



## Camas Valley SD 21J 25-27 Integrated Programs Application

### Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

Camas Valley engaged in a needs assessment process by reviewing prior community surveys, student and staff interviews, and local meeting feedback, alongside updated local and state data. Data sources included ASVAB results, state report card data, and program enrollment numbers. Trends show strong student interest and aptitude in hands-on fields like construction, woods, agriculture, and music. These programs support students who may not feel connected through athletics or traditional social groups. This input shaped our plan and budget priorities: expanding career-focused learning, maintaining strong electives, and ensuring a place for all students to engage and belong.

***Additional requirement if applying with a sponsored charter:*** Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

### Equity Advanced (250 words or less per question)

**1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.**

We incorporated our equity lens into planning and budgeting by prioritizing basic needs and mental health support to remove barriers to learning. Through review of local data and staff input, we identified that students experiencing poverty and students facing mental health challenges need

greater access to consistent support. For 2025–27, we will hire a full-time counselor to provide mental health services and social-emotional support across all grade levels. In addition, we have partnered with the Douglas ESD to bring in a counseling intern, helping students strengthen their social skills, emotional regulation, and problem-solving.

Title I funds will continue to directly assist low-income students by providing food, clothing, and access to school materials and services. These supports ensure students have what they need to fully participate in academic and extracurricular opportunities. Our plan prioritizes mental health, basic needs, and social connection as key strategies for improving engagement, achievement, and school belonging for all students, with a particular focus on our focal groups.

**2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?**

We provide ongoing training to help staff meet the academic, social, and emotional needs of all students. Staff have completed Suicide Prevention training and regularly participate in modules on IEPs and special education strategies to better support students with disabilities in general education classrooms. Our staff also follow the Love and Logic model, which teaches relationship-building, problem-solving, and responsible decision-making skills. These training sessions give teachers practical tools to support students' growth both in school and beyond. We will continue offering training in these areas throughout the biennium to meet the needs of all students, including those in our focal groups.

**3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? ☒**

Our district ensures students navigating homelessness are included in all programs and activities by identifying them as a key focal group in our planning and support systems. Every conversation about specialized support includes consideration of students experiencing homelessness. Our homeless liaison is actively involved in team meetings and decision-making to help remove barriers and ensure full access to academic, extracurricular, and support services. We apply an opportunity lens to stay proactive and responsive to student needs.

**4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. ☒**

Our district is committed to giving all students access to CTE programs, including those often viewed as male- or female-dominated. Starting next school year, we will offer a metals class open to all high school students, with no cost for materials and a strong focus on safety. We are also expanding extracurricular opportunities that teach career and technical skills. For example, we are starting a chess club open to students in grades 4–12 for competition and K–3 during

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recess, helping challenge gender stereotypes and build critical thinking skills. Our FFA program remains a strong part of our CTE offerings, giving students career pathways in agriculture and vocational fields. All CTE programs are designed to remove barriers so every student can participate and gain skills for life after high school.

### **Well-Rounded Education (250 words or less per question)**

**1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.**

Based on the Program Review Tool and Oregon’s Early Literacy Framework, we have shifted our intervention approach to a High Dosage Tutoring model focused on reading. Students now receive targeted, small-group literacy support with regular progress monitoring. We are also working to use additional funding to expand extended learning opportunities for K–3 students and to continue providing professional development for teachers in early literacy instruction. These efforts are aimed at strengthening foundational reading skills and improving early literacy outcomes across all grade levels.

**2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided.**

**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? ☒**

Camas Valley ensures curriculum design and adoption are aligned with K–12 learning objectives and state and national standards through a formal review and selection process. The School Board retains authority over all textbook adoptions but authorizes the superintendent to oversee a review process that includes staff and parent input. Selection criteria ensure that all materials are aligned to the district’s adopted curriculum, appropriate for student readability, support a clear instructional scope and sequence, and meet state standards. All adopted materials are chosen for instructional quality, fairness in representation, ease of use, durability, and reasonable cost.

**4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒**

Camas Valley ensures classroom instruction is well-rounded, intentional, engaging, and challenging

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through regular class visits using a district-approved observation protocol. This tool provides credible, actionable feedback on key elements of effective teaching and is validated by third-party research as predictive of student success. Formal evaluations are also conducted to ensure teachers meet instructional standards and maintain strong teaching practices. Teachers receive feedback after observations and are given opportunities for self-reflection and professional growth based on evaluation results.

**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? ☒**

Camas Valley promotes a safe and welcoming environment by offering multiple opportunities for students, families, and community members to connect with the school. Meetings are held in different formats—online, at the school, and in community locations—to make participation accessible and comfortable. While issues like drug use, gangs, and violence are less common in our small community, we remain proactive. Students are provided with information about safe resources through visible posters, direct access to counseling services, and staff support to address concerns early and connect them with help if needed.

**6. ☒ How do you ensure students have access to strong school library programs? ☒**

Camas Valley operates a K–12 school with a library that is open throughout the school day, after school, and during the summer to ensure full student access. We also host a community book fair where families can browse and purchase books, giving them a clear view of the reading materials available to students. These efforts help keep students engaged with reading year-round and strengthen the connection between the school, families, and the broader community.

**7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?**

Camas Valley monitors the effectiveness of interventions for students experiencing depression, anxiety, stress, or dysregulation through counseling support and risk assessments. Our part-time counselor meets with students in crisis and helps them address social and emotional challenges. When concerns arise, we conduct Risk Assessments to identify specific areas of need and guide appropriate support strategies. This process helps ensure students receive targeted social, emotional, and academic support based on individual circumstances.

**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? ☒**

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Camas Valley holds biweekly meetings to review student progress and identify academic needs, with a focus on both students who are not meeting standards and those who are exceeding them. All students take interim assessments three times per year to measure growth against national norms. Students who are not making expected progress receive targeted interventions through our district-wide Response to Intervention (RTI) system. Students performing above grade level receive individualized support during intervention time and core instruction to maintain and extend their academic growth. All decisions are data-driven and focused on matching supports to student needs.

**9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.**

Camas Valley plans to develop a new Metals program under the Agriculture Program of Study. Budget planning and funding will occur during the 2025–26 school year, with the goal of adding a welding elective open to all interested students. In addition, the district is exploring the development of a Home Economics program to teach essential life skills for students transitioning to independent living after high school.

**10. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒**

Camas Valley provides individual support to help students access vocational classes and work-based learning experiences. Through individual planning, barriers to participation are identified and addressed. Students engage in hands-on learning through programs like FFA, where they can compete at the state level and apply for leadership positions. Our advisory committee helps expand work-based learning connections through FFA. In addition, students have access to construction and wood shop classes, which provide practical skills for careers in the trades. We continue to look for ways to grow these opportunities and connect students to real-world career paths.

**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. ☒**

Camas Valley does not currently offer CTE college credit opportunities. However, we actively support students in exploring college, vocational careers, and military pathways. A representative from Umpqua Community College (UCC) visits campus weekly to provide career guidance, including military options. We also offer vocational electives such as music, agriculture, construction/woodshop, and are planning to add a Home Economics program to expand career and life skills offerings.

**Engaged Community (250 words or less per question)**

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**1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?**

In the past two years, Camas Valley has strengthened community engagement by expanding both feedback opportunities and school events. We launched IRRE surveys for students, staff, and, for the first time this year, parents to gather input on school strengths and areas for growth. Parent participation was strong, and staff provided valuable feedback through the IRRE Staff Survey. We also held several in-person events to connect with families, including Donuts with Don (Superintendent-led community discussions), Back to School Night, Title I events, and a Summer Enrichment program. Our school-wide Book Fair further brought families into the school community and helped highlight our literacy efforts.

One barrier we continue to experience is limited student engagement in feedback activities. While students have access to surveys and multiple opportunities to share input, many either do not participate fully or respond neutrally, making it harder to gather meaningful student voices. We are committed to finding new ways to improve student engagement and ensure their feedback informs school planning.

**3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)**

Donuts with Don (the superintendent), Back to School Night; IRRE Student and Parent Surveys (parent survey new this year); Title I events; Summer enrichment.

**4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)**

IRRE Staff survey; Title I event; Back to School Night; Book fair.

***Outcome of Engagement***

**11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.**

As a new administrator, it was important to first understand the community dynamics and values. Through conversations with staff, who have deep knowledge of the families and community, I was able to build and foster positive relationships. Staff input emphasized the importance of maintaining strong personal connections with families and providing consistent opportunities for communication and involvement. This understanding shaped our planning by reinforcing the need to prioritize accessible events, clear communication, and support systems

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that reflect the needs and strengths of our small, rural community.

### **Strengthened Systems and Capacity (250 words or less per question)**

**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? ☒**

Camas Valley recruits and retains quality educators by promoting a small-classroom, family-centered work environment. This approach has helped us maintain strong staff retention and attract applicants who value close community ties. Our staff includes members who represent our main focal groups. To ensure that all students, including focal students, are taught by effective teachers, we use interim assessments three times per year to monitor academic growth. Students who are not making expected progress receive additional support through a district-wide Response to Intervention (RTI) model. This system ensures that instructional effectiveness is regularly monitored and addressed for all students.

**3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒**

Camas Valley analyzes disciplinary referrals, suspensions, and expulsions using a combination of tools, including Functional Behavior Assessments (FBA), Behavior Support Plans (BSP), and a system of major and minor referral tracking. Discipline data is reviewed and disaggregated by focal groups to ensure equitable support and intervention. For any major discipline incident, a support plan is developed to help address and eliminate future behavior issues. We also use the Student Support Team (SST) process to target behaviors that interfere with learning. Through SST, the team collects and reviews data, discusses positive interventions, and makes placement or academic support decisions based on student needs.

**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. ☒**

Camas Valley offers career exploration and development opportunities through CTE programs in FFA and Music, both of which follow a systematic and explicit plan. Students are supported individually by staff to complete their education plans and profiles. The High School Success team monitors student progress and provides interventions if needed to keep students on track for postsecondary goals. Career-connected learning and CTE opportunities are shared with students and families through parent-teacher conferences, Title I events, the 8th Grade Transition

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Night, and community announcements. Advisory committees also help promote CTE events and opportunities within the broader community.

**7. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.**

N/A

## Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

**1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). No narrative response required. ☒**

**2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)**

General Fund

**3. If you answered “Other” on #2, please describe below:**

**4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)**

Extended Learning Programs

High Dosage Tutoring

Professional Development & Coaching

**5. If you answered “Other” on #4, then please describe below:**

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**\*Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades\***

**6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:**

Not applicable if you only have on elementary school

**7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)**

N/A

### **Feedback (250 words or less per question)**

**How can ODE support your continuous improvement process?**

ODE can best support our continuous improvement process through consistent and meaningful communication with all team members. As a new administrator to this process, I would benefit from hands-on reviews, visual examples, and step-by-step guidance to support accurate and relevant plan development. Streamlining paperwork and overlapping requirements where possible would also help reduce duplication and confusion. Finally, ensuring that ODE staff are well-trained in the Integrated Guidance process would help districts like ours better understand expectations and reduce the need for repeated clarification.

### **Plan Summary**

**Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)**

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Camas Valley's plan focuses on creating well-rounded students by offering academic and vocational opportunities that prepare them for success after high school. Our approach is rooted in building practical skills, supporting early literacy, and strengthening career exploration starting at an early age. Based on our needs assessment and community feedback, we identified strong support for hands-on learning opportunities, increased mental health services, and expanded career-connected learning options.

To address these needs, we will continue offering CTE programs through FFA, construction/woodshop, and music, and we plan to expand offerings with a new metals program under our Agriculture Program of Study. A Home Economics course is also being explored to further support life skills development. These additions align with student interests identified through surveys and ASVAB results, particularly in hands-on career areas, and help ensure that all students, including focal groups, have pathways to postsecondary success. Our plan also invests in early literacy, with a focus on K–3 interventions through High Dosage Tutoring, extended learning opportunities, and ongoing professional development for teachers. Improving foundational reading skills remains a key strategy for ensuring long-term academic success.

Camas Valley's Local Performance Growth Targets (LPGTs) focus on increasing on-track graduation rates, strengthening early literacy outcomes, and expanding student engagement in CTE and vocational pathways. By aligning academic, social-emotional, and career readiness supports, our plan creates multiple avenues for students to find success during and after their time at Camas Valley.

***Additional requirement if applying with a sponsored charter:*** Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

## Assurances

**1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.**

**Guarantee of assurance 1:** True

**2. You have taken into consideration the Quality Education Commission (QEC).**

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**Guarantee of assurance 2: True**

**3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).**

**Guarantee of assurance 3: True**

**4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.**

**Guarantee of assurance 4: True**

**5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.**

**Guarantee of assurance 5: True**

**6. Each of the SSA plans were reviewed as part of your strategic planning.**

**Guarantee of assurance 6: True**

**7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.**

**Guarantee of assurance 7: True**

**8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.**

**Guarantee of assurance 8: True**

**9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.**

**Guarantee of assurance 9: True**

**10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.**

**Guarantee of assurance 10: True**

**11. You will provide high-dosage tutoring to students in early elementary grades that**

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**integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.**

**Guarantee of assurance 11: True**

**12. For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data**

**Guarantee of assurance 12: True**

**13. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.**

**Guarantee of assurance 13: True**

**14. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.**

**Guarantee of assurance 14: True**

**15. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.**

**Guarantee of assurance 15: True**

**16. You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.**

**Guarantee of assurance 16: True**

**Website:** <https://www.camasvalley.k12.or.us/>

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