additional funding for public schools and early learning. About half will go directly to school districts and eligible charter schools through the Student Investment Account starting in the 2020-21 school year. Lake Oswego School District, based on our student enrollment, will be granted up to approximately \$4.7-\$5 million per year in new funding.

In order to receive SSA grant funding, each school district must develop a plan for how it will invest these funds to best leverage student success, demonstrating a focus on students who have historically experienced academic disparities (see chart below). Student success may be defined by increasing academic achievement, reducing disparities among student groups, and meeting students' behavioral and mental health needs.

Those student successes may be achieved through SSA grant funds with investments in four broad categories:

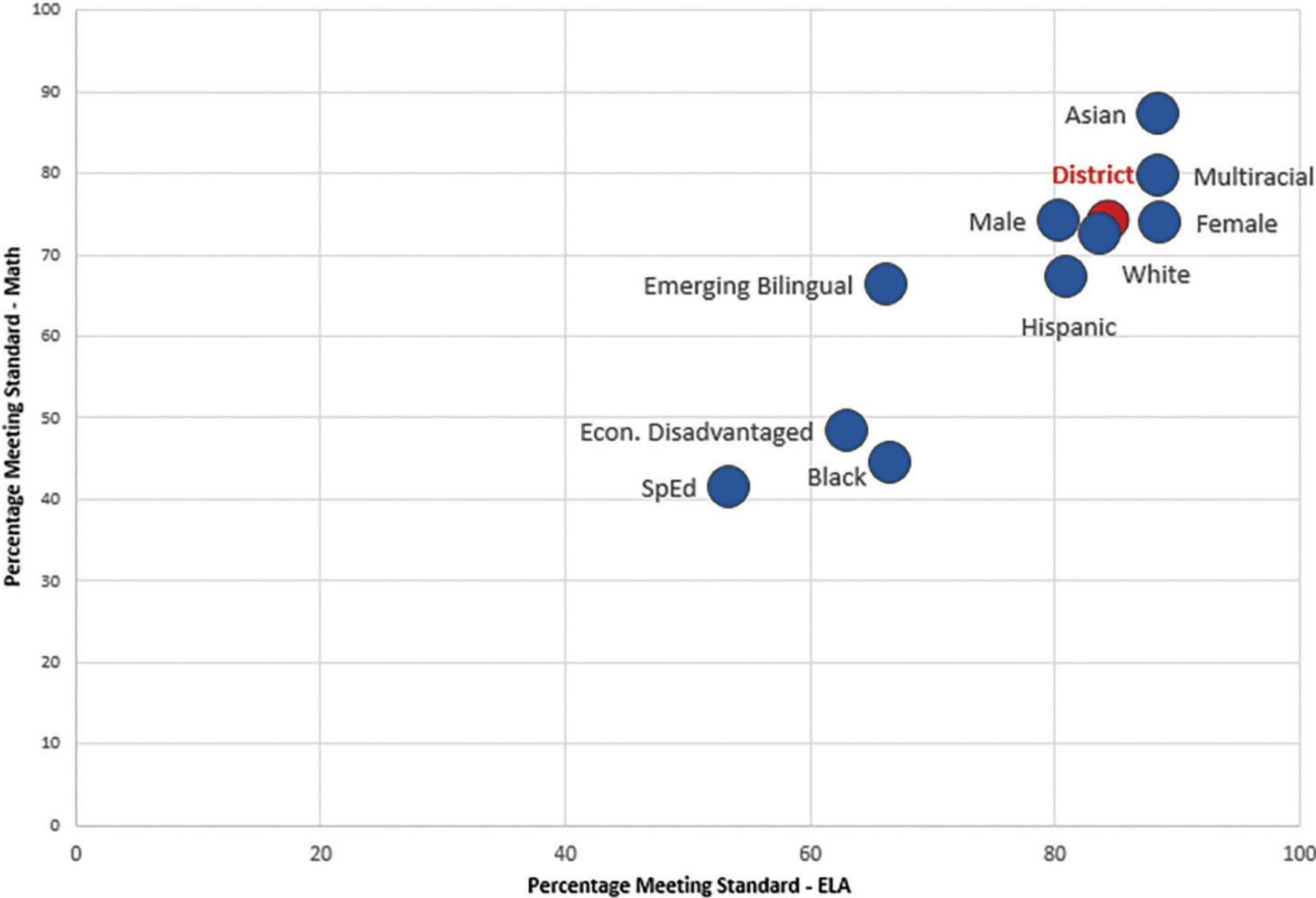
- Well-rounded learning opportunities
- Student health and safety needs
- Reducing class size/increasing classroom staffing
- Increasing learning/instructional time

As Lake Oswego School District evaluates and assesses the most effective and impactful use of the SSA grant funds, we are actively seeking feedback from our community to inform how to spend these funds. In the fall of 2019, more than 3,000 students, staff, parents and guardians, and community members were asked through surveys to identify needs, desired improvements, and potential investments.

Following is input from those surveys, including areas of greatest needs and input specific to the four investment categories. This input is a starting point for dialogue and feedback about how LOSD may investment SSA grant funding to best leverage student success, particularly for historically underserved groups of students.



Percentage of Demographic Groups Meeting Standard for ELA and Math



Areas of greatest needs reported from 3000 surveys ■ ■ ■

- Address and support student mental health. Students, parents and guardians, and staff agreed that improving student mental health is important. All suggested hiring additional staff to support students. Staff also suggested adopting an social-emotional learning (SEL) curriculum. All stakeholders agreed that the volume of homework was hindering students mental health and increasing anxiety and pressure for students. A need for a standard behavioral management system was discussed by staff to address student well being and behaviors.
- Increase options for alternative pathways. All stakeholders shared the need to create more value of career and technical education (CTE) programs and offer students opportunities in the community to explore career options and pursue a variety of pathways besides college.
- Increase diversity and adopt culturally responsive pedagogy and curriculum. Teachers and students expressed the need to increase the number of teachers of color and adopt a more inclusive curriculum.
- Support for differentiation and students with disabilities. Families discussed differentiation as a challenge and staff discussed this as a challenge for them. There may be need to support teaching staff in this area. Additionally, families felt that students with disabilities needed more support. Staff felt that they needed more support to serve students with disabilities.
- Adjust the schedule to support student mental health. Students and families felt the need to change the schedule to support students' mental health and well being. Suggestions included allowing for longer breaks, a later start time, and extending the school year. However, students were not supportive of extending the school-day. This was not a theme among staff.
- Decrease class size. Staff and families discussed the need to decrease class size. This topic came up some among students, but was not a theme across responses.

Following is the input from the four broad categories, organized by allowable uses, community identified priorities, and examples of potential investments.



What Would It Cost? ■ ■ ■

(a few examples, not a comprehensive list of options)

K= thousand= \$1,000 per year

M = million = \$1,000,000 per year

Amounts are estimates for 2020-21 based on average total compensation and includes all PERS contribution and district-paid benefits

Add 1 Elective/Core Section at Secondary	\$18K	Add 1 Social Worker or Behavioral Specialist	\$110K
Add 1 Classified Position	\$60K	Add 1 School Administrator	\$160K
Add 1 8-hour Educational Assistant or Classified Position	\$75K	Add 1 District Administrator	\$175
Add 1 School Nurse	\$90K	Add 1 School Day	\$300K
Add Professional Development for the District	\$100-250K	Lower Average Class Size by 1 K-2	\$325K
Add 1 Classroom or Special Education Teacher	\$110K	Lower Average Class Size at K, 6, & 9 by 1	\$325K
Add 1 Librarian	\$110K	Add 1 Educational Assistant per elementary school	\$360K
Add 1 Specialist (Art, Music, PE, Lit, RTI) TOSA)	\$110K	Add 1 Educational Assistant per School (10)	\$600K
Add 1 Specialist (Academic/Grade Level Coach)	\$110K	Lower Average class Size by 1 K-5	\$650K
Add 1 Equity (TOSA)	\$110K	Lower Average Class Size at K & 1 by 4 (K:22 & 1:24)	\$867K
Add 1 Licensed Teacher Tutor	\$110K	Lower Average Class Size by 1 K-12	\$1.3M
Add 1 CTE Specialist	\$110K	Add Grade Level Coaches at Elementary and Secondary	\$1.32M
Add 1 Mental Health Therapist	\$110K	Add 1 Educational Assistant per grade/per ele. school	\$2.16M
Add 1 Guidance/College Counselor	\$110K		



Well-rounded learning opportunities ■ ■ ■

ALLOWABLE USES: Student Success Act funds may be used for expanding availability of and student participation in well-rounded learning experiences, which may include:

- Developmentally appropriate and culturally responsive early literacy practices and programs in pre-k through third grade

- Culturally responsive programs and practices in grades 6-8 including learning, counseling and student support that is connected to colleges and careers

- Access to licensed educators with a library media endorsement

- Broadened curricular options at all grade levels including access to:
 - Art, music, PE
 - Science, Technology, Engineering, and Math Education
 - Career and technical education
 - Electives that are engaging to students
 - Accelerated college credit programs, including dual credit and advanced placement (AP)
 - Life skills classes
 - Talented and gifted programs



Well-rounded learning opportunities ■ ■ ■

COMMUNITY IDENTIFIED PRIORITIES: Top areas identified by staff, students, parents and community include:

- Provide opportunities for students in community
- Create more alternative pathways
- Change the school calendar to year round
- Minimize testing
- Add additional STEM electives at secondary
- Add art at the elementary level
- More diversity and inclusion
- Less homework
- Add librarian (presently only one for entire district)
- Add additional professional development time for teachers



Well-rounded learning opportunities ■ ■ ■

EXAMPLE INVESTMENTS & Estimated Costs to Provide Well rounded learning opportunities

- Add high school success coaches at both high schools \$150K
- Add one professional development (PD) day to school calendar \$200K
- Add varied and engaging elective courses at the secondary schools \$18K/section
- Add licensed teacher tutoring at each middle school \$220K
- Add additional district wide librarian (only one now) \$110K
- Add north and southside equity TOSAs \$220K



Student health and safety needs ■ ■ ■

ALLOWABLE USES: Student Success Act funds may be used for addressing students' health or safety needs, which may include:

- Social-emotional learning development
- Student mental and behavioral health
- Improvement to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school
- Student health and wellness
- Trauma-informed practices
- School health professionals and assistants
- Facility improvements directly related to improving student health or safety



Student health and safety needs ■ ■ ■

COMMUNITY IDENTIFIED PRIORITIES: Top areas identified by staff, students, parents, and community include:

- Provide more mental health support, classes, therapists/counselors
- Increase number of staff for mental health and SPED
- Adopt SEL curriculum, hire mental health professionals to teach
- Standard behavioral management system
- Adopt culturally responsive pedagogy and curriculum
- Recruit more diverse workforce



Student health and safety needs ■ ■ ■

EXAMPLE INVESTMENTS & Estimated Costs to Promote Health and Safety Needs

- Add one mental health therapists to each secondary school \$440K
- Add mental health coordinator \$175K
- Add one behavior specialist per school \$1M
- Add one counselor to each secondary school \$440K
- Add assistant principals at large and high-need elementary schools to support academics and behavior needs \$320K
- Add one district nurse \$90K



Reducing class size/increasing classroom staffing

ALLOWABLE USES: Student Success Act funds may be used for reducing class sizes:

-  Use evidence-based criteria to ensure appropriate student-teacher ratios or staff classloads
-  May include staff class load reduction
-  May include increasing the use of instructional assistants



Reducing class size/increasing classroom staffing ■ ■ ■

COMMUNITY IDENTIFIED PRIORITIES: Top areas identified by staff, students, parents and community include:

- Class size reduction
- More school staff
- Increase number of educational assistants



Reducing class size/increasing classroom staffing ■ ■ ■

EXAMPLE INVESTMENTS & Estimated Costs to Reducing class size/increasing classroom staffing:

- Lower staffing ratio in kindergarten and first grade by four students/class \$867K
- Lowering staffing ratio at Kindergarten, sixth, and ninth grade by one student/class \$325K
- Add one elective teacher at each secondary \$440K
- Add one Educational Assistant per school to assist with small group instruction (8-hour EA for 10 schools) \$600K



Increasing learning instruction time ■ ■ ■

ALLOWABLE USES: Student Success Act funds may be used for increasing instructional time which may include:

- More hours or days of instructional time
- Summer programs
- Before-school or After-school programs
- Technological investments that minimize class time used for assessments administered to students



Increasing learning instruction time ■ ■ ■

COMMUNITY IDENTIFIED PRIORITIES: Top areas identified by staff, students, parents, and community include:

- Different middle school schedule with less transitions
- Increased instructional time
- Add additional school days
- Increase time for teacher collaboration and teacher's professional learning community



Increasing learning instruction time

EXAMPLE INVESTMENTS & Estimated Costs to Increase learning instructional time

-  Add two additional days of instruction to the school calendar \$600K
-  Increase after school programs at all Title 1 schools \$200K
-  Offer Title 1 summer school program at all Title 1 schools \$500K

