



Grantee name: Yoncalla SD 32

Yoncalla SD 32 2025-2027 Integrated Programs Application Pre-Populated Responses

Grantee Name: Yoncalla SD 32

Preliminary application type: Small Rural with CTE

Instructions for Pre-populated responses

Applicants are receiving a PDF of the pre-populated responses for the 25-27 integrated application. Please Note, that some questions have changed since the 23-25 biennium, so some answers will be a combination of multiple responses. When you look at the PDF of prepopulated responses, you will see some questions and answers are duplicated and there are parenthesis after the question showing which application type. To determine which questions will appear on your application, please look at the Preliminary Application Type on your WorkApp, under the 25-27 Application tab. You will then select the question that has your preliminary application type in the parenthesis. Ex: (YCEP/JDEP with CTE, YCEP/JDEP without CTE) indicates that this question is used for these two types of applications. If you believe that your preliminary application type is incorrect, please reach out to Blake Whitson Blake.Whitson@ode.oregon.gov.

Pre-populated responses

Equity Advanced

3. What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? (K-6 or K-8 Grantee, Small/Rural without CTE, Small/Rural with CTE, Virtual without CTE, Virtual with CTE, District or Independent Charter with CTE, District or Independent Charter without CTE)

- 23-25 Question 1.6 What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

a. The following policies from the Yoncalla School District all deal with homelessness of students:

i. ACB-All Students Belong ii. JECBD-Homeless

Students iii. JECF-Interdistrict Transfer of Resident

Students iv. JEC-Admissions

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- v. EEA-Student Transportation Services vi. IGBAG-Special Education-Procedural Safeguards
- vii. IGBA-Students with Disabilities-Child Identification Procedure
- viii. IGBHE-Expanded Options Program
- ix. IGBC-Title 1/Parent Involvement

b. We also pay for all needed schools supplies for all students in the district. We also have a care closet at both of our schools to help with clothing and personal care items. In addition, we have universal free breakfast, lunch and snack to support our students who experience food scarcity. Finally, all books and supplies are covered for those students in the dual credit program.

3. What policies and procedures do you implement to ensure that children and youth navigating houselessness are connected to educational programs and necessary supports upon exiting the juvenile justice facility? (YCEP/JDEP with CTE, YCEP/JDEP without CTE)

- 23-25 Question 1.6 What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

a. The following policies from the Yoncalla School District all deal with homelessness of students:

- i. ACB-All Students Belong ii. JECBD-Homeless Students
- iii. JECF-Interdistrict Transfer of Resident Students
- iv. JEC-Admissions
- v. EEA-Student Transportation Services vi. IGBAG-Special Education-Procedural Safeguards
- vii. IGBA-Students with Disabilities-Child Identification Procedure
- viii. IGBHE-Expanded Options Program
- ix. IGBC-Title 1/Parent Involvement

b. We also pay for all needed schools supplies for all students in the district. We also have a care closet at both of our schools to help with clothing and personal care items. In addition, we have universal free breakfast, lunch and snack to support our students who experience food scarcity. Finally, all books and supplies are covered for those students in the dual credit program.

4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or Independent Charter with CTE)

- 23-25 Question: Combination of 2: 1.10 How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups? AND 2.17 How will you prepare CTE participants for non-traditional fields?

a. Our student focal groups are students of poverty, indigenous students, and students with disabilities. As we encourage all students to participate in at least one class from each program of study, all students from each focal group is given the opportunity to participate.

b. Students with disabilities, including those who have intellectual or physical disabilities, are paired with an instructional assistant to support their learning in the program of study as the skills learned from these classes often connects with their community based learning.

c. Due to a high population of students from a low socioeconomic background, no class fees are charged to participate in any program of study and the school support supports students with meals on day long trips a. HS AVID class, Careers, and Senior Success highlight nontraditional fields for students to explore.

b. Strong promotion of trades based careers for women, monitories, and low income families

c. Highlighting nontraditional field opportunities provided by grants or other funding targeting career specific minority groups.

Well-Rounded Education

3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? (All application types)

- 23-25 Question: 2.6 Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

a. Within the Yoncalla School District, the process for textbook adoption each year is set to maximize community interaction and feedback from the staff. Once we receive the state board of education recommendations based on the criteria and guidelines set by OR. REV. STAT. § 337.075, we begin the process by sending a group of staff members, usually a mix of teachers and instructional assistants, to our local ESD to review the current list of materials. This process begins in October. By November, the group narrows down the list to three selections. These

selections are brought before the Site Council. This group is made up of certified staff, classified staff, our local parent group, and our Indigenous Education group. The Site Council puts out information about the textbooks and lets the public and Board know that they are on display for the public to view. After gathering comments from the public, the Site Council makes a final decision on the adoption in February. This decision is passed on to the school board at the March meeting for approval. In late March the curriculum is ordered and professional development is traditionally set for late June and early August.

4. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. (All application types)

- 23-25 Question: 2.7 Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

a. The Yoncalla School District take part in yearly professional development focused on rigor. AVID's definition of rigor is defined as "using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding. Rigorous Instruction involves designing and facilitating learning experiences that help students make meaning for themselves." Each year, the district AVID program is evaluated and scored to ensure that rigor is part of our students well-rounded education. Another part of making sure that classroom instruction is intentional, engaging, and challenging for all students is that our current yearly goals and evaluation process for teachers have processes for evaluating staff on these traits. Finally, the students and staff get to do a yearly survey with part of the survey asking about rigorous instruction and engagement in the classroom.

5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? (K-6 or K-8 Grantee, Small/Rural without CTA, Small/Rural with CTE, Virtual without CTE, Virtual with CTE, District or Independent Charter without CTE, District or Independent Charter with CTE)

- 23-25 Question: 3.4 How do you ensure community members and partners experience a safe and welcoming educational environment?

To ensure that community members and partners experience a safe and welcoming environment, we make sure that we use our equity lens for all meetings and events. It is reviewed at the beginning of all meetings. We also use our Board policy ACB, All Students Belong. This sets an initial tone of inclusion for all. We also make sure that all voices are heard by making sure that events like our community BBQ have childcare available for parents.

5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from harassment and bullying? (YCEP/JDEP with CTE, YCEP/JDEP without CTE)

- 23-25 Question: 3.4 How do you ensure community members and partners experience a safe and welcoming educational environment?

To ensure that community members and partners experience a safe and welcoming environment, we make sure that we use our equity lens for all meetings and events. It is reviewed at the beginning of all meetings. We also use our Board policy ACB, All Students Belong. This sets an initial tone of inclusion for all. We also make sure that all voices are heard by making sure that events like our community BBQ have childcare available for parents.

6. How do you ensure students have access to strong school library programs? (All application types)

- 23-25 Question: 2.3 How do you ensure students have access to strong library programs?

a. Like many small rural schools, the library budget has been slashed throughout the years. To ensure that students have access to a strong library program the district has prioritized investing in books that are relevant and interesting to all the students. In the elementary school, each classroom has the opportunity to access a general library and each class has an extensive classroom library that children access at will. Students are also given the opportunity to access E Books. We have also found ways to collaborate with our local public library and their librarian to spread the word that the library is accessible to all students. Students also have access to purchasing books through the school library along with a book reading contest called Battle of the Books. We have also spent money through grants to update the furniture in our libraries' to be more inviting and student centered. Working with parents, we also host a variety of events promoting the importance of reading and distributing books to families that do not have an adequate home library.

8. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? (All application types)

- 23-25 Question: Combination of 2: 2.10 How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups? AND 2.11 What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

a. The identification process for students who are not meeting or exceeding state standards is done at two levels. The first is within the classroom by the daily work handed in. The second is from state test scores that are reviewed. We look at student achievement weekly as a group. Academics and attendance are looked at and a course of action is decided upon.

This course of action is reviewed to determine the effect and potentially a new direction being taken. Grant money is used from a variety of buckets to fund our after school clubs and summer learning activities. These opportunities are available for all students, however, for those needing additional assistants it is required. a. The systems that are in place to meet the academic needs of students are as follows:

- i. Students are given the opportunity to set up students learning goals through individual classrooms and student led conferences.
- ii. We allow student multiple opportunities to succeed at the K-12 level by tapping into their preferred learning style such as visual, auditory, or hands on experiences. iii. We have summer learning programs and after school clubs for all students.
- iv. We have credit recovery classes throughout the school year and for those students who are not on track for graduation.
- v. We offer multiple options in the classroom for completing assignments.
- vi. All focal groups have access to all of these opportunities. They are also individually tracked by our Dean of Students.
- vii. We also use AVID grades 4-12. This supports all students in note taking, organization, reading comp skills, higher level thinking skills, and college and career exploration.
- viii. Finally, we have begun to do home visits with our parents. We have been doing this over the past few years at the elementary level, but now we are expanding this practice to middle school and high school.

10. What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or Independent Charter with CTE)

- 23-25 Question: Combination of 2: 2.13 How are you providing equitable work-based learning experiences for students? AND 3.12 How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?
 - a. All students in 11th and 12th grade are enrolled in Careers and Senior Success. Each of these classes partner with the School to Career Specialist with Douglas ESD and Recruit Hippo.
 - b. Student related program costs are covered for work based learning experiences for students like that of Fire School and various trades fairs across Oregon
 - a. All high school students, ages 14 and up, are presented with the opportunity for paid, hands-on learning and work experiences (hard and soft skills) through a partnership with Glide

Revitalization, helping to clear smaller plots of land of debris and vegetation in preparation to replant native plants and trees for families affected by the Archie Creek Fire on non-school days and weeks. Food, clothing, tools, and transportation are also provided for any student wishing to partake. Coordinator also helps students prepare their paperwork for employment and obtaining of employment related documents such as birth certificate. We are currently working with our local ESD to expand work-based learning opportunities for our students. We have a career counselor come in each week to be part of our teaching. We also continue to support our AVID initiative. This focuses on career and post-secondary educational opportunities. Another partnership that we will expand is with our local Umpqua Community College. We are expanding our dual credit offerings and the ability of the community college to work with our students to provide opportunities to learn skills in the trades.

11. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or Independent Charter with CTE)

- 23-25 Question: 2.14 Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.
- a. We do a lot of cross curricular learning, especially in mathematics through the offering of Algebra for the Trades and Financial Algebra.
- b. Natural Resources classes integrate math and reading skills into labs
- c. Dual credit courses offered at the high school level in the building, offer students more time to digest the heart of material taught compared to classes taught at the local community college. These courses are taught over a semester or yearlong compared to trimester, providing for a greater depth of knowledge.

Strengthened Systems and Capacity

1. What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? (Virtual without CTE, District or Independent Charter without CTE, Virtual with CTE, District or Independent Charter with CTE)

- 23-25 Question: 4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leader's representative of student focal groups?

We have begun a grow your own type of mentality when developing educational leaders. Since we begin working with parents at the preschool age, we have been successful in developing leaders at this level and walking them through a process of being an instructional assistant and

then helping them financially with post-secondary education if needed. We have been fortunate in the we have found many local leaders who are already in the community. This helps a great deal with attrition. We also focus a lot of energy on self-help strategies to keep our staff mentally together. Working with local people has also helped with the district making sure to focus on trainings around poverty and trauma.

1. What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? (K-6 or K-8 Grantee, Small/Rural without CTE, Small/Rural with CTE, YCEP/JDEP without CTE, YCEP/JDEP with CTE)

- 23-25 Question: Combine 2: 4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups? AND 4.2 What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

We have begun a grow your own type of mentality when developing educational leaders. Since we begin working with parents at the preschool age, we have been successful in developing leaders at this level and walking them through a process of being an instructional assistant and then helping them financially with post-secondary education if needed. We have been fortunate in the we have found many local leaders who are already in the community. This helps a great deal with attrition. We also focus a lot of energy on self-help strategies to keep our staff mentally together. Working with local people has also helped with the district making sure to focus on trainings around poverty and trauma. At this time, this does not take place. We are a small school, so each instructor is assigned a variety of classes. We are also an inclusive school, so all students are mainstreamed into classes with help from Instructional Assistants when needed. We do have opportunities for all staff to get localized training in areas such as Conscious Discipline, AVID, reading, and math. We also allow our staff to go outside the district to look for other training opportunities specific to their area of teaching. Finally, we also allow both certified and classified staff to take classes that the district pays for to promote lifelong learning experiences.

2. What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? (Virtual without CTE, District or Independent Charter without CTE, Virtual with CTE, District or Independent Charter with CTE)

- 23-25 Question: 4.2 What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English

and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

At this time, this does not take place. We are a small school, so each instructor is assigned a variety of classes. We are also an inclusive school, so all students are mainstreamed into classes with help from Instructional Assistants when needed. We do have opportunities for all staff to get localized training in areas such as Conscious Discipline, AVID, reading, and math. We also allow our staff to go outside the district to look for other training opportunities specific to their area of teaching. Finally, we also allow both certified and classified staff to take classes that the district pays for to promote lifelong learning experiences.

3. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. (K-6 or K-8 Grantee, Small/Rural without CTE, Small/Rural with CTE, Virtual without CTE, Virtual with CTE, District or independent charter without CTE, District or independent charter with CTE)

- 23-25 Question: 4.3 How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

We have monthly attendance meetings and weekly staff meetings. At these meetings we talk about the data available to see where issues are in our system. We have also had discussions with our Board about discipline practices that remove students from the classroom and the harm that those types of policies bring. The bottom line is that we do not overuse these practices unless there are egregious circumstances that arise.

3. Describe your system for analyzing exclusionary practices preventing students from physically attending classroom sessions during instructional time, including disaggregating this information by focal groups. (YCEP/JDEP without CTE, YCEP/JDEP with CTE)

- 23-25 Question: 4.3 How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

We have monthly attendance meetings and weekly staff meetings. At these meetings we talk about the data available to see where issues are in our system. We have also had discussions with our Board about discipline practices that remove students from the classroom and the harm that those types of policies bring. The bottom line is that we do not overuse these practices unless there are egregious circumstances that arise.

5. How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades?

From middle grade to high school? From high school to postsecondary education and/or workforce? (Virtual without CTE, District or Independent Charter without CTE, Virtual with CTE, District or Independent Charter with CTE)

- 23-25 Question: Combine 2: 2.8 How will you support, coordinate, and integrate early childhood education programs? AND 4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

a. The Yoncalla School District has a 5-star pre-school embedded within our district. We work directly with Children's Institute and Portland State University as a rural demonstration sight for early childhood education. We also work directly with our local ESD to house an early intervention classroom. Each year we have meetings that integrate our preschool with our elementary school staff. We have made a concerted effort to make the preschool part of the K12 system. All professional development and requirements for staff at the elementary level are used at the preschool level. The elementary school has also adopted measures such as Conscious Discipline and home visits that have been extremely successful at the preschool. We have a 5 star Early Learning Center on our campus, so the transition is smooth. Our pre-school staff are part of our elementary staff meetings, so they share information freely. We also have a formal transition day where the preschool and kindergarten teachers sit down and look at the data to come up with an action plan for each student. They jump from elementary to middle school is much the same. We have the elementary students comes over multiple times to visit the middle school and the staff. We also have a formal evening when the students and parents can come and visit and have a question and answer session with the staff. This same process happens from middle school to high school. We do the same question and answer session, but we also do a student led goal setting process to get students thinking about post-secondary education or careers. This leads us into our high school to postsecondary education. We are an AVID school, so we spend a lot of time working on career education and postsecondary opportunities. We also have college and career visitations throughout the year as well as our local community college coming in to help with registrations.

5. How do you support students and families in the transitions from the JDEP/YCEP school to their next educational placement or workforce preparation program? From high school to postsecondary education and/or workforce? (YCEP/JDEP without CTE, YCEP/JDEP with CTE)

- 23-25 Question: 4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

We have a 5 star Early Learning Center on our campus, so the transition is smooth. Our preschool staff are part of our elementary staff meetings, so they share information freely. We also have a formal transition day where the preschool and kindergarten teachers sit down and look at the data to come up with an action plan for each student. They jump from elementary to middle school is much the same. We have the elementary students comes over multiple times to visit the middle school and the staff. We also have a formal evening when the students and parents can come and visit and have a question and answer session with the staff. This same process happens from middle school to high school. We do the same question and answer session, but we also do a student led goal setting process to get students thinking about postsecondary education or careers. This leads us into our high school to postsecondary education. We are an AVID school, so we spend a lot of time working on career education and postsecondary opportunities. We also have college and career visitations throughout the year as well as our local community college coming in to help with registrations.

6. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or independent charter with CTE)

- 23-25 Question: Combine 2: 2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment? AND 2.16 How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?
 - a. All students are encouraged to take CTE Programs of Study. Students meet with the Dean of Students at least twice a year and their Grade Level Advisors at least once a year to discuss their interests and future careers. Those interests are documented and students are told of all CTE Programs of Study.
 - b. All students in grades 11 and 12 are enrolled in Careers and Senior Success. Each of these classes partner with the School to Career Specialist of Douglas ESD and with Recruit Hippo to create additional awareness of job/career opportunities
 - c. Guest speakers from various career industries are brought in to speak and meet with students
 - d. A career and school is highlighted each month
 - e. CTE Programs participate in Career Connected Learning experiences with visits to local companies and schools related to their CTE Programs of Study during the school day and

after school hours. Transportation is always provided to students to experience these visits.

- f. Students attend career fairs/trade fairs such as the Southern Oregon Trades Fair, the Oregon Women in Trades Fair, College Fair at Roseburg High, Fire School, and more...
- g. College visits as part of Eagle Exploration to various two and four year Universities, emphasizing student interests and trades/apprenticeship programs in community college visits.
 - a. Our student focal groups are students of poverty, indigenous students, and students with disabilities. As we encourage all students to participate in at least one class from each program of study, all students from each focal group is given the opportunity to participate.
 - b. Students with disabilities, including those who have intellectual or physical disabilities, are paired with an instructional assistant to support their learning in the program of study as the skills learned from these classes often connects with their community based learning.
 - c. Due to a high population of students from a low socioeconomic background, no class fees are charged to participate in any program of study and the school support supports students with meals on day long trips
 - d. Parents will be sent information in their native language that will have a description of CTE courses and Programs of Study that are available.

6. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning, including any guidance, counseling, and connections to education plans and profiles. (K-6 or K-8 Grantee, Small/Rural without CTE, YCEP/JDEP without CTE, Virtual without CTE, District of independent charter without CTE)

- 23-25 Question: 2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?
 - a. All students are encouraged to take CTE Programs of Study. Students meet with the Dean of Students at least twice a year and their Grade Level Advisors at least once a year to discuss their interests and future careers. Those interests are documented and students are told of all CTE Programs of Study.
 - b. All students in grades 11 and 12 are enrolled in Careers and Senior Success. Each of these classes partner with the School to Career Specialist of Douglas ESD and with Recruit Hippo to create additional awareness of job/career opportunities



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- c. Guest speakers from various career industries are brought in to speak and meet with students
- d. A career and school is highlighted each month
- e. CTE Programs participate in Career Connected Learning experiences with visits to local companies and schools related to their CTE Programs of Study during the school day and after school hours. Transportation is always provided to students to experience these visits.
- f. Students attend career fairs/trade fairs such as the Southern Oregon Trades Fair, the Oregon Women in Trades Fair, College Fair at Roseburg High, Fire School, and more...
- g. College visits as part of Eagle Exploration to various two and four year Universities, emphasizing student interests and trades/apprenticeship programs in community college visits.

Outcomes and Strategies

	Identifier ①	Outcome or Strategy	2025-27 Application Response ①
1	Outcome F	Yoncalla Elementary School will receive consulting and mentoring services regarding Title One, RTI, and MTSS,	New for 2025-27
2	F1	Each K-3 certified staff member will receive mentorship on instructional practices and curriculum use, data collection systems, and the use of data to drive instruction and intervention needs and/or changes.	New for 2025-27
3	F2	Each K-3 staff member will be trained on communication, with a focus on collaborative relationships with the greater school team.	New for 2025-27
4	F3	Each K-3 staff member will be given training on leadership, behavior strategies, and supporting the community of learners to support successful students.	New for 2025-27
5	Outcome A	Yoncalla School District will achieve increases in math scores across all demographic groups.	Continue from 2023-25 through 2025-27
6	A1	Each building in the Yoncalla School District will provide mental health services along with well-rounded academic and extracurricular supports for students.	Continue from 2023-25 through 2025-27
7	A2	Budgeting Committee will allocate money for staff training in Math at all levels district wide.	Continue from 2023-25 through 2025-27
8	A3	Each building will be allocated time on Fridays for staff professional development.	Continue from 2023-25 through 2025-27
9	Outcome B	Yoncalla School District will achieve increases in Language Arts scores across all demographic groups.	Continue from 2023-25 through 2025-27
10	B1	Each building in the district will utilize data sets on a monthly basis to support literacy gains for all demographic groups.	Continue from 2023-25 through 2025-27
11	B2	The Yoncalla Engaged Parents committee will make recommendations regarding staff training revolving around poverty.	Remove for 2025-27
12	B2	A reading specialist will be hired and receive training in data collection.	New for 2025-27
13	B3	Each building will be allocated time on Fridays for staff professional development.	Continue from 2023-25 through 2025-27
14	Outcome C	Yoncalla School District will increase achievement gaps across all demographic groups for graduation rates.	Continue from 2023-25 through 2025-27
15	C1	Yoncalla High School will provide non-traditional support for students to achieve their high school diploma.	Continue from 2023-25 through 2025-27
16	C2	Provide equitable access to social, behavioral and mental health supports.	Continue from 2023-25 through 2025-27
17	C3	Facilitate SST meetings to identify students with a high probability of not graduating and develop intervention plans to meet their needs.	Continue from 2023-25 through 2025-27
18	C4	9th grade students will be on track toward graduation.	Continue from 2023-25 through 2025-27
19	C5	Strengthen collaboration with the local community college to offer coursework and expand CTE offerings.	Continue from 2023-25 through 2025-27
20	Outcome D	Yoncalla School District will increase achievement gaps in attendance rates across all demographic groups.	Continue from 2023-25 through 2025-27
21	D1	The District will provide coaching for students/parents who are having challenges with attendance.	Continue from 2023-25 through 2025-27
22	D2	YSD will increase attendance for all students K-12 by improving student engagement through a focus on authentic community engagement, consistently communicating clear expectations, and supporting best teaching practices throughout the K-12 grade system.	Continue from 2023-25 through 2025-27
23	D3	Training for attendance system will be provided for staff at both buildings.	Remove for 2025-27
24	D4	We will continue to analyze our yearly IRRE data to improve student climate throughout the district.	Continue from 2023-25 through 2025-27
25	D5	Address playground safety issues	Continue from 2023-25 through 2025-27
26	D6	Provide opportunities for community engagement.	New for 2025-27
27	Outcome E	Yoncalla School District will work with industries and colleges to transition students smoothly to begin post-secondary educational opportunities.	Continue from 2023-25 through 2025-27
28	E1	The high school will fully implement a 7-12 AVID program to close the opportunity and achievement gap for students.	Continue from 2023-25 through 2025-27
29	E2	The High School Success teams meets monthly to ensure program alignment and quality.	Continue from 2023-25 through 2025-27
30	E3	CTE programs will be upgraded and functioning with current labor force equipment.	Continue from 2023-25 through 2025-27
31	E4	We will continue to expand and strength our relationship with our local community college to offer expanded CTE offerings.	Continue from 2023-25 through 2025-27
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Budget Smartsheet 2025-26

Activity ID #	Outcome and Strategy	Activity	FTE 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)
		Total Allocation		\$62,546.20	\$826.35	\$109,017.02	\$394,335.23	\$566,724.80
		Unbudgeted (Autocalculate)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		= Total Budgeted Amounts (Autosum)		\$62,546.20	\$826.35	\$109,017.02	\$394,335.23	\$566,724.80
1		Indirect/Administration		1131.9			4273.28	\$5,405.18
2	E1	Implement AVID program (8-12)				22500		\$22,500.00
3	E3	CTE Supplies M98				35500		\$35,500.00
4	C3, C2, D1	Student Support Specialist fulltime					31399.2	\$31,399.20
5	C3, C2, D1	Student Support Specialist benefits					24606.9	\$24,606.90
6	D2, B3	K-6 Transition Specialist					40000	\$40,000.00
7	D2, B3	K-6 Transition Specialist benefits					20000	\$20,000.00
8	B1, B3	High School media specialist					15800.08	\$15,800.08
9	B1, B3	High School media specialist benefits					7033.45	\$7,033.45
10	B1, B3	Elementary media specialist					27591.5	\$27,591.50
11	B1, B3	Elementary media specialist benefits					12442.81	\$12,442.81
12	A1	Full time District nurse					49612.5	\$49,612.50
13	A1	Nurse benefits					36575.51	\$36,575.51
14	C1, C5, E4	Dual Credit Coordinator					10000	\$10,000.00
15	C1, C5, E4	Dual Credit Coordinator benefits					5000	\$5,000.00
16	D6	Community Engagement Activities					16517.02	\$16,517.02
17	D4, F1	Staff professional development			826.35		70000	\$70,826.35
18	A1, C2	School Counselor					20000	\$20,000.00
19	A3, B3	AVID stipend for grades 4-7 (3K)					3000	\$3,000.00
20	C4	High School summer learning				3000		\$3,000.00
21	E3	Summer Work Crew Careers Training				4000		\$4,000.00
22	B2	Reading Specialist		44000				\$44,000.00
23	B2	Reading Specialist benefits		10000				\$10,000.00
24	F3	Early Literacy Lexia Learning		7414.3				\$7,414.30
25	E3, E4	Career Development Activities				14017.02	482.98	\$14,500.00
26	E1, D4	Science Teacher				30000		\$30,000.00

Budget Smartsheet 2026-27

Activity ID #	Outcome and Strategy ①	Activity	Early Literacy Success Activity Budget 26-27	EIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum) Ⓢ Ⓢ	2025-27 Biennium Activity Budget Ⓢ Ⓢ
		Total Allocation	\$65,099.11	\$826.35	\$113,466.69	\$410,430.55	\$589,822.70	\$1,156,547.50
		Unbudgeted (Autocalculate)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		= Total Budgeted Amounts (Autosum)	\$65,099.11	\$826.35	\$113,466.69	\$410,430.55	\$589,822.70	\$1,156,547.50
1		Indirect/Administration	\$1,099.11			\$1,628.46	\$2,727.57	\$8,132.75
2	E1	Implement AVID program (8-12)			24000		\$24,000.00	\$46,500.00
3	E3	CTE Supplies M98			34466.69		\$34,466.69	\$69,966.69
4	C3, C2, D1	Student Support Specialist fulltime				31399.2	\$31,399.20	\$62,798.40
5	C3, C2, D1	Student Support Specialist benefits				24606.9	\$24,606.90	\$49,213.80
6	D2, B3	K-6 Transition Specialist				45000	\$45,000.00	\$85,000.00
7	D2, B3	K-6 Transition Specialist benefits				25000	\$25,000.00	\$45,000.00
8	B1, B3	High School media specialist				16075	\$16,075.00	\$31,875.08
9	B1, B3	High School media specialist benefits				7222.22	\$7,222.22	\$14,255.67
10	B1, B3	Elementary media specialist				28971	\$28,971.00	\$56,562.50
11	B1, B3	Elementary media specialist benefits				13064.91	\$13,064.91	\$25,507.72
12	A1	Full time District nurse				52093.5	\$52,093.50	\$101,706.00
13	A1	Nurse benefits				38369.36	\$38,369.36	\$74,944.87
14	C1, C5, E4	Dual Credit Coordinator				10000	\$10,000.00	\$20,000.00
15	C1, C5, E4	Dual Credit Coordinator benefits				5000	\$5,000.00	\$10,000.00
16	D6	Community Engagement Activities				17000	\$17,000.00	\$33,517.02
17	D4, F1	Staff professional development		826.35		70000	\$70,826.35	\$141,652.70
18	A1, C2	School Counselor				21500	\$21,500.00	\$41,500.00
19	A3, B3	AVID stipend for grades 4-7 (3K)				3000	\$3,000.00	\$6,000.00
20	C4	High School summer learning			3000		\$3,000.00	\$6,000.00
21	E3	Summer Work Crew Careers Training			4000		\$4,000.00	\$8,000.00
22	B2	Reading Specialist	46000				\$46,000.00	\$90,000.00
23	B2	Reading Specialist benefits	10000				\$10,000.00	\$20,000.00
24	F3	Early Literacy Lexia Learning	8000				\$8,000.00	\$15,414.30
25	E3, E4	Career Development Activities			16000	500	\$16,500.00	\$31,000.00
26	E1, D4	Science Teacher			32000		\$32,000.00	\$62,000.00