

Student Investment Account
2021-22 School Year Annual Report
David Douglas School District
October 2022

TABLE OF CONTENTS

Introduction	3
ODE Annual Report Questions	4
Reduce Class Size to Meet Students' Academic and Behavioral Needs	4
Improve student health and safety	5
Provide a well-rounded education	7
Conclusion	15

Introduction

As noted in our [2021-22 Return to School Guidance](#) for families, DDS D sought to create a welcoming environment this year centered on care, comfort, relationships and mental health support. Our intent was to give schools time and space for students and staff to process and share experiences. Teams within each building coordinated care and connection, building relationships among families, staff and community partners.

Within this context, DDS D made important investments, with input from our community, using SIA funds. We are grateful for the continued support from ODE and continue to engage our community with the goal of increasing community ownership.

In 2021-22, SIA funds allowed David Douglas to:

- **Reduce Class Size to Meet Students' Academic and Behavioral Needs:**
 - Reinvested in Elementary Teachers and Kindergarten Instructional Assistants
 - Added Instructional Assistants to balance class sizes
 - Added Instructional Assistant support to Structured Learning Classrooms (Special Education) at the elementary and middle school levels
- **Improve Student Health and Safety (Social and emotional learning, trauma informed practices, student mental and behavioral health):**
 - Reinvested in Counselors in every building
 - Reinvested in SUN at elementary, middle and high school levels
 - Added comprehensive mentor training to retain highly qualified Instructional Assistants
- **Provide a Well Rounded Education:**
 - Reinvested in: Elementary Physical Education Teachers, Middle School Health Teachers, and Community Sports and Recreation

ODE Annual Report Questions

- 1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?**

Reduce Class Size to Meet Students' Academic and Behavioral Needs

With SIA funds, the David Douglas School District (DDSD) has reinvested in key staff to ensure optimal class sizes and staff configuration to meet students' academic and behavioral needs. This includes budgeting for additional staff such as Elementary Teachers and Instructional Assistants.

In Quarter 1, 66% of DDSD elementary schools were within the "maximum" count of students per classroom by grade level PK-5. Only two schools, and narrowly so, exceeded the maximum count of 26 for the kindergarten class size by having 26.3 and 27 students respectively. A third school had a class size of 27 kindergarten students and also a third-grade class of 35 that exceeded the maximum count size of 32. In addition, K-5 schools were making progress toward more aggressive "target" counts for class size. For all grade levels except kindergarten, the majority of schools met their classroom target in Quarter 1.

DDSD reviewed DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data for fall and winter. Within a cohort of 3,007 K-5 elementary students who had at least 90% attendance, roughly 79% took fall and winter assessments. The composite pathway shows that 52% are below or well below benchmark, but 49% are typical, above, or well above benchmark. Further analysis of these types of assessments is warranted in order to better correlate improvement of scores to the addition of staff. This is one of many indicators DDSD looks at to see academic progress.

DDSD received anecdotal feedback from the Assistant Superintendent and Director of Education who are a strong and consistent presence in all of our buildings. They have direct connection with staff, monitoring the building's activities and culture, listening to questions and concerns, and providing vital support for continuous improvement.

Teachers, and staff in general, have spoken about the calmness in the buildings. With SIA funds contributing to additional adult support, smaller class sizes, and individualized attention, staff has had time to connect with students and families, especially those who have been historically underserved, in ways they haven't been able to do for quite some

time. They have been intentional about teaching expectations in small groups which has helped to improve systems. Suspensions are down at elementary this time compared to this time last year.

The impact of the SIA funds has been to keep morale high among teachers and administrators. We have learned that they deeply appreciate the targeted Instructional Assistant support in our elementary schools, specifically with our youngest learners. Our teachers, especially first and second grade teachers, regularly comment on how helpful it is to have additional adults in their rooms to assist with student safety and academic achievement.

This intentional support has helped attract other prospective elementary administrators to apply at DDS. That said, while SIA funds have provided the opportunity for having additional support, DDS has faced severe and chronic challenges in finding enough staff, and qualified staff, to fill positions, especially for Instructional Assistants. **See question 2 below.**

Improve student health and safety

The following key activities demonstrate the progress DDS made toward the proposed outcome of valuing health and wellness and making it part of the culture.

Counseling

DDS was able to place counselors in all buildings who were essential this year to creating community, providing support to students, and connecting families to resources. Schools continue to update their counseling webpages and promote services. Here is an example from [Floyd Light Middle School](#) explaining what services are available and how to access them. Counselors are trained in both education and counseling and facilitate important conversations between families and schools.

Class check-ins, circles, and advisory classes have focused on socio-emotional learning (SEL), classroom relationships and building-wide culture and expectations. Each building has a Positive Behavior Intervention Systems (PBIS) leader, Equity Team leader and a Care and Connection leader. DDS uses the School-Wide PBIS Tiered Fidelity Inventory tool (SWPBIS TFI) to assess fidelity of implementation, develop an action plan and measure outcomes. Support and services are differentiated for families to achieve equitable outcomes.

Teams spent this past summer using the data collected in June, and putting the action plan into practice. This fall, schools were able to fully implement PBIS action plans. The spring data for the TFI is as follows; 80% is considered at fidelity:

- **Elementary:** Average score across all nine schools for Tier 1 was 93% for 2020, 71% for 2021 and 77% for 2022
- **Middle School:** Average score across all three middle schools for Tier 1 was 81% for 2020, 53% for 2021 and 64% for 2022
- **High School** (Fir Ridge Campus, alternative high school setting): 80% for 2020 and 70% for 2021; 2022 data was not available for this report

Counselors play a key role in the implementation of schoolwide PBIS. With a renewed plan, and explicit teaching of expectations and treatment agreements, these scores will increase to reflect our improved level of implementation.

In addition, across DDSD elementary schools and middle schools, additional support staff were hired in positions as Assistant Principals (elementary) and Student Services TOSAs (middle school). These positions will allow counselors to be available for additional student response support and proactive skills groups.

DDSD is also in year three of a five-year federal School Climate Transformation Grant with a focus on [Staff and Student Wellness](#).

Schools Uniting Neighborhoods (SUN) partnership

SUN provides culturally responsive after school programming for all grade levels at all but one of DDSD's school buildings. Services are provided up to 12 hours per week. Partners include: Metropolitan Family Services; Immigrant Refugee Community Organization; Self Enhancement, Inc; El Programa Hispano Católico; Portland Parks and Recreation; and Multnomah County SUN.

DDSD was able to provide its SUN partners with Family Resource Navigators in 2021-22. They are integral to coordinating/addressing educational support, family engagement, food and other basic needs, government benefits such as OHP, and skill building such as navigating health care. SUN has been centering our BIPOC community through: culturally specific family and youth groups, hiring and training diverse staff, including parents, and collaboration with DDSD's multilingual liaisons. SUN engages in proactive communication to our families of color that bridges the gap between schools and families. SUN is included in school staff meetings to share information and provide clear communication among schools and families as well as participate in decision making.

SUN Youth Advocates (SYA), in coordination with principals and counselors, provide individual and group academic and case management support targeting students in grades five through twelve. SUN P-3 (Prenatal to third grade) Coordinators support

families with young children through family engagement activities, play and learn groups, early kindergarten transition (EKT) and more.

DDSD and SUN have a robust partnership, including regular communication with principals and SUN Site Managers. The latter are part of each school's Coordinated Care Team that provides wraparound support. SUN Site Managers meet monthly with DDSD's bilingual (Spanish/English) Family and Community Partnership Coordinator.

Highlights from 2021-22:

- Fall Data (October through Dec): SUN served 698 people, including 660 students of whom 81% were at risk of academic failure and 79% were students of color or from a culturally specific community
- Winter data (January through March): SUN served 758 people, including 738 students of whom 82% were at risk of academic failure and 76% were students of color or from a culturally specific community
- Per DDSD's SUN Hunger Program Specialist, for school year 2021-22, an average of 7,248 families accessed DDSD's food pantries **per quarter**.
- In May 2022, in partnership with SUN, the Family Engagement team held a Community Resource fair at Gilbert Park and Earl Boyles elementary schools. They also held a carnival at Gilbert Heights Elementary.
- In summer 2022, DDSD partnered with SUN for its K-8 summer school program, including the Early Kindergarten Transition program

Provide a well-rounded education

The following key activities in this focus area demonstrate progress made toward the proposed outcomes of valuing health and wellness and making it part of the DDSD culture; and giving students an array of engaging, student-centered activities that meet their academic and social-emotional needs to stay on track to graduate.

Middle School Health Teachers

With SIA funds, DDSD was able to reinvest in middle school health teachers who teach to the required Oregon Health Education Standards and Performance Indicators. This promotes a well-rounded education and instructional time.

The eight standards include important concepts such as health promotion, disease prevention, analysis of the influence of things like media and peers on health behaviors, and learning skills to make important health decisions. Through health lessons, students are taught strategies for self-advocacy and prioritizing self-care.

In terms of positive impact to students, Health Teachers interviewed for SIA reporting this year mentioned covering issues such as: the health triangle (physical, mental/emotional, social health), nutrition, disease, substance abuse, social emotional learning, safety (focused on online safety this year) and sexual health. Health teachers try to incorporate skills-based learning as much as possible. This includes things like goal setting, refusal skills, accessing valid information, decision making, interpersonal communication, analyzing influences and self-management.

The content includes Multnomah County's Adolescents and Communities Together (ACT) comprehensive curriculum which was described as "outstanding" by one of the Health Teachers who described it as "the most important unit we teach because the social emotional skills it includes...can impact all areas of students' lives."

Health Teachers were asked what essential skills students should learn before entering high school. They responded "how to manage relationships with others (friends, family) in a way that is productive, how to communicate assertively, and set a goal that is realistic and stick to it."

Highlights from 2021-22:

- DDSD held trainings and orientations for a robust new Health Team, including new staff at the high school level. At the middle school level, staff took time to discuss and reflect upon what cross collaboration across DDSD could look like, including integrating best practices at the three middle schools.
- The Health Team held a Sexuality Education Institute for parents in summer 2022, including one for Spanish speaking families. The Curriculum Department partnered with Latino Network, Multnomah County Health Department and the Multilingual Programs and Equity Department to support families. The Institute came about in response to parent feedback via a focus group showing a desire for these types of workshops to support what their children were learning in school.
- Across the middle schools and high school, health teachers are beginning to do scope and sequence work. They are also collecting resources and considering ways to roll out guidance and instructions for a variety of issues, e.g. in conjunction with the ODE Menstrual Dignity Act; the products and dispensers are already in the buildings.

Community Sports and Community Recreation

Community Sports and Community Recreation are popular, well-attended physical education programs at DDSD. Community Sports is for third through sixth graders and sports include: football, volleyball, boys' basketball and girls' basketball. Community

Recreation is for seventh and eighth graders and includes the sports mentioned above as well as wrestling and track. In 2018-19, a “typical” year (before Covid), nearly 1,300 students expressed interest in participating.

With SIA funds, DDSD was able to waive fees this year, eliminating the financial barrier to participation, especially for historically underserved students. The number of participants in the second quarter of the year for basketball was double that of last year, per the Program Coordinator. SIA funds have also been used for sports equipment and staff for the Community Recreation program.

DDSD unfortunately experienced bus shortage issues through these programs which prevented students from participating in the track league; staff worked very hard to arrange for students to have the chance to compete by having the three middle schools participate in “mini school meets,” competitions within each of the schools, and a “District meet,” a competition among the schools at the High School to cap off the season. In total, 245 students participated.

The impact of implementation can best be described as an opportunity for students to go back to “normal” with the opportunity to participate in sports. The programs experienced strong turnout for registration. Students had opportunities to represent their school at games and build confidence. This is an important outlet in terms of physical and emotional wellbeing for students as part of a well-rounded education and health and safety as aligns with the SIA grant.

The Program Director and Program Assistant cited the benefit of students learning “soft skills” or “life skills” such as: how to be a team player; getting along with others; navigating conflict; pushing yourself to do your best even when you are not motivated; accountability; and following through with your commitments.

Physical Education

Similar to Community Sports and Community Recreation above, the impact of reinvesting in PE teachers throughout the district is an opportunity for students to participate in an array of physical education activities to support their physical and emotional wellbeing as well as foster their soft skills.

DDSD has prioritized the investment of PE teachers to safeguard students’ health and wellbeing so that they may thrive academically. SIA funds support PE staff who are licensed specialists. Some of them stand out in their field; Jordan Ng, West Powellhurst PE Teacher and DDSD Wellness Council Coordinator, won the 2019 Oregon Physical Education Teacher of the Year.

Elementary students have P.E. classes up to three times per week depending on the size of the school. Ensuring that our elementary students have guaranteed weekly time in their schedule for movement and health content makes our elementary program well rounded and that much more special. Regular exercise helps to address issues such as childhood obesity which are so prevalent in our society. DDSD's teachers help kids with not only physical health, but also increasing their confidence.

Key highlights for 2021-22:

- DDSD adopted the SPARK curriculum and all schools have received the curriculum and training
- Chelsea Maes, Ventura Park Elementary PE Teacher and District Wellness Council member, received the Trailblazers Foundation grant to expand wellness at her school
- Physical education has resumed in-person (and was live online during CDL)
- PE teachers use dedicated Wednesday morning Professional Learning Time to collaborate with one another
- The Portland Timbers created a [two-minute promo video](#) featuring West Powellhurst Elementary and the Champions of Play program, in partnership with Allstate, promoting an active and healthy lifestyle for children

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?

As mentioned briefly in question 1, while SIA funds have provided the opportunity for having additional support, DDSD has faced severe and chronic challenges in finding enough qualified staff to fill positions, especially for Instructional Assistants and substitutes. There is also an ongoing need for licensed educators, especially bilingual educators and educators of color.

In response, DDSD has taken the following steps:

- With SIA funds this year, we created and implemented the Instructional Assistant training program we proposed in our SIA plan. Here are some highlights to date:
 - Hired two Paraeducator Mentors and Professional Learning Coordinators to provide training and support for all paraeducators Pre-K through young adult/ post high school (Community Transition Program)
 - To design the program, the staff above solicited input from: district-level directors and administrators, building level administrators, teacher leaders

and coaches, Classified Union, veteran paraeducators, classroom teachers and other district-level coaches

- Defined four focal areas: 1) Fostering and sustaining positive relationships with students and providing effective PBIS; 2) Supporting multilingual learners using effective language scaffolds and strategies; 3) Best practices to support students with IEPs in the general education setting as well as supported learning classrooms; and 4) Effective engagement and instruction for small groups. The focal areas create the foundation for all professional learning opportunities
- Designated 30 paraeducators (representing Pre-K to CTP) as Building Instructional Assistant Leaders whose role is to be a resource and mentor in the building for other paraeducators
- Provided 45 newly hired paraeducators/IAs with required, meaningful and relevant professional learning through the first annual August Academy. Feedback from participants revealed that they found the segments highly valuable. The Classified Union was on hand to welcome the new staff.
- Continue to provide eight hours of required, weekly professional learning for new hires
- Provided professional learning sessions based on building-specific requests, e.g. support with newly adopted language arts adoption
- Paraeducator Mentors and PL Coordinators have regular meetings with partner MESD to collaborate and discuss ways to support paraeducators including providing early literacy coaching and training
- With ESSER funds, DDSD provided a retention bonus for employees to acknowledge their dedication and outstanding support during a difficult school year in the wake of the pandemic. The DDSD School Board and Administration collaborated with the David Douglas Education Association (DDEA) and the Oregon School Employees Association (OSEA) to bring this bonus to employees
- On the heels of the retention bonus above, with Educator Recruitment and Retention funds, DDSD is planning an attendance bonus for the school year 2022-23
- DDSD will also use Educator Recruitment and Retention funds in 2022-23 to recruit, train and maintain highly qualified mentors to provide ongoing support to licensed and classified staff/mentees at all grade levels
- With a variety of funding sources, DDSD, with the leadership of its Director of Equity and Inclusion, is expanding and enhancing its Grow Your Own program, recruiting and retaining educators, including those of color. The program partners with post-secondary institutions and MESD to provide financial assistance, professional development, advisors, peer support, and other critical resources to those seeking to serve as licensed educators in the district

- DDSD will explore the possibility of applying for ESSER bilingual educator funds; this is to be determined.
- 3. SIA implementation includes ongoing engagement with all students, focal students, 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 spectrum as you complete your response.**

Engaging families and the community as partners in education is one of DDSD's top priorities. The following activities highlight the many traditional and innovative ways DDSD is moving toward community ownership on the spectrum of engagement described in ODE's Community Engagement Toolkit:

- DDSD continues to invite and engage the community to make decisions for, and keep up to date about, our financial future. In 2021-22, this included inviting feedback on SIA, ESSER, General Fund and a tentative Bond project. Currently, DDSD is scheduling and coordinating community forums, focus groups and surveys to inform investments and decision making for the Aligning for Student Success integrated grants initiative. These opportunities emphasize elevating the voices of our historically underserved communities
- In 2021, for the fourth consecutive year, DDSD provided all students, grades three through twelve and their families, the opportunity to take our school climate "YouthTruth" surveys measuring overall satisfaction and year-to-year changes. *One highlight: This school year, 84% of elementary students and 64% of their parents and families responded positively to the theme of Engagement*
- Elementary schools had an impressive attendance for virtual spring conferences: 86% of families attended either virtually or by phone. Of note is that 22% of all conferences included interpreters, which reflects the rich diversity of our District. Conferences are an important tool to ensure that families and schools are working together in the education and growth of our students
- DDSD now has two Family Engagement Specialists (in addition to the Family & Community Partnership Coordinator), one of whom speaks Creole, French, Spanish and Portuguese, which is a dynamic addition to our diverse staff. DDSD held its Family Cafe: Together Strong this school year including adding Somali/Swahili and Vietnamese groups
- In March, DDSD held a virtual meeting for ELA adoption for parents to understand the two different curricula that will be used in classrooms beginning next fall

- Coordinated a meet and greet with elementary principals and Alice Ott Middle School
- Collaborated with SUN to host resource fairs during April and May 2022
- Collaborated with the High School to hold a Latinx graduation night
- Developed and implemented a Native American Cultural Night in May 2022
- Hosted Summer Intercambio at three elementary schools
- Supported Junta de Padres for Spanish speaking families and African American Family Night at the High School in partnership with SEI
- Coordinated a Pacific Islander Cultural Workshop for staff in partnership with IRCO's Asian Pacific Islander Family Center.
- Collaborated with Lincoln Park, Familias en Accion and the DDSD Nutrition Services Department to conduct a nutrition/school meals focus group in summer 2022 to talk about families' ideas about healthy eating.
- The Multilingual Programs and Equity Department has launched a quarterly e-newsletter called "[DDSD for you,](#)" whose audience is DDSD staff, families and the community. Staff provide information about community events and invite feedback so that DDSD can incorporate these voices into our programming and support
- DDSD rolled out a new communication tool called ParentSquare that provides a safe method for principals, teachers, staff, and parents/guardians to communicate and share information through email, text and phone messages. The software has the ability to translate more than 100 languages which is important for our highly diverse school population.
- With other funding, key staff from DDSD's Technology Department and Multicultural Programs and Equity Department developed and implemented a well-received computer literacy skills training, "[Engaging Families Through Digital Equity](#)" for our Latinx families, who make up about one third of our families. Several dozen families reported increases in their level of comfort using technology, reporting that they were motivated to learn so that they could be more involved in their children's education

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 SIA implementation efforts?

DDSD was able to include in its SIA budget nearly all of the activities we sought to include from the beginning. Those things we were not able to include, such as high school summer school and summer counseling, were rated as "mid" priority as opposed to "high" priority in our original SIA plan. However, both of these activities have been provided this year through other DDSD funding sources. In fact, we have been able to

enhance and expand academic enrichment and address unfinished learning through new funding, e.g. ESSER and ODE, for K-12 summer programs. This year we even piloted a second session of High School summer school to specifically address credit recovery, including math, which is a key indicator of being on track to graduate.

In addition, DDSD strives to embed equity into everything we do, including implementation of SIA initiatives. As with all activities, SIA-funded programs align with our [Equity Plan](#) and [Strategic Plan](#). This year, our Equity Department has been conducting [Town Hall interviews](#) with each of our DDSD principals to provide a platform for our principals to discuss their school building's equity goals.

A bit prior to and during this reporting period, staff participated in various types of DEI professional development. The vehicle for much of this work has been through the establishment of Equity Teams in all buildings and at all grade levels. The Director of Equity and Inclusion and the Director of Multilingual Programs and Equity collaborate to develop and implement professional development.

Here are a few highlights:

- May - June 2021: 12 staff participated in a two-day workshop through Multnomah Clackamas Regional Educator Network (MCREN) for "Coaching for Equity 101." Staff included: Language Development Specialists, Beginning Teacher Mentor Team member, Elementary Principal, High School Counselor, student support staff, and early intervention Occupational Therapist and Physical Therapist.
- July 2021: Some DDSD elementary and middle school Principals and Assistant Principals participated in a two-day virtual symposium from Coaches Evolve, LLC. The symposium focused on inspiring educators to prepare for entering back to in-person school settings, including issues around social-emotional learning and equity.
- August 2021: Teachers participated in "Preparing for Better Collaboration: A Co-Teaching Seminar." Staff included a Language Development Specialist, third grade teacher and interim principal.
- August 2021: DDSD's newly hired Equity TOSA, under the supervision of the Director of Diversity, Equity and Inclusion:
 - Created [THE ESSENTIAL](#), a monthly Equity Newsletter.
 - Is creating and developing professional development for Building Equity Teams and meets with each building's Equity Team Facilitator
 - Is coordinating the implementation of District's Equity Plan

- August 2021: DDSD contracted with The Conscious Climate, LLC to present at our annual Admin Academy for all District Administrators. The racial equity training was coordinated in response to the District's Equity Plan which calls for developing a common understanding of the history of public school and offering methods to address implicit bias, microaggressions, and stereotypes.
- September 2021: DDSD added books to its Equity Literature library for staff.

Conclusion

With SIA funds, DDSD made significant investments this year in staffing to meet students' educational and behavioral needs; counselors, SUN after school programming and training for Instructional Assistants to address social and emotional learning and mental and behavioral health; and staff and activities such as health teachers, PE teachers, Community Sports and Community Recreation for a well-rounded education.

We started the year with a focus on care and connection, with teachers, counselors and other specialized staff collaborating with community partners to meet families' needs. DDSD experienced some staffing challenges and adjusted accordingly. We prioritized and implemented programming, guided by feedback we solicited from the community and by using an equity lens. All activities align with our Strategic Plan and Equity Plan.

DDSD is grateful for the continued support of ODE as well as its dedicated staff, community partners and families who come together to support DDSD's students.