

Yoncalla School District Student Investment Account Application Draft for Board of Directors March 18, 2020

PART ONE: General Information

Yoncalla School District, District 32
PO Box 568
Yoncalla, OR 97499
Superintendent Brian Berry

PART TWO: Narrative

Brief description of your school district/eligible charter school

Yoncalla School District #32 is located in Yoncalla, Oregon. The town of Yoncalla is a rural community with a population of 1,060. It is located off I-5 in the beautiful Umpqua Basin in Douglas County. It is 40 miles south of Eugene and 30 miles north of Roseburg, the County Seat. Yoncalla's economy is based on lumber related industries and ranching. There are many churches and several service organizations.

Once a thriving logging, ranching, and agricultural community, the district now serves families coming from generational poverty that impacts many facets of our community and exacerbates the need for trauma-informed care and mental health supports. The average median income in the district is low (\$41,000) compared to statewide averages (\$60,000). Because of this issue the District has recently gone to CEP. (Community Eligibility Provision) The CEP is used to determine eligibility for free and reduced lunch prices for students in high poverty areas. At the Yoncalla School District all students eat for free.

According to the state report on mobility, Yoncalla School District recorded a 26.6 percent of mobile students. This is well above the state average. This may be one of the reasons that students in all grades have consistently performed poorly on standardized tests, particularly in the area of mathematics. This is one reason that we have this area as a high priority in our Continuous Improvement Plan.

Yoncalla Elementary School has approximately 100 students in K-6. Although a small school, we provide several curriculum opportunities beyond our core curriculum. These include Music, Band, Computers, Indian Education and other topics as a part of our recreational exploratory learning. We also have a full day Kindergarten program, an award winning Pre-School, and additional services through Early Works, our Early

Childhood Development Program and a working relationship with our local ESD for early childhood special education services.

Yoncalla High School/Middle School has approximately 160 students in grades 7-12. Parents, students, and teachers are pleased that students can receive individual instruction because the average class size is fewer than 15 students. Outside of the core classes of English, Science, Math, and History. Yoncalla High School has specialists in Natural Resources, Music, Physical Education, Industrial Arts, Culinary Arts and Special Education. Credit Recovery classes are offered through online programs called Odysseyware. The high school also has college credit opportunities through our Expanded Options program. This program allows students to receive dual credit for college classes taken at our local community college. Extracurricular activities enrich the curriculum of the school by making available a variety of activities in which students may participate. Students have the opportunity to join the following clubs: FBLA, Leadership Club, National Honor Society and others.

It is not all doom and gloom here in Yoncalla. The Yoncalla School District has a proud history of being a frontrunner in the area of early learning. We have a 5 star rated pre-school and have been doing authentic community engagement for a number of years. Our parents and community support the pre-school in many ways including being part of a team meeting with state legislators, being on governance committees to look at issues with equity within the District, forming a summer youth program for grades K-6 and developing a Yoncalla Engaged Parents committee that has been part of our Site Council process this past year. We also have an Indian Education grant that helps provide support services for students with Native connections. This group does a drumming club and has a summer learning program. Another strength of our community is the Yoncalla Alumni Association. This association has contributed thousands of dollars in scholarships each year to encourage students to attend post-secondary institutions. Finally, we have several partnerships throughout the county who we work with. These include Douglas ESD, Head Start, Family Relief Nursery and Children's Institute.

Exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students' mental & behavioral health needs and reducing disparities and increasing academic achievement)

- Our student, staff and community data, has established several very clear priorities for SIA funding. We must increase the academic achievement of our elementary students in reading. In 2018-19, 3rd grade reading scores on SBAC were 11 percent point below the state average and our students who come from poverty are even lower. One of our goals in our Continuous Improvement Plan is **"All students will make appropriate progress towards proficiency in English/Language Arts and Math as measured by the SBAC assessments."** The SIA plan will address the overall lack of reading

achievement by providing technology within the classroom so students can access information in our new research-based reading curriculum. The hiring of an additional staff member at the elementary level will also free up collaboration time for teachers to look at data of students and have more input on the RTI model at the elementary. The use of data reviews and the technology made available through this grant will also address various subgroups of students who are underperforming and will ensure that the staff meets the needs of all students with persistent gaps in achievement. This approach of freeing up time for the use of data teams will provide important resources to students who historically have achievement and opportunity gaps in our system. We will use this approach for English language proficiency as well as middle school math and high school math. The addition of a math specialist will be important in moving the RTI math interventions forward.

- The addition of a PreK-2nd grade transition specialist will help guarantee students successful transition through the primary grade levels. This specialist will be responsible for aligning curriculum for the 3rd grade state reading assessments, working with individual teachers on room design, art integration embedded in the curriculum and setting up staff trainings. This person will also ensure that the incredible gains that we make at our preschool will be used throughout the elementary school.
- The addition of an afterschool program at the elementary school will help to add additional electives for students and give them an opportunity to work on literacy skills and math skills in non-traditional ways. This strategy will help to improve math and reading scores throughout the elementary school.
- Adding a literacy club during the summer for grades K-6 will help to bridge the gap with summer learning loss. This strategy will help to improve reading skills throughout all grade levels at the elementary school.
- Adding a credit recovery option for high school students will help improve graduation rates. This will also help improve 9th grade on track data and to keep high school students on track for graduation throughout their high school career.
- Adding a behavioral intervention specialist will help with the behavioral issues at the elementary school. This will also help staff learn behavioral intervention strategies for working with students in poverty. This strategy will help to improve test scores and graduation rates throughout the district.

In the area of students' mental and behavioral health needs, our staff and community survey data suggests a high need for behavioral health intervention services throughout the entire district. The IRRE (Institute for Research and Reform in Education) data from students show disparities in discipline rates as well as a sense of belonging for students from poverty. The SIA plan will address mental and behavioral health needs by providing a part-time behavioral intervention specialist. The addition of this person will be added to our current part-time counselor. This will give our district a counselor or behavioral

specialist each day of the week for our students helping to increase access to counselors for all students K-12. Programming to increase a sense of belonging for students from poverty and students with disabilities will include afterschool opportunities, clubs and activities, and school staff tasked specifically with building partnerships between home and school through home visits.

PART THREE: Community Engagement and Input

Describe your approach to community engagement. Include who you engaged, frequency/occurrence, how you ensured engagement of staff and focal student groups, key information you collected, who you partnered with in the engagement efforts. (250 words or less)

The community engagement process began in August with the first of two Community Cafes. Authentic parent engagement has been a district goal for the past 5 plus years. We have been able to use this information to help drive the needs of the district.

- All staff were involved in a conversation in August of 2019 in regards to local district needs. The district team reviewed the results and incorporated the main points into the district plan. The top items of need suggested were an elementary PE teacher, behavioral health specialist, summer school and an afterschool club.
- The school board was involved in a conversation about local district needs. These were also taken into consideration when completing the district plan. The board suggestions focused around CTE activities.
- Two community cafes were held. These cafes were used to gather community information. There was also a parent survey given to elementary parents in October. This information was incorporated in the district plan. This included preschool expansion, behavioral health interventions, increase high school electives, summer school and increased elementary electives.
- Survey data, in many forms was used to gage perceived weaknesses and strengths. Parent engagement, staff PD, student safety and culture are a few examples of survey information used. Also, students were involved in an attempt to ensure that all stakeholders were given an opportunity to participate.

At the end of the process of gathering information, we have data from all stakeholders and feel confident with our results and our plan.

Self-assessment about the quality and nature of your engagement of focal students, families and staff. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagements? (500 words or less)

Although we authentically engaged our community, there were a few things we learned in the process. Our previous community engagement opportunities helped the process move seamlessly. We learned that the information from our community was similar to the needs presented from our staff. That helped move the process forward in regards to looking at areas of need within the district.

One of the most important learnings was that each focal group required a slightly different engagement strategy. As examples, the largest barrier to our engagement was and will continue to be poverty. As long as we served food, our turnout was strong. We did talk about transportation support if needed, however, that was not requested by community members. We also made sure to have childcare available for those who needed it. This strategy seems to be very important for our community engagement. Each year Yoncalla Early Works and Yoncalla Engaged Parents do a thorough debrief of the engagement process in order to improve future engagement.

Through the Student Investment Account process, the district intentionally engaged with and received feedback from more community members, students and staff than any other process in district history. The information gathered and the teamwork involved in disseminating it has been unprecedented. This process also helped us to merge our parent group and our site council to ensure more parent involvement in district decision making. It has helped us to set up a governance committee that will begin looking at our school handbooks so we are all on the same page with information and how it is disseminated to all.

One final and likely most important take away for us was and always will be the power of listening. Listening deeply required a protocol and training for our facilitators and was essential to gathering the feedback for improving our district.

We are grateful for the families and educational partners that came and shared from their hearts and want the Yoncalla School District to succeed.

What relationships or partnerships will you cultivate to improve future engagement? (150 words or less)

Parents at the community cafes repeatedly told district leadership that they want face-to-face opportunities for continued engagement on a regular basis. This is not a new priority in the district and continues to be a top priority as we move forward. Additionally, district and school leaders are committed to providing more opportunities to students, particularly those from poverty. We would also like to get more information from our

Native population. We have an Indian Education program and some of those individuals used the Community Café process, however, some of the influential native community members did not attend. Our Site Council and parent group will look into the reasons why.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement? (150 words or less)

We have completed a robust process with the assistance of our administration team. We could use additional support in communicating with parents whose primary language is not English. In addition, we could use ODE's help in ensuring we have more community-based organizations and businesses involved in our community outreach. We have very few businesses in our community, so being able to engage those that we have are essential.

Districts are required to upload 5 artifacts of engagement (survey data, meeting minutes, photos, other documents, etc.). Why did you select the artifacts you did? How do they show evidence of engaging student populations, families and the community? (250 words or less)

Artifact 1 – Community Café

Our first of two Community Cafes for local residents focused on Yoncalla Early Works, attendance and ways to improve attendance at all buildings pre-K-12. We also had several individuals from neighboring districts attend to see how we run these sessions. This Café was held on August 29th. Included in the artifact are:

- PowerPoint from the session
- Yoncalla Early Works Highlights & Recommendations
- Picture of the Community Café and BBQ

Artifact 2 – Copy of Community Survey:

We had a community survey for our parents to access. This is a copy of the survey and the results.

Artifact 3 – Copy of PowerPoint presentation to staff survey:

At the beginning of the school year staff meeting, staff was given information about the SSA through a PowerPoint presentation. After the presentation, staff was broken into groups and surveyed about the needs of the school. One of the groups was also assigned to have a conversation about equity. In February, staff at both schools completed a site-specific survey through IRRE and generated a list of suggestions that were compiled into usable data.

Artifact 4 – Community Café:

This Community Café was held on October 30th. Community, staff, students and stakeholders were invited. The PowerPoint and results have been included.

Artifact 5 – Senior Student Survey:

In February, students at both buildings were given an opportunity through the IRRE survey system to give information on possible priorities within each building. The attached artifact is the results of the senior student survey.

Describe the STRATEGIES (at least two) that you executed to engage each of the focal student groups and their families. Your response should include why the strategies were used. (500 words or less)

We primarily employed five strategies to engage students, families, community members and staff:

1. Community Cafes for community communication
2. Surveys to receive feedback from students, staff and community members who could not or did not attend community listening sessions
3. Focus groups to seek intentional and targeted feedback in safe and welcoming environments for students with disabilities, families experiencing homelessness and families who are living in poverty.
4. All-inclusive staff and student surveys in February were used to ensure that all voices were fully represented at both buildings.
5. Student and parent survey data to review socio-emotional learning aptitudes and school climate data.

Describe the ACTIVITIES (at least two) that you executed to engage each of the focal student groups and their families. Your response should include why the activities were used. (500 words or less)

1. Community Cafes were used and focused on bringing in underserved families such as families of students with disabilities and families who live in extreme poverty. The Community Café model was used because parents who have attended our pre-school are used to this type of authentic parent engagement. At these Cafes, community members, staff and local District partners were invited to engage in several focus group discussions about district needs. This intimate setting allowed for us to serve food and provide child care for those parents in need. This is a process that works well in our small community.
2. The other way of collecting data from the community was through a traditional survey. This allowed those who were uncomfortable with the Community Café model to be heard. What we found was that the needs within the Community Café and the survey was very similar.
3. We also hosted events such as a community BBQ in August, Open House in September and have invited the local Yoncalla Engaged Parents group to be part of our Site Council. This group has been involved in the process throughout.

Describe the STRATEGIES (at least two) that you used to engage staff. Your response should include why the strategies were used. (500 words or less)

1. To help engage students and staff, we relied on the IRRE data collection that we do each year. This gives us a 3-year data base of information, so we are able to look at data over time and look for areas that are consistent and need to be addressed. For the staff, the beginning of the school year welcome back message focused on training staff about SSA and having focused group discussions about the Student Investment Account, the Early Learning Account, Statewide Education Initiatives and equity. We broke into 4 groups with our administrators being the facilitators and leaders in each group. Information was gathered and used throughout this process.
2. Staff members have also been involved in the data review process monthly. This data review has generated a list of gaps in performance and potential areas of need within the schools. Suggestions have been compiled and reviewed by the Site Council and Yoncalla Engaged Parents group.
3. The superintendent meets monthly with the Site Council and Yoncalla Engaged Parent. These groups represent certified staff, classified staff, parents and students. They have been given updated information to take back to the colleagues, peers and friends.

Describe the ACTIVITIES (at least two) that you used to engage staff. Your response should include why the activities were used. (500 words or less)

1. The Site Council included staff and community members. Both licensed and classified were a part of the team and all staff were invited via email. These team members met monthly from September through February to help develop a set of priority recommendations based on the authentic community engagement, staff input and student input. Staff were also engaged in helping to run the Community Cafes.
2. After the initial school-based data review where staff identified gaps in student performance and possible needs, the administration team facilitated the individual breakout sessions in which all staff were given an opportunity to contribute information.
3. YSD administration generated a composite of the staff recommendations and presented it to the school board. Information was also sent out via email to all staff in regards to when the administration team met. This helped with transparency throughout the process.

Describe and distill what you learned from your community and staff. What you learned or are actively learning. How you applied the input to inform your planning (250-500 words)

The process of public engagement has been an incredible experience for our school. I believe that since we have been engaging our small community for a number of years,

the process was easier than expected. We heard from our parents, students, and community members that they desire a continued connection and high level of engagement with our organization. For our students and families living in poverty, we learned that Yoncalla School District lacks a wide array of electives that they desire for their students. From our teachers, we learned that student behaviors and mental health supports are essential for positive classroom communities. We also learned that teachers desire to have strong, meaningful relationships with students and families. While the conversations with our community were powerful, at times they were also challenging. We heard numerous times from our parents and students that they want more opportunities, however, being able to provide the wish list that was asked for and balance the district budget is an impossible task. Parents focused on electives throughout the district and mental health strategies for their students. We also heard that those in poverty need staff to understand and work with issues surrounding trauma informed practices.

PART FOUR: Data Analysis

Describe the data sources used and how the data informs equity-based decision making (150 words)

Data collection throughout this process came from a variety of sources. The team analyzed a variety of student data including: graduation rates over the past 4 years, 9th grade on track over the past 3 years, attendance data, discipline data, Smarter Balanced achievement data, Smarter Balanced student growth percentiles, DIBELS to track reading achievement, Easy CBM for math, Iready math for progress monitoring for grades K-6 and Kindergarten assessment data related to 3rd grade ELA achievement. The team also looked at senior exit surveys over the past 5 years, IRRE survey data over the past 2 years, staff and parent surveys and SPR&I data. (TELL data) The team also looked at anecdotal data from conversations with the school counselor.

Data collected from Community Café sessions, targeted focus groups and survey results from the community, staff, and students was compiled and analyzed and put in graph form for presentations to the Site Council, YSD Board and community members. Priorities identified through this process were taken back to the administration team for review and then presented to Site Council and Yoncalla Engaged Parent groups.

EQUITY LENS: Describe how you used the equity lens or tool (250 words or less)

Yoncalla School District equity lens was a central component of every aspect of the development of the grant application from the start. Being from a small rural district, we overlook the importance of equity often. This was never more relevant than when we had our first all staff meeting about equity. What I found was that most of the staff was confusing equality for equity. The staff was all in for equality, however, equity is a work in progress. Throughout this process we discovered that we are going to have time set aside for staff to talk about equity and what that means. We are partnering

with Children’s Institute out of Portland to be the facilitators in this endeavor. Because our needs are great in many areas, we decided not to use money from this grant on equity and instead imbed it in our regular budgeting process to address this area throughout the school year. We also plan to begin teaching our student body about the differences between equity and equality throughout the school year.

Because we are a small school, most of the areas that are broken down by ethnicity do not equate because of the lack of numbers. The areas that do equate are special education students and students living in poverty. These subgroups were the focus of the data review including socio-emotional outcomes. In addition, through the engagement process we have asked who we have authentically engaged with and how could we engage better now or in the future?

As the SIA plan was being developed, the Site Council and district leadership reviewed funding priorities to ensure that money was being focused on areas to help these historically underperforming subgroups succeed. Each school will be analyzed carefully to ensure we are focused on the right students and prioritize these students as we move forward.

PART FIVE: Student Investment Account (SIA) Plan

Outcomes:

Outcome #1: Increase academic achievement for students, including reducing academic disparities for student in poverty

Outcome #2: Meet students’ mental or behavioral health needs

Outcome #3: Allow math and literacy opportunities through extension of the school day and school year.

Under these three overarching outcomes, we have identified seven target areas below. The seven target areas will receive concentrated resources from the SIA grant. These outcomes capture the changes we are targeting with the SIA resources:

Target Areas	
•	Behavioral Intervention Specialist
•	K-2 nd Grade Transition Specialist
•	After School Club

•	Elementary PE Teacher
•	Technology Upgrades
•	Math Specialist
•	Extended School Year (Summer)

Priorities:

1. How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?

All of the resource allocations explained below are aligned with the seven target areas we have identified. These targets are designed to close academic disparities, raise overall academic achievement, improve behavioral health issues and improve technology throughout the district.

2. Where do you expect to put most of your focus, resources and energy in the first year?

The focus for the first year is to provide technology upgrades to access our curriculum, professional development for these upgrades, additional teaching staff, and embedded coaching in targeted buildings to meet the goals of our Continuous Improvement Plan. An increased focus on deeply establishing multi-tiered systems of support in all schools and using data-based decision-making teaming structures will allow for us to access the technology needs in the district and this professional development to be more effective. Our strategy will support our entire school system, teachers and building administrators in the following areas:

- K-2 foundational reading
- English Language development
- Middle School/High School Math interventions
- Behavioral Health

It is our belief that implementing these systems and targeting interventions at the elementary school will not only increase achievement and a sense of belonging at this school, but also provide programs that can be sustained from year to year.

An additional focus for year 1 will be improving the supports and access to programs for students based on feedback we received during the community engagement process. This is one of the reasons we are going to invest in technology upgrades for students, add an afterschool program and have a summer literacy camp to monitor its effects on summer learning loss.

3. In what ways might your priorities shift within your plan based on resource availability?

If we are not able to actualize all components of our plan in year 1, a shift to a behavioral health intervention curriculum may be the next alternative. In our current

plan this curriculum will not be purchased until year 3, however, we could shift the priorities and address this in year 1. Also, our goal is to hire a PE teacher at the elementary school to free up time for the core elementary teachers to look over student data and current curriculum choices. If we cannot find a certified PE teacher, the community feedback also was strongly in favor of an art teacher.

Student Investment Account: Year One, Plan A (2020-2021)

Strategy #1: 3rd grade reading at the elementary school

3rd grade reading is an identified district performance metric because the past two years 3rd grade students at Yoncalla Elementary School have scored a 36% passing rate on the SBAC state test. The numbers for all students including students from poverty and special education students were low.

Theory of Action (Outcome #1):

If we provide professional development and embedded coaching, in the form of a transition specialist for K-2 teachers in reading, and if we provide research-based curriculum for all students with targeted interventions for struggling readers, then students will learn foundational reading skills and student literacy levels will improve.

Measures of Evidence for Strategy #1

1. DIBELS to track reading achievement
2. Kindergarten assessment data related to 3rd grade ELA achievement
3. Teacher feedback on effectiveness of professional development, data review and transitions.
4. SBAC longitudinal data for 3rd grade reading readiness.

Activity 1.1

Transition Specialist: At the elementary school, a .2 FTE transition specialist will be hired to provide time for prioritized coaching in classrooms grades K-2. This individual will be charged with focusing on transitions between the primary grades and the pre-school. They will be an instructional mentor and will help staff look at literacy curriculum that will move 3rd grade reading readiness scores to state levels.

Activity 1.2

Licensed Teacher - PE: At the elementary school, a licensed PE teacher will be hired to support the reading block at grades K-6. This teacher will be hired so the core K-6 teachers can meet and assess data, curriculum and technology needs for reading readiness. The licensed teachers who are meeting in data teams will be supervised by the building principal.

Activity 1.3

K-6 Technology Upgrades: Research-based intervention materials were purchased for the elementary school last year, however, there is a need for computers and classroom Smart Boards to fully take advantage of the potential of these materials. These upgrades will provide teachers the tools to help reach struggling readers with interactive supports in small-group settings outside the 90-minute literacy block. Professional development will be provided for these upgrades.

Strategy #2: 9th Grade On-Track at Targeted Schools

Theory of Action (Outcome #2)

If we provide additional math support to staff Grades 3-12, more students will earn math credits and graduate in four years from high school.

Measures of Evidence for Strategy #2

1. State longitudinal data on 4-year graduation rates
2. Staff feedback about trainings and strategies used
3. Percentage of 9th graders on track for the district
4. SBAC scores for all students and subgroups of students in poverty and students with disabilities

Activity 2.1

Math specialist: A licensed teacher will be hired as a 3-12 grade math specialist. This person will be responsible to coaching of district math strategies, curriculum mapping, professional development, data analysis, data-based decision making, and math team processes. This person will be supervised by the building principal.

Activity 2.2

Summer School Credit Recovery: This coordinator will oversee students throughout the summer with on-line opportunities for students 9-12 who are in need of credit recovery.

Strategy #3: Supports for Students' Mental and Behavioral Health Needs

Theory of Action (Outcome #1)

If we provide students and teachers with additional socio-emotional and behavioral health supports and if we add a mental health professional in our district, then students will be able to maintain strong positive relationships and their sense of belonging will increase.

Measures of Evidence for Strategy #3

1. Disaggregated student survey data on sense of belonging.
2. Parent data on access to resources for socio-emotional and behavioral needs
3. Referral data from each building

Activity 3.1

Behavioral Intervention Specialist: A .5 FTE behavioral specialist will be hire to ensure that all students in the District will have access to intervention needs each and every school day. Also, staff will have access to this specialist to provide ongoing professional development on multi-tiered systems of support for behavioral health needs.

Strategy #4: Extra Curricular Activities

Theory of Action (Outcome #1)

If we add an elementary after school club and a K-6 literacy camp over the summer and if these programs include enrichment activities such as art, music, or cultural celebrations as well as academic supports, then students will be more engaged at school and will feel a greater sense of belonging to the school community.

Measures of Evidence for Strategy #4

1. Numbers of participants in the afterschool programs
2. Number of students in the literacy camp.
3. Student surveys on sense of belonging and school engagement
4. Family surveys on programs offered

Activity 4.1

Elementary Afterschool Programs: An afterschool club will be implemented at the elementary school with transportation provided. This may include academic supports as well as a wide variety of programs based on student interests. This could include cultural celebrations, arts, music, etc.

Activity 4.2

Summer Literacy Camp: A summer literacy camp will be implemented at grades K-6. This camp will target subgroups for students of poverty and students with disabilities. Transportation for this camp will be provided along with a nutritious lunch for students.

PART SIX: Use of Funds

Describe how you will utilize SIA funds to meet students mental & health needs and increase academic achievement and reduce academic disparities for focal student groups (500 words or less)

The decision made to add a part time behavioral health specialist was based on data from staff, community and office referral information. Parents and community members emphasized a resounding need for additional mental health and behavioral supports for students. With the addition of this person, our district will now have a part time counselor and a part time behavior specialist. This means that we will in essence have a full time person in the district who has experience in dealing with mental health needs

of students in poverty. This plan is in direct response to what we heard from our community.

Also, disaggregated student data clearly demonstrates that the district is not yet adequately meeting the academic needs of our students in elementary reading, middle school math, freshman course completion and high school graduation rates. In addition to the overall district academic achievement indicators in these areas, the disaggregated subgroup data is even worse. Our overall student population is not performing well in these areas and our students with disabilities and students experiencing poverty continue to lag behind resulting in an even wider achievement gap.

Describe the potential academic impact for all students and the focal student groups based on your plan to use funds (500 words or less)

The focus on elementary reading will specifically target our students in poverty and students with disabilities. The elementary will be identified based on criteria of low achievement, lack of growth, and persistent gaps in subgroups. The level of support by adding a PE teacher and a K-2 transition specialist should generate a significant improvement in achievement. With our technology upgrades at the elementary, we will have the resources necessary to build and aligned systems to provide high-quality instruction, timely interventions, and progress monitoring to ensure students have the time and support to learn. This kind of targeting will be repeated at the middle school to focus on math improvement. We will consistently identify and prioritize funds where persistent lack of growth, specifically for subgroups, is still an issue.

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted or otherwise experience the supports or changes you hope you plan causes? (250 words)

The SIA application represents a focused approach to provide various resources and supports in a targeted way. We are focusing our efforts at the elementary level with the thought being that if we are proactive with addressing the learning strategies for students early, they will have a higher chance of succeeding and ultimately graduating with a diploma. We aren't funding everyone or everything that has been requested. We are spending the money in the places where our students with disabilities and students in poverty live and learn. Closing the persistent achievement gap for those students will increase the performance for all.

PART SEVEN: Board Approval

March 18, 2020

PART EIGHT: Public Charter Schools

Describe the process you took to collaborate with public charter school(s) in doing community engagement (150 words or less)

Not applicable-The Yoncalla School District does not have a charter school.

PART NINE: Performance Growth Targets

Performance Targets

3rd Grade Reading	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24	
	Baseline Targets	59.8	59.8	59.8	59.8	59.8	
	Stretch Targets	59.8	63.5	67.2	70.9	74.6	78.3
	Gap Closing Targets	33.3	37	40.7	44.4	48.1	51.8

8th Grade Math	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
	Baseline Targets	20.7	20.7	20.7	20.7	20.7
	Stretch Targets	20.7	20.7	20.7	20.7	20.7
	Gap Closing Targets	6.3	6.3	6.3	6.3	6.3

9th Grade On-Track	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24	
	Baseline Targets	73	73	73	73	73	
	Stretch Targets	73	77.4	81.8	86.2	90.6	95
	Gap Closing Targets	54.5	58.9	63.3	67.7	72.1	76.5

4-Year Graduation	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24	
	Baseline Targets	61.3	61.3	61.3	61.3	61.3	
	Stretch Targets	61.3	65.1	68.9	72.7	76.5	80.3
	Gap Closing Targets	52.4	56.2	60	63.8	67.6	71.4

5-Year Completer	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24	
	Baseline Targets	65.8	65.8	65.8	65.8	65.8	
	Stretch Targets	65.8	68.1	70.4	72.7	75	77.3
	Gap Closing Targets	54.2	56.5	58.8	61.1	63.4	65.7

Yoncalla School District SIA Budget

<u>CODE</u>	<u>Description</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
111	Licensed Salaries	5	\$ 235,000.00
112	Classified Salaries	2	\$ 17,860.34
113	Administrative Salaries	0	\$ -
12x	Substitute Salaries	0	\$ -
13x	Additional Salaries	0	\$ -
2xx	Benefits	0	\$ -
31x	Instructional, Professional and Technical Services	0	\$ -
33x	Transportation	0	\$ -
34x	Travel	0	\$ -
35x	Communications	0	\$ -
4xx	Supplies and Materials	1	\$ 40,000.00
5xx	Capital Outlay	0	\$ -
640	Dues and Fees	0	\$ -
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	0	\$ -
OTHER	Other codes not listed	0	\$ -

<u>Allowable Use Category</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
Administrative	0	\$ -
(Ongoing Community Engagement	0	\$ -
Increased Instructional Time	3	\$ 22,860.34
Improving Student Health & Safety	1	\$ 40,000.00
Reducing Class Size	0	\$ -
Well Rounded Education	4	\$ 230,000.00

TOTAL \$ 292,860.34

TOTAL \$ 292,860.34

Total FTE 2.7



SIA Integrated
Planning Tool-DISTRIC