



Portland Public Schools
Student Investment Account Year 1 (2020-2021) Annual Report Journal
October 2021

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? (500 words or less)

Through the SIA community engagement in 2019-2020 and the broader engagements since then, our community continues to emphasize the importance of providing racially-affirming and culturally responsive supports focused on social-emotional, mental, and behavioral health as well as academic supports and targeted interventions for our most vulnerable and underserved students. Despite significant funding reductions, PPS maintained focus on and investment in those top priorities.

Below are highlights for those priorities.

Racially and culturally-specific services

- Our RESJ partnerships continue to be core to our efforts to provide racially and culturally specific academic and wellness services for BIPOC students. Over the course of a year, we observed a shift towards closer partnerships with partners playing a more integral role in providing wraparound services in schools.
- In a virtual environment, we were able to host quarterly partner convenings, each one had close to 100 attendees. Despite many hurdles, our RESJ partners recruited and hired amazing people who pushed in to collaboratively plan with school and district leaders while also providing over 50,000 hours of direct service to students.

Increased socio-emotional, mental, and behavioral health supports

SIA allowed for deep investments in educators, programs, and resources to provide direct social, emotional, and mental health services to students. We are grateful for the diverse community and student partnerships that have helped us improve equity and access for social, emotional, mental, and behavioral health support at PPS.

- Student Success & Health (SSH) hired educators of color into critical social worker and other wrap around positions. About half of the new staff were educators of color. Supports, such as affinity groups and drop-in office hours, were implemented for staff well-being.
- SSH implemented the PPS Student Service Provider framework, which creates a map for how various services in buildings work coherently and efficiently together to optimize services.
- The SSH educators were on the front line, continuously assessing student needs and providing essential wellness services.
- Investment in student affinity groups was a key strategy in the Naming and Defining Places initiative. Affinity groups were designed to deepen leadership skills while elevating student voices to create more racially and culturally affirming spaces and promote student belonging.

Increased academic supports and targeted interventions for our most vulnerable and historically underserved students

- The additional instructional specialists provided targeted student supports while offsetting critical staffing shortages in the CSI, TSI, and Title schools.
- Visual and Performing Arts (VAPA) TOSAs created access and connections to VAPA programs across schools in the Roosevelt and Jefferson clusters, although supply distribution was significantly impacted from closures and supply chain issues.
- We continue to learn from schedules (e.g., 7th period and block schedules) being piloted at middle schools to increase student opportunity for electives and interest-based activities.
- Career teachers at alternative schools created and adapted virtual and in-person personalized career learning opportunities.

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? (500 words or less)

The barriers and challenges we encountered for SIA implementation are directly related to the disproportionate and compounding effects of the pandemic on our community such as the devastating rates of community violence, surges in COVID cases, hurdles reaching and engaging students and families, systemic shifts teaching and learning moving to distance learning and then hybrid, and significant budget reductions during the onset of the work. The focus had to be on meeting immediate needs in the midst of a crisis which slowed the rate of planning and building longer-term system capacities.

The following are examples of how these challenges impacted the implementation:

- PPS had to redirect school and central office resources and cancel or freeze professional development due to the teacher and substitute shortages.
- Distribution of supplies and resources was disrupted or delayed due to school closures and supply chain issues.
- Relationships are key to engagement. A virtual environment impeded efforts to reach students and build relationships, making it difficult to assess wellness needs and connect students with wrap-around services. These connections were further impacted as a lower than expected number of students disproportionately impacted by the pandemic returning to in-person learning during hybrid. The most success was in calling and reaching out to families directly, especially when done by someone who had a previously established relationship or personal connection.
- RESJ Partners had to significantly adapt their models or transition to resource and referral services, such as helping families with heating bills, technical support, Internet access, and device access. They experienced many of the same challenges as the schools, but with a disproportionate impact.
- Many of the service contracts and resources had to be reevaluated to provide wellness and academic services along a much wider and adaptive continuum of support.

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? (500 words or less)

The SIA investments are integrated into system-wide efforts with a broad and deep reach. With the finalization of the PPS Strategic Plan this past year and extensive staff and family engagement through the RSSL process, engagement continued to reinforce the importance of providing racially-affirming and culturally responsive supports and services focused on social, emotional, mental, and behavioral health as well as academic supports and targeted interventions for our most vulnerable and underserved students. Those priorities have remained our top SIA investments.

The PPS Racial Equity and Social Justice Lens is a tool we regularly use to identify the impacts of our decisions, and ensure we engage and center our communities of color in those decisions. PPS is investing in innovative approaches, such as a community engagement and student voice framework to foster the overall goal of centering Black, Native, and students of color into the fabric of our everyday work in schools. We continue to build system capacity through thought partnership at various levels of decision-making and are piloting the framework as part of the Naming and Defining Places initiatives.

We discovered new virtual forums to broadly reach communities such as town halls, quarterly RESJ partnership convenings, and small group discussions. We continue to fine tune how we reach people and use current spaces differently with both virtual and in-person options.

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? (500 words or less)

At the center of all of our work is a commitment to equity with decisions informed through engagement that elevates voices of marginalized and vulnerable students. The PPS Vision, PPS Forward Together Strategic Plan, and RESJ Lens together provided the foundation to make difficult decisions in the complex and rapidly evolving COVID-19 environment. The system shifts, strategies, and racial-equity decision-making tool continue to be anchors in the SIA planning process, grounding us in our approach to navigate changes and target resources that address immediate challenges while continuing to build and improve enduring district-wide systems and collective efficacy.

Our ongoing community engagement continued to reinforce the importance of providing racially-affirming and culturally responsive supports and services focused on social, emotional, mental, and behavioral health as well as academic supports and targeted interventions for our most vulnerable and underserved students. These priorities have remained our top investment foci.

| Financial Activity # | Proposed Activity | FTE | Toolkit # | System Shift | Strategy | Allowable Use Category | Object Code | Original Budgeted Amount | Allocation Reduction Response | Updated Budgeted Amount | Q1 | Q2 | Q3 | Q4 | Subtotal | Q5 | Total Spent |
|----------------------|---|------------|-----------|--------------|----------|------------------------|-------------|--------------------------|-------------------------------|-------------------------|---------------------|---------------------|---------------------|---------------------|----------------------|-------------------|----------------------|
| Total | | 248 | | | | | | 38,886,406.00 | (26,493,667.80) | 12,392,738.20 | 1,082,522.82 | 2,451,717.79 | 3,523,793.69 | 4,514,241.18 | 11,572,275.48 | 820,462.72 | 12,392,738.20 |
| 1 | Schools prioritized as needing supports for improvement will receive Instructional Specialist FTE. (Planning Tool Item #1); ORIGINAL: 27 Instructional Specialists based on performance gaps and should be accounted for in schools CIP's. 2.0 FTE per CSI, .50 FTE per K-5/K-8/MS TSI, plus Tubman REVISED: 19 FTE: 1.0 for CSI, 0.5 for TSI | 27 | 1 | B1 | 1 | WRE | 111 | 2,223,393.00 | (1,122,390.25) | 1,101,002.75 | 150,946.64 | 348,690.14 | 409,538.01 | 90,526.14 | 999,700.93 | (0.00) | 999,700.93 |
| 2 | Fringe for activity 1 (Planning Tool Item #1) | 0 | 1 | B1 | 1 | OCG | 2xx | 1,097,607.00 | (283,715.58) | 813,891.42 | 74,417.62 | 162,582.14 | 206,689.09 | 112,821.93 | 556,510.78 | (3.98) | 556,506.80 |
| 3 | Support and provide opportunities that call for engaging students of color in youth leadership activities, such as student-led conferences, community-building with affinity groups, and networking. (Planning Tool Item #2); | 0 | 2 | B1 | 1 | OCG | 34x | 50,000.00 | (50,000.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4 | Support and resources for Community Engagement, such as translation services, supplies, food, and childcare. (Planning Tool Item #3); | 0 | 3 | A1 | 1 | OCG | 31x | 25,000.00 | (25,000.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5 | More equitable funding formula for community based education agencies (CBOs) serving historically underserved students. (Planning Tool Item #4); ORIGINAL: District's equity formula based on organization's qualifying students and student to teacher staffing. REVISED: Reduction based on total SIA formula reduction of 37.2% | 0 | 4 | B1 | 1 | WRE | 31x | 844,000.00 | (844,000.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6 | Increase funding to RESJ Partnership contracts with culturally specific organizations in five strategy areas: 1. Culturally Specific Family Engagement 2. Culturally Specific Wrap Around Services 3. Culturally Specific Mentoring and Leadership Development 4. Culturally Specific Extended Day and Enrichment Activities 5. Culturally Specific Identity Development Both the strategies as well as the service provision are focussed on researched based, effective services that improve academic success for students of color. Services are provided by racially diverse staff at partner organizations, significantly more reflective of the student population. (Planning Tool Item #5); Contracts with culturally specific organizations. | 0 | 5 | B1 | 1 | OCG | 31x | 3,400,000.00 | (3,400,000.00) | 0.00 | 0.00 | 0.00 | 0.00 | 554,867.00 | 554,867.00 | 0.00 | 554,867.00 |
| 7 | Add FTE for the second year of the Multi-tiered Systems of Support (MTSS) districtwide adoption and implementation. Includes coaching and supports through increases in FTE for MTSS TOSAs, soft start classrooms in two high schools for students with tier three needs, and additional restorative justice specialists to assist with restorative practices and harm reduction district wide. (Planning Tool Item #6.1); ORIGINAL: MTSS Second year adoption: 1. \$560K = Implementation of BRYT programs @Roosevelt & Madison HS's (Total of 4 FTE plus \$100K contract/supplies) 2. \$225K = includes 2 Restorative Justice positions to support crisis response (racial/hate incidents) REVISED: 1 FTE for Roosevelt BRYT Classroom | 6 | 6.1 | E1 | 1 | H&S | 111 | 674,622.00 | (622,889.00) | 51,733.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8 | Fringe for activity 7 | 0 | 6.1 | E1 | 1 | H&S | 2xx | 302,636.00 | (271,309.87) | 31,326.13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 9 | Non personnel expenses for activity 7 (Planning Tool Item #6.1); ORIGINAL: Contract, supplies etc REVISED: On Hold | 0 | 6.1 | E1 | 1 | H&S | 4xx | 100,000.00 | (100,000.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

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| 10 | This funding will support social emotional learning (SEL) curriculum, coaching and PD throughout the district, align priorities of infusing trauma informed care into our classrooms and an additional administrator and TOSA for oversight to support capacity building, training, supervision and SEL vision. With the district's move toward incorporating trauma informed care into all programs, there is a need for Social Emotional Learning (SEL) to be integrated in all levels, from Central Office to specialized classrooms. This investment in SEL will also include curriculum and professional development for staff. (Planning Tool Item #6.2); \$150K = SEL curriculum & PD, ~\$600k = combination of MTSS/SEL TOSA's / admin FTE (recruit for bilingual, diverse candidates) | 2 | 6.2 | E1 | 1 | H&S | 111 | 222,856.00 | 101,733.48 | 324,589.48 | 37,545.80 | 82,691.45 | 126,752.31 | 11,390.57 | 258,380.13 | 0.00 | 258,380.13 |
| 11 | Fringe for activity 10 (Planning Tool Item #6.2) | 0 | 6.2 | E1 | 1 | H&S | 2xx | 99,973.00 | 36,920.73 | 136,893.73 | 18,187.69 | 44,559.05 | 40,997.72 | 33,901.10 | 137,645.56 | 0.00 | 137,645.56 |
| 12 | Non personnel expenses for activity 10 (Planning Tool Item #6.2); SEL Curriculum | 0 | 6.2 | E1 | 1 | H&S | 4xx | 150,000.00 | 63,400.00 | 213,400.00 | 0.00 | 0.00 | 39,540.00 | 52,740.00 | 92,280.00 | 0.00 | 92,280.00 |
| 13 | Additional FTE and resources to expand SPED programming due to increased numbers. Includes para-educator support for students with the highest needs as well as staffing and resources for new learning center, communication behavior, and intensive skills classrooms. (Planning Tool Item #7); FTE and resources to expand SPED programming. As of Dec 2020 5 FTE Hired - 12.7 Requested. | 5 | 7 | E1 | 1 | H&S | 31x | 1,000,000.00 | (39,551.08) | 960,448.92 | 7,998.59 | 117,617.10 | 265,050.82 | 317,053.65 | 707,720.16 | (0.00) | 707,720.16 |
| 14 | Provide Mental Health, Substance Use (SUD) & Behavioral Health supports, including: (Planning Tool Item #8) - culturally specific contracts for mental health and drug and alcohol specialists, - dual diagnosis clinicians for student experiencing mental health and SUD challenges, - transition support for students returning to school from treatment centers, - an increase in school psychologists to help support MTSS implementation and behavior support plans, - additional qualified mental health specialists throughout the district. All of the increases in services, social worker and other personnel will be supported by an additional administrator; \$200k =MH contracts with cult-specific orgs \$140k =(1 FTE) Social Worker admin to lead site-based network \$100k =for contracted social services coordination w/ cult-specific orgs (Native & AA) \$360k =(2 FTE) CADC HS plus (1 FTE) CADC MS \$200k -MH/drug treatment supports \$450k=(4 FTE) floating Sch Psychologists \$550k =combination of 4 FTE QMHP, BCBA's, Title IX, or Behavior Specialists | 12 | 8 | E1 | 1 | H&S | 111 | 1,097,611.00 | (281,199.00) | 816,412.00 | 22,533.28 | 91,782.27 | 161,372.48 | 212,806.44 | 488,494.47 | 0.00 | 488,494.47 |
| 15 | Fringe for activity 14 (Planning Tool Item #8) | 0 | 8 | #N/A | #N/A | H&S | 2xx | 492,389.00 | (106,055.36) | 386,333.64 | 11,511.80 | 45,745.61 | 72,925.65 | 109,618.30 | 239,801.36 | (0.00) | 239,801.36 |
| 16 | Non personnel expenses for activity 14 (Planning Tool Item #8); Contracts, drug treatment supports | 0 | 8 | E1 | 1 | H&S | 31x | 410,000.00 | (271,259.43) | 138,740.57 | 0.00 | 0.00 | 31,549.80 | 107,190.77 | 138,740.57 | 0.00 | 138,740.57 |

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| 17 | Provide specialized supports for students on 504 plans and medical equipment for accommodation needs. Supports include: (Planning Tool Item #9) - educational assistants (EA) - contracts with culturally specific organizations for assistance with racial / hate related crisis response and recovery needs throughout our district, - additional professional development around investigations support Title IX requirements - an additional discipline coordinator.; Specialized supports for students: 1. \$175K 2 FTE 504 EA's and medical supplies 2. \$75K contracts w/ culturally specific organizations for collaboration on racial/hate crisis response 3. \$25K Title IX PD 4. \$112K 1 FTE Discipline Coordinator | 3 | 9 | E1 | 1 | H&S | 112 | 188,589.00 | (54,058.00) | 134,531.00 | 2,751.16 | 35,576.92 | 50,215.96 | 48,284.43 | 136,828.47 | (0.00) | 136,828.47 |
| 18 | Fringe for activity 17 (Planning Tool Item #9) | 0 | 9 | E1 | 1 | H&S | 2xx | 98,411.00 | (31,499.44) | 66,911.56 | 741.54 | 5,965.70 | 8,886.43 | 11,985.78 | 27,579.45 | 0.00 | 27,579.45 |
| 19 | Non personnel expenses for activity 17 (Planning Tool Item #9); Contracts | 0 | 9 | E1 | 1 | H&S | 31x | 100,000.00 | 36,686.16 | 136,686.16 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 20 | Support the development and implementation of curricular resources for K-12 Social Studies/Ethnic Studies, K-12 Multilingual Literacy System which include Reading, Writing and Speaking, and K-3 Foundational Skills. (Planning Tool Item #10); Curriculum and instructional materials | 0 | 10 | D1 | 1 | WRE | 4xx | 600,000.00 | (600,000.00) | 0.00 | 0.00 | 0.00 | 0.00 | 11,870.86 | 11,870.86 | 190,584.31 | 202,455.17 |
| 21 | Partially fund an instructional material adoption and professional learning to support students who are emergent bilingual in language development throughout our core curriculum. (Planning Tool Item #11); Instructional materials and professional learning | 0 | 11 | D1 | 1 | WRE | 4xx | 150,000.00 | (150,000.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 92,265.59 | 92,265.59 |
| 22 | Provide central office support (4 FTE TOSA, 1 FTE Administrator) to plan and implement the K-12 math redesign and curriculum adoption. Additionally, a portion will fund the initial instructional materials adoption. (Planning Tool Item #12); Pk-12 Math Adoption: 4 FTE TOSA, 1 FTE Admin and \$487K for curriculum | 5 | 12 | D1 | 1 | WRE | 111 | 411,739.00 | (411,739.00) | 0.00 | 7,728.90 | 17,623.20 | (15,484.66) | 179,396.75 | 189,264.19 | 333,091.59 | 522,355.78 |
| 23 | Fringe for activity 22 (Planning Tool Item #12) | 0 | 12 | D1 | 1 | WRE | 2xx | 203,261.00 | (203,261.00) | 0.00 | 3,958.97 | (432.29) | (2,553.26) | 78,699.36 | 79,672.78 | 108,737.52 | 188,410.30 |
| 24 | Curriculum for activity 22 (Planning Tool Item #12); Curriculum | 0 | 12 | D1 | 1 | WRE | 4xx | 487,000.00 | (487,000.00) | 0.00 | 0.00 | 0.00 | 0.00 | 162,633.45 | 162,633.45 | 24,683.49 | 187,316.94 |
| 25 | Increasing equitable and coherent arts programming and staffing in the Roosevelt and Jefferson K-12 clusters. This will also include central office support (Visual and Performing Arts TOSA) to support the implementation of the Master Arts Education Plan and funds for music and arts supplies. (Planning Tool Item #13); ORIGINAL: Arts Pathways focused at Roosevelt & Jefferson Clusters K-12: 1. 4 FTE towards arts pathways in Jefferson & Roosevelt Clusters 2. 1FTE VAPA TOSA to support Master Arts Education Plan 3. \$100K instruments sheet music arts materials REVISED: Change due to costing true up | 5 | 13 | B1 | 1 | WRE | 111 | 368,724.00 | (368,724.00) | 0.00 | 35,746.50 | (35,746.50) | 0.00 | 0.00 | 0.00 | 2,850.05 | 2,850.05 |
| 26 | Fringe for activity 25 (Planning Tool Item #13) | 0 | 13 | B1 | 1 | WRE | 2xx | 191,276.00 | (191,276.00) | 0.00 | 18,156.76 | (15,498.73) | 2,511.32 | (5,169.35) | 0.00 | 1,811.79 | 1,811.79 |
| 27 | Instruments, sheet music and arts materials activity 25 (Planning Tool Item #13); Instructional materials | 0 | 13 | B1 | 1 | WRE | 4xx | 100,000.00 | (100,000.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

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| 28 | Supports the development and implementation of a standards-based, culturally-responsive Physical Education curriculum, an additional Teacher on Special Assignment to coordinate professional learning to implement quality PE instruction (including Erin's Law instruction). (Planning Tool Item #14); ORIGINAL: 1 FTE Teacher on Special Assignment REVISED: On Hold | 1 | 14 | D1 | 1 | WRE | 111 | 82,348.00 | (82,348.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 29 | Fringe for activity 28 (Planning Tool Item #14) | 0 | 14 | D1 | 1 | WRE | 2xx | 40,652.00 | (40,652.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 30 | Non-personnel for activity 28 (Planning Tool Item #14); ORIGINAL: Districtwide professional development for PE teachers, includes materials, substitutes, and extended hours. REVISED: On Hold | 0 | 14 | D1 | 1 | WRE | 4xx | 225,129.00 | (225,129.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 31 | Provide professional learning for wellness leads, Health materials for schools, and 1.0 Program Manager for Health (Planning Tool Item #15); ORIGINAL: 1 FTE Program Manager, professional learning, instructional resources REVISED: On Hold | 1 | 15 | D1 | 1 | WRE | 111 | 237,205.00 | (237,205.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 32 | Fringe for activity 31 (Planning Tool Item #15) | 0 | 15 | D1 | 1 | WRE | 2xx | 83,795.00 | (83,795.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 33 | Supports for Native students and after school programs, includes collaboration with culturally specific community partners to support student success and also supports implementation of Senate Bill 13. (Planning Tool Item #16); Increase direct support for our Native students. Includes FTE for Student Support Specialist and Community Agent and Student Success Advocate. Also includes resources and supports for after school, spring break, and summer school programs. | 1 | 16 | B1 | 1 | WRE | 111 | 102,683.00 | (102,683.00) | 0.00 | 1,056.73 | 3,668.61 | 1,624.39 | (6,349.73) | 0.00 | 1,360.50 | 1,360.50 |
| 34 | Fringe for activity 33 (Planning Tool Item #16) | 0 | 16 | B1 | 1 | WRE | 2xx | 46,317.00 | (46,317.00) | 0.00 | 577.33 | 1,832.90 | (1,256.18) | (1,154.05) | (0.00) | (12.99) | (12.99) |
| 35 | Add FTE to address unexpected enrollment and high class sizes. (Planning Tool Item #28); ORIGINAL: Equivalent of 1 FTE | 1 | 28 | D1 | 1 | WRE | 111 | 74,525.00 | (74,525.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 37 | P-3 Plan Implementation. This investment develops a more comprehensive approach to effectively support preK to K transitions for students, families, and staff. In addition, it will allow us to implement more developmentally appropriate, inclusive, and aligned learning experiences and environments from PK-1st grade. (Planning Tool Item #18); ORIGINAL: 1 FTE Student Support Coordinator, .5 FTE PK-K TOSA, extended day childcare at 3 sites, summer clerical support for PreK-K transitions, support for transition models (i.e., home visits), EA substitutes to maintain adult classroom supports, professional development for PreK-K teams. REVISED: Funding will come from other sources | 0 | 18 | D1 | 1 | H&S | 34x | 800,000.00 | (800,000.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 40 | Provide supports to reduce the digital divide and promote technology-enhanced learning opportunities at five middle school. The funds will be matched with the middle schools' Verizon Innovative Learning Schools grant and will include 5 FTE Instructional Specialist/Coaches, instructional Specialist funding is subsidized in part by the grant and reflected. (Planning Tool Item #20); 5 FTE Instructional Specialists/Coaches with positions subsidized in part by Verizon Innovative Learning Schools grant NOTE: This is a match so Grant will pay for half | 5 | 20 | D1 | 1 | WRE | 111 | 166,037.00 | (166,037.00) | 0.00 | 18,511.30 | (18,511.30) | 0.00 | 0.00 | 0.00 | 1,735.23 | 1,735.23 |
| 41 | Fringe for activity 40 (Planning Tool Item #20) | 0 | 20 | D1 | 1 | WRE | 2xx | 69,503.00 | (69,503.00) | 0.00 | 8,993.78 | (10,774.67) | 1,780.89 | (0.00) | (0.00) | 446.61 | 446.61 |

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| Total | | 248 | | | | | | 38,886,406.00 | (26,493,667.80) | 12,392,738.20 | 1,082,522.82 | 2,451,717.79 | 3,523,793.69 | 4,514,241.18 | 11,572,275.48 | 820,462.72 | 12,392,738.20 |
| 42 | Add 22.5 FTE for counselors to lower the counselor to student ratio to 250:1 for all middle schools, Title/CSI K-5s, and K-8s. By lowering the ratio to 250:1, we meet the American School Counselor Association (ASCA) recommendations. (Planning Tool Item #21); ORIGINAL: 22.5 FTE Counselors REVISIED: 13.5 FTE: Improved Counselor ratio for Middle Schools only | 22.5 | 21 | E1 | 1 | H&S | 111 | 1,842,709.00 | (926,942.50) | 915,766.50 | 80,158.14 | 262,526.88 | 277,731.93 | 283,359.49 | 903,776.44 | (0.00) | 903,776.44 |
| 43 | Fringe for activity 42 (Planning Tool Item #21) | 0 | 21 | E1 | 1 | H&S | 2xx | 911,854.00 | (422,881.63) | 488,972.37 | 41,126.41 | 140,699.52 | 152,010.10 | 148,777.67 | 482,613.70 | (0.00) | 482,613.70 |
| 44 | Provide 43.0 FTE for social work / social workers in schools, including district FTE and contracted culturally-specific services. (Planning Tool Item #22) - 0.5 FTE for each K-5 and K-8 schools - 1 FTE for each High Schools - 5.0 FTE to MPG programs, - 0.5 FTE for Pioneer - 0.5 FTE for Community Transition Program (CTP); ORIGINAL: 43 FTE (or contracted equivalent) for social work / social workers REVISIED: 42.5 FTE | 43 | 22 | E1 | 1 | H&S | 111 | 3,167,390.00 | (289,235.00) | 2,878,155.00 | 242,928.94 | 836,579.41 | 874,574.76 | 860,306.37 | 2,814,389.48 | 11,094.48 | 2,825,483.96 |
| 45 | Fringe for activity 44 (Planning Tool Item #22) | 0 | 22 | E1 | 1 | H&S | 2xx | 1,635,110.00 | 128,835.86 | 1,763,945.86 | 104,505.39 | 358,296.45 | 396,659.29 | 420,537.18 | 1,279,998.31 | 5,774.17 | 1,285,772.48 |
| 46 | Add 3.5 FTE for College and Career Coordinator for Multiple Pathways to Graduation (MPG). MPG serves students districtwide who need additional support in the form of: re-engagement in their education, enrollment in alternative education, day and residential treatment (DART) school placement, district wide credit recovery opportunities, Teen Parent Services, and MPG School social work services, as well as other schools and programs. (Planning Tool Item #23); ORIGINAL: 3.5 FTE College and Career Coordinators REVISIED: Change due to costing true up | 3.5 | 23 | B1 | 1 | H&S | 112 | 294,842.00 | (294,842.00) | 0.00 | 21,324.61 | (16,913.81) | (4,410.80) | 0.00 | (0.00) | 0.00 | (0.00) |
| 47 | Fringe for activity 46 (Planning Tool Item #23) | 0 | 23 | B1 | 1 | H&S | 2xx | 135,658.00 | (135,658.00) | 0.00 | 11,101.03 | (12,766.18) | 3,033.82 | (1,368.67) | 0.00 | (158.23) | (158.23) |
| 48 | Add FTE to create more optimal student-teacher ratios and class sizes across K-5 classrooms. (Planning Tool Item #24); ORIGINAL: 47 FTE REVISIED: 4 FTE: K-2 CSI Schools only | 47 | 24 | D1 | 1 | RCS | 111 | 3,392,484.00 | (3,392,484.00) | 0.00 | 17,951.90 | (17,951.90) | 0.00 | 0.00 | 0.00 | 5,700.09 | 5,700.09 |
| 49 | Fringe for activity 48 (Planning Tool Item #24) | 0 | 24 | D1 | 1 | RCS | 2xx | 1,777,516.00 | (1,777,516.00) | 0.00 | 10,228.93 | (10,228.93) | 0.00 | 0.00 | 0.00 | 3,912.11 | 3,912.11 |
| 50 | Add 26.4 FTE to reduce class sizes in grades 6-8. (Planning Tool Item #25); ORIGINAL: 26.4 FTE REVISIED: On Hold | 26.4 | 25 | D1 | 1 | RCS | 111 | 1,905,565.00 | (1,905,565.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 51 | Fringe for activity 50 (Planning Tool Item #25) | 0 | 25 | D1 | 1 | RCS | 2xx | 998,435.00 | (998,435.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 52 | Add 10.5 FTE to increase elective opportunities for grades 6-8 in K-8s and middle schools. (Planning Tool Item #26); ORIGINAL: 10.5 FTE REVISIED: 9 FTE | 10.5 | 26 | D2 | 2 | WRE | 111 | 757,895.00 | (757,895.00) | 0.00 | 57,418.54 | (48,513.13) | 2,242.85 | (11,148.26) | 0.00 | 8,981.25 | 8,981.25 |
| 53 | Fringe for activity 52 (Planning Tool Item #26) | 0 | 26 | D2 | 2 | WRE | 2xx | 397,105.00 | (397,105.00) | 0.00 | 26,261.47 | (30,876.04) | 1,058.96 | 3,555.61 | 0.00 | 4,237.83 | 4,237.83 |
| 54 | Add 8 FTE to improve high school class size and ensure students can be fully scheduled. (Planning Tool Item #27); ORIGINAL: 8 FTE REVISIED: On Hold | 8 | 27 | D3 | 3 | RCS | 111 | 577,444.00 | (577,444.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 55 | Fringe for activity 54 (Planning Tool Item #27) | 0 | 27 | D3 | 3 | RCS | 2xx | 302,556.00 | (302,556.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Financial Activity # | Proposed Activity | FTE | Toolkit # | System Shift | Strategy | Allowable Use Category | Object Code | Original Budgeted Amount | Allocation Reduction Response | Updated Budgeted Amount | Q1 | Q2 | Q3 | Q4 | Subtotal | Q5 | Total Spent |
|----------------------|---|------------|-----------|--------------|----------|------------------------|-------------|--------------------------|-------------------------------|-------------------------|---------------------|---------------------|---------------------|---------------------|----------------------|-------------------|----------------------|
| Total | | 248 | | | | | | 38,886,406.00 | (26,493,667.80) | 12,392,738.20 | 1,082,522.82 | 2,451,717.79 | 3,523,793.69 | 4,514,241.18 | 11,572,275.48 | 820,462.72 | 12,392,738.20 |
| 58 | Add 13 FTE to add a 7th period at 4 middle schools. This is a pilot to allow students more choice and opportunities for electives, which will include visual and performing arts. The MS included are Ockley Green, Tubman, George & Beaumont. (Planning Tool Item #29); ORIGINAL: 13 FTE REVISIED: 8 FTE: 2.0 to each MS | 13.1 | 29 | D2 | 2 | WRE | 111 | 945,565.00 | (945,565.00) | 0.00 | 31,996.10 | (31,996.10) | 0.00 | 0.00 | (0.00) | 15,493.75 | 15,493.75 |
| 59 | Fringe for activity 58 (Planning Tool Item #29) | 0 | 29 | D2 | 2 | WRE | 2xx | 495,435.00 | (495,435.00) | 0.00 | 16,156.97 | (19,598.44) | 3,441.47 | 0.00 | 0.00 | 7,877.56 | 7,877.56 |
| 60 | Charter Funding | | | | | | | 1,166,938.00 | (913,970.89) | 252,967.11 | 0.00 | 0.00 | 252,710.08 | 108,304.31 | 361,014.39 | 0.00 | 361,014.39 |
| 61 | Community based education agency (CBO) Funding (Planning Tool Item #31); ORIGINAL: Based on weighted ADM. REVISIED: Reduction based on total SIA formula reduction of 37.2% | 0 | | | | WRE | 31x | 940,487.00 | (660,456.00) | 280,031.00 | 0.00 | 0.00 | 0.00 | 448,493.00 | 448,493.00 | 0.00 | 448,493.00 |
| 62 | Grant Indirect | 0 | | | | ADMIN | ADMIN | 224,137.00 | 275,863.00 | 500,000.00 | 0.00 | 165,088.46 | 164,600.46 | 170,311.08 | 500,000.00 | 0.00 | 500,000.00 |

Emerson School
SIA Year 1 (2020-2021) Annual Report Journal
[Emerson Budget Template](#)

| Annual Report Questions | Response |
|---|---|
| <p>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?</p> <p>How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)</p> | <p>While we were unable to hire a full 1.0 FTE Instructional Coach due to the decreased SIA funding amount, we were able to increase the Teaching Supervisor's time to focus on SEL supports and professional learning. Through the additional professional development and coaching with teachers, we were able to provide some wraparound SEL supports for all students, but especially our most vulnerable students.</p> |
| <p>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? (500 words or less)</p> | <p>The final SIA funding amounts for 2020-21 were not enough to hire the full time Instructional Coach that we had hoped to use.</p> |
| <p>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? (500 words or less)</p> | <p>The additional FTE allowed for outreach to specific families and community members through parent engagement sessions throughout the year, focusing on the home-to-school connection for SEL.</p> |
| <p>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? (500 words or less)</p> | <p>Understanding the disproportionate impact on our most vulnerable students and families informed how we prioritized the funds. Small groups with our most-impacted students (sometimes one-on-one) were prioritized with our additional FTE. What surprised us was how much of that time was needed not just from the SIA-funded position, but from all instructional personnel at the school.</p> |

LeMonde
SIA Year 1 (2020-2021) Annual Report Journal
[LeMonde Budget Template](#)

| Annual Report Questions | Response |
|---|---|
| 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? | 1. Critical to student success behaviorally, social-emotionally, and academically, is having sufficient adult supports. The SIA funding provided us with the opportunity to give such additional supports during the critical time of the pandemic. The students who most benefit from those supports are our focal students who were struggling in those |
| 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? (500 words or less) | 2. Not knowing the duration of SIA funds impacts our ability to forecast longterm hiring, or to provide job security to those hired with these funds. |
| 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? (500 words or less) | 3. Having much of the year be remote learning impacted our ability to collaborate with all of our school communities. Accessing students with disabilities was very difficult with Special Education staff working remotely as well. |
| 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 | 4. We always centered students in all decision-making, specifically supporting struggling learners. That is what most influenced our decision-making. |

Opal School
SIA Year 1 (2020-2021) Annual Report Journal
[Opal Budget Template](#)

| Annual Report Questions | Responses |
|---|---|
| <p>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?</p> <p>How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)</p> | <p>Opal Charter School closed June 30, 2021. As a component part of the Portland Children's Museum, the school had to close when the Museum closed permanently due to the financial impact of Covid-19 on their high-touch children's environment. The SIA funds provided an instructional assistant to work with small groups of students during Comprehensive Distance Learning and provided professional development for teachers during the pandemic.</p> |
| <p>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? (500 words or less)</p> | <p>Opal Charter School closed June 30, 2021. As a component part of the Portland Children's Museum, the school had to close when the Museum closed permanently due to the financial impact of Covid-19 on their high-touch children's environment. The SIA funds provided an instructional assistant to work with small groups of students during Comprehensive Distance Learning and provided professional development for teachers during the pandemic.</p> |
| <p>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? (500 words or less)</p> | <p>Opal Charter School closed June 30, 2021. As a component part of the Portland Children's Museum, the school had to close when the Museum closed permanently due to the financial impact of Covid-19 on their high-touch children's environment. The SIA funds provided an instructional assistant to work with small groups of students during Comprehensive Distance Learning and provided professional development for teachers during the pandemic.</p> |
| <p>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? (500 words or less)</p> | <p>Opal Charter School closed June 30, 2021. As a component part of the Portland Children's Museum, the school had to close when the Museum closed permanently due to the financial impact of Covid-19 on their high-touch children's environment. The SIA funds provided an instructional assistant to work with small groups of students during Comprehensive Distance Learning and provided professional development for teachers during the pandemic.</p> |

Portland Arthur Academy
SIA Year 1 (2020-2021) Annual Report Journal
[Portland Arthur Acad Budget Template](#)

| Annual Report Questions | Responses |
|---|--|
| <p>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?</p> <p>How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)</p> | <p>One main goal we had was to reduce class size by hiring an additional small groups teacher to teach reading and math, specifically targeting focal groups in grades K-2. We were able to hire an additional full-time teacher for this position. This was especially helpful during online learning (CDL) which allowed the teacher to teach reading and math "live" via Google Meet every single day to a small group of students. This teacher was also able to do "live" intervention via Google Meet to focal students.</p> |
| <p>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? (500 words or less)</p> | <p>A main barrier for us, and all schools, was teaching online (CDL) for most of the year. The physical distance away from students did not allow us to implement our SEL lesson in an the most effective way. Also, due to less funding we were unable to hire an SEL specialist to help with the implementation of the SEL lessons/group/activities.</p> |
| <p>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? (500 words or less)</p> | <p>Maintaining engagement with most families has been somewhat of a struggle due to the fact that no parents/families were allowed into the building and face-to-face communication is a very effective way to engage with families. However, our website, emails and our messaging app have been effective for this.</p> |
| <p>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? (500 words or less)</p> | <p>We had four priorities for the 20/21 school year and we were only able to implement one of them fully; hire an additional small groups teacher to reduce class size. Our other priorities regarding SEL and professional development will be implemented fully in the 21/22 school year. We decided that reducing class size would be our top priority since this will impact more students than the other priorities.</p> |

Portland Village
SIA Year 1 (2020-2021) Annual Report Journal
[Portland Village Budget Template](#)

| Annual Report Questions | Responses |
|---|---|
| <p>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?</p> <p>How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)</p> | <p>Having FTE in counseling provided significant supports for students and families in need during the pandemic. Having access to a full K-5 math curriculum allowed teachers to implement the full program without having to cobble together various resources to create materials and assessments. This resulted in a more effective and viable math culture in our teaching and learning community.</p> |
| <p>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? (500 words or less)</p> | <p>Challenges of teaching during the pandemic have been astronomical. While we appreciated offering a more robust K-5 math curriculum, with the original SIA funding amount we would have been able to provide that curriculum through grades 6-8 as well. Not know if the SIA funding will continue past year 3 makes it difficult to hire FTE that may not continue past that timeframe (not able to offer job security to applicants).</p> |
| <p>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? (500 words or less)</p> | <p>Having a point person (counselor) that we could connect families and students in need with has been a huge success. The pandemic made engagement much harder, and having this additional FTE to provide outreach 1:1 to families and students was a critical component of engagement in 2020-21.</p> |
| <p>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? (500 words or less)</p> | <p>Meeting the social-emotional needs of our students and families, especially during a pandemic when engagement was difficult due to distance learning, was our most important investment with the SIA funds. Having a robust math curriculum was necessary as a response to our Plan of Improvement for our math state assessment outcomes, so addressing math instruction was a top priority academically.</p> |