

Yoncalla School District
BOARD OF DIRECTORS
REGULAR MEETING
November 20, 2019
Yoncalla High School, School Board Meeting Room
282 5th Street

4:00 PM **WALK THROUGH** –Yoncalla High School

6:00 PM **CALL TO ORDER**

I. AWARDS, RECOGNITION, CORRESPONDENCE Students of the month, Wade Thompson, Lilly Songer, Tori Noffsinger, Farah Strickland, Joelle Adkisson, The Good Neighbor Award, Carol Robins

II. PUBLIC FORUM

The public is invited to attend Board Meetings and will be given limited time of 3 (three) minutes per person to voice opinions or problems, except that all public or board criticism of personnel of the district shall be heard only in executive session. Such items shall be brought to the attention of the superintendent at least 5 (five) business days prior to the board meeting.

III. ADJUSTMENTS TO THE AGENDA

IV. CONSENT AGENDA

- A. Minutes of School Board meeting, October 16, 2019
- B. Accounts Payable/Funding Update
- C. Hiring of Chad Ashbaugh for Middle School Boys Basketball Coach
- D. Hiring of Lourie Hall for High School Boys Basketball Coach
- E. Hiring of Chad Ashbaugh for High School Girls Softball
- F. Hiring of Mathew Struthers for Elementary School IA
- G. Hiring of Theresa Anderson for Elementary School IA

V. INFORMATION ITEMS

- A. Mandatory Reporting Update
- B. CIP Plan for ODE

VI. REPORTS/DISCUSSIONS

- A. High School Principal Report
- B. Elementary Principal Report
- C. Preschool/Early Works Report
 - Early Works Date Presentation
- D. Financial Update
- E. Superintendent Report

- Maintenance Report

VII. ACTION ITEMS

- A. Legislative Policy Committee Position 9 Fred Brick
- B. Transfer funds to Youth Sports Program

VIII. ANOUNCEMENTS

- A. Future Dates of Importance
 - Board Meeting December 18, 2019

IX. OTHER BUSINESS

ADJOURN

**YONCALLA SCHOOL DISTRICT
BOARD OF DIRECTORS
REGULAR MEETING MINUTES
October 16, 2019
Yoncalla High School, Library
292 5th St.**

BOARD MEMBERS PRESENT

Carl Van Loon
Dave Anderson
Eric Gustafson-Chair
Jen Bailey-Absent
Cathey Grimes-Vice Chair

ADMINISTRATION PRESENT

Brian Berry
Don Hakala
Kelly Campbell
Danielle Littlefield
Laurie Simleness

CALLED TO ORDER. Chair Gustafson called the meeting to order at 6:00 PM. Also present: Richard and Sheryl Brawn, Megan Barber, Jeff Cooley, Gino Martinez Gray, Aaron Carlson Gray, Kelsey Pardon.

AWARDS, RECOGNITION AND CORRESPONDANCE. Students of the Month awards were presented to Ava Thommen, Elsa Cameron, Landon Cannon, Paige Riley and Gino Martinez Gray.

PUBLIC FORUM. None.

ADJUSTMENTS TO THE AGENDA. None

CONSENT AGENDA.

- A. Minutes of School Board meeting, September 18, 2019
- B. Accounts Payable/Funding Update
- C. Board Policy IKF
- D. Board Policy JED
- E. Board Policy JFCF
- F. Board Policy JGAB
- G. Board Policy JBAB AR
- H. Board Policy IGBBA

Director Anderson made a motion to approve, Director Grimes seconded, passed unanimously.

INFORMATION ITEMS.

- A. Mandatory reporting.

REPORTS /DISCUSSIONS.

- A. Audit report presented by Jeff Cooley, Neuner, Davidson and Colley, LLC. Jeff Cooley was able to give the audit an unmodified opinion. No issues of concern for the board or community. All district finances are in compliance, and the monthly is current and correct.

- B. High School Principal Report
- C. Elementary Principal Report
- D. Preschool/Early Works Report
- E. Financial Update.
- F. Superintendent Report
 - Maintenance Report

REPORTS/DISCUSSIONS.

- A. Food Service Update. Kyle Micken, Food Service Consultant, shared information with the board regarding the following:
 - CEP program
 - Farm to School Grant
 - Lunch Trays
- B. High School Principal Report
- C. Elementary Principal Report
- D. Preschool/Early Works Update
- E. Financial Update
- F. Superintendent Report
 - Maintenance Report

ACTION ITEMS.

- A. None.

ANNOUNCEMENTS.

- A. Future Dates of Importance
 - 2018 Fall Regional Meeting, October 29, 2019
 - Next Board meeting, November 20, 2019.
 - OSBA 72nd Annual Convention, Nov.14-17, 2019

OTHER BUSINESS. Walk through of High School Buildings, 4:00 PM November 20, 2019.

ADJOURN. Director Anderson made a motion to adjourn, Director Grimes seconded, passed unanimously. Chair Gustafson adjourned the meeting at 7:30 PM.

**Yoncalla School District
Financial Overview
Actuals As of October 31, 2019**

GENERAL FUND						
Revenue	2018-19	2019-2020	2019-2020		Estimated Totals	Over (Under) Budget
	Actuals	Adopted Budget	YTD Actuals	Encumbrances		
Local Revenue:						
1111-Current Taxes	\$ 913,017	\$ 915,000	\$ -	\$ 915,000.00	\$ 915,000	\$ -
1112-Prior Years' Taxes	\$ 45,686	\$ 45,000	\$ 23,292	\$ 19,500.00	\$ 42,792	\$ (2,208)
1113-County Tax Sales	\$ 5,623	\$ -			\$ -	\$ -
1510-Interest on Investments	\$ 40,321	\$ 33,000	\$ 18,065	\$ 21,200.00	\$ 39,265	\$ 6,265
1740-Co-Curricular Fees	\$ 7,273	\$ 8,000	\$ 3,270	\$ 3,800.00	\$ 7,070	\$ (930)
1990-Miscellaneous Income	\$ 148,372	\$ 51,478	\$ 45,990	\$ 20,678.00	\$ 66,668	\$ 15,190
2101-County School Fund	\$ 3,422	\$ 3,500	\$ -	\$ 3,500	\$ 3,500	\$ -
2102-General ESD Funds	\$ -	\$ 38,522	\$ -	\$ 38,522	\$ 38,522	\$ -
State Revenue						
3101-School Support Fund	\$ 2,639,053	\$ 2,784,777	\$ 1,164,137	\$ 1,619,751	\$ 2,783,888	\$ (889)
3103-Common School Fund	\$ 23,569	\$ 22,285	\$ 11,760	\$ 11,143	\$ 22,903	\$ 618
3299-Other Restricted Grants	\$ -	\$ -	\$ -		\$ -	\$ -
Federal Revenue						
4801-Federal Forest Fees	\$ 23,852	\$ -	\$ 1,580	\$ -	\$ 1,580	\$ 1,580
5300- Sale Comp Fixed Assets			\$ 100,000	\$ -	\$ 100,000	\$ 100,000
Total Revenue	\$ 3,850,187	\$ 3,901,562	\$ 1,368,095	\$ 2,653,094	\$ 4,021,188	\$ 19,626
Total Expenditures (Below)	\$ 3,817,101	\$ 5,155,862	\$ 1,887,865	\$ 2,893,008	\$ 4,780,873	\$ (374,989)
Revenue Over (Under) Expenditures	\$ 33,086	\$ (1,254,300)	\$ (519,770)	\$ (239,915)	\$ (759,685)	\$ 394,615
Beginning Fund Balance	\$ 1,832,278	\$ 1,700,000	\$ 1,865,367	\$ -	\$ 1,865,367	\$ 165,367
Ending Fund Balance	\$ 1,865,364	\$ 445,700	\$ 1,345,597	\$ (239,915)	\$ 1,105,682	\$ 559,982
Expenditures By Function						
Instruction	\$ 1,709,841	\$ 2,010,003	\$ 480,470	\$ 1,510,000	\$ 1,990,470	\$ (19,534)
Support Services	\$ 1,675,152	\$ 1,830,050	\$ 537,287	\$ 1,383,008	\$ 1,920,295	\$ 90,245
Transfers	\$ 432,108	\$ 870,109	\$ 870,109	\$ -	\$ 870,109	\$ -
Contingency	\$ -	\$ 445,700	\$ -	\$ -	\$ -	\$ (445,700)
Totals by Function	\$ 3,817,101	\$ 5,155,862	\$ 1,887,865	\$ 2,893,008	\$ 4,780,873	\$ (374,989)

Yoncalla School District
 General Fund - Fund 100
 FY 19/20 Cash Flow Projection

Revenue	Actuals												Estimate												YTD Act - Adj - Bal
	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	BUDGET ORIGINAL	YTD Actual	YTD Est.	YTD Act - Adj - Bal									
1111 CURRENT YEAR'S TAXES	\$0.00	\$0.00	\$0.00	\$0.00	\$595,000.00	\$272,000.00	\$14,000.00	\$4,000.00	\$28,000.00	\$3,800.00	\$5,000.00	\$25,300.00	\$915,000.00	\$0.00	\$915,000.00	\$915,000.00									
1112 PRIOR YEAR'S TAXES	\$6,880.84	\$5,881.79	\$7,915.08	\$2,914.42	\$4,800.00	\$2,200.00	\$1,800.00	\$1,900.00	\$2,300.00	\$2,700.00	\$3,100.00	\$1,780.00	\$45,000.00	\$23,298.23	\$19,500.00	\$42,792.23									
1510 INTEREST ON INVESTMENTS	\$4,821.87	\$4,893.55	\$4,546.44	\$3,913.46	\$2,800.00	\$3,500.00	\$3,800.00	\$2,000.00	\$2,500.00	\$1,500.00	\$3,400.00	\$2,000.00	\$33,000.00	\$18,065.32	\$21,200.00	\$39,265.32									
1740 CO-CURRICULAR FEES	\$0.00	\$0.00	\$1,270.00	\$2,000.00	\$1,000.00	\$700.00	\$1,000.00	\$900.00	\$500.00	\$100.00	\$0.00	\$0.00	\$8,000.00	\$3,270.00	\$3,800.00	\$7,070.00									
1990 MISCELLANEOUS	\$28,798.09	\$3,542.54	\$1,048.90	\$12,500.00	\$900.00	\$500.00	\$1,000.00	\$11,778.00	\$1,000.00	\$2,500.00	\$1,000.00	\$2,000.00	\$51,478.00	\$45,898.53	\$20,678.00	\$56,667.53									
2101 COUNTY SCHOOL FUND	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	\$3,500.00									
2102 GENERAL FUND	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,840.00	\$0.00	\$12,840.00	\$0.00	\$0.00	\$12,840.00	\$0.00	\$38,522.00	\$0.00	\$38,522.00	\$38,522.00									
3101 SBF - GENERAL SUPPORT	\$456,811.00	\$232,865.00	\$232,807.00	\$232,453.00	\$233,065.00	\$233,065.00	\$233,065.00	\$233,065.00	\$233,065.00	\$233,065.00	\$233,065.00	\$233,065.00	\$2,794,777.00	\$1,654,137.00	\$1,619,751.00	\$2,793,888.00									
3103 COMMON SCHOOL FUND	\$11,760.35	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,142.50	\$0.00	\$0.00	\$0.00	\$0.00	\$22,285.00	\$11,760.35	\$11,422.50	\$22,502.85									
3299 RESTRICTED GRANTS-IN-AID	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00									
4801 FEDERAL FOREST FEES	\$1,580.28	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,580.28	\$0.00	\$1,580.28									
5300 SALE/COMP FIXED ASSETS	\$0.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100,000.00	\$0.00	\$100,000.00									
5400 BEGINNING FUND BAL	\$0.00	\$1,855,366.82	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,700,000.00	\$1,855,366.82	\$0.00	\$1,855,366.82									
Total Monthly Revenue	\$519,352.53	\$2,212,640.80	\$2,47,587.32	\$253,868.88	\$807,205.00	\$524,845.00	\$254,405.00	\$241,919.00	\$289,287.50	\$247,105.00	\$344,505.00	\$43,822.00	\$5,601,562.00	\$3,293,461.53	\$2,853,093.50	\$5,886,555.03									
Expenditures by Function																									
1000 INSTRUCTION	(\$857.37)	(\$152,669.28)	(\$146,537.83)	(\$180,395.04)	(\$140,000.00)	(\$140,000.00)	(\$150,000.00)	(\$165,000.00)	(\$140,000.00)	(\$175,000.00)	(\$250,000.00)	(\$350,000.00)	(\$2,101,003.04)	(\$450,489.52)	(\$1,510,000.00)	(\$1,590,489.52)									
2000 SUPPORT SERVICES	(\$102,114.38)	(\$123,320.99)	(\$105,284.33)	(\$202,257.02)	(\$178,008.45)	(\$140,000.00)	(\$140,000.00)	(\$300,000.00)	(\$140,000.00)	(\$140,000.00)	(\$245,000.00)	(\$500,000.00)	(\$1,830,560.24)	(\$537,286.72)	(\$1,383,008.45)	(\$1,520,295.17)									
5000 TRANSFERS	\$0.00	(\$870,108.72)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$870,108.72)	(\$870,108.72)	\$0.00	(\$870,108.72)									
6000 CONTINGENCIES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$445,700.00)	\$0.00	\$0.00	\$0.00									
7000 UNAPPROP ENDING BAL													(\$445,700.00)	\$0.00	\$0.00	\$0.00									
Total Monthly Expenditures	(\$102,981.75)	(\$1,148,098.99)	(\$355,832.16)	(\$382,652.06)	(\$318,008.45)	(\$380,000.00)	(\$390,000.00)	(\$395,000.00)	(\$330,000.00)	(\$315,000.00)	(\$495,000.00)	(\$550,000.00)	(\$5,601,562.00)	(\$1,897,884.56)	(\$2,893,008.45)	(\$4,780,873.41)									
Ending Balance	\$416,370.78	\$1,066,541.81	(\$8,244.84)	(\$129,071.18)	\$489,195.55	\$344,845.00	(\$35,595.00)	(\$123,081.00)	\$9,287.50	(\$67,895.00)	(\$250,495.00)	(\$506,178.00)				\$1,106,881.82									

Yoncalla School District #32

*** BOARD REPORT APPROPRIATIONS ****

Fiscal Year: 2019-2020

Subtotal by Collapse Mask

Include pre encumbrance

Print accounts with zero balance

Filter Encumbrance Detail by Date Range

Exclude Inactive Accounts with zero balance

From Date: 10/1/2019

To Date: 10/31/2019

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.0000.0000.000.000.00.00	UNDESIGNATED	(\$5,601,562.00)	(\$382,952.06)	(\$1,887,864.99)	(\$3,713,697.01)	\$0.00	(\$3,713,697.01)	66.30%
100.1000.0000.000.000.00.00	UNDESIGNATED	\$2,010,003.04	\$180,395.04	\$480,469.55	\$1,529,533.49	\$1,235,463.28	\$294,070.21	14.63%
100.2000.0000.000.000.00.00	UNDESIGNATED	\$1,830,050.24	\$202,557.02	\$537,286.72	\$1,292,763.52	\$1,319,430.94	(\$26,667.42)	-1.46%
100.5000.0000.000.000.00.00	UNDESIGNATED	\$870,108.72	\$0.00	\$870,108.72	\$0.00	\$0.00	\$0.00	0.00%
100.6000.0000.000.000.00.00	UNDESIGNATED	\$445,700.00	\$0.00	\$0.00	\$445,700.00	\$0.00	\$445,700.00	100.00%
100.7000.0000.000.000.00.00	UNDESIGNATED	\$445,700.00	\$0.00	\$0.00	\$445,700.00	\$0.00	\$445,700.00	100.00%
FUND: GENERAL FUND - 100		\$0.00	\$0.00	\$0.00	\$0.00	\$2,554,894.22	(\$2,554,894.22)	0.00%
Grand Total:		\$0.00	\$0.00	\$0.00	\$0.00	\$2,554,894.22	(\$2,554,894.22)	0.00%

End of Report

Yoncalla School District #32

*** BOARD REPORT EOM-Revenues***

From Date: 10/1/2019 To Date: 10/31/2019

Fiscal Year: 2019-2020 Subtotal by Collapse Mask Include pre encumbrance Print accounts with zero balance Filter Encumbrance Detail by Date Range Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.0000.1111.000.000.00.00	CURRENT YEAR TAXES	(\$915,000.00)	\$0.00	\$0.00	(\$915,000.00)	\$0.00	(\$915,000.00)	100.00%
100.0000.1112.000.000.00.00	PRIOR YEARS' TAXES	(\$45,000.00)	(\$2,914.42)	(\$23,292.23)	(\$21,707.77)	\$0.00	(\$21,707.77)	48.24%
100.0000.1510.000.000.00.00	EARNINGS ON INVESTMENTS	(\$33,000.00)	(\$3,913.46)	(\$18,065.32)	(\$14,934.68)	\$0.00	(\$14,934.68)	45.26%
100.0000.1740.000.000.00.00	CO-CURRICULAR FEES	(\$8,000.00)	(\$2,000.00)	(\$3,270.00)	(\$4,730.00)	\$0.00	(\$4,730.00)	59.13%
100.0000.1990.000.000.00.00	MISC. LOCAL SOURCES	(\$51,478.00)	(\$12,600.00)	(\$45,989.53)	(\$5,488.47)	\$0.00	(\$5,488.47)	10.66%
100.0000.2101.000.000.00.00	COUNTY SCHOOL FUND	(\$3,500.00)	\$0.00	\$0.00	(\$3,500.00)	\$0.00	(\$3,500.00)	100.00%
100.0000.3101.000.000.00.00	SCHOOL SUPPORT FUND	(\$2,784,777.00)	(\$232,453.00)	(\$1,184,137.00)	(\$1,620,640.00)	\$0.00	(\$1,620,640.00)	58.20%
100.0000.3103.000.000.00.00	COMMON SCHOOL FUND	(\$22,285.00)	\$0.00	(\$11,760.35)	(\$10,524.65)	\$0.00	(\$10,524.65)	47.23%
100.0000.4801.000.000.00.00	FEDERAL FOREST FEES	\$0.00	\$0.00	(\$1,580.28)	\$1,580.28	\$0.00	\$1,580.28	0.00%
100.0000.5300.000.000.00.00	SALE/COMP LOSS OF FIXED ASS	\$0.00	\$0.00	(\$100,000.00)	\$100,000.00	\$0.00	\$100,000.00	0.00%
100.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-GENERAL FUND: GENERAL FUND - 100	(\$1,700,000.00)	\$0.00	(\$1,865,366.82)	\$165,366.82	\$0.00	\$165,366.82	-9.73%
		(\$5,563,040.00)	(\$263,880.88)	(\$3,233,461.53)	(\$2,329,578.47)	\$0.00	(\$2,329,578.47)	41.88%
202.0000.5200.000.000.00.00	TRANSFER FROM GENERAL FUND	(\$684,109.00)	\$0.00	(\$684,108.72)	(\$0.28)	\$0.00	(\$0.28)	0.00%
202.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-BLDG IM FUND: BLDG IMP/REPR - 202	(\$352,559.00)	\$0.00	(\$484,697.68)	\$132,138.68	\$0.00	\$132,138.68	-37.48%
		(\$1,036,668.00)	\$0.00	(\$1,168,806.40)	\$132,138.40	\$0.00	\$132,138.40	-12.75%
206.0000.1610.000.000.00.00	DAILY SALES - LUNCH	(\$4,000.00)	\$0.00	\$0.00	(\$4,000.00)	\$0.00	(\$4,000.00)	100.00%
206.0000.3102.000.000.00.00	SCHOOL SUPPORT LUNCH MATCH	(\$900.00)	\$0.00	\$0.00	(\$900.00)	\$0.00	(\$900.00)	100.00%
206.0000.4504.000.000.00.00	NATL SCHOOL BREAKFAST REIMB	(\$35,000.00)	(\$27.90)	(\$5,300.43)	(\$29,699.57)	\$0.00	(\$29,699.57)	84.86%
206.0000.4505.000.000.00.00	NATL SCHOOL LUNCH REIMBURSEME	(\$60,000.00)	(\$40.00)	(\$9,481.78)	(\$50,518.22)	\$0.00	(\$50,518.22)	84.20%
206.0000.4910.000.000.00.00	USDA COMMODITIES	(\$5,000.00)	\$0.00	\$0.00	(\$5,000.00)	\$0.00	(\$5,000.00)	100.00%
206.0000.5200.000.000.00.00	INTERFUND TRANSFER	(\$15,000.00)	\$0.00	(\$15,000.00)	\$0.00	\$0.00	\$0.00	0.00%
206.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-FOOD SE FUND: FOOD SERVICES - 206	(\$10,000.00)	\$0.00	(\$7,562.77)	(\$2,437.23)	\$0.00	(\$2,437.23)	24.37%
		(\$129,900.00)	(\$67.90)	(\$37,344.98)	(\$92,555.02)	\$0.00	(\$92,555.02)	71.25%
208.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-UNEMPLC FUND: UNEMPLOYMENT RESERVE - 208	(\$106,332.04)	\$0.00	(\$87,203.40)	(\$19,128.64)	\$0.00	(\$19,128.64)	17.99%
		(\$106,332.04)	\$0.00	(\$87,203.40)	(\$19,128.64)	\$0.00	(\$19,128.64)	17.99%
209.0000.1970.000.000.00.00	PERS RESERVE	\$0.00	(\$1,325.61)	(\$3,928.90)	\$3,928.90	\$0.00	\$3,928.90	0.00%
209.0000.5200.000.000.00.00	TRANSFER FROM GENERAL FUND FUND: PERS RESERVE - 209	(\$124,000.00)	\$0.00	(\$124,000.00)	\$0.00	\$0.00	\$0.00	0.00%
		(\$124,000.00)	(\$1,325.61)	(\$127,928.90)	\$3,928.90	\$0.00	\$3,928.90	-3.17%
210.0000.1760.000.000.00.00	CLUB FUNDRAISING	(\$125,000.00)	\$0.00	\$0.00	(\$125,000.00)	\$0.00	(\$125,000.00)	100.00%
210.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-STUDENT FUND: STUDENT BODY - 210	(\$20,000.00)	\$0.00	(\$34,208.98)	\$14,208.98	\$0.00	\$14,208.98	-71.04%
		(\$145,000.00)	\$0.00	(\$34,208.98)	(\$110,791.02)	\$0.00	(\$110,791.02)	76.41%
211.0000.5200.000.000.00.00	INTERFUND TRANSFER	(\$47,000.00)	\$0.00	(\$47,000.00)	\$0.00	\$0.00	\$0.00	0.00%
211.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-TECHNOI FUND: TECHNOLOGY FUND - 211	(\$2,500.00)	\$0.00	(\$14,235.71)	\$11,735.71	\$0.00	\$11,735.71	-469.43%
		(\$49,500.00)	\$0.00	(\$61,235.71)	\$11,735.71	\$0.00	\$11,735.71	-23.71%
275.0000.3299.000.000.00.00	OTHER RESTRICTED GRANTS-IN-AID FUND: SEISMIC GRANT - 275	(\$1,500,000.00)	(\$137,748.00)	(\$137,748.00)	(\$1,362,252.00)	\$0.00	(\$1,362,252.00)	90.82%
		(\$1,500,000.00)	(\$137,748.00)	(\$137,748.00)	(\$1,362,252.00)	\$0.00	(\$1,362,252.00)	90.82%
280.0000.3299.000.000.00.00	PROMISE PRESCHOOL GRANT	(\$180,000.00)	\$0.00	(\$6,483.62)	(\$173,516.38)	\$0.00	(\$173,516.38)	96.40%
280.0000.5400.000.000.00.00	BEGINNING FUND BALANCE FUND: PROMISE PRESCHOOL - 280	\$0.00	\$0.00	(\$9,568.70)	\$9,568.70	\$0.00	\$9,568.70	0.00%
		(\$180,000.00)	\$0.00	(\$16,052.32)	(\$163,947.68)	\$0.00	(\$163,947.68)	91.08%
281.0000.1920.000.000.00.00	CONTRIBUTIONS/PRIVATE	(\$30,000.00)	\$0.00	(\$10,740.28)	(\$19,259.72)	\$0.00	(\$19,259.72)	64.20%
281.0000.3299.000.000.00.00	OTHER RESTRICTED GRANTS-IN-AID	(\$66,500.00)	\$0.00	\$0.00	(\$66,500.00)	\$0.00	(\$66,500.00)	100.00%
281.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-SPECIAL	(\$33,847.22)	\$0.00	(\$60,208.41)	\$26,361.19	\$0.00	\$26,361.19	-77.88%

Yoncalla School District #32

*** BOARD REPORT EOM-Revenues***

Fiscal Year: 2019-2020

- Subtotal by Collapse Mask
 Exclude Inactive Accounts with zero balance

- Include pre encumbrance
 Print accounts with zero balance

From Date: 10/1/2019 To Date: 10/31/2019

Filter Encumbrance Detail by Date Range

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
286.0000.4590.000.000.000.00	FED VIA ST-TITLE I (A) FUND: SPECIAL PROJECTS - 281	(\$130,347.22)	\$0.00	(\$70,948.69)	(\$59,398.53)	\$0.00	(\$59,398.53)	45.57%
289.0000.4590.000.000.000.00	FED VIA ST-TITLE I (A) FUND: TITLE I (A) - 286	(\$149,208.00)	\$0.00	\$0.00	(\$149,208.00)	\$0.00	(\$149,208.00)	100.00%
289.0000.4590.000.000.000.00	FED REV VIA STATE FUND: REAP/SRSA - 289	(\$15,196.00)	\$0.00	\$0.00	(\$15,196.00)	\$0.00	(\$15,196.00)	100.00%
290.0000.4506.000.000.000.00	PERKINS II VOCATIONAL GRANT FUND: PERKINS GRANT - 290	(\$3,750.00)	\$0.00	\$0.00	(\$3,750.00)	\$0.00	(\$3,750.00)	100.00%
296.0000.4590.000.000.000.00	FED REV VIA STATE FUND: IDEA - 296	(\$50,000.00)	\$0.00	\$0.00	(\$50,000.00)	\$0.00	(\$50,000.00)	100.00%
297.0000.4590.000.000.000.00	FED REV VIA STATE BEGINNING FUND BALANCE	(\$11,284.00)	\$0.00	\$0.00	(\$11,284.00)	\$0.00	(\$11,284.00)	100.00%
297.0000.5400.000.000.000.00	FED REV VIA STATE FUND: TITLE II (A) - 297	\$0.00	\$0.00	(\$16,954.29)	\$16,954.29	\$0.00	\$16,954.29	0.00%
298.0000.4300.000.000.000.00	RESTRICTED REVENUE DIRECT/FED FUND: INDIAN EDUCATION GRANT - 298	(\$18,173.00)	\$0.00	\$0.00	(\$18,173.00)	\$0.00	(\$18,173.00)	100.00%
299.0000.5400.000.000.000.00	BEGINNING FUND BALANCE-GEAR UP FUND: GEAR-UP / SCHOOL TO CAREER - 299	(\$12,000.00)	\$0.00	\$0.00	(\$12,000.00)	\$0.00	(\$12,000.00)	100.00%
700.0000.1920.000.000.000.00	CONTRIBUTIONS & DONATIONS	\$0.00	\$0.00	(\$100.00)	\$100.00	\$0.00	\$100.00	0.00%
700.0000.5400.000.000.000.00	BEGINNING FUND BALANCE-SCHOLAF FUND: SCHOLARSHIP - 700	(\$9,000.00)	\$0.00	(\$16,375.14)	\$7,375.14	\$0.00	\$7,375.14	-81.95%
Grand Total:		(\$9,233,398.26)	(\$393,022.39)	(\$5,008,368.34)	(\$4,225,029.92)	\$0.00	(\$4,225,029.92)	45.76%

End of Report



**YONCALLA SCHOOL DISTRICT
CONTINUOUS IMPROVEMENT PLAN**

School Year	2019-2020
District	Yoncalla School District #32

District Direction Section

Vision	<ol style="list-style-type: none">1. Each student will enjoy positive, engaging learning environments.2. Each child will possess the knowledge and skills necessary to be successful in post-secondary education and careers, and the self-reliance to be a productive citizen.3. A strong sense of community is recognized and nurtured among all stakeholders.4. Facilities and finances are managed effectively and efficiently for the benefit of each child.
Mission	<p>Yoncalla School District is dedicated to academic and personal growth for social responsibility and lifetime success.</p> <p>We believe:</p> <ul style="list-style-type: none">• In challenging each student by maintaining a solid academic core.• Integrity and responsibility are major components of personal growth.• In the importance of contributing to family and service to the community.• That a safe, stable, caring environment is vital.

Comprehensive Needs Assessment Summary

What data did our team examine? Data was reviewed from the following 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)

How did the team examine the different needs of all learner groups?

Yoncalla is a small rural school district. Generally evaluating subgroup achievement is difficult due to small student populations in most of these groupings, however, after examining the data thoroughly, the team was able to identify that the subgroup economically disadvantaged, was a group that we could analyze given the size of the group. The information for subgroups was taken from the District Report Card. In most cases the team disaggregated the data to examine possible District, school, grade level, or student group trends. (Indian Ed data?)

Were inequities in student outcomes examined?

Yes

Vision	<ol style="list-style-type: none">1. Each student will enjoy positive, engaging learning environments.2. Each child will possess the knowledge and skills necessary to be successful in post-secondary education and careers, and the self-reliance to be a productive citizen.3. A strong sense of community is recognized and nurtured among all stakeholders.4. Facilities and finances are managed effectively and efficiently for the benefit of each child.
--------	--

What needs did our data review elevate?

Based on the data analysis, students categorized as economically disadvantaged had the greatest equity gap when compared to the overall state average indicating a need to improve math. Math scores across the district are lagging behind the state average, with the need at the high school level most prevalent. This same subgroup was also identified when looking at attendance data, graduation rates and reading at the elementary level.

- Math achievement as measured by passing rates on the Smarter Balanced Assessment, especially at the 11th grade. This was true for all subgroups.
- Individual student growth as measured by the SGP. Students who scored a 1 or 2 on the Math and ELA SBAC in 2017-18 & 2018-19 had lower SGPs than students who scored 3 or 4 those years. This was true for all subgroups.
- Kindergarten readiness and supports - Students who scored the lowest on the letter recognition component of the Statewide Kindergarten Assessment had a higher chance of earning 1 or 2 on the ELA SBAC in 3rd grade. This was true for all subgroups.
- Attendance
 - In 2017-18 9% of all students missed 10% or more of the school days (chronically absent). This was district wide.
 - In 2018-19 25% of all students were chronically absent
 - Chronically absent subgroup data
 - Economically disadvantaged-10%
 - Latino-29%
 - Combined rate-13.3%

How were stakeholders involved in the needs assessment process?

- All staff were involved in a conversation in August of 2019 in regards to local district needs. The district team reviewed them and incorporated the main points into the district plan.
- The school board was involved in a conversation about local district needs. These were also taken into consideration when completing the district plan.
- 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.
- Survey data, in many forms were used to gauge 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.

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

- Graduation Rates – at Yoncalla High School
- Math-ELA Achievement Scores – All district schools
- Attendance-All district schools

Long Term District Goals & Metrics

Student Focused, aspirational, aligned with needs, written for all students Example: *All students will meet their annual growth targets in math.* Metrics are outlined for the year(s) to come.

Goal 1	YSD will increase their graduation rate from 57% (2018) by 10% each year for the next three years.		
Metrics	By (2020)	By (2021)	By (2022)
	67%	77%	87%
	The District will budget money for a full time counselor in the district. Senior advisors will be trained in the school district graduation requirements.	The District will budget money for a full time counselor in the district.	The District will budget money for a full time counselor in the district.
Goal 2	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.		
Metrics	By (2019-20)	By (2020-21)	By (2021-22)
	Yoncalla Engaged Parents' committee and Site Council will begin the process of merging and will create and be ready to implement metrics for tracking K-12 consistency	The percent of students (total population and disaggregated subgroups) who are chronically absent will decrease by 3% (use 2018-19 as baseline)	The percent of students (total population and disaggregated subgroups) who are chronically absent will decrease an additional 3% (use 2018-19 as baseline)

	<p>in community engagement activities. Examples of items to be discussed: communicating clear expectations and supporting best teaching practices.</p> <p>Yoncalla Engaged Parents' committee and Site Council will be ready to implement training and programs related to community engagement, communicating clear expectations and best teaching practices</p>	<p>Monthly attendance meetings will be set at both schools with a staff person being assigned to make personal contact with students who are chronically absent.</p> <p>The District will budget money for a full time councilor in the district.</p>	<p>Monthly attendance meetings will be set at both schools with a staff person being assigned to make personal contact with students who are chronically absent.</p>
Vision	<ol style="list-style-type: none"> 1. Each student will enjoy positive, engaging learning environments. 2. Each child will possess the knowledge and skills necessary to be successful in post-secondary education and careers, and the self-reliance to be a productive citizen. 3. A strong sense of community is recognized and nurtured among all stakeholders. 4. Facilities and finances are managed effectively and efficiently for the benefit of each child. 		
Goal 3	<p>All students will make appropriate progress towards proficiency in English/Language Arts and Math as measured by the SBAC assessments.</p>		
Metrics	By (2019-20)	By (2020-21)	By (2021-22)
	<p>The Math Review committee will be prepared to make recommendations regarding the adoption of a Math K-12 scope & sequence, instructional materials and staff training.</p> <p>The Yoncalla School District will add an afterschool club to help students with academic needs.</p>	<p>The percent of students (total population and disaggregated subgroups) who score at the proficient level on the ELA and Math SBAC will increase by 5% (use 2018-19 as a baseline)</p> <p>The Yoncalla Engaged Parents committee will make recommendations regarding staff training revolving around poverty.</p>	<p>The percent of students (total population and disaggregated subgroups) who score at the proficient level on the ELA and Math SBAC will increase by an additional 5% (use 2018-19 as a baseline)</p> <p>The Yoncalla Engaged Parents committee will make recommendations regarding staff training revolving around poverty.</p>

	<p>The Yoncalla School District will add an instructional assistant to work with small groups to assist with math needs.</p> <p>The Yoncalla Engaged Parents committee will make recommendations regarding staff training revolving around poverty.</p> <p>The Yoncalla Engaged Parents committee will make recommendations regarding staff training revolving around growth mindset.</p> <p>Yoncalla School District will be prepared to recommend the adoption of at least two methods to increase intervention supports for struggling students K-12 with a focus on economically disadvantaged.</p>	<p>The Yoncalla Budgeting Committee will allocate money for staff training in Math at all levels district wide.</p>	<p>The Yoncalla Budgeting Committee will allocate money for staff training in Math at all levels district wide.</p>
--	---	---	---

Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21st Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
The following programs support district-wide goals that are predicated on attendance.	
Absence Monitor	Our district has invested in a monitor for attendance issues. After looking at the data and the results from our community café, an attendance monitor was mentioned multiple times. This money comes from our High School Success grant.
Attendance Committee	Yoncalla School District is in the beginning stages of putting together an attendance committee. This committee meets at both schools.
After School Club	Another recommendation from students, Board members, staff and community is to have an after school club with a math focus.
Title 1 or other Title \$	All Title 1 funds for this school year at the Elementary are supporting reading interventions to ensure all 3 rd grade students are reading at grade

	level because of the predictability of students' academic success from 3 rd grade.
High School Success	Grant funds are used to support CTE programs to encourage participation and lower dropout rates. One of the recommendations from students, Board members, staff and community is to increase electives district wide.

Annual Evidence Based Strategies, Measures and Actions (to meet district goals)

<i>District Goal this strategy supports</i>	Goal: YSD will increase their graduation rate from 57% (2018) by 10% each year for the next three years.			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence based practices	<p>If we implement a system of proactive support and interventions for all students to graduate,</p> <p>Then building leaders will establish teams to monitor, intervene, and adjust to data gathered in each of the areas identified as barriers to graduation,</p> <p>And our district graduation rate will increase.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions ("then" statements")	Fall Then individual school principals will monitor implementation and progress on a monthly basis.	Winter Then individual school principals will monitor implementation and progress on a monthly basis.	Spring Then individual school principals will monitor implementation and progress on a monthly basis.
	Measures of Evidence for Students ("and" statement)	Fall Progress reports ODE graduation rate totals	Winter Progress reports ODE graduation rate totals	Spring Progress reports ODE graduation rate totals
<i>District Goal this strategy supports</i>	Goal: YSD will increase their graduation rate from 57% (2018) by 10% each year for the next three years.			
		Study Island scores/participation.	Study Island scores/participation.	Study Island scores/participation.
	Person or Team	Action Steps To be completed this year		Due Date

How we will get the work done	Responsible		
	Senior advisors and district leadership	Facilitate the regular SST meetings to identify students with a high probability of not graduating and develop intervention plans to meet their needs.	Fall 2019
	Senior advisors and district leadership	Connect individual students and their parents/guardians with individuals and community organizations that will support their success.	Winter 2020
	Career counselor	The career counselor will meet with all students in the high school to create a plan for graduation.	Winter 2019
	District Leadership	Data teams will meet to examine and analyze student progress as measured by progress reports and current transcripts.	Winter 2019
	Senior advisors and district leadership	Communication is key to our success. A communication plan will be developed to exchange information, data, and progress toward our district-wide goals.	Winter 2019
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District Goal this strategy supports	Goal: 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.
--------------------------------------	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">What are we going to do?</p>	<p>Strategy # 2.1</p> <p>Written as a Theory of Action and reflects evidence based practices</p>	<p>If we clearly communicate expectations through authentic community engagement which will increase students' relationships with their peers, themselves and their teachers, and encourage increase involvement in school community for students, staff, and parents through increasing communication with families, incorporating strategies for establishing community in the classroom, establishing a parent based site council, and creating opportunities for further team building for staff members</p> <p>Then students will demonstrate an increased love of learning, a desire to succeed and will genuinely be engaged with their school and education,</p> <p>And K-12 student attendance will increase.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How we will know the plan is working</p>	<p>Measures of Evidence for Adult Actions ("then" statements")</p>	<p>Fall</p> <p>Surveys have been conducted with staff, students, and parents/guardians related to classroom community building, communicating clear expectations, and supporting best teaching Practices. We also have already engaged in two community cafes to gather data from key stakeholders.</p>	<p>Winter</p> <p>A system for communicating K12 attendance issues in classroom community building, communicating clear expectations, and supporting best teaching practices has been developed</p> <p>Implementation of monthly attendance team meetings at both buildings.</p>	<p>Spring</p> <p>Training and programs related to community building, communicating clear expectations and best teaching practices will be developed for implementation in the 2020-21 school year.</p>
<p>Measures of Evidence for Students ("and" statement)</p>	<p>Fall</p> <p>Baseline data from the Synergy program.</p>	<p>Winter</p> <p>Percentage of regular attenders will increase by 2%.</p>	<p>Spring</p> <p>Percentage of regular attenders will increase by 3%.</p>	
	<p>Person or Team Responsible</p>	<p>Action Steps To be completed this year</p>		<p>Due Date</p>

How we will get the work done	District Leadership	Establish monthly attendance meetings at both buildings.	September 2019
	District Leadership	Conduct training around analyzing data.	September 2019
District Goal this strategy supports	Goal: 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.		
	Attendance Team District Leadership	Establish a common protocol for identifying attendance issues and standardized language to engage parents in the process.	Fall 2019
	District Leadership	Conduct training for staff centered around the use of Synergy and taking attendance.	September 2019
	District Leadership	Communication is key to our success. A communication plan will be developed to set up parent engagement opportunities centered around attendance issues.	Winter 2019
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District Goal this strategy supports	Goal: All students will make appropriate progress towards proficiency in English/Language Arts and Math as measured by the SBAC assessments.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence based practices	<p>If we provide training and workshop opportunities for staff in the area of best practices in ELA and math and working with students of poverty,</p> <p>Then this knowledge will be used in curriculum, lessons, and instruction to identify potential areas for growth leading to an increase in students' belonging, safety, and empathy,</p> <p>And K-12 student outcomes for academic growth will improve.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	<p>Fall 2019</p> <p>K-12 Math Team will be formed and begin analyzing district math data, with particular focus on improvement for economically disadvantaged students/student groups.</p> <p>Meeting agendas; meeting minute</p> <p>High School will be given training in AVID strategies to help improve classroom instruction. (Summer Conference of 2020)</p>	<p>Winter 2020</p> <p>The K-12 Math Team will develop a K-12 math scope and sequence and research strategies to improve math instruction, with particular focus on improvement for economically disadvantaged students/student groups.</p> <p>Meeting agendas; meeting minutes; completed scope and sequence</p> <p>Staff will be trained in Growth Mindset and working with students in poverty. These trainings will be on-going throughout the school year.</p>	<p>Spring 2021</p> <p>The K-12 Math Team will develop recommendations for district administrators to improve math performance, with particular focus on improvement for economically disadvantaged students/student groups.</p> <p>Meeting agendas; meeting minutes; written recommendations to improve math performance district-wide</p>

	Measures of Evidence for Students ("and" statement)	Winter 2019 Provide ½ day professional development on math and ELA instructional strategies and curriculum	Winter 2020 Monitor implementation of math instructional strategies and curriculum through observations and walkthrough	Spring 2021 Begin to develop K-12 common formative assessments for math
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	District, School Leadership, Title Teacher	Identify high-yield instructional strategies.		September 2019 (ongoing)
	District, School Leadership, Title Teacher, Math and Lit Teachers	Share and implement strategies with school level staff. School leaders will observe, discuss, and provide feedback on implementation. Leaders will share progress on implementation and results of strategies. District teams will meet to review and adjust strategies as needed.		June 2020 (ongoing)
	District, School Leadership	School teams meet to analyze, share, and celebrate results of implementation. A plan for next steps is developed.		June 2020 (ongoing)
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)
District Plan
Self-Monitoring Routines

Please describe the district plan to install quarterly plan-review/monitoring routines (see example below):

In order to implement, monitor, and adjust our goals building each principal will implement monthly leadership meetings that focus on specific school data and related subgroup information. This data will be used to continuously revise our CIP to meet the on-going needs of our students while meeting our district goals. These meetings will also include a variety of people including parents, students and local business owners. We will also meet quarterly with representatives from Children’s Institute and Portland State University to look at information outside of the traditional classroom data.

Routine Example:

The chart below does not need to be completed prior to installation of district self-monitoring routines. It is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
Performance Updates						

SAMPLE District Self-Monitoring Routine Template

Standards-aligned Curriculum

How will the LEA ensure the defined curriculum includes clearly defined scope and sequences and learning objectives aligned to state and / or national standards?

YSD reviews and updates instructional maps by content area, following the ODE Standards review and curriculum adoption schedule and as directed by legislative action. Reviews and mapping are completed by grade level or building teams. The final adopted curriculum is accessible to all staff by grade level and department.

High-quality Instruction

What is the LEA's process for ensuring classroom instruction is intentional, engaging and challenging for all students?

How are feedback and coaching used to guide instructional staff towards research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)?

YSD provides ongoing Professional Development opportunities for Effective Teaching and research-based instructional strategies specific to student and staff needs. YSD utilizes professional learning communities to foster a culture of staff excellence and growth with a focus area each year. (2019-2020 focus area: Culture) The focus area changes depending on the complex needs of the district.

The YSD Administrative and Instructional Coaching staff engage in ongoing professional development, coaching and work including walk-throughs to leverage our teacher supervision and evaluation system for maximum professional growth. We also make sure to budget money for continuing education for our instructional staff as well. These staff members are given ongoing professional development in areas such as Conscious Discipline, PBI, Growth Mindset, AVID strategies and much more.

Money is also budgeted for curriculum needs. Each year money is set aside for curriculum and ongoing training for staff in all areas.

Talent Management and Professional Development

How does the LEA align professional development and learning activities to the needs of teachers?

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 at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?

YSD conducts a yearly educator needs assessment and aligns Professional Development opportunities with the needs identified by teachers, administrators, and district data as identified through the IRRE system.

YSD uses multiple data points to identify disparities in academic performance and progress, attendance, and behavior management for student subgroups. Building principals work with teachers to identify the specific needs of underperforming or high-risk subgroups and customize building personnel, community resources, and district resources to meet student needs.

YSD has a parent group that is part of the Site Council. This group helps to monitor and make suggestions around hiring practices that reflect the demographics of our students and teacher placements that best meets the needs of our students. We also have an in-house mentoring program for staff who are new or placed in an area outside of their expertise.

Safe and Inclusive Climate

What has the LEA done to ensure students, parents, caregivers and community members experience a safe and welcoming educational environment?

What efforts has the LEA undertaken to remove barriers that impede equity of opportunity for all students, specifically for Native American students, students of color, students learning English, students experiencing poverty and students with disabilities?

How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

YSD has conducted extensive student and community engagement surveys to measure the degree of success in creating safe and welcoming educational environments, and has identified this as a focus area for the past few years. Community Cafés are annually conducted to identify issues within the district and to gather feedback about possible solutions. Interpreters are involved when needed to make sure that all subgroups can be part of the solution. Examples of communication tools are targeted surveys, advisory group discussions, Community Café events and Yoncalla Engaged Parents as part of the Site Council.

YSD has worked to identify barriers to equitable opportunities and engaged in efforts to remove barriers, though this work is ongoing. Examples of these efforts include increased behavior support and mental health support, attendance committee, data management, and

offering a variety of college credit opportunities (dual credit) with a higher success rate for underserved populations with our local community college.

YSD is working to reduce discipline practices that remove students from the classroom by offering alternatives such as our after school club, which is an academic club for all students, and Friday school for students who wish to work on credit recovery options as well as on-line opportunity for students who need this option. Professional Development has also been conducted on growth mindset, trauma informed practices, working with students from poverty, PBIS, and Conscious Discipline.

Family, Community and Stakeholder Engagement

What steps have been taken to engage parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?

Where necessary, how has the LEA consulted with Oregon's nine Federally Recognized tribes?

YSD held 3 Community Café's, sent out surveys to parents from pre-school to 12th grade and surveyed students during the 2018-2019 school year to elicit feedback from our rural community, local businesses and industry leaders. Interpreters were offered when needed to ensure that all stakeholders were represented. Using the collected information, a committee of educators and community members met once per month to identify priority needs, goals, and strategies for YSD which will be reviewed and adopted by the YSD School Board in upcoming months.

YSD has an Indian Education program in place serving grades K-12. The Superintendent meets with the local Indian Education grant writer to have discussions around implementation, local dialect and afterschool Indian drumming. The afterschool drumming program allows for the district to offer transportation to students who are interested in participating.

Leadership Development

How does the LEA recruit, onboard, and develop quality leaders?

How does the LEA align professional growth and development to the needs of school and district leaders?

When there are administrative vacancies in YSD, the recruiting and hiring process is competitive, with a multi-stage process and wide representation from stakeholders in each stage of the process. Each new administrator is provided with an in and an out-of-district mentor for 2 years. Each Administrator has the opportunity to participate in monthly Administrator Professional Learning Communities through our local ESD which are designed to identify and fill needs, calibrate, and share best practices throughout the county.

Additionally, each administrator participates in walk-throughs annually and attend monthly administration meetings within the district.

High-quality Data Systems

How does the LEA review data aligned to demographic, student performance, staff characteristics and student access to and use of educational opportunities to inform strategic planning and resource allocation?

YSD utilizes Synergy system, SBAC, Talent Ed, IRRE, Portland State University and survey data from pre-school to help with strategic long term planning. The IRRE data includes staff and student data as well.

Continuous Improvement Planning

How does the LEA use data to set goals, making ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?

Describe the LEA's process for monitoring continuous improvement processes, including updating the school board and other stakeholders on progress.

YSD has the opportunity to review student performance and growth data throughout the school year as part of ongoing work in professional development. As a result of data review, resources can be adjusted or shifted accordingly to match the continuous improvement plan contained and the vision of the Yoncalla School Board.

Supports and Interventions for Students

How will the LEA support and / or integrate early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?

What strategies does the LEA use to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (Examples: coordination with institutions of higher education, employers, and other local partners, access to early college, high school or dual or concurrent enrollment opportunities, career counseling, etc.)

What policies and procedures are in place to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths?

How does the LEA support the academic needs of students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?

How does the LEA support the academic needs of historically underserved students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?

YSD has a SPARK 5 star rated pre-school already in place at the elementary school. Our Early Learning Center is set up to meet the needs of our community. In partnership with Children's Institute and Portland State University, community information is used to drive decision that are made. We use authentic engagement to make decisions that are best for early learners and our community. Monthly meetings are held with stakeholders along with a Governance Committee run by parents. We also have invited on our local Douglas County ESD to bring Early Special Education services to our north county schools. We welcome in all students with special needs in the north county. This Early Childhood Intervention program is also one of the stakeholders invited to our monthly meetings. Our long term goal is to be able to integrate students from our pre-school with students with special needs. Our pre-school teacher is a paid YSD staff member. She is part of all district in-service trainings and participates in aligning instructional outcomes and supporting smooth transitions from Early Learning to Kindergarten. Our Kindergarten and Preschool Teachers and Administrators make cooperative site visits to align goals and practices as appropriate. We also utilize district money to make sure that all students have access to our pre-school services.

YSD has in place multiple practices to ensure successful transition from middle school to high school. Our middle school teachers work with our 7th and 8th graders specifically on high school preparation specifically second semester through our AVID middle school classes. MS teachers and the principal visit the 8th grade classroom to talk about High School course selection in the spring and each 8th grader has the opportunity to pick classes for their freshman year. The 6th grade students are visited by high school leadership students and are given an opportunity to ask questions about the middle school building and schedule. These same students are also given an opportunity to ask questions from the middle school principal, teachers and other staff members in the building. Parents are also invited to a transition night to be able to ask questions of the same individuals. There is also a panel of middle school students who are available to answer any questions.

YSD is committed to the successful transition of all students as they leave high school whether that next step begins with college, military, or a career. Every high school student attends a community college and university campus visit once per year. Parents are also given an opportunity to visit these campuses. Also, YHS hosts colleges and tradespeople on campus and provides a Careers Coordinator who guides students through programs of interest. Our limited CTE program offers hands-on learning experiences in business, natural resources and construction. YHS hosts family nights and workshops to support families and provide coaching through financial aid requirements. Special Education students are given the same access to college and career readiness opportunities. We also offer a schedule that allows students to start earning college level opportunities as early as their 9th-grade year.

Some of these dual credit classes are offered in the building, however, most are offered through our local community college.

The confidentiality of students who qualify under McKinney-Vento legislation is at the forefront of all YSD procedures. Staff members who work with our students experiencing homelessness are notified of their status on a need-to-know basis. School counseling and office staff are trained to identify and refer students who may qualify for those services, and those referrals go directly to the district homeless coordinator. The homeless coordinator determines, based on the information provided, whether the student and family qualify. For those who do qualify, the homeless liaison is informed. Once identified, a student is entitled to resources including, but not limited to, fee waivers, free breakfast/lunch, and transportation if needed. The intent of our program is to reduce financial barriers and maintain a stable educational learning environment.

YSD runs a data-team process in our K-6 building to monitor student progress toward state and national standards. Students who are not yet meeting standards are provided with additional differentiated instruction in the classroom, remediation, or interventions including leveled grouping, re-teaching, and research-based intervention curriculum and strategies. Students who have already exceeded standards are offered differentiated instruction including leveled grouping, and on-line coursework options. Our 8-12 building monitors student progress using a variety of data points and offers students the ability to progress with interventions in place such as an afterschool club for students who need extra help. This club also offers transportation home for students who take advantage. We also have an attendance monitor who meets monthly with staff and makes contacts with parents when needed. YHS also has on-line classes for credit recovery for students who need this service.

YSD provides interventions and supports for historically underserved populations utilizing Title I, Title III, High School Success, Social Emotional Learning, Tutoring, Academic Support, College Prep, and dual credit opportunities.

Library Program

What steps have been taken to ensure all students have access to strong school library programs?

YSD has a media specialist at both our high school and elementary libraries. The libraries are open to all students throughout the school day. We also have the local Yoncalla branch community librarian on several committees. This person is used as a volunteer consultant. We also tap into our local ESD for guidance when needed to help ensure that our library programs are up to date and accessible to all students throughout our district.

CANDIDATE QUESTIONNAIRE

OSBA Legislative Policy Committee

Name: _____

Region: South Coast ESD

District/ESD/CC: _____

Position #: 7

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Fred M Brick

Name

9/27/2019

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

As with my job as a History and Political Science professor, I would love to see the theoretical concepts and real events I have presented in class in a more real-world situation. I would like to observe and participate in policy development. I will learn a great deal in the process. I have enjoyed working with the committee over the past two years and wish to continue.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

As an elected member of my ESD, and its Chair for the last two years, I have spent the last seven years working to improve education along the South Coast. I also spent two years on the Coos Bay City Council attempting to build coalitions to solve economic development and waste water treatment issues.

3. What do you see as the two most challenging legislative issues faced by OSBA?

State-wide education funding and the implementation of the Student Success Act. . Secondly, I am particularly interested in equity. I believe that understanding the differences between urban and rural equity issues will be an interesting conversation.

4. What do you see as the two most challenging legislative issues faced by your region?

Much of the South Coast is limited in the educational opportunities that they can offer because of the poor quality of the facilities. Capital construction funding is a critical issue for all of our school districts. Changes in state funding policies and priorities is also something that needs to be addressed. Local bond victories will not be enough. Cities like Myrtle Point need help!

5. What is your plan for communicating with boards in your region about legislative issues?

Over the past two years I have visited a number of our component school districts sights and met with board members and staff. I have communicated my desire to pass on their viewpoints on their struggles to the LPC That is really why I want to be on this committee, to learn more about how legislative initiatives impact the South Coast and to provide my insights about local conditions to the LPC.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Legislative Policy Committee

Name: _____ Fred M. Brick _____ Date: 9/27/19 _____

Address: 781 17th Avenue _____

City / ZIP Coos Bay, OR 97420 _____

Business phone: (541) 888-7363 _____

Residence phone: (541) 297-4429 _____

E-mail: fbrick@socc.edu _____

Fax (if applicable): _____

District/ESD/CC: South Coast ESD _____

Term expires: 6/30/2023 _____ Years on board: _____ 7 _____

Deadline: September 27, 2019, 5 p.m.

Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable; e-mail to OSBAelections@osba.org or mail to:
Oregon School Boards Association,
1201 Court St NE, #400, Salem, OR 97301

Work or service performed for OSBA or local district (Include committee name and if you were chair):

South Coast ESD Board, I am currently the board chair.

Technology Committee of my local ESD

Communication Committee of my local ESD

Budget Committee of my local ESD

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employer: Southwestern Oregon Community College Dates: 9/97 to present

Professor of History and Political Science

Schools attended (Include official name of school, where and when):

High school: Owatonna High School, Owatonna, Minnesota...1978 to 1982

College: College of St. Thomas, St. Paul, Minnesota...1982 to 1986

University of Minnesota, Minneapolis, Minnesota...1986 to 1994

Degrees earned: BA...MA...ABD

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

AFT Oregon Representative for Local 3190

Foster and Adoptive Parent

Assistant Soccer Coach

Hobbies/special interests:

Music, hiking, boating, fishing, church architecture.

Business/professional/civic group memberships; offices held and dates:

Coos Bay City Council person – 2014 to 2016

Additional comments:

I have seven children who have attended public schools for all of their education. My wife and I were also foster parents for three years until we began adopting. We have three adopted special needs children and have raised them all since their infancy. Because of my adopted children, I came into contact with the ESD. I soon realized what an integral part they played in our local educational community and was lucky enough to be appointed to a vacant seat on the board. I began going to state-wide OSBA trainings and conferences. I have also been a frequent delegate to state AFT-Oregon Conventions. This has provided me with a wide variety of perspective and experiences with education in our state. I wish to further my education and provide input by being a member of the OSBA Legislative Policy Committee.