

Regular School Board Meeting
Tuesday, July 11, 2023 Following conclusion
of 5:30 p.m. Annual Organizational Meeting

Kalmiopsis Elementary/Room 51
650 Easy St
Brookings, Oregon 97415

Agenda

1. Call Meeting to Order
2. Pledge of Allegiance
3. Early Items
 - N/A for July
4. Citizen Input
 - Information on Public Input policies is available at www.brookings.k12.or.us/board/. Written comments must be received at least 24 hours in advance of the meeting date and time. Interested members of the public who wish to speak at the meeting during the public comment time, can RSVP online up until noon on the day of the meeting. For in-person meetings, all are welcome to come to the meeting and fill out a "blue card" signifying that they would like to give public comment and give it to the Board Chair at the start of the meeting with no prior reservation or notification needed.
5. Consent Agenda
 - 5.a. Approve Minutes
 - June 21, 2023 Regular Board Meeting
 - 5.b. Approve Bills
 - 5.c. Approve New Hires
 - 5.d. Approve Extra Duty Contracts
 - 5.e. Acceptance of Gifts and Donations
 - N/A for July
 - 5.f. Approve Grant Applications
 - N/A for July
6. District Reports and Information
 - 2021-22 English Learners Report
 - 6.a. Comments from the Superintendent
 - Integrated Guidance Update
 - Bond Survey Update
 - 6.b. Finance Reports
 - N/A for July
7. Action Items
 - 7.a. Approve Second Read of Policy Updates
 - GCBDF/GDBDF Paid Family Medical Leave Insurance
 - IGBHD Program Exemptions
 - JGE Exclusion
 - KJA Materials Distribution
 - KJB Informational Material Distribution or Posting
 - 7.b. Approve First Read of Policy Update

- CCA Organizational Chart
8. Board Functions and Comments
 9. Key Dates and Calendar Updates
 - OSBA Summer Conference, Aug. 11-13, Salem, Oregon
 - New Hire Lunch, Monday, Aug. 28, 2023
 - All-Staff Breakfast, Tuesday, Aug. 29, 2023 (tentative)
 10. Adjournment

DRAFT Minutes June 21, 2023 at 5:30 PM - Regular School Board Meeting Kalmiopsis Elementary/Room 51, 650 Easy St. Brookings, Oregon

Meeting video available at <https://www.youtube.com/live/HM7PBOjHnDk?feature=share>

In attendance:

Alan Nidiffer, Board Chair

Jay Trost, Board Vice Chair

Katherine Johnson, Board Member

Janece Payne, Board Member

Janell Howard, Board Member

Nancy Raskauskas-Coons, Admin Asst to the Board

In the audience:

Dede Corpening, Director of Fiscal Services

Bruce Raleigh, Director of Technology

1. Call Meeting to Order

Meeting called to order at 5:33 p.m. by Alan Nidiffer

2. Pledge of Allegiance

Observed

3. Early Items

Celebrate Student Success - AMS Outdoor School 2023

Flier with photos and information from 2023 Outdoor School at Crissey Field State Park shared.

4. Citizen Input

None.

5. Budget Hearing

As per ORS 294.545 the governing body must hold a budget hearing on the date specified in the public notice to receive citizen's comments on the budget document as approved by the budget committee on May 23rd, 2023.

Open Budget Hearing

Public Comment

Close Budget Hearing

No one was present to comment on the budget

Alan Nidiffer opened the budget hearing at 5:36 p.m. and closed the budget hearing at 5:36 p.m.

6. Consent Agenda

- a. Approve Minutes (School Board Work Session, June 7 2023; 23/24 Budget Committee Meeting May 23 2023; and Regular School Board Meeting May 17 2023)
- b. Approve Bills
- c. Approve New Hires
- d. Approve Extra Duty Contracts
- e. Accept Donations
- f. Approve Grant Applications

Katherine Johnson made a motion to approve the consent agenda items. Jay Trost seconded the motion.

Discussion:

Alan Nidiffer noted the 21st Century CCLC After School Grant Application in the consent agenda and asked about it. Dede Corpening shared that it was an application for a grant to create an after school program and if successful would provided more than \$300,000 per year for 5 years to run the program. The grant application required community partnerships and agreements with the City of Brookings, and the South Coast Aquatics group were included. Katherine Johnson thanked the community for the donations noted in the reports.

Vote called:

Janell Howard: Yes

Janece Payne: Aye

Katherine Johnson: Yes

Jay Trost: Yes

Alan Nidiffer: Aye

Consent agenda approved 5-0.

7. District Reports and Information

- a. Administrative Rule (AR) Updates (AC-AR Discrimination Complaint Procedure; GCBDF/GDBDF-AR Paid Family Medical Leave Insurance; JFCF-AR Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/Teen Dating Violence Reporting Procedures – Student; KL-AR (1) Public Complaint Procedure)
- b. District Reports (Alternative Education Board Assurances 2022-23)
- c. Finance Reports
- d. Enrollment Summary

Discussion:

Jay Trost said that he heard good things from a Curry Library administrator about the high preparedness level of alternative education students coming from Brookings to take the GED test, and wanted to acknowledge there is some good instruction.

Jay Trost noted the inclusion of the Panorama survey data in the high school building report that compared various indicators from the start of 2022-23 school year to the end for students in grades 6th to 12th. He would like to see data in future broken down more by age range (middle vs. high school, or each grade). He noted that the lowest score in report was in response to “How confident are you that you will remember what you learned in your class next year.”

Katherine Johnson said that low score about them not feeling they will retain. I think that’s more of a systematic issue of us having certain information that kids must know/what we are required to teach for the exam. I think we should point blank ask students, what would it take to change for you to feel like you retained it. The board discussed the data and questions until about 5:51 p.m. and would be interested to see the staff data in future as well.

8. Action Items

- a. Approve BHSD17C 2023-2024 Budget Adoption

Jay Trost makes a motion to approve the budget resolution (No. 2023-01). Janell Howard seconded the motion.

Text: BE IT RESOLVED that the Board of the Brookings-Harbor School District 17C hereby adopts the budget for the fiscal year 2023-2024 in the total amount of \$32,927,928.* This budget is now on file at 629 Easy St. in Brookings, Oregon. ... and BE IT RESOLVED that the following ad valorem property taxes are hereby imposed upon the assessed value of all taxable property within the district for tax year 2023-2024: (1) At the rate of \$3.2494 per \$1000 of assessed value for permanent rate tax.

Discussion: None

Vote called:

Janell Howard: Yes

Janece Payne: Aye

Katherine Johnson: Yes

Jay Trost: Yes

Alan Nidiffer: Aye

Budget resolution No. 2023-01 passes 5-0.

- b. Approve First Read of Policy Updates (GCBDF/GDBDF Paid Family Medical Leave Insurance; IGBHD Program Exemptions; JGE Exclusion; KJB Informational Material Distribution or Posting; KJA Materials Distribution)

Katherine Johnson made a motion to move the policies from first read to second read. Janece Payne seconded the motion.

Discussion:
None.

Vote called:
Janell Howard: Yes
Janece Payne: Aye
Katherine Johnson: Yes
Jay Trost: Yes
Alan Nidiffer: Aye

Motion passed 5-0. The following policy changes moved to second read at the next regular board meeting: GCBDF/GDBDF Paid Family Medical Leave Insurance; IGBHD Program Exemptions; JGE Exclusion; KJB Informational Material Distribution or Posting; and KJA Materials Distribution.

9. Board Functions and Comments

The board had a discussion on possible future work session topics.

Jay Trost would like to examine the use of the word “equity” in district policies, and discuss the use and definition of the words “equity” versus “equality.” In particular, he had concerns of the use of the word equity in social circumstances when the word equality may be more appropriate. Jay said “It’s obviously a never-ending slope when you regulate fairness. I feel like sometimes the most fair thing we can do is ensure that everyone has the same access.”

Janece Payne: “But not everyone needs the same ...”

Jay Trost: “True, but should we be deciding for people? They should decide for themselves.”

The board discussed their definitions and interpretations of terms for a few minutes and decided additional discussion on the meaning in our district policies and practices would be a next step. The board directed staff to do a search of policies and added to their possible topic list.

Alan Nidiffer recognized that it was Board Member Janell Howard’s last meeting. He thanked her for her service on the board for the past four years and presented a certificate of appreciation.

10. Key Dates and Calendar Updates

Annual Organizational Meeting and Regular Board Meeting (July), 5:30 p.m., Tuesday, July 11,

11. Adjournment

Alan Nidiffer adjourned the meeting at 6:07 p.m.

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 06/01/2023

To Date: 06/30/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
ALOHA TO GO						
		130819	GENERAL FUND	STAFF SERVICES	STAFF FOOD	\$5,280.00
AMAZON						
		130489	GENERAL FUND	FISCAL SERVICES	SUPPLIES	(\$41.96)
		130535	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$95.29
		130535	GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES	\$123.79
		130820	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$175.96
		130820	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	SUPPLIES	\$8.91
		130866	GENERAL FUND	ELEMENTARY	SUPPLIES	\$17.98
		130866	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$1,196.00
		130866	GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES	\$57.48
		130938	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	SUPPLIES	\$24.99
				Total for AMAZON		\$1,658.44
ARNOLD, CHRISTI						
		130821	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$14.75
ARNOLD, CHRISTINA A						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
BADGER, CYNTHIA D						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BEAMAN, JESS						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BELL, WADE L						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BICOASTAL MEDIA						
		130941	GENERAL FUND	INFORMATION SERVICES	ADVERTISING	\$590.00
BIO-MED TESTING SERVICES INC						
		130823	GENERAL FUND	STAFF SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$150.00

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

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Criteria: Report Sort: Fund

From Date: 06/01/2023

To Date: 06/30/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		130867	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$110.00
		130867	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$50.00
				Total for BIO-MED TESTING SERVICES INC		\$310.00
BLAKE, JOHN		130491	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$14.75
		130824	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	TRAVEL	\$14.75
				Total for BLAKE, JOHN		\$29.50
BLUE STAR GAS		130537	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$811.24
		130868	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$736.43
				Total for BLUE STAR GAS		\$1,547.67
BORCHERS, LISA A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BOYD, TAMMY K		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
BROOKINGS HARBOR MEDICAL CENTER		130869	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$200.00
BURNETT, JADEN		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CANON FINANCIAL SERVICES INC.		130492	GENERAL FUND	ELEMENTARY	RENTALS	\$15.62
		130492	GENERAL FUND	ELEMENTARY	REPAIR AND MAINTENANCE	\$0.00
		130492	GENERAL FUND	FISCAL SERVICES	RENTALS	\$4.47
		130492	GENERAL FUND	FISCAL SERVICES	REPAIR AND MAINTENANCE	\$0.00
		130492	GENERAL FUND	STUDENTS WITH DISABILITIES	RENTALS	\$4.47

Brookings-Harbor School Dist. 17C

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From Date: 06/01/2023

To Date: 06/30/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		130492	GENERAL FUND	STUDENTS WITH DISABILITIES	REPAIR AND MAINTENANCE	\$0.00
		130538	GENERAL FUND	OFFICE OF THE PRINCIPAL	REPAIR AND MAINTENANCE	\$124.55
		130538	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$0.00
		130826	GENERAL FUND	ELEMENTARY	DUES AND FEES	\$0.00
		130826	GENERAL FUND	ELEMENTARY	RENTALS	\$1,001.36
		130826	GENERAL FUND	ELEMENTARY	REPAIR AND MAINTENANCE	\$896.03
		130826	GENERAL FUND	FISCAL SERVICES	RENTALS	\$132.22
		130826	GENERAL FUND	FISCAL SERVICES	REPAIR AND MAINTENANCE	\$69.69
		130826	GENERAL FUND	HIGH SCHOOL PROGRAMS	RENTALS	\$700.82
		130826	GENERAL FUND	HIGH SCHOOL PROGRAMS	REPAIR AND MAINTENANCE	\$269.44
		130826	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	RENTALS	\$583.70
		130826	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	REPAIR AND MAINTENANCE	\$167.96
		130826	GENERAL FUND	OFFICE OF THE PRINCIPAL	RENTALS	\$19.80
		130826	GENERAL FUND	OFFICE OF THE PRINCIPAL	REPAIR AND MAINTENANCE	\$4.62
		130826	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	RENTALS	\$19.55
		130826	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	REPAIR AND MAINTENANCE	\$31.15
		130826	GENERAL FUND	STUDENTS WITH DISABILITIES	RENTALS	\$269.74
		130826	GENERAL FUND	STUDENTS WITH DISABILITIES	REPAIR AND MAINTENANCE	\$84.64
		130870	GENERAL FUND	ELEMENTARY	RENTALS	\$275.06
		130944	GENERAL FUND	FISCAL SERVICES	RENTALS	\$4.47
		130944	GENERAL FUND	FISCAL SERVICES	REPAIR AND MAINTENANCE	\$0.00
		130944	GENERAL FUND	STUDENTS WITH DISABILITIES	RENTALS	\$4.47
		130944	GENERAL FUND	STUDENTS WITH DISABILITIES	REPAIR AND MAINTENANCE	\$0.00
				Total for CANON FINANCIAL SERVICES INC.		\$4,683.83
CASCADE HOME CENTER						
		130494	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$14.99
		130494	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$47.05

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

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From Date: 06/01/2023

To Date: 06/30/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		130494	GENERAL FUND	LIFE SKILLS	SUPPLIES	\$1,801.62
		130827	GENERAL FUND	CARE & UPKEEP OF GROUNDS	SUPPLIES	\$41.98
		130827	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$42.99
		130945	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$164.25
				Total for CASCADE HOME CENTER		\$2,112.88
CASTILLO, KARISSA J		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CASTLEBERRY, CHRISTINE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
CDW - GOVERNMENT INC		130539	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$374.28
		130539	GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES	\$905.88
				Total for CDW - GOVERNMENT INC		\$1,280.16
CHARTER COMMUNICATIONS		130495	GENERAL FUND	TECHNOLOGY SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,249.00
		130946	GENERAL FUND	TECHNOLOGY SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$4,716.24
				Total for CHARTER COMMUNICATIONS		\$7,965.24
CHEN, SHUMAN		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CHETCO AUTOMOTIVE MARINE & INDUSTRIAL		130828	GENERAL FUND	CARE & UPKEEP OF GROUNDS	SUPPLIES	\$64.99
CHRISTENSEN, ANDREA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CITY OF BROOKINGS		130541	GENERAL FUND	MAINTENANCE SERVICES	WATER AND SEWAGE	\$3,129.47
CLARK, MANDY E		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

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Criteria: Report Sort: Fund

From Date: 06/01/2023

To Date: 06/30/2023

Fund: 100	GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name							
COASTAL PAPER & SUPPLY INC							
	130497	GENERAL FUND		CARE AND UPKEEP OF BUILDINGS	SUPPLIES		\$164.30
	130873	GENERAL FUND		CARE AND UPKEEP OF BUILDINGS	REPAIR AND MAINTENANCE		\$714.03
	130948	GENERAL FUND		CARE AND UPKEEP OF BUILDINGS	SUPPLIES		\$106.20
	Total for COASTAL PAPER & SUPPLY INC						\$984.53
COOS CURRY ELECTRIC CO-OP INC							
	130498	GENERAL FUND		MAINTENANCE SERVICES	ELECTRICITY		\$24,215.83
	130949	GENERAL FUND		MAINTENANCE SERVICES	ELECTRICITY		\$16,318.20
	Total for COOS CURRY ELECTRIC CO-OP INC						\$40,534.03
CORPENNING, JULIETTE							
	130565	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings		\$250.00
COSA							
	130950	GENERAL FUND		SPECIAL EDUCATION DIRECTOR	TRAVEL		\$463.00
COUNTRY MEDIA, INC							
	130830	GENERAL FUND		BOARD OF DIRECTORS	ADVERTISING		\$354.40
CROUCH, CINDY L							
	0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings		\$250.00
CROWE, PEGGY D							
	0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings		\$250.00
CRYSTAL FRESH BOTTLED WATER INC							
	130499	GENERAL FUND		ALTERNATIVE EDUCATION	SUPPLIES		\$57.50
	130499	GENERAL FUND		FISCAL SERVICES	SUPPLIES		\$44.80
	130499	GENERAL FUND		SPECIAL EDUCATION DIRECTOR	SUPPLIES		\$19.20
	130499	GENERAL FUND		STUDENT TRANSPORTATION SERVICES	SUPPLIES		\$42.50
	130499	GENERAL FUND		TECHNOLOGY SERVICES	SUPPLIES		\$18.50
	Total for CRYSTAL FRESH BOTTLED WATER INC						\$182.50
CTR INC							

Brookings-Harbor School Dist. 17C

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From Date: 06/01/2023

To Date: 06/30/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		130500	GENERAL FUND	MAINTENANCE SERVICES	GARBAGE	\$3,691.60
		130500	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	GARBAGE	\$920.15
				Total for CTR INC		\$4,611.75
CURRY COUNTY CLERK						
		130951	GENERAL FUND	BOARD OF DIRECTORS	ELECTION SERVICES	\$2,224.20
CURRY EQUIPMENT-BROOKINGS						
		130952	GENERAL FUND	CARE & UPKEEP OF GROUNDS	SUPPLIES	\$298.92
DA CAPO WEB DEVELOPMENT LLC						
		130501	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	COMPUTER SOFTWARE	\$195.00
DIETRICH, DANNIELLE						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
DURAN, STEPHANIE						
		130502	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$14.75
		130833	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	TRAVEL	\$14.75
		130833	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$14.75
				Total for DURAN, STEPHANIE		\$44.25
EARL, MOLLY E						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
ESS WEST, LLC						
		0	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	ESS Classified Substitutes	\$1,616.01
		0	GENERAL FUND	ELEMENTARY	ESS Certified Substitutes	\$24,060.70
		0	GENERAL FUND	ELEMENTARY	ESS Classified Substitutes	\$850.96
		0	GENERAL FUND	GUIDANCE SERVICES	ESS Classified Substitutes	\$666.72
		0	GENERAL FUND	HIGH SCHOOL PROGRAMS	ESS Certified Substitutes	\$10,004.21
		0	GENERAL FUND	LIFE SKILLS	ESS Certified Substitutes	\$506.54
		0	GENERAL FUND	LIFE SKILLS	ESS Classified Substitutes	\$2,470.40

Brookings-Harbor School Dist. 17C

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From Date: 06/01/2023

To Date: 06/30/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	GENERAL FUND	MAINTENANCE SERVICES	ESS Classified Substitutes	\$319.73
		0	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	ESS Certified Substitutes	\$16,462.55
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	ESS Classified Substitutes	\$125.01
		0	GENERAL FUND	STUDENTS WITH DISABILITIES	ESS Certified Substitutes	\$15,196.21
		0	GENERAL FUND	STUDENTS WITH DISABILITIES	ESS Classified Substitutes	\$3,616.84
				Total for ESS WEST, LLC		\$75,895.88
ESTELLE, RALPH		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
FIELDPRINT, INC.		130542	GENERAL FUND	FISCAL SERVICES	DUES AND FEES	\$12.50
FIRST STUDENT INC		130503	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$816.90
FLEETPRIDE, INC.		130954	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$297.00
FOLLETT CONTENT SOLUTIONS, LLC		130504	GENERAL FUND	EDUCATIONAL MEDIA SERVICES	LIBRARY BOOKS	\$19.38
FREIGHTLINER NORTHWEST		130956	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	REPAIR AND MAINTENANCE	\$1,565.18
FULTON, JASON P		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
FULTON, KRISTI J		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
GARRISON, SANDRA M		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
GOLD BEACH LUMBER		130506	GENERAL FUND	LIFE SKILLS	SUPPLIES	\$1,070.46
GP ENERGY						

Brookings-Harbor School Dist. 17C

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From Date: 06/01/2023

To Date: 06/30/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		130544	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$1,754.82
		130877	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$1,077.16
				Total for GP ENERGY		\$2,831.98
GUTIERREZ, DARCIE J		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
GUY, DAVID S		130508	GENERAL FUND	HIGH SCHOOL PROGRAMS	TRAVEL	\$44.25
		130837	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	TRAVEL	\$14.75
				Total for GUY, DAVID S		\$59.00
HAUCK, EMALEE S		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
HEDENSKOG, SHEILA M		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
HERNANDEZ, FRANK A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
HERNANDEZ, LYNETTE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
HODGE, SHANE		130838	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	TRAVEL	\$14.75
HOLLORAN ROUSE, NICOLE		130566	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
HOVEN, KENDRA K		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
HSI EMERGENCY CARE SOLUTIONS, INC		130509	GENERAL FUND	NURSE SERVICES	SUPPLIES	\$142.40
HUNT, TRUDY E		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
HURLEY, LESLIE A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
IRON MOUNTAIN NC		130545	GENERAL FUND	FISCAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$149.47
J.W. PEPPER & SON, INC.		130510	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$54.90
JEFFERIES, ANGELA L		130567	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
KIMBALL MIDWEST		130839	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$23.88
KING, JENNIFER L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
KLEESPIES, KRISTY A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
LAMB, CHRISTINA E		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
LAMPLEY, EVANGELINE M		130568	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
LANGUAGE LINE SERVICES, INC.		130546	GENERAL FUND	INTERPRETATION AND TRANSLATION	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$125.00
LAURO, ALESANDRO V		130569	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
LEIGH, MAUREEN F		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
LOPEZ-STONE, JENNIFER C		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
LUNA OROZCO, BEATRIZ						

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
LUNA OROZCO, ORALIA		130570	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
MATHISON, LUKE T		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
MAXIM HEALTHCARE STAFFING SERVICES		130549	GENERAL FUND	PSYCHOLOGICAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$14,960.00
MCQUEEN, MICHAEL		130515	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$14.75
		130842	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$14.75
				Total for MCQUEEN, MICHAEL		\$29.50
MCVAY, MELANIE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
MILLS, TRISHA L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
MISSION LINEN SUPPLY		130516	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$87.07
		130550	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$104.35
		130843	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$87.07
		130880	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$89.01
		130963	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$237.75
				Total for MISSION LINEN SUPPLY		\$605.25
MONAZI, AMANDA N		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
MORIN'S SCREEN PRINT						

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
MORRIS, MELINDA		130881	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$1,000.00
NAPA AUTO PARTS		130571	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
		130518	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$206.76
		130844	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$30.03
		130882	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$149.21
		130965	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$28.34
				Total for NAPA AUTO PARTS		\$414.34
NAUGLE, ROBERT T		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
NEW HOPE PLUMBING & BUILD		130519	GENERAL FUND	LIFE SKILLS	REPAIR AND MAINTENANCE	\$2,780.00
		130883	GENERAL FUND	LIFE SKILLS	REPAIR AND MAINTENANCE	\$2,175.00
				Total for NEW HOPE PLUMBING & BUILD		\$4,955.00
NOLTE, BRITT C		130572	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
NORTHWEST REGIONAL ESD		130554	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	DUES AND FEES	\$88.00
		130845	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	DUES AND FEES	\$464.00
				Total for NORTHWEST REGIONAL ESD		\$552.00
NOW RESIDENTIAL SERVICES, LLC		130520	GENERAL FUND	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$2,024.50
OAK STREET HEALTH CARE CENTER		130846	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$200.00

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
OASBO		130847	GENERAL FUND	FISCAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$325.00
OGLETREE DEAKINS		130968	GENERAL FUND	BOARD OF DIRECTORS	NEGOTIATION SERVICES	\$3,870.00
OREGON DEPARTMENT OF EDUCATION		130848	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$415.24
PATTERSON, ETHAN		130573	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
PETERS, TINA L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
Petrevics, Andrew E		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
PIONEER HEALTHCARE SERVICES		130522	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$1,078.00
		130555	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$1,078.00
		130849	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$2,156.00
		130885	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$2,117.50
				Total for PIONEER HEALTHCARE SERVICES		\$6,429.50
PITNEY BOWES INC - SUPPLIES		130969	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$174.29
PROCARE THERAPY, INC.		130523	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,200.00
		130523	GENERAL FUND	SPEECH PATHOLOGY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$0.00
		130556	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,200.00

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		130556	GENERAL FUND	SPEECH PATHOLOGY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$0.00
		130850	GENERAL FUND	OTHER STUDENT TREATMENT OT/PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$2,560.00
		130850	GENERAL FUND	SPEECH PATHOLOGY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$0.00
		130886	GENERAL FUND	OTHER STUDENT TREATMENT OT/PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,200.00
		130886	GENERAL FUND	SPEECH PATHOLOGY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$0.00
		130970	GENERAL FUND	OTHER STUDENT TREATMENT OT/PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,200.00
		130970	GENERAL FUND	SPEECH PATHOLOGY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$0.00
				Total for PROCARE THERAPY, INC.		\$15,360.00
PRUITT, ASHLEY M		130574	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
PURCHASE POWER		130851	GENERAL FUND	FISCAL SERVICES	POSTAGE	\$1,005.00
QUILL CORPORATION		130853	GENERAL FUND	ELEMENTARY	SUPPLIES	\$0.00
		130853	GENERAL FUND	HIGH SCHOOL PROGRAMS	NON CONSUMABLE SUPPLIES	\$0.00
		130853	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$577.69
		130853	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$29.74
		130888	GENERAL FUND	HIGH SCHOOL PROGRAMS	NON CONSUMABLE SUPPLIES	\$0.00
		130888	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$331.18
		130888	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$280.82
		130971	GENERAL FUND	HIGH SCHOOL PROGRAMS	NON CONSUMABLE SUPPLIES	\$0.00
		130971	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$147.90
				Total for QUILL CORPORATION		\$1,367.33
ROSE, TRASEE A						

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
RYAN, JOAN L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SAUCERMAN, LAURA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SAUNDERS, ALEXIS N.		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SAUNDERS, FAITH L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SCENARIO LEARNING, LLC		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SCHIERMEYER, LYNN		130857	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	PROFESSIONAL AND TECHNICAL SERVICES	\$1,326.00
		130525	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TRAVEL	\$170.74
		130974	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TRAVEL	\$238.68
				Total for SCHIERMEYER, LYNN		\$409.42
SHAW, MONICA A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SHERBOURNE, CONNIE L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SHEW, LORINDA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SHIELDS, ALISON		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SLATER, DANIELLE M		130575	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SMITH, JILL J		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SMITH, SEAN		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	GENERAL FUND	STUDENTS WITH DISABILITIES	PROFESSIONAL AND TECHNICAL SERVICES	\$5,400.00
STUMPENHAUS, WADE C		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
TYLER BUSINESS FORMS		130530	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$216.56
UMPQUA BANK		0	GENERAL FUND	ALTERNATIVE EDUCATION	SUPPLIES	\$95.79
		0	GENERAL FUND	BOARD OF DIRECTORS	NON CONSUMABLE SUPPLIES	\$979.93
		0	GENERAL FUND	BOARD OF DIRECTORS	SUPPLIES	\$22.68
		0	GENERAL FUND	BOARD OF DIRECTORS	TRAVEL	\$33.00
		0	GENERAL FUND	ELEMENTARY	NON CONSUMABLE SUPPLIES	\$1,694.40
		0	GENERAL FUND	ELEMENTARY	PERIODICALS	\$216.00
		0	GENERAL FUND	ELEMENTARY	SUPPLIES	\$282.22
		0	GENERAL FUND	ELL-ORS	SUPPLIES	\$255.06
		0	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$22.70
		0	GENERAL FUND	FISCAL SERVICES	TRAVEL	\$1,038.15
		0	GENERAL FUND	GUIDANCE SERVICES	SUPPLIES	\$186.10
		0	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$343.30
		0	GENERAL FUND	HUMAN RESOURCES	SUPPLIES	\$163.76
		0	GENERAL FUND	HUMAN RESOURCES	TRAVEL	\$106.33
		0	GENERAL FUND	LIFE SKILLS	NON CONSUMABLE SUPPLIES	\$4,493.55
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	STAFF FOOD	\$328.73
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$139.21
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	TRAVEL	\$136.13
		0	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	STAFF FOOD	\$183.27
		0	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	SUPPLIES	\$0.00
		0	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	TRAVEL	\$683.06

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	PROFESSIONAL AND TECHNICAL SERVICES	\$218.14
		0	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	SUPPLIES	\$236.66
		0	GENERAL FUND	SPEECH PATHOLOGY	COMPUTER SOFTWARE	\$299.99
		0	GENERAL FUND	STAFF SERVICES	SUPPLIES	\$30.19
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	DUES AND FEES	\$143.50
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$227.56
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$0.00
				Total for UMPQUA BANK		\$12,559.41
US CELLULAR		130561	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	Other Communication Services	\$817.37
		130977	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	Other Communication Services	\$640.37
				Total for US CELLULAR		\$1,457.74
WALLIN, TERI A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WEHLER ENTERPRISES		130533	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$379.32
WESEL, DUSTIN		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
WEST COAST PAPER INC		130562	GENERAL FUND	ELEMENTARY	SUPPLIES	\$315.36
		130562	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$315.36
		130562	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$315.36
		130562	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$315.36
		130562	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$175.20

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Fund: 100 GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		130562	GENERAL FUND	STUDENTS WITH DISABILITIES	SUPPLIES	\$315.36
				Total for WEST COAST PAPER INC		\$1,752.00
WESTERN BUS SALES INC		130534	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$552.66
		130863	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$247.34
				Total for WESTERN BUS SALES INC		\$800.00
WESTOVER, LISA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
ZAVALA LUNA, STEPHANI		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
ZIPLY FIBER		130864	GENERAL FUND	CARE & UPKEEP OF GROUNDS	TELEPHONE	\$76.11
		130864	GENERAL FUND	FISCAL SERVICES	TELEPHONE	\$189.33
		130864	GENERAL FUND	MAINTENANCE SERVICES	TELEPHONE	\$73.17
		130864	GENERAL FUND	OFFICE OF THE PRINCIPAL	TELEPHONE	\$1,607.05
		130864	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TELEPHONE	\$146.33
		130864	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TELEPHONE	\$149.28
		130864	GENERAL FUND	TECHNOLOGY DIRECTOR	TELEPHONE	\$146.34
				Total for ZIPLY FIBER		\$2,387.61
				Total for GENERAL FUND		\$266,213.20

Fund: 202 Title I-A		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
ESS WEST, LLC		0	Title I-A	TITLE 1A PROGRAM	ESS Classified Substitutes	\$1,683.40
LOEBS, CHELSEA						

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Fund: 202		Title I-A				Amount
Remit Name	Check#	FUND	FUNCTION	OBJECT		
	130548	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES		\$1,520.00
MORRIS, GWEN						
	130517	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES		\$300.00
	130552	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES		\$120.00
			Total for MORRIS, GWEN			\$420.00
ROGUE CREDIT UNION						
	130855	Title I-A	COMMUNITY SERVICES	SUPPLIES		\$553.79
SCHULTZ, JAMIE						
	130558	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES		\$470.00
UMPQUA BANK						
	0	Title I-A	TITLE 1A PROGRAM	SUPPLIES		\$65.00
			Total for Title I-A			\$4,712.19

Fund: 204		Title IV Student Support and Enrichment				Amount
Remit Name	Check#	FUND	FUNCTION	OBJECT		
AMAZON						
	130938	Title IV Student Support and Enrichment	NURSE SERVICES	SUPPLIES		\$1,197.94
			Total for Title IV Student Support and Enrichment			\$1,197.94

Fund: 207		IDEA EQUIPMENT GRANT				Amount
Remit Name	Check#	FUND	FUNCTION	OBJECT		
AMAZON						
	130489	IDEA EQUIPMENT GRANT	STUDENTS WITH DISABILITIES	SUPPLIES		\$25.19
	130535	IDEA EQUIPMENT GRANT	STUDENTS WITH DISABILITIES	SUPPLIES		\$198.49
			Total for AMAZON			\$223.68
			Total for IDEA EQUIPMENT GRANT			\$223.68

Fund: 208		IDEA GRANT				Amount
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Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
ESS WEST, LLC					
	0	IDEA GRANT	LIFE SKILLS	ESS Certified Substitutes	\$886.45
	0	IDEA GRANT	STUDENTS WITH DISABILITIES	ESS Certified Substitutes	\$1,266.36
			Total for ESS WEST, LLC		\$2,152.81
			Total for IDEA GRANT		\$2,152.81

Fund: 210		CARL PERKINS GRANT			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
UMPQUA BANK					
	0	CARL PERKINS GRANT	HIGH SCHOOL PROGRAMS	TRAVEL	\$342.00
			Total for CARL PERKINS GRANT		\$342.00

Fund: 216		ESSER III			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
AMAZON					
	130535	ESSER III	ELEMENTARY	NON CONSUMABLE SUPPLIES	\$1,876.80
	130866	ESSER III	Summer School Programs	SUPPLIES	\$136.10
	130938	ESSER III	Summer School Programs	SUPPLIES	\$407.42
			Total for AMAZON		\$2,420.32
BELONG PARTNERS					
	130822	ESSER III	INSTR. STAFF DEVELOPMENT	PROFESSIONAL AND TECHNICAL SERVICES	\$0.00
BENNETT, MATTHEW H					
	130940	ESSER III	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$931.46
BORCHERS, LISA A					
	130942	ESSER III	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$916.74
CENTRAL RESTAURANT PRODUCTS					
	130540	ESSER III	FOOD SERVICES	NON CONSUMABLE SUPPLIES	\$5,127.96
CHIRINIAN, HELENA					

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Fund: 216	ESSER III	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		130947	ESSER III	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$0.00
		130947	ESSER III	OFFICE OF THE SUPERINTENDENT	TRAVEL	\$0.00
		130982	ESSER III	OFFICE OF THE SUPERINTENDENT	TRAVEL	\$793.21
				Total for CHIRINIAN, HELENA		\$793.21
DIETRICH, DANNIELLE		130983	ESSER III	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$147.50
ESS WEST, LLC		0	ESSER III	ALTERNATIVE EDUCATION	ESS Certified Substitutes	\$3,925.75
		0	ESSER III	ELEMENTARY	ESS Certified Substitutes	\$1,266.35
		0	ESSER III	HIGH SCHOOL PROGRAMS	ESS Certified Substitutes	\$1,266.35
				Total for ESS WEST, LLC		\$6,458.45
FAR WEST STEEL		130874	ESSER III	Summer School Programs	SUPPLIES	\$496.08
GIVE ME TEN		130835	ESSER III	HIGH SCHOOL PROGRAMS	SUPPLIES	\$3,000.00
GUTIERREZ, DARCIE J		130958	ESSER III	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$371.90
JARED SCOTT LIVE, LLC		130511	ESSER III	HIGH SCHOOL PROGRAMS	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$2,625.00
		130511	ESSER III	MIDDLE/JUNIOR HIGH PROGRAMS	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$2,625.00
				Total for JARED SCOTT LIVE, LLC		\$5,250.00
MARLO, KRISTEN		130513	ESSER III	ALTERNATIVE EDUCATION	TRAVEL	\$239.15
QUILL CORPORATION		130971	ESSER III	Summer School Programs	SUPPLIES	\$239.87
RALEIGH, BONNIE						

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Fund: 216	ESSER III	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		130972	ESSER III	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$162.25
SAGE BRUCE CONSTRUCTION INC.						
		130973	ESSER III	BLDG ACQUISITION, CONTR. & IMPROVEMENT	* OVER \$5000 BUILDING ACQUISITION	\$0.00
THE MILL CASINO HOTEL						
		130529	ESSER III	OFFICE OF THE PRINCIPAL	TRAVEL	\$180.00
UMPQUA BANK						
		0	ESSER III	FOOD SERVICES	NON CONSUMABLE SUPPLIES	\$529.68
		0	ESSER III	GUIDANCE SERVICES	SUPPLIES	\$786.80
		0	ESSER III	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$281.20
		0	ESSER III	MIDDLE/JUNIOR HIGH PROGRAMS	TRAVEL	\$598.64
		0	ESSER III	OFFICE OF THE PRINCIPAL	TRAVEL	\$218.14
		0	ESSER III	OFFICE OF THE SUPERINTENDENT	SUPPLIES	\$0.00
		0	ESSER III	OFFICE OF THE SUPERINTENDENT	TRAVEL	\$212.66
				Total for UMPQUA BANK		\$2,627.12
WAGMAN, ADAM						
		130979	ESSER III	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$147.50
		130979	ESSER III	MIDDLE/JUNIOR HIGH PROGRAMS	TRAVEL	\$224.40
				Total for WAGMAN, ADAM		\$371.90
WALKER, PATRICIA						
		130862	ESSER III	NURSE SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$400.00
WHITLEY, KELLY						
		130980	ESSER III	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$205.25
		130980	ESSER III	OFFICE OF THE PRINCIPAL	TRAVEL	\$59.00
				Total for WHITLEY, KELLY		\$264.25
YOCKEY, ALEXIS R						

Brookings-Harbor School Dist. 17C

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Fund: 216		ESSER III				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
	130984	ESSER III	IMPROVEMENT OF INSTR. SERVICES	TRAVEL		\$206.50
Total for ESSER III						\$30,604.66

Fund: 218		Rural And Low Income Schools				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
LANGUAGE LINE SERVICES, INC.	130546	Rural And Low Income Schools	INFORMATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH		\$0.00
Total for Rural And Low Income Schools						\$0.00

Fund: 221		YTP GRANT				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
AMAZON	130489	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES		\$353.96
	130820	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES		\$91.16
	130866	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES		\$833.18
Total for AMAZON						\$1,278.30
CURRY PUBLIC TRANSIT, INC	130953	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES		\$1,000.00
ESS WEST, LLC	0	YTP GRANT	YOUTH TRANSITION PROGRAM	ESS Certified Substitutes		\$379.92
LANE COUNTY ENVIRONMENTAL HEALTH	130840	YTP GRANT	YOUTH TRANSITION PROGRAM	PROFESSIONAL AND TECHNICAL SERVICES		\$10.00
LEIGH, MAUREEN F	130547	YTP GRANT	YOUTH TRANSITION PROGRAM	TRAVEL		\$118.00
PRUDDEN, MICHELLE	130557	YTP GRANT	YOUTH TRANSITION PROGRAM	TRAVEL		\$401.87
UMPQUA BANK	0	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES		\$175.01

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Fund: 221		YTP GRANT				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
	0	YTP GRANT	YOUTH TRANSITION PROGRAM	TRAVEL		\$468.22
			Total for UMPQUA BANK			\$643.23
			Total for YTP GRANT			\$3,831.32

Fund: 224		Emergency Connectivity Funds				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
US CELLULAR	130561	Emergency Connectivity Funds	TECHNOLOGY SERVICES	Other Communication Services		\$1,878.72
			Total for Emergency Connectivity Funds			\$1,878.72

Fund: 251		SCHOOL IMPROVEMENT ACCOUNT (SIA)				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
BEACOCK MUSIC CO.	130536	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES		\$41.99
BELONG PARTNERS	130822	SCHOOL IMPROVEMENT ACCOUNT (SIA)	INSTR. STAFF DEVELOPMENT	PROFESSIONAL AND TECHNICAL SERVICES		\$0.00
	130822	SCHOOL IMPROVEMENT ACCOUNT (SIA)	INSTR. STAFF DEVELOPMENT	TRAVEL		\$1,781.76
			Total for BELONG PARTNERS			\$1,781.76
BROOKINGS GLASS INC	130943	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE		\$27,865.50
ESS WEST, LLC	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ALTERNATIVE EDUCATION	ESS Certified Substitutes		\$1,266.35
	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ELEMENTARY	ESS Certified Substitutes		\$1,519.62
	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MIDDLE/JUNIOR HIGH PROGRAMS	ESS Certified Substitutes		\$1,899.54
			Total for ESS WEST, LLC			\$4,685.51
SACKETT, SARAH						

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Fund: 251		SCHOOL IMPROVEMENT ACCOUNT (SIA)				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
	130524	SCHOOL IMPROVEMENT ACCOUNT (SIA)	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$118.00	
SAGE BRUCE CONSTRUCTION INC.						
	130973	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MAINTENANCE SERVICES	* OVER \$5000 NOT BLD IMPROVEMENTS	\$16,400.00	
UMPQUA BANK						
	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	COMMUNITY SERVICES	SUPPLIES	\$650.00	
	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ELEMENTARY	TRAVEL	\$365.04	
	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	HIGH SCHOOL PROGRAMS	SUPPLIES	\$19.80	
	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$408.39	
			Total for UMPQUA BANK		\$1,443.23	
			Total for SCHOOL IMPROVEMENT ACCOUNT (SIA)		\$52,335.99	

Fund: 252		HIGH SCHOOL SUCCESS - M98				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
AMAZON						
	130820	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$138.80	
CANON SOLUTIONS AMERICA						
	130871	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$173.83	
ESS WEST, LLC						
	0	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	ESS Certified Substitutes	\$379.91	
GROWING LEADERS INC.						
	130507	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$519.00	
SOWIB						
	130526	HIGH SCHOOL SUCCESS - M98	INFORMATION SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$2,537.70	
	130858	HIGH SCHOOL SUCCESS - M98	INFORMATION SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$1,268.85	
			Total for SOWIB		\$3,806.55	

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Fund: 252 HIGH SCHOOL SUCCESS - M98		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
THE COLLEGE BOARD						
	130560	HIGH SCHOOL SUCCESS - M98		HIGH SCHOOL PROGRAMS	OTHER TUITION	\$1,506.00
UMPQUA BANK						
	0	HIGH SCHOOL SUCCESS - M98		HIGH SCHOOL PROGRAMS	SUPPLIES	\$780.16
	0	HIGH SCHOOL SUCCESS - M98		MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$1,091.05
				Total for UMPQUA BANK		\$1,871.21
				Total for HIGH SCHOOL SUCCESS - M98		\$8,395.30
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Fund: 261 Miscellaneous		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
AMAZON						
	130489	Miscellaneous		ELEMENTARY	SUPPLIES	\$86.96
	130535	Miscellaneous		ELEMENTARY	SUPPLIES	\$292.31
				Total for AMAZON		\$379.27
UMPQUA BANK						
	0	Miscellaneous		HIGH SCHOOL PROGRAMS	SUPPLIES	\$636.18
				Total for Miscellaneous		\$1,015.45
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Fund: 266 Menstrual Dignity		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
AMAZON						
	130866	Menstrual Dignity		HEALTH SERVICES	SUPPLIES	\$5,798.79
				Total for Menstrual Dignity		\$5,798.79
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Fund: 268 Sub Teacher and IA Training Grant		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
ESS WEST, LLC						
	0	Sub Teacher and IA Training Grant		INSTR. STAFF DEVELOPMENT	ESS Certified Substitutes	\$5,085.48
	0	Sub Teacher and IA Training Grant		INSTR. STAFF DEVELOPMENT	ESS Classified Substitutes	\$879.36
				Total for ESS WEST, LLC		\$5,964.84

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Total for Sub Teacher and IA Training Grant \$5,964.84

Fund: 272	Furniture Fund					
Remit Name		Check#	FUND	FUNCTION	OBJECT	Amount

SCHOOL OUTFITTERS

130889	Furniture Fund	MIDDLE/JUNIOR HIGH PROGRAMS	NON CONSUMABLE SUPPLIES	\$4,235.86
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Total for Furniture Fund \$4,235.86

Fund: 274	HS Co-Curricular					
Remit Name		Check#	FUND	FUNCTION	OBJECT	Amount

AMAZON

130866	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$73.26
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ARNOLD, CHRISTI

130490	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$162.25
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CTR INC

130832	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$686.00
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GEAR UP SPORTS

130834	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$3,602.54
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GUY, DAVID S

130508	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$44.25
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OSAA

130521	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$1,714.00
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OSAA FOUNDATION

130884	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$143.85
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UMPQUA BANK

0	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$296.09
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0	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$11,263.37
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Total for UMPQUA BANK \$11,559.46

WALLIN III, LAWRENCE K

130532	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$268.65
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Total for HS Co-Curricular \$18,254.26

Fund: 275 Azalea MS Athletics

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Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
UMPQUA BANK					
	0	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$51.00
Total for Azalea MS Athletics					\$51.00

Fund: 278 HB4030 RECRUITMENT & RETENTION

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
AMAZON					
	130535	HB4030 RECRUITMENT & RETENTION	MIDDLE/JUNIOR HIGH PROGRAMS	NON CONSUMABLE SUPPLIES	\$543.99
MORIN'S SCREEN PRINT					
	130551	HB4030 RECRUITMENT & RETENTION	MIDDLE/JUNIOR HIGH PROGRAMS	NON CONSUMABLE SUPPLIES	\$415.00
QTEES					
	130852	HB4030 RECRUITMENT & RETENTION	ELEMENTARY	SUPPLIES	\$0.00
	130887	HB4030 RECRUITMENT & RETENTION	ELEMENTARY	SUPPLIES	\$1,706.00
Total for QTEES					\$1,706.00
SAGE BRUCE CONSTRUCTION INC.					
	130973	HB4030 RECRUITMENT & RETENTION	IMPROVEMENT OF INSTR. SERVICES	* OVER \$5000 BUILDING ACQUISITION	\$16,950.00
UMPQUA BANK					
	0	HB4030 RECRUITMENT & RETENTION	HIGH SCHOOL PROGRAMS	STAFF FOOD	\$1,967.50
	0	HB4030 RECRUITMENT & RETENTION	MAINTENANCE SERVICES	STAFF FOOD	\$48.00
	0	HB4030 RECRUITMENT & RETENTION	MIDDLE/JUNIOR HIGH PROGRAMS	NON CONSUMABLE SUPPLIES	\$0.00
	0	HB4030 RECRUITMENT & RETENTION	STAFF SERVICES	NON CONSUMABLE SUPPLIES	\$2,800.90
Total for UMPQUA BANK					\$4,816.40
Total for HB4030 RECRUITMENT & RETENTION					\$24,431.39

Fund: 279 OUTDOOR SCHOOL M99

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
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COYLE OUTSIDE LLC

130831	OUTDOOR SCHOOL M99	MIDDLE/JUNIOR HIGH PROGRAMS	PROFESSIONAL AND TECHNICAL SERVICES	\$20,204.00
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Total for OUTDOOR SCHOOL M99 \$20,204.00

Fund: 280 Farm to School - ED

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
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AMAZON

130866	Farm to School - ED	HIGH SCHOOL PROGRAMS	SUPPLIES	\$205.78
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FREEMAN ROCK INC

130955	Farm to School - ED	HIGH SCHOOL PROGRAMS	NON CONSUMABLE SUPPLIES	\$512.20
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MCPHERSON, LYNETTE

130514	Farm to School - ED	ELEMENTARY	PROFESSIONAL AND TECHNICAL SERVICES	\$473.71
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130514	Farm to School - ED	HIGH SCHOOL PROGRAMS	PROFESSIONAL AND TECHNICAL SERVICES	\$488.07
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130514	Farm to School - ED	MIDDLE/JUNIOR HIGH PROGRAMS	PROFESSIONAL AND TECHNICAL SERVICES	\$473.72
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130961	Farm to School - ED	ELEMENTARY	PROFESSIONAL AND TECHNICAL SERVICES	\$675.18
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130961	Farm to School - ED	HIGH SCHOOL PROGRAMS	PROFESSIONAL AND TECHNICAL SERVICES	\$695.64
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130961	Farm to School - ED	MIDDLE/JUNIOR HIGH PROGRAMS	PROFESSIONAL AND TECHNICAL SERVICES	\$675.18
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Total for MCPHERSON, LYNETTE \$3,481.50

UMPQUA BANK

0	Farm to School - ED	HIGH SCHOOL PROGRAMS	SUPPLIES	\$4,545.62
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Total for Farm to School - ED \$8,745.10

Fund: 285 FACILITY MAINTENANCE

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
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ADVANCED SECURITY SYSTEMS

130818	FACILITY MAINTENANCE	MAINTENANCE SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$300.00
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AMAZON

130489	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$754.34
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Brookings-Harbor School Dist. 17C

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Fund: 285		FACILITY MAINTENANCE				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
	130820	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$145.88	
	130938	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$202.60	
			Total for AMAZON		\$1,102.82	
BROOKINGS ELECTRONIC SERVICE, INC						
	130825	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$1,778.47	
CASCADE HOME CENTER						
	130494	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$525.76	
	130827	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$473.44	
			Total for CASCADE HOME CENTER		\$999.20	
CHETCO AUTOMOTIVE MARINE & INDUSTRIAL						
	130496	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$43.99	
GOLD BEACH LUMBER						
	130506	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$412.15	
ROTO-ROOTER OF CURRY COUNTY						
	130856	FACILITY MAINTENANCE	MAINTENANCE SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$231.42	
SUBURBAN PROPANE						
	130975	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$592.34	
UMPQUA BANK						
	0	FACILITY MAINTENANCE	MAINTENANCE SERVICES	DUES AND FEES	\$2,994.93	
			Total for FACILITY MAINTENANCE		\$8,455.32	

Fund: 291		HIGH SCHOOL STUDENT BODY				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
AMAZON						
	130489	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$78.98	
	130535	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$41.90	
	130866	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$281.20	
			Total for AMAZON		\$402.08	

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Fund: 291 HIGH SCHOOL STUDENT BODY		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
CASCADE ATHLETIC SUPPLY						
	130493	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$479.90
CDW - GOVERNMENT INC						
	130539	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$393.99
GAVIN, KRISTIE						
	130875	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$60.00
	130957	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$5,600.00
			Total for GAVIN, KRISTIE			\$5,660.00
GEAR UP SPORTS						
	130834	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$2,493.46
GOROUT						
	130876	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$995.00
JUNCTION CITY HIGH SCHOOL						
	130512	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$340.00
KOEPNICK, GLENN						
	130878	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$60.00
MORIN'S SCREEN PRINT						
	130964	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$164.50
QTEES						
	130852	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$0.00
	130887	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$244.00
			Total for QTEES			\$244.00
UMPQUA BANK						
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$3,920.60
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	TRAVEL		\$384.31
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL PROGRAMS	SUPPLIES		\$2,762.36
			Total for UMPQUA BANK			\$7,067.27
			Total for HIGH SCHOOL STUDENT BODY			\$18,300.20

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Fund: 292		AZALEA STUDENT BODY				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
CASCADE HOME CENTER						
	130494	AZALEA STUDENT BODY	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$143.87	
LIFETOUCH NSS						
	130841	AZALEA STUDENT BODY	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$2,113.30	
UMPQUA BANK						
	0	AZALEA STUDENT BODY	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$557.42	
Total for AZALEA STUDENT BODY					\$2,814.59	

Fund: 293		KALMIOPSIS STUDENT BODY				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
AMAZON						
	130489	KALMIOPSIS STUDENT BODY	ELEMENTARY COCURRICULAR	SUPPLIES	\$1,311.81	
	130820	KALMIOPSIS STUDENT BODY	ELEMENTARY COCURRICULAR	SUPPLIES	\$96.21	
Total for AMAZON					\$1,408.02	
AMY GLEASON						
	130939	KALMIOPSIS STUDENT BODY	ELEMENTARY COCURRICULAR	SUPPLIES	\$75.00	
KELLI SMITH						
	130959	KALMIOPSIS STUDENT BODY	ELEMENTARY COCURRICULAR	SUPPLIES	\$25.00	
LACY WEBSTER						
	130960	KALMIOPSIS STUDENT BODY	ELEMENTARY COCURRICULAR	SUPPLIES	\$75.00	
MELISSA DARROW						
	130962	KALMIOPSIS STUDENT BODY	ELEMENTARY COCURRICULAR	SUPPLIES	\$25.00	
NICHOLAS SCROGGINS						
	130967	KALMIOPSIS STUDENT BODY	ELEMENTARY COCURRICULAR	SUPPLIES	\$25.00	
TAMMY BOYD						
	130976	KALMIOPSIS STUDENT BODY	ELEMENTARY COCURRICULAR	SUPPLIES	\$50.00	
Total for KALMIOPSIS STUDENT BODY					\$1,683.02	

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Fund: 294		CTE CAREER PATHWAYS			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
UMPQUA BANK					
	0	CTE CAREER PATHWAYS	HIGH SCHOOL PROGRAMS	SUPPLIES	\$1,311.45
Total for CTE CAREER PATHWAYS					\$1,311.45

Fund: 299		Nutrition Services			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
COASTAL PAPER & SUPPLY INC					
	130497	Nutrition Services	FOOD SERVICES	SUPPLIES	\$299.68
	130829	Nutrition Services	FOOD SERVICES	SUPPLIES	\$102.94
	130873	Nutrition Services	FOOD SERVICES	SUPPLIES	\$44.00
Total for COASTAL PAPER & SUPPLY INC					\$446.62
CTR INC					
	130500	Nutrition Services	FOOD SERVICES	GARBAGE	\$2,601.96
FRANZ FAMILY BAKERIES					
	130505	Nutrition Services	FOOD SERVICES	FOOD	\$288.30
	130543	Nutrition Services	FOOD SERVICES	FOOD	\$295.18
Total for FRANZ FAMILY BAKERIES					\$583.48
GOTFRIED, CHRISTINA					
	130836	Nutrition Services	FOOD SERVICES	DUES AND FEES	\$17.25
MARVIN'S GARDENS AND CATTLE COMPANY LLC					
	130879	Nutrition Services	FOOD SERVICES	FOOD	\$2,396.00
NORTHWEST					
	130553	Nutrition Services	FOOD SERVICES	FOOD	\$180.40
REYNOLDS, SHELLY					
	130854	Nutrition Services	FOOD SERVICES	DUES AND FEES	\$21.30
SUNRISE DISTRIBUTORS INC					
	130527	Nutrition Services	FOOD SERVICES	FOOD	\$1,531.65
	130559	Nutrition Services	FOOD SERVICES	FOOD	\$614.65

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 06/01/2023

To Date: 06/30/2023

Fund: 299		Nutrition Services				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
	130859	Nutrition Services	FOOD SERVICES	FOOD	\$1,419.30	
			Total for SUNRISE DISTRIBUTORS INC		\$3,565.60	
SYSCO PORTLAND, INC.						
	130528	Nutrition Services	FOOD SERVICES	FOOD	\$4,977.18	
	130860	Nutrition Services	FOOD SERVICES	FOOD	\$977.85	
			Total for SYSCO PORTLAND, INC.		\$5,955.03	
UMPQUA BANK						
	0	Nutrition Services	FOOD SERVICES	DUES AND FEES	\$0.00	
	0	Nutrition Services	FOOD SERVICES	SUPPLIES	\$1,312.34	
	0	Nutrition Services	FOOD SERVICES	TRAVEL	\$0.00	
			Total for UMPQUA BANK		\$1,312.34	
US FOODS						
	130531	Nutrition Services	FOOD SERVICES	FOOD	\$3,662.10	
	130861	Nutrition Services	FOOD SERVICES	FOOD	\$3,060.46	
	130978	Nutrition Services	FOOD SERVICES	FOOD	\$685.97	
			Total for US FOODS		\$7,408.53	
ZIPLY FIBER						
	130864	Nutrition Services	FOOD SERVICES	TELEPHONE	\$149.28	
			Total for Nutrition Services		\$24,637.79	

Fund: 410		CAPITAL PROJECTS				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
CITY OF BROOKINGS						
	130872	CAPITAL PROJECTS	BLDG ACQUISITION, CONTR. & IMPROVEMENT	* OVER \$5000 NOT BLD IMPROVEMENTS	\$17,342.55	
NELSON RESEARCH						
	130966	CAPITAL PROJECTS	BLDG ACQUISITION, CONTR. & IMPROVEMENT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$1,000.00	
ZCS ENGINEERING ARCHITECTURE						

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 06/01/2023

To Date: 06/30/2023

Fund: 410		CAPITAL PROJECTS				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
	130563	CAPITAL PROJECTS	BLDG ACQUISITION, CONTR. & IMPROVEMENT	ARCHITECT/ENGINEERING SERVICES	\$15,223.40	
	130981	CAPITAL PROJECTS	BLDG ACQUISITION, CONTR. & IMPROVEMENT	ARCHITECT/ENGINEERING SERVICES	\$1,050.00	
			Total for ZCS ENGINEERING ARCHITECTURE		\$16,273.40	
			Total for CAPITAL PROJECTS		\$34,615.95	

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 06/01/2023

To Date: 06/30/2023

Grand Total: \$552,406.82

Recap for FUND for GENERAL FUND

100	GENERAL FUND	\$266,213.20
202	Title I-A	\$4,712.19
204	Title IV Student Support and Enrich	\$1,197.94
207	IDEA EQUIPMENT GRANT	\$223.68
208	IDEA GRANT	\$2,152.81
210	CARL PERKINS GRANT	\$342.00
216	ESSER III	\$30,604.66
218	Rural And Low Income Schools	\$0.00
221	YTP GRANT	\$3,831.32
224	Emergency Connectivity Funds	\$1,878.72
251	SCHOOL IMPROVEMENT ACCOU	\$52,335.99
252	HIGH SCHOOL SUCCESS - M98	\$8,395.30
261	Miscellaneous	\$1,015.45
266	Menstrual Dignity	\$5,798.79
268	Sub Teacher and IA Training Grant	\$5,964.84
272	Furniture Fund	\$4,235.86
274	HS Co-Curricular	\$18,254.26
275	Azalea MS Athletics	\$51.00
278	HB4030 RECRUITMENT & RETEN	\$24,431.39
279	OUTDOOR SCHOOL M99	\$20,204.00
280	Farm to School - ED	\$8,745.10
285	FACILITY MAINTENANCE	\$8,455.32
291	HIGH SCHOOL STUDENT BODY	\$18,300.20
292	AZALEA STUDENT BODY	\$2,814.59
293	KALMIOPSIS STUDENT BODY	\$1,683.02
294	CTE CAREER PATHWAYS	\$1,311.45
299	Nutrition Services	\$24,637.79
410	CAPITAL PROJECTS	\$34,615.95

End of Report

Recommendation to Hire New Hire Form - Certified

For: **Whittle, Heather**
Sent By: Vickien

Completed By: Users: Grace Ramirez, Jennifer Lopez
Overall Status: Approved - Next step

Sent On: 6/13/2023 2:52pm
Completed: 6/20/2023 7:38am

For Job ID: **999 - Middle School Science Teacher at Azalea Middle School**

RECOMMENDATION TO HIRE - CERTIFIED

Heather Whittle is being recommended for:
Middle School Science Teacher at Azalea Middle School
Current City/State: LA PINE / OR

Legacy Integrated Science

Undergraduate College and GPA:
University of Oregon 3.83/4.0

University where Teaching Degree was conferred:
University of Oregon

Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:

Heather builds positive relationships with students. She has outdoor school science experience. She uses hands on cooperative learning strategies in the classroom. She has 10 years experience teaching science at the middle school level.

Teaching Assignment / School:
Azalea Middle School

Work Schedule:
8-4

* Anticipated Start Date:

08/25/2023

Hiring Manager Signature:

X

Signed: **Vickie Nigh**

Stamped: 6/13/2023 4:59:22 PM; 71.92.135.18; User - Vickien - vickien@brookings.k12.or.us;

Recommendation to Hire New Hire Form - Certified

For: **Hauber, Eva**
Sent By: Vickien

Completed By: User - jenniferlo@brookings.k12.or.us
Overall Status: Approved - Next step

Sent On: 6/12/2023 4:39pm
Completed: 6/19/2023 8:14am

For Job ID: **1000 - Middle School Social Studies Teacher at Azalea Middle School**

RECOMMENDATION TO HIRE - CERTIFIED

Eva Hauber is being recommended for:
Middle School Social Studies Teacher at Azalea Middle School
Current City/State: westville / IN

Legacy Social Studies

Undergraduate College and GPA:

Ball State University 3.0/4.0

University where Teaching Degree was conferred:

Ball State University

Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:

Eva is very enthusiastic teacher. She has a degree in secondary education, Social Studies. She builds positive relationships with students and is very interested in getting involved in our community.

Teaching Assignment / School:

Azalea Middle School

Work Schedule:

8-4

* Anticipated Start Date:

08/25/2023

Hiring Manager Signature:

X Signed: **Vickie Nigh**

Stamped: 6/12/2023 7:34:12 PM; 71.92.135.18; User - Vickien - vickien@brookings.k12.or.us;

Recommendation to Hire New Hire Form - Certified

For: **Stout, Lindsey**

Completed By: User - jenniferlo@brookings.k12.or.us

Sent On: 6/12/2023 1:46pm

Sent By: caroll@brookings.k12.or.us

Overall Status: Approved - Next step

Completed: 6/19/2023 8:14am

For Job ID: **1008 - Elementary Classroom Teacher at Kalmiopsis Elementary School**

RECOMMENDATION TO HIRE - CERTIFIED

Lindsey Stout is being recommended for:

Elementary Classroom Teacher at Kalmiopsis Elementary School

Current City/State: Brookings / OR

Elementary - Multiple Subjects

Undergraduate College and GPA:

BA Sonoma State University

University where Teaching Degree was conferred:

Will be attending in Fall

Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:

Lindsey has been part of the Kalmiopsis team for 7 years. She has worked in Kindergarten as an IA, RTI as IA and substituted in several classrooms finishing out the year in a first grade room. She is a hard worker and positive.

Teaching Assignment / School:

2nd Grade

Work Schedule:

7:40-3:40

* Anticipated Start Date:

08/28/2023

Hiring Manager Signature:

X

Signed: **Carol Leonard**

Stamped: 6/12/2023 3:50:22 PM; 71.92.135.18; User - caroll@brookings.k12.or.us - caroll@brookings.k12.or.us;

Recommendation to Hire New Hire Form - Certified

For: **Marley, Emily**
Sent By: DeAnneV

Completed By: Users: Grace Ramirez, Jennifer Lopez
Overall Status: Approved - Next step

Sent On: 6/22/2023 11:29am
Completed: 7/6/2023 2:07pm

For Job ID: **1018 - High School Department Chair at Brookings-Harbor High School**

RECOMMENDATION TO HIRE - CERTIFIED

Emily Marley is being recommended for:
High School Department Chair at Brookings-Harbor High School
Current City/State: Crescent City / CA

Biology

Undergraduate College and GPA:

N/A

University where Teaching Degree was conferred:

N/A

Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:

Emily Marley is a seasoned science teacher with a high degree of knowledge and experience in several fields of instructional science. She is mentoring those in her department and developing systems and procedures to elevate teaching and learning.

Teaching Assignment / School:

Science Department Chair/ Brookings-Harbor High School

Work Schedule:

8-4pm

* Anticipated Start Date:

08/28/2023

Hiring Manager Signature:

X

Signed: **DeAnne A Varitek**

Stamped: 6/22/2023 1:31:05 PM; 71.92.135.18; User - DeAnneV - deannev@brookings.k12.or.us;

Recommendation to Hire New Hire Form - Certified

For: **Fulton, Jason**
Sent By: DeAnneV

Completed By: Users: Grace Ramirez, Jennifer Lopez
Overall Status: Approved - Next step

Sent On: 6/22/2023 11:32am
Completed: 7/6/2023 2:07pm

For Job ID: **1018 - High School Department Chair at Brookings-Harbor High School**

RECOMMENDATION TO HIRE - CERTIFIED

Jason Fulton is being recommended for:
High School Department Chair at Brookings-Harbor High School
Current City/State: Brookings / OR

Social Studies

Undergraduate College and GPA:

N/A

University where Teaching Degree was conferred:

N/A

Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:

Jason Fulton is a veteran social studies teacher who is respected by students, families, and staff alike. He is knowledgeable and able to support building practices and policies while supporting his team.

Teaching Assignment / School:

Social Studies Department Chair/ Brookings-Harbor High School

Work Schedule:

8-4pm

* Anticipated Start Date:

08/28/2023

Hiring Manager Signature:

X

Signed: **DeAnne A Varitek**

2023-08-28 10:15:18 User: DeAnneV - deannev@brookings.k12.or.us;

Recommendation to Hire New Hire Form - Certified

For: **Shew, Lorinda**
Sent By: DeAnneV

Completed By: Users: Grace Ramirez, Jennifer Lopez
Overall Status: Approved - Next step

Sent On: 6/22/2023 11:28am
Completed: 7/6/2023 2:08pm

For Job ID: **1018 - High School Department Chair at Brookings-Harbor High School**

RECOMMENDATION TO HIRE - CERTIFIED

Lorinda Shew is being recommended for:
High School Department Chair at Brookings-Harbor High School
Current City/State: Brookings / OR

English Language Arts

Undergraduate College and GPA:

N/A

University where Teaching Degree was conferred:

N/A

Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:

Lorinda Shew is our most veteran English teacher who has served as the English Department leader successfully in prior years. She is a master teacher with the ability to mentor those in her department.

Teaching Assignment / School:

English Department Chair/ Brookings-Harbor High School

Work Schedule:

8-4pm

* Anticipated Start Date:

08/28/2023

Hiring Manager Signature:

X

Signed: **DeAnne A Varitek**

Stamped: 6/22/2023 1:28:56 PM; 71.92.135.18; User - DeAnneV - deannev@brookings.k12.or.us;

Recommendation to Hire New Hire Form - Certified

For: **Whitley, Max**
Sent By: DeAnneV

Completed By: Users: Grace Ramirez, Jennifer Lopez
Overall Status: Approved - Next step

Sent On: 6/22/2023 12:06pm
Completed: 7/6/2023 2:08pm

For Job ID: **1018 - High School Department Chair at Brookings-Harbor High School**

RECOMMENDATION TO HIRE - CERTIFIED

Max Whitley is being recommended for:
High School Department Chair at Brookings-Harbor High School
Current City/State: Charleston / OR

Advanced Mathematics

Undergraduate College and GPA:

N/A

University where Teaching Degree was conferred:

N/A

Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:

Max Whitley is a strong leader of our mathematics team and a respected educator in the building. He has led his team through a curriculum adoption process and several professional development sessions on best practices.

Teaching Assignment / School:

Mathematics Department Chair/ Brookings-Harbor High School

Work Schedule:

8-4pm

* Anticipated Start Date:

08/28/2023

Hiring Manager Signature:

X

Signed: **DeAnne A Varitek**

Stamped: 6/22/2023 2:08:26 PM; 71.92.135.18; User - DeAnneV - deannev@brookings.k12.or.us;

Recommendation to HireNew Hire Form - Certified

For: **Kleespies, Kristy**
Sent By: DeAnneV

Completed By: Users: Grace Ramirez, Jennifer Lopez
Overall Status: Approved - Next step

Sent On: 6/22/2023 11:25am
Completed: 7/6/2023 2:08pm

For Job ID: **1018 - High School Department Chair at Brookings-Harbor High School**

RECOMMENDATION TO HIRE - CERTIFIED

Kristy Kleespies is being recommended for:
High School Department Chair at Brookings-Harbor High School
Current City/State: Brookings / OR

Health Sciences (CTE)

Undergraduate College and GPA:

N/A

University where Teaching Degree was conferred:

N/A

Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:

Kristy Kleespies has served as the leader of the CTE department and special health sciences program for several decades with a high degree of knowledge and success.

Teaching Assignment / School:

CTE Department Chair/ Brookings-Harbor High School

Work Schedule:

8-4pm

* Anticipated Start Date:

08/28/2023

Hiring Manager Signature:

X Signed: **DeAnne A Varitek**
Stamped: 6/22/2023 1:26:49 PM; 71.92.135.18; User - DeAnneV - deannev@brookings.k12.or.us;

English Learners in Oregon

Annual Report 2021-22

June 2023



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Acknowledgements

Appreciation is extended to the following ODE staff members who have assisted districts to submit data included in this report, built and maintained ODE data collection systems, aided in the analysis and interpretation of data, and provided thoughtful feedback on the report.

Office of Teaching, Learning, and Assessment

Jennifer Patterson, Assistant Superintendent

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Reza Norouzian, Research Analyst

Kim Miller, Education Program Specialist

Office of Equity, Diversity, and Inclusion

Deb Lange, Assistant Superintendent

Kelly Kalkofen, Education Program Specialist

Mirela Blekic, Education Program Specialist

Mariana Praschnik-Enriquez, Education Program Specialist

Ana Salas, Executive Support Specialist

Susy Mekarski, Education Program Specialist

Office of Finance and Information Technology

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Office of Research, Assessment, Data, Accountability, and Reporting

Dan Farley, Assistant Superintendent

Jon Wiens, Director

Andrea Lockard, Director

Ben Wolcott, Education Program Specialist

W. Joshua Rew, Psychometrician

Greg Houser, Research Analyst

Evan Fuller, Research Analyst

Stephanie Evers, Research Analyst

Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives. This report is also available on [ODE's legislative reports webpage](#). Any member of the public can contact the Government Relations and External Affairs Director to request a copy of this report.

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an English language development (ELD) program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual learners who bring valuable linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2021-22 school year¹. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2021-22 school year.

Nearly 100,000 students in Oregon are current or former English learners.

As of May 1, 2022, 546,726 students enrolled in Oregon public schools and districts. Among those students, 10.4 percent were current English learners (56,683 students), 7.8 percent were former English learners (42,770 students), and 81.8 percent were never English learners (447,273 students). Both current and former English learners (i.e., ever English learners constituting 18.2 percent of students) were an incredibly diverse student population in 2021-22.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2021-22 school year. Woodburn School district served the highest percentage of current English learners, with 41.5 percent of students learning English in an ELD program as of May 1, 2022. On the other hand, 67.5 percent of Oregon districts either had no current English learners or very few (i.e., less than 5% of all students).

Other key features of the English learner student population in the 2021-22 school year include the following:

- The majority of current English learners were in elementary grades (61.1%) while the majority of former English learners were in high school grades.

¹ Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

English Learners in Oregon

- The number of recently arrived current English learners (i.e., new immigrant students) declined from 4,373 in 2020-21 to 4,145 students in 2021-22.
- Spanish was the predominant home language of current English learners (76.6%), but overall there were 199 documented unique home languages (an increase of 18 languages from 2020-21) spoken by current English learners. Other prevalent languages include Russian, Vietnamese, Chinese, Arabic, Chuukese, and Somali; each being the home language of about 2 percent of current English learners.
- Approximately 77 percent of current English learners were Latino/a/x, and 31.7 percent of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (30.3%) were current English learners.

English learners are overrepresented in special education and underrepresented in TAG programs.

The report also examines the involvement of English learners in targeted federal and state programs: free or reduced price meals, special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of current English learners received special education services and supports as compared to never English learners (20.3 vs. 15.4%); however, ever English learners and never English learners had similar percentages of students receiving special education services and supports (14.5 vs. 15.4%).
- Almost 9.0 percent of current English learners received services in migrant education programs (i.e., 5,131 students). Additionally, 51.4 percent of the students in migrant education programs were current English Learners
- While across Oregon 6.5 percent of never English learners participated in TAG programs, this figure was 4.9 percent for former English learners and just 0.4 percent for current English learners.

Younger English learners are more likely to be on track to English Language Proficiency than their older peers.

Oregon monitors whether or not current English learners are on-track to attain English language proficiency within seven years. More than half of current English learners (53.2%) in elementary school grades were on track. In contrast, current English learners in middle or high school grades as well as current English learners with disabilities were much less likely to be on track.

Very few current English learners are meeting state standards in English Language Arts and Mathematics.

A substantially smaller percentage of current English learners in elementary schools (7.0%) versus former (38.7%) and never English learners (47.8%) met or exceeded state standards in English Language Arts in 2021-22. A similar trend is observed at middle and high schools.

Similarly, a substantially smaller percentage of current English learners in elementary schools (7.1%) versus former (36.9%) and never English learners (39.2%) met or exceeded state standards in mathematics in 2021-22. A similar trend is observed at middle and high schools.

Attendance tends to be higher in elementary grades, particularly among former English learners

Former and never English learners have the highest levels of regular attendance (76.1 and 68.7%) in elementary school grades. Current English learners have rates of regular attendance substantially lower in elementary (60.3%), middle (56.1%), and high school (43.5%) grades. Regular attendance rates decline for current, former, and never English learners in middle and high school grades.

Current English learners are more likely to graduate with a modified diploma

Former English learners graduated at rates better than never English learners (86.4 vs. 81.7%) in 2021-22; however, substantially fewer current English learners graduated in four years (65.3%). Moreover, current English learners that graduated in four years were over 2.7 times more likely to receive a modified rather than a regular diploma compared to that for never English learners. This ratio increased to 3.4 times for the cohorts that graduated in five years.

Students designated as English learners in high school are less likely to go to college than their peers.

Postsecondary enrollment rates for former English learners were comparable to those of never English learners; in both cases, about 55 percent of high school graduates enroll in college within 16 months of graduation. On the other hand, current English learners were less likely to enroll in postsecondary education institutions. About 38 percent of current English learners went on to college within 16 months of high school graduation.

District revenues and expenditures

As in reports from previous years, this report summarizes the ratio of expenditures to revenues. In 2021-22, that ratio was 0.86, decreased from 0.95 in 2020-21.

Introduction

In 2021-22, students who received English language instruction, supports, and services in an English language development (ELD) program as well as students who exited the ELD program prior to the 2021-22 school year made up 18.2 percent of all students in Oregon public schools and districts (as of the first school day in May 2022). They form a vital part of our student communities and bring a variety of cultural and linguistic assets that enrich our schools and districts. This report describes this diverse population of students, examines their academic progress and achievement, and summarizes information about key aspects of the education they receive in our state.

Why this report?

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives in ELD programs. ORS 327.016 requires ODE to include the following information in the annual report:

- English learner student demographics;
- Length of participation in ELD programs;
- Participation in special education and related services; and
- Other information identified by the ODE.

In addition, the annual report must include the following financial information:

- Allocations to each school district from the State School Fund for students enrolled in ELD programs;
- The extent to which districts expend these allocations for students enrolled in ELD programs; and
- The categories of expenditures for ELD program funding.

Each annual report looks back at the prior school year, which for this year is the 2021-22 school year. This report will be available on the ODE website, submitted to House and Senate Education Committees, and provided to district school boards. State law requires the report to be available to the public at each district's main office and on district websites.

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an ELD program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual and value their linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the

2021-22 school year². Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2021-22 school year.

Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from the reports the ODE issued in previous years. For example, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve high percentages of certain types of students (e.g., students participating in migrant education programs). Finally, this year's report provides data insights into Student Academic Outcomes in English Language Arts and Mathematics that were not available during the period impacted by the COVID-19 pandemic.

² Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

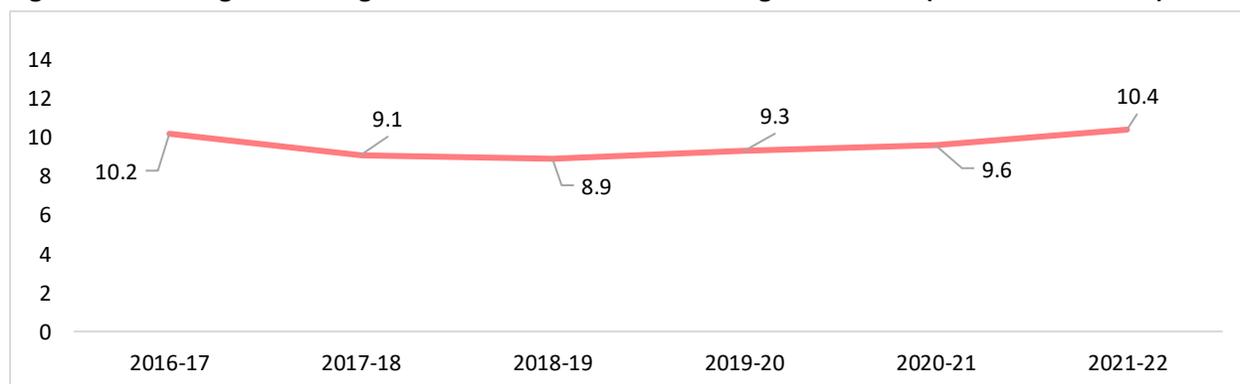
Section 1: Demographics of English Learners in Oregon in 2020-21

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2022, 546,726 students enrolled in Oregon public schools and districts. Among those students, 10.4 percent were current English learners (56,683 students), 7.8 percent were former English learners (42,770 students), and 81.8 percent were never English learners (447,273 students). Both current and former English learners were an incredibly diverse student population in 2021-22 (representing 18.2 percent of all students). These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon’s English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

Current and Former English Learners

Current English Learners are multilingual students who are learning English in an ELD program during the school year³. They receive English language instruction, supports, and services because they are to help them become proficient in English. Identification of English learners is done using a Language use Survey (LUS) as well as an English Language Proficiency Assessment (ELPA) screener. In 2021-22, 56,683 of Oregon’s 546,726 K-12 students, or 10.4 percent, were current English learners⁴ (see figure 1).

Figure 1. Percentage of all Oregon students who were current English Learners (2016-17 to 2021-22)



A smaller number of students in 2021-22 (42,770 or 7.8%) were former English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Research does suggest, however, that former English learners may still need support to develop high levels of proficiency in academic English (i.e., the language students need in order to be successful in school; see de Jong 2004; Flores, Batalova & Fix, 2012). Districts are required to monitor the academic progress for four years following an English learner exiting as proficient from the English language development program per ESSA Title III. Given its importance, during its monitoring process, ODE reviews

³ Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

⁴ The data for this portion of the report relies on student enrollments as of the first school day in May 2022.

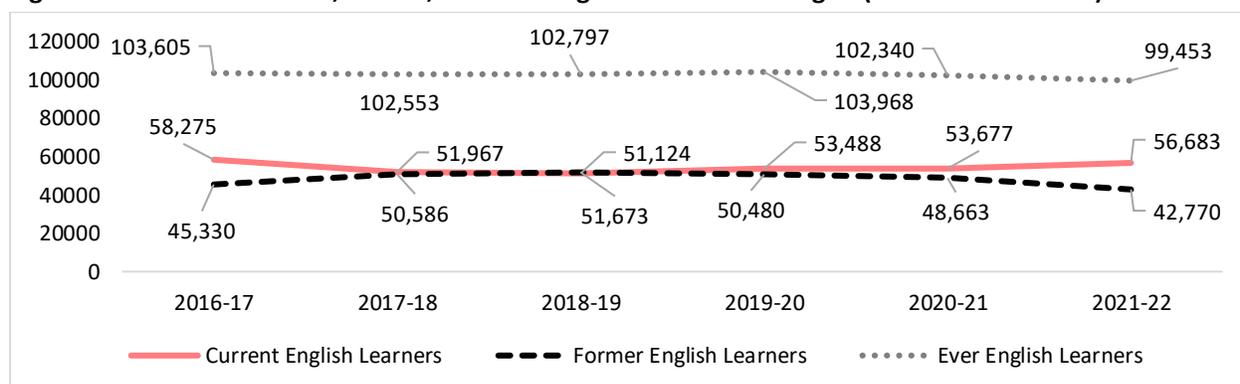
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the ways in which the districts monitor the progress of former English learners and provides them with feedback to enhance the districts' ability to support former English learners continued progress.

Comparisons between current, former, ever, and never English learners are useful to understand the experiences and outcomes of English learners over time, and to counter misperceptions about English learner achievement. Current English Learners tend to perform at lower levels while still developing English, particularly on assessments of content knowledge that are administered in English, which can negatively impact their performance. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels than their peers, including monolingual English speakers indicating the value of bilingualism (Thompson, Umansky, & Rew, 2022; Hopkins, Thompson, Linquanti, Hakuta, & August, 2013).

Oregon has had a largely stable population of approximately 100,000 English learners (former and current) over the past several years. Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last six school years. In general, it displays a slightly fluctuating population of ever English learners in Oregon, starting at 103,605 in 2016-17 and, after increasing and declining for a couple years, reaching 99,453 students in 2021-22.

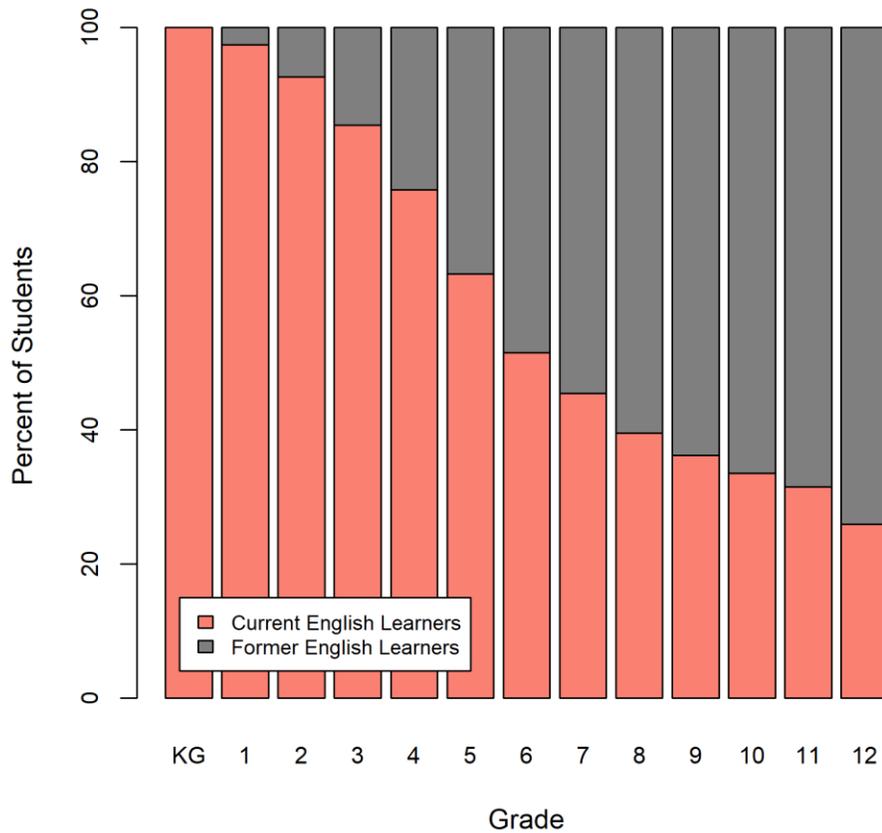
Figure 2. Number of current, former, and ever English Learners in Oregon (2016-17 to 2021-22)



The majority of current English Learners were in the elementary grades.

Although there were current English learners at every grade level, approximately two-thirds (61.1%) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 19.7%) or in high school (grades 9-12; 19.2%). Figure 3 shows the percent of current and former English learners by grade in 2021-22. As the grade level increases from kindergarten to twelfth grade, the percent of current English learners decreases as they attain English proficiency and exit their ELD programs (subsequently, this results in an increase of former English learners). For example, across the elementary grades, the percentage of elementary students who are English learners ranges from 63.2 percent to 100 percent, while in the secondary grades it ranges from 39.5 percent to 51.5 percent, and in high school it ranges from 25.9 percent to 36.2 percent.

Figure 3. Comparison of the percentage of current and former English learners by grade in 2021-22



English Learner enrollment was not uniform across Oregon districts.

Oregon has 197 school districts. In 2021-22, 146 districts provided English language instruction, supports, and services to current English learners. Over 80 districts participate in Title III funds in a consortium as these districts have fewer than 65 identified English learners and therefore do not generate the federally required \$10,000 minimum Title III sub-grant. These districts with small EL populations may experience challenges with the students being enrolled across several grade levels, may have different English language proficiency levels, or may have limited ELD teachers. The remaining districts in Oregon currently do not have any enrolled English learners.

Figure 4 shows the distribution of current English learners across Oregon districts in 2021-22. There were eight districts with more than 2,000 current English learners. Thus, in 2021-22, districts differed in terms of both the number of current English learners and/or the percentage of their student population who received English language instruction, supports, and services.

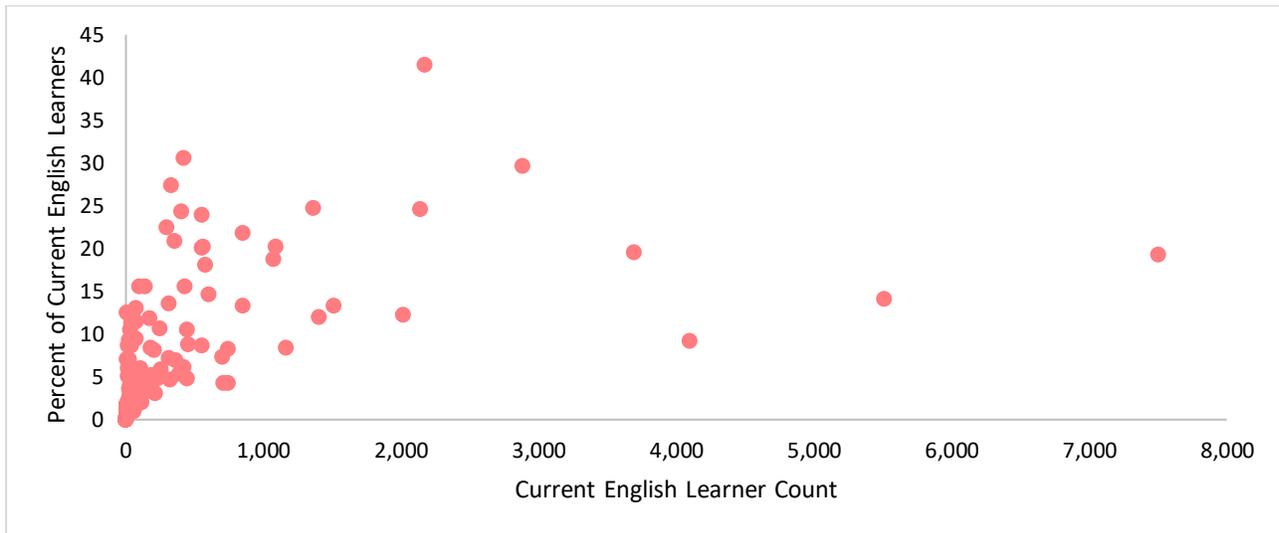
Statewide, about a quarter of Oregon districts (n = 46) provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be independently eligible for specific improvement efforts under state and federal

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accountability initiatives. However, such districts can always form or join a consortium of districts to become eligible for the improvement efforts under state and federal accountability initiatives.

A sizable proportion of Oregon districts did not have any current English learner enrollments in 2021-22. The 47 districts not currently serving English learners tended to be small in overall population (median 142 students).

Figure 4. Comparison of the number and percentage of current English learners by district in 2021-22



This variation across districts is also evident in table 1, which shows the ten districts with the highest numbers of current English learners.

Table 1. Districts with the highest number of current English learners in 2021-22

District Name	Number of Current English Learners
Salem-Keizer SD	7,499
Beaverton SD	5,510
Portland SD	4,100
Hillsboro SD	3,693
Reynolds SD	2,878
Woodburn SD	2,173
David Douglas SD	2,140
North Clackamas SD	2,012
Gresham-Barlow SD	1,505
Tigard-Tualatin SD	1,404

In addition, table 2 shows the 10 districts with the highest percentage of current English learners. Note that Woodburn and Reynolds appear on both lists.

Table 2. Districts with the highest percentage of current English learners in 2021-22

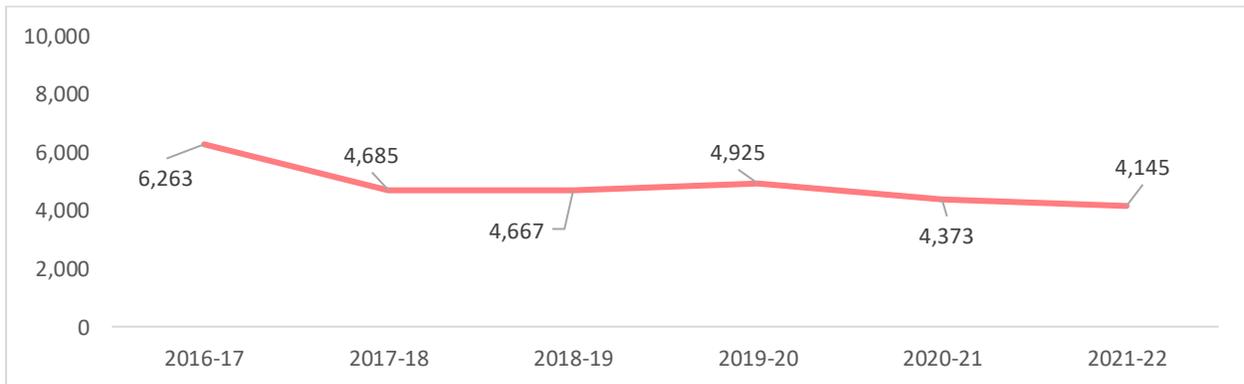
District Name	Percentage of Current English Learners
Woodburn SD	41.5%
Umatilla SD	30.7%
Reynolds SD	29.7%
Nyssa SD	27.5%
Centennial SD	24.8%
David Douglas SD	24.6%
Milton-Freewater Unified SD	24.4%
Morrow SD	24.0%
Gervais SD	22.5%
Hood River County SD	21.8%

The number of recent arrivers declined in 2021-22.

The term recent arrivers refers to students who were born outside of the U.S. and Puerto Rico, and who have been educated in the U.S. for fewer than three cumulative years (i.e., these students are recent immigrants). They can be current, former, or never English learners; however, the majority are current English learners.

In 2021-22, 4,145 current English learners were recent arrivers. This number represents the smallest count of recent arrivers over the last six years and continues the reduction (likely due to the COVID pandemic) from 2019-20 (4,925; see figure 5).

Figure 5. Number of current English learners who were recent arrivers in Oregon (2016-17 to 2021-22)



Most recent arrivers (60.1%) were in the elementary grades, while 16.5 percent were in grades 6-8 and 22.4 percent were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they have to learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short &

Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2021-22 was 1,614. Not all districts provided English language instruction, support, and services to adolescent newcomers; however, five Oregon districts with the largest population of such students in 2021-22 are shown in Table 3.

Table 3. Districts with the largest population of adolescent newcomers in 2021-22

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton SD 48J	254
Salem-Keizer SD 24J	166
Reynolds SD 7	120
David Douglas SD 40	100
Portland SD 1J	83

In 2021-22, districts reported 795 current English learners had experienced interruptions in their education.

Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a time. These students are known as students with limited or interrupted formal education (often abbreviated as SIFE or SLIFE). Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

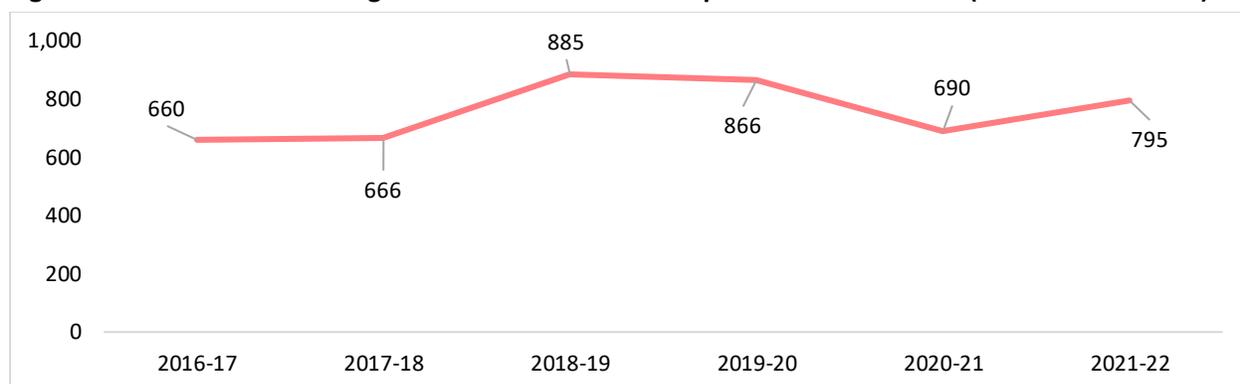
- a. Have at least two fewer years of schooling than their peers of the same age,
- b. Function at least two years below grade level expectations in reading and mathematics, and
- c. Are preliterate in their native language.⁵

SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including never English learner peers, is a factor that appears to improve academic outcomes (Browder, 2014).

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2021-22 school year, districts reported 795 current English learners with limited or interrupted formal education (about 1.4 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2016-17 to 2019-20 but decreased in 2020-21 and once again increased in 2021-22.

⁵ See [ESEA Title III English Learner Definitions](#) for more details.

Figure 6. Number of current English learners with an interrupted formal education (2016-17 to 2021-22)



Most students with limited or interrupted formal education were in high school (60.8%). Another 27.7 percent were in the middle school grades (grades 6-8), and only 11.6 percent were in the elementary grades.

In 2021-22, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Eight districts in Oregon, identified in table 4, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2021-22. These eight districts alone enrolled 81 percent of all SLIFE students in Oregon. Note that three of the eight districts serving many adolescent newcomers (see table 3) also enroll a significant numbers of current English learners with interrupted formal education (i.e., Portland, Beaverton, and Reynolds).

Table 4. Districts serving at least 20 current English learners with interrupted formal education in 2021-22

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	235
Hermiston SD 8	106
Portland SD 1J	81
Beaverton SD 48J	70
Reynolds SD 7	56
Woodburn SD 103	45
Morrow SD 1	30
South Lane SD 45J3	21

Current English learners across the state spoke 199 unique home languages.

Statewide, current English learners spoke about 199 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 76.3 percent of all current English learners. The four next most common languages were Russian, Vietnamese, Chinese, and Arabic. Taken together, these top five languages represent 84.7 percent of home languages among current English learners (see table 5). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been increasing.

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In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages; many of which were Mesoamerican languages such as Mam, Q'anjobal, and K'iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2021-22, districts reported an unidentified home language for 1,348 students, suggesting a need for more training and support in this area.

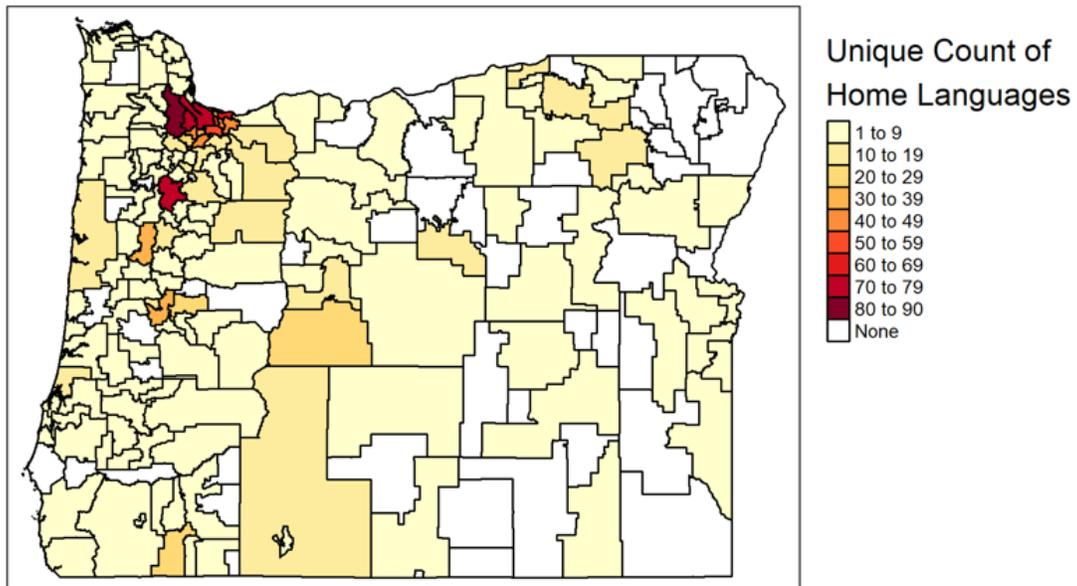
Table 5. Most prevalent home languages among current English learners in 2021-22

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	43,419	76.6%
Russian	1,345	2.37%
Vietnamese	1,251	2.21%
Chinese	1,200	2.12%
Arabic	830	1.46%
Chuukese	688	1.21%
Somali	600	1.06%
English ⁶	561	0.99%
Ukrainian	417	0.74%
Japanese	367	0.65%
Marshallese	352	0.62%
Korean	269	0.47%

Home languages other than Spanish tend to concentrate in a few districts. Figure 6 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

⁶ All 561 current English Learners with English as the home language were American Indian/Alaska Native students.

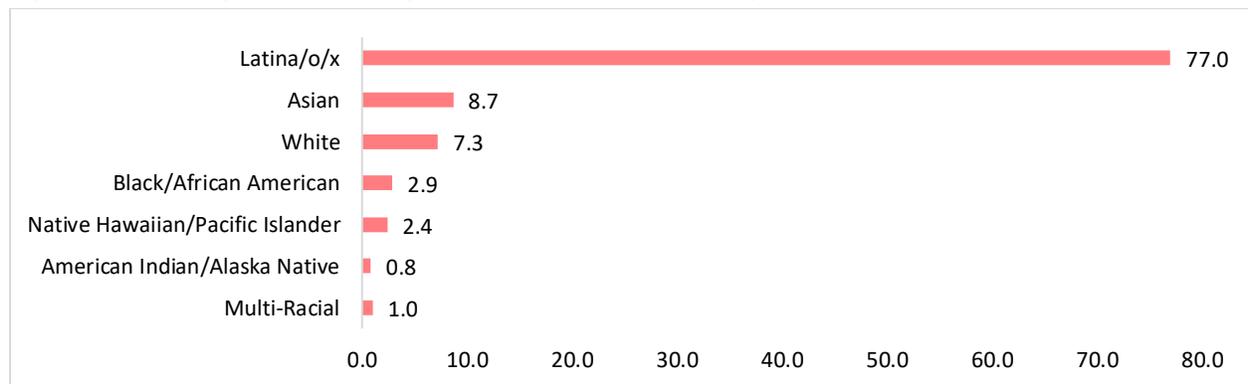
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2021-22



The vast majority of current English learners were Latina/o/x.

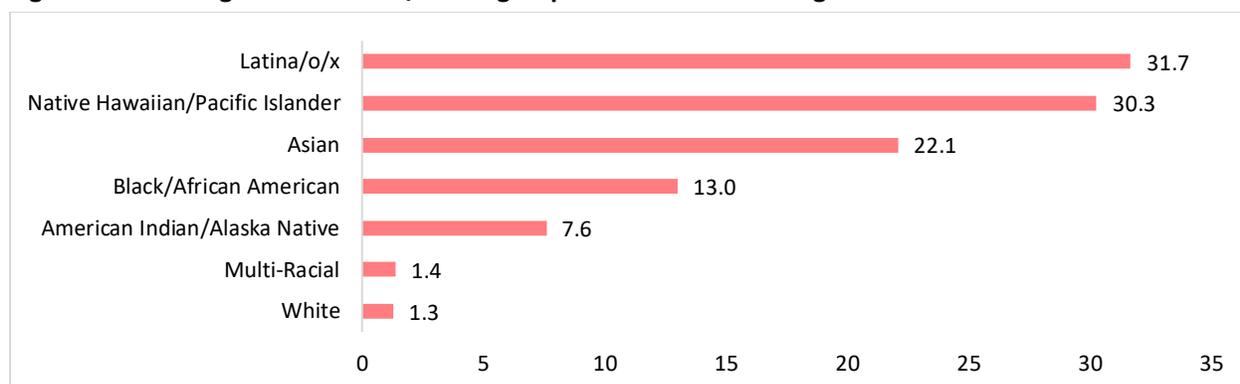
Of the 56,683 current English learners in Oregon during the 2021-22 school year, 43,629 (77%) were Latina/o/x. About 7.3 percent were White and 8.6 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

Figure 8. Percentage of current English learners by race/ethnicity in 2021-22



It is important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to figure 9, only 31.7 percent of Latina/o/x students were current English learners in 2021-22. Moreover, 30.3 percent of Native Hawaiian/Pacific Islander students were current English learners.

Figure 9. Percentage of each racial/ethnic group who were current English learners in 2021-22



Section 2: Participation in Targeted Programs

Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include free or reduced price meals, special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2021-22 school year.

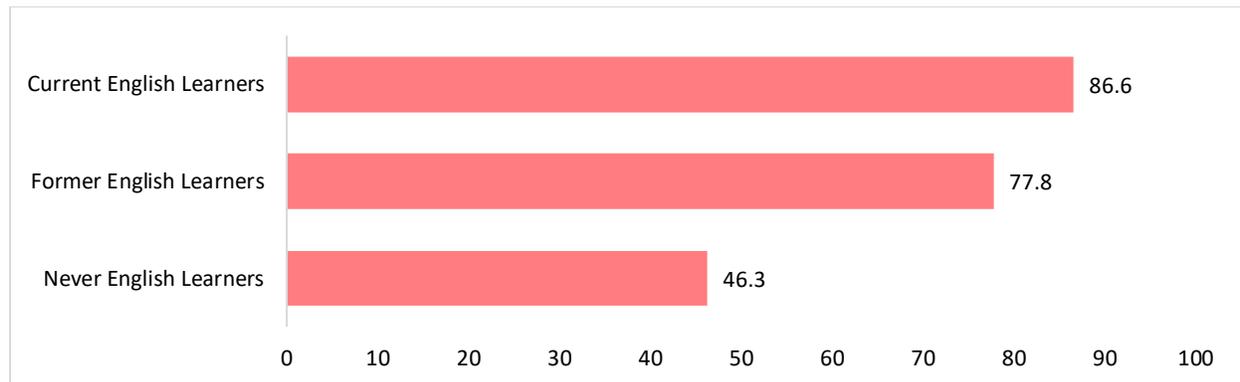
Free or Reduced Price Meals

Students who come from low-income families (those earning below 185 percent of the federal poverty line) are eligible for free or reduced price meals. The percentage of students receiving free or reduced price meals is an estimate of the level of poverty or economic disadvantage in a school. It is an imprecise measure, since some eligible students and families never apply to the program; however, it provides the best data currently available to compare poverty and economic disadvantage levels across schools and districts.

However, as mentioned in the statewide annual report card (2022), “due to COVID-19, USDA issued a suite of waivers for the School Nutrition Program for the 2020-21 and 2021-22 school years that allowed meals to be served at no cost to all children and eliminated the need for schools to collect Free and Reduced Price Lunch eligibility data. Therefore, there is no accurate eligibility data available for 2021-22” (p. 54).

As a reminder, however, the latest data prior to the COVID-19 pandemic (2019-20) are provided in figure 10. According to the figure, current and former English learners were much more likely than never English learners to be eligible for free or reduced price meals. This suggested that households for current and former English learners were more likely to experience poverty and economic disadvantage. Overall, 86.6 percent of current English learners came from economically disadvantaged households.

Figure 10. Percentage of current, former, and never English learners receiving free or reduced price meals in 2019-20



Special Education

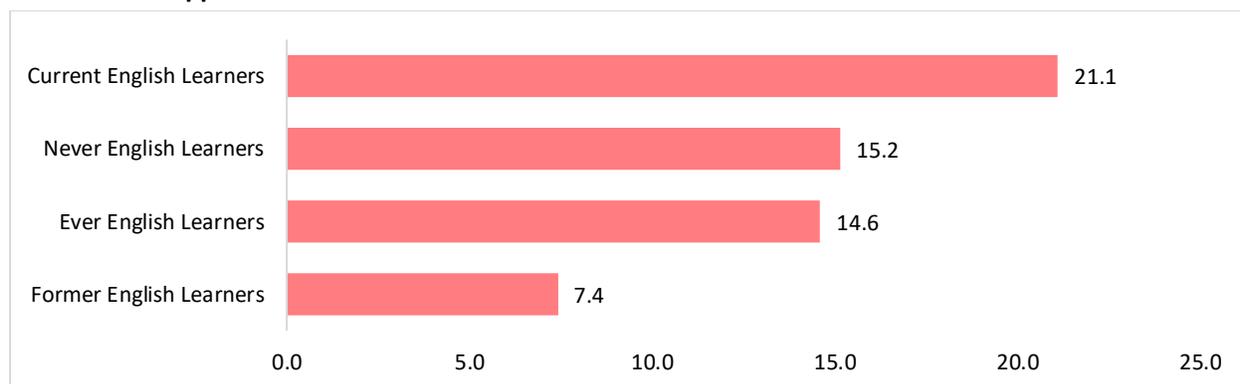
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

There is concern in the field about the difficulty of accurately identifying current English learners who need special education services and supports. Schools may incorrectly identify current English learners as having a learning disability when, in fact, it is their developing English proficiency that adversely influences their educational progress. On the other hand, some schools may overlook genuine disabilities, assuming that current English learners just need more time to learn English. Both identification challenges are prevalent not only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007; Umansky, Thompson, & Díaz, 2017).

Ever English learners and never English learners received special education services and supports at about the same rate.

As figure 11 illustrates, a far higher rate of current English learners (21.1%) received special education services and supports as compared to former (7.4%) and never English learners (15.2%). However, the percentage of ever English learners (the combination of current and former English learners) receiving services and supports is very similar to that for never English learners.

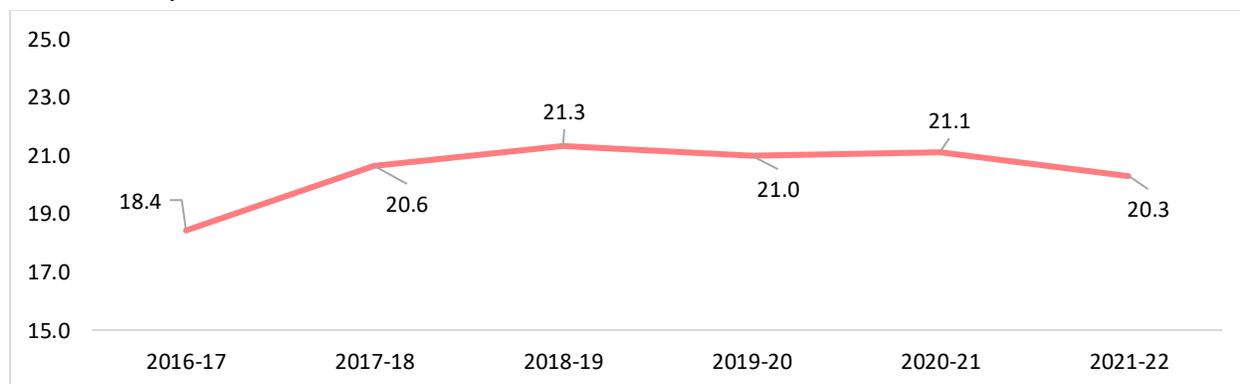
Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2021-22



The percentage of current English learners receiving special education remained consistent in 2021-22.

In 2021-22, 11,508 current English learners (20.3%) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2021-22 represents a slight decrease from the year before, when 21.1 percent of current English learners received special education services and supports (see figure 12).

Figure 12. Percentage of current English learners receiving special education services and supports (2016-17 to 2021-22)



Most English learners with a disability in 2021-22 had a specific learning disability (3,590 students) or a speech or communication disorder (2,992 students) as their primary disability.⁷ Other primary disabilities, in order of frequency in 2021-22, included other health impairments, autism, intellectual disability, emotional behavior disability, deaf or hard of hearing, orthopedic impairment, visual impairments including blindness, traumatic brain injury, and deaf-blindness.

⁷ A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, or a language or voice impairment that adversely affects a students’ learning or educational performance.

Migrant Education

Some English learners also participate in migrant education programs. Students are eligible for migrant education programs if students aged 3-21 can qualify for the Title 1-C program, or/and if they or their parents are engaging in qualifying agricultural or fishing work, and they have moved within the past 36 months to obtain or seek this type of work. Many migrant children experienced poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intent of migrant education programs is to ensure that migrant children receive the support that addresses their unique situations and are able to receive supports necessary to succeed academically.

9 percent of current English learners were eligible for Title 1-C Migrant Education Programs services in 2021-22.

Oregon has one of the largest migratory student populations nationally. Across the state in the 2021-22, 5,114 current English learners participated in migrant education programs. That number translates to 9.0 percent of all current English learners. It also means that more than half (51.4 percent) of the 9,947 students in migrant education programs were current English Learners in 2021-22. Moreover, 37.4 percent of students in migrant education programs in 2021-22 were former English learners. This also implies that 88.8 percent of the 9,947 students who received services from migrant education programs were ever English learners.⁸

Approximately 97 districts received federal funds in the 2021-22 school year to support their migrant education programs. Districts that did not receive federal funding in 2021-22 did not have eligible students enrolled in their schools and programs. Ten districts with the largest population of English learners participating in their migrant education program in 2021-22 (see table 6).

Table 6. Districts with the largest number of English learners participating in migrant education programs in 2021-22

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer SD 24J	513	Klamath County SD	164
Woodburn SD 103	426	Hood River County SD	149
Hillsboro SD 1J	386	Phoenix-Talent SD 4	145
Medford SD 549C	360	Eagle Point SD 9	142
Forest Grove SD 15	280	Beaverton SD 48J	138

Talented and Gifted

The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas. State law requires districts to develop a plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential (OAR 581-022-2500).

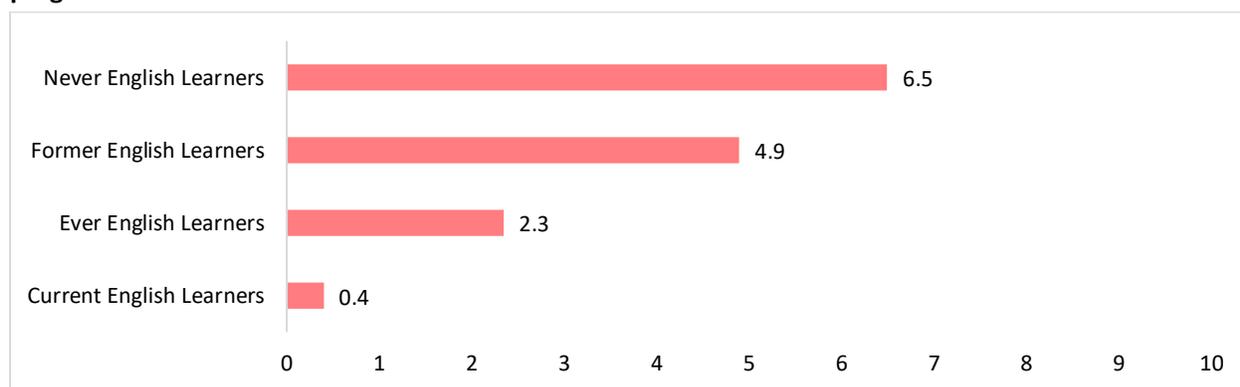
⁸ The data for this portion of the report relies on student enrollments as of the first school day in May 2022.

Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively at school and have high levels of absenteeism. Recent findings from the ODE suggest that approximately 10 percent of TAG students drop out of high school (Allen, 2016).

Current English Learners were rarely identified for TAG Programs.

According to figure 13, 6.5 percent of never English learners (29,092 students) were eligible for TAG programs in 2021-22. While 4.9 percent of former English learners were eligible (2,107 students) and 5.3 percent of ever English learners were eligible (2,336 students), less than 1 percent (0.4%) of current English learners were eligible for TAG programs in 2021-22 (229 students). Never English learners were over 16.2 times more likely to be eligible for TAG programs than current English learners in 2021-22.

Figure 13. Percentage of current, former, ever, and never English learners who participated in a TAG program in 2021-22



Section 3: Language Development and Academic Outcomes for English Learners

Students who are current English learners have to develop proficiency in English. In addition and at the same time, they must learn all the same academic content as other students in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English learners (with comparisons to former, ever, and never English learners).

Progress towards English Language Proficiency

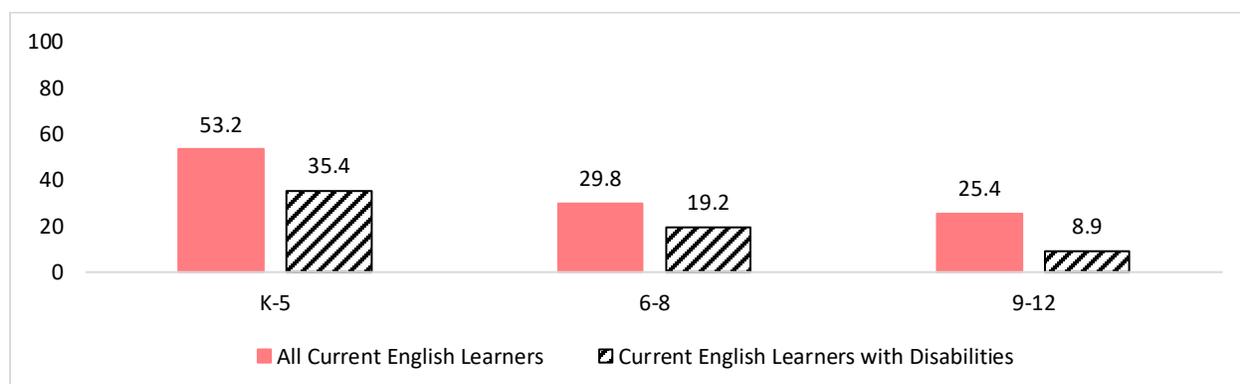
Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student's proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four ELPA domains are ready to exit the ELD program. Since 2017-18, the ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Current English learners are on track if their current ELPA domain performance meets or exceeds trajectory expectations given (1) initial ELPA domain performance, (2) years identified as a current English learner, and (3) disability and/or an interrupted formal education status. These expectations are in line with trajectory expectations indicated by research on English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson Cimpian, Thompson, &

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Umansky, 2016; Umansky & Reardon, 2014), as well as SIFE, and dual-identified English learners (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky & Reardon, 2014). Interested readers are also referred to the Oregon’s ESSA Consolidated State Plan (2017) for Oregon’s trajectory expectations (pp. 43-44).

According to figure 14, as the grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 53.2 percent in elementary school grades to 25.4 percent in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 35.4 percent in elementary school grades to 8.9 percent in high school grades. To some extent, the decrease in the percentage of current English learners on track to attain English language proficiency from elementary to high school grades is not a surprise due to the annual exiting of current English learners. This has a considerable impact on the composition of current English learners across grade levels. Thus, inferences and comparisons across grade levels and between groups of current English learners (e.g., those with and without disabilities) must use caution.

Figure 14. Percentage of all current English learners and current English learners with disabilities on track to attain English language proficiency by elementary (K-5), middle (6-8), and high school grades (9-12) in 2021-22



Long-term current English learners made up 21.2 percent of all current English learners.

Parents and communities have concerns about the ability of Oregon’s schools and districts to ensure current English learners attain English language proficiency and exit an ELD program within an appropriate amount of time. Current English learners who are unable to meet proficiency expectations after a period of time are known as long-term current English Learners. The ODE defines a long-term current English learner as a student who receives English language instruction, supports, and services in an ELD program for more than seven years.

In 2021-22, most current English learners (78.8%) were not long-term current English learners; however, this means that 21.2 percent of current English learners received English language instruction, supports, and services for more than seven years. This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009; Danahy Ebert & Reilly, 2022). An important point to consider is the ability of Oregon’s schools and districts to meet the needs of

current English learners. This is particularly salient given that 39.8 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years in 2021-22.

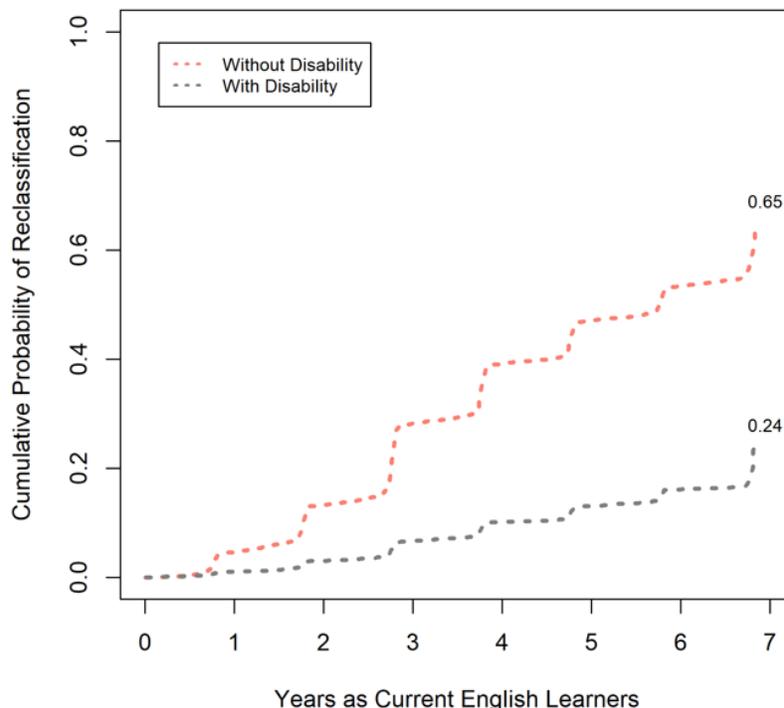
Approximately 24 percent of current English learners receiving special education services and supports developed English language proficiency in six years.

It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2021-22 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2022 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2022).

Figure 15 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2015, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after six years is 0.65 (or, after multiplying by 100, 65%). That is, 65 percent of the current English learners without disabilities attained English language proficiency and exited an ELD program within six years. On the other hand, only 24 percent of current English learners with disabilities attained English language proficiency and exited an ELD program with six years. Succinctly put, ELs without a disability are, on average, over twice as much likely to exit the EL program within six years than their EL peers with a disability.

Figure 15. Probability of reclassification for current English learners with and without disabilities within six years (July 1, 2016 to June 30, 2022)



Student Academic Outcomes in English Language Arts and Mathematics

Each year, all Oregon students in grades 3-8 and 11 take state assessments in English language arts and mathematics. These assessments, offered in English, may be especially challenging for ELs who are still developing proficiency. For both subjects, a performance level of three or higher meets the state standards.

Former ELs performed similarly or slightly below never ELs in English language arts, while few current ELs met or exceeded state standards.

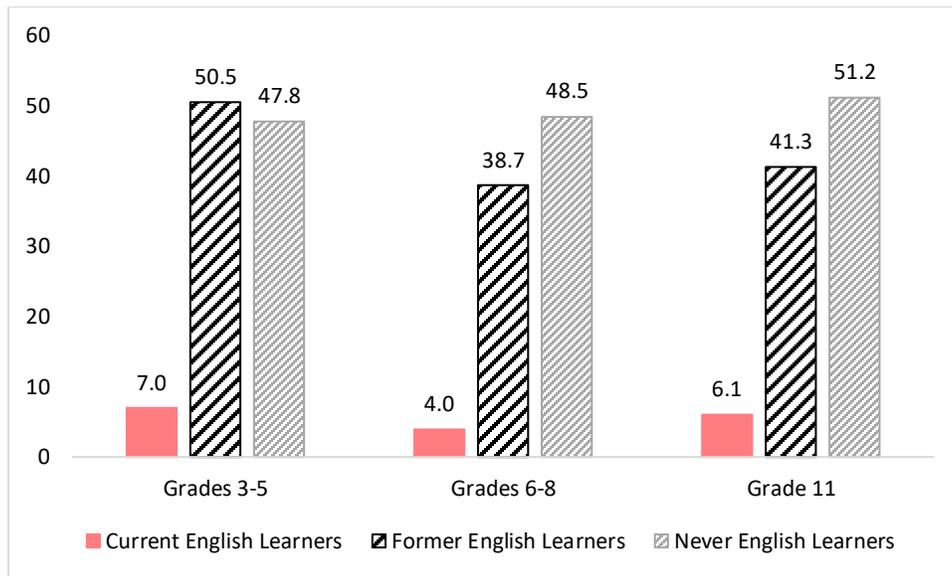
At the elementary level (grade 3-5), 7.0 percent of current ELs met or exceeded state standards in English language arts. In contrast, 50.5 percent of former ELs in elementary hit this benchmark. This was close to the percentage of never ELs meeting or exceeding standards, 47.8 percent. In fact in many districts (74), a higher percentage of former ELs, compared to never ELs, met benchmark in elementary English language arts.

At the middle school level (grades 6-8), 4.0 percent of current ELs met or exceeded state standards in English language arts. Additionally, 38.7 percent of former ELs and 48.5 percent of never ELs met or exceeded standards. In 39 districts, a higher percentage of former ELs, compared to never ELs, met benchmark.

Among high school students (grade 11), 6.1 percent of current ELs, 41.3 percent for former ELs, and 51.2 percent of never ELs met or exceeded state standards. At the high school level, there were 39 districts⁹ in which a higher percentage of former ELs than never ELs met the benchmark in English language arts.

⁹ These districts include: Baker SD, Gladstone SD, Astoria SD, Coquille SD, Bandon SD, Elkton SD, City SD, Phoenix-Talent SD, Ashland SD, Central Point SD, Eagle Point SD, Culver SD, Baker SD, Gladstone SD, Astoria SD, Coquille SD, Bandon SD, Elkton SD, Prairie City SD, Phoenix-Talent SD, Ashland SD, Central Point SD, Eagle Point SD, Culver SD, Three Rivers/Josephine County SD, Klamath, Falls City Schools, Klamath County SD, Fern Ridge SD, Creswell SD, Bethel SD, Siuslaw SD, Harrisburg SD, Scio SD, Santiam Canyon SD, Adrian SD, Vale SD, Gervais SD, Jefferson SD, Parkrose SD, Reynolds SD, Centennial SD, David Douglas SD, Dallas SD Milton-Freewater Unified SD, Stanfield SD, Powder SD, Gaston SD, Mitchell SD, Sheridan SD, Knappa SD, Ione SD.

Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2021-22¹⁰



In math, former ELs performed below never ELs, especially in middle and high school, while less than 10 percent of current EL met or exceeded state standards.

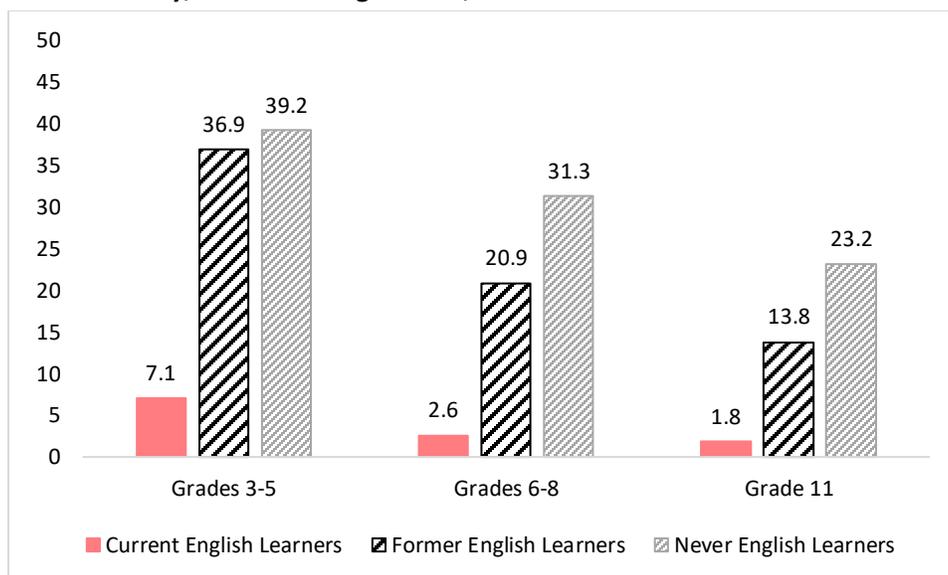
At the elementary level, 7.1 percent of current ELs met or exceeded standards in math (Figure 17). In addition, 36.9 percent of former ELs met or exceeded standards in math. The percentage of never ELs meeting or exceeding standards was somewhat higher, 39.2 percent.

Among middle school students, 2.6 percent of current ELs met or exceeded standards in math, compared to 20.9.2 percent of former ELs and 31.3 percent of never ELs.

Among students in grade 11, 1.8 percent of current ELs, 13.8 percent of former ELs, and 23.2 percent of never ELs met or exceeded standards in math. At all levels and among all groups, fewer students met or exceeded standards in math than in English language arts.

¹⁰ In this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

Figure 17. Percentage of current, former and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2021-22¹¹



Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

This section of the report examines several important outcomes for English learners. These are attendance, ninth grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy, and postsecondary enrollment.

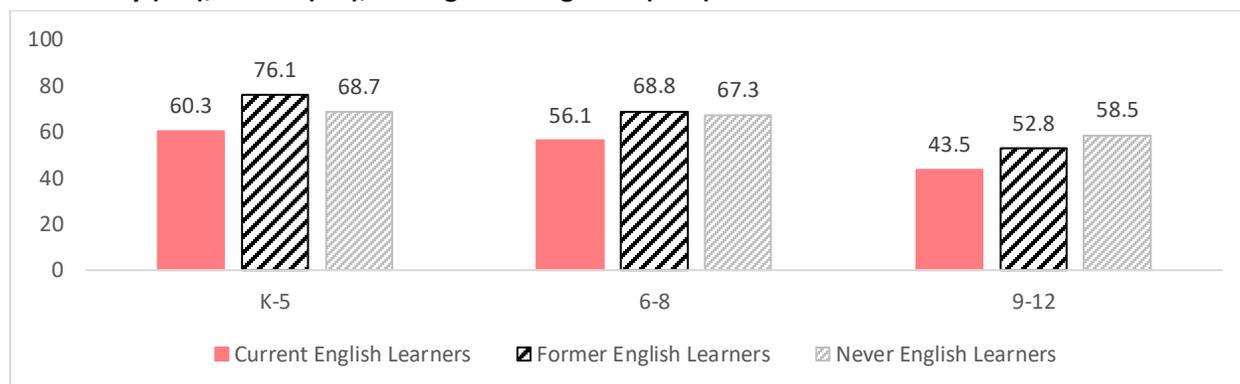
Regular Attendance

In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students’ grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students exhibit “regular attendance” at school if they attend more than 90 percent of school days during the school year.

Among elementary grades in 2021-22, former and never English learners have the highest levels of regular attendance (see figure 18). Current English learners, on the other hand, have lower rates of regular attendance in elementary, middle, and high school grades. In fact, regular attendance rates decline considerably for current, former, and never English learners in middle and high school grades (with current and former English learners declining by approximately 17 and 23 percentage points between elementary and high school grades).

¹¹ Also in this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing.

Figure 18. Percentage of current, former, and never English learners regularly attending school by elementary (K-5), middle (6-8), and high school grades (9-12) in 2021-22



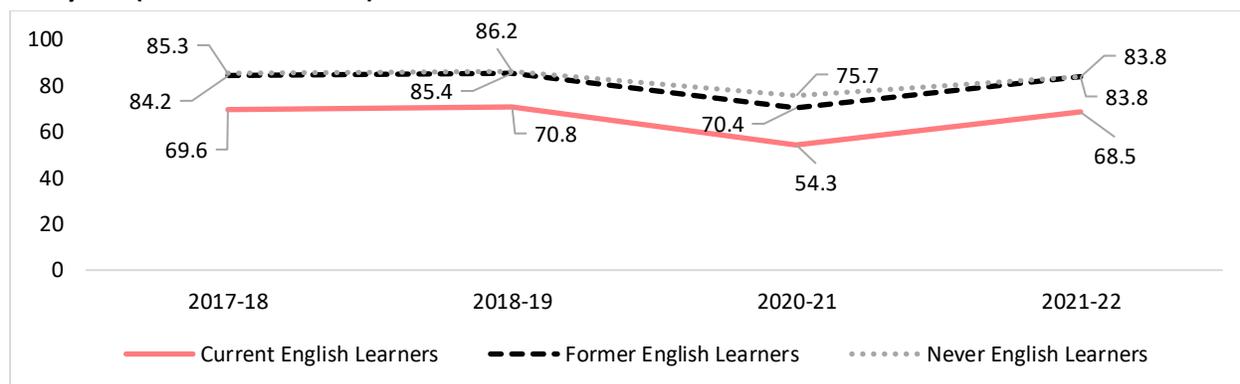
On Track to Graduate

Around the country, states and districts track whether students in the 9th grade are on track to graduate within four years. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. In Oregon, students in the 9th grade are on track to graduate if they earn at least six credits or 25 percent of the credits their district requires for graduation. However, one should note that ODE’s data is limited to the number of credits earned and not the specific courses credits earned. From 2016-17 to 2021-22, a higher percentage of former and never English learners were on-track to graduate compared to current English learners.¹²

According to figure 19, former and never English learners in 9th grade are on track to graduate at substantially higher percentages than current English learners from 2017-18 to 2021-22. Former and never English learners have very similar percentages. Their gap shrinks from 1.1 percentage points in 2017-18 to 0.8 percentage points in 2018-19. Indeed, the gap between former and never English learners completely closes in 2021-22. From 2017-18 to 2018-19, current, former, and never English learners exhibited some improvement in the percentage of students on-track to graduate. Current English learners’ rates improves by 1.2 percentage points. Despite a considerable decline in 2020-21 due to the impact of the COVID-19 pandemic, all three groups of students experience a sizeable improvement in 2021-22 with the current and former English learners increasing by 14.2 and 13.4 percentage points since 2020-21. It must be noted also that as part of Senate Bill 744 passed in 2021, these students were not required to demonstrate proficiency for three of the nine essential skills as one of their non-credit graduation requirements.

¹² Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon’s response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

Figure 19. Percentage of 9th grade current, former, and never English learners on track to graduate within four years (2017-18 to 2021-22)



Four-Year Graduation

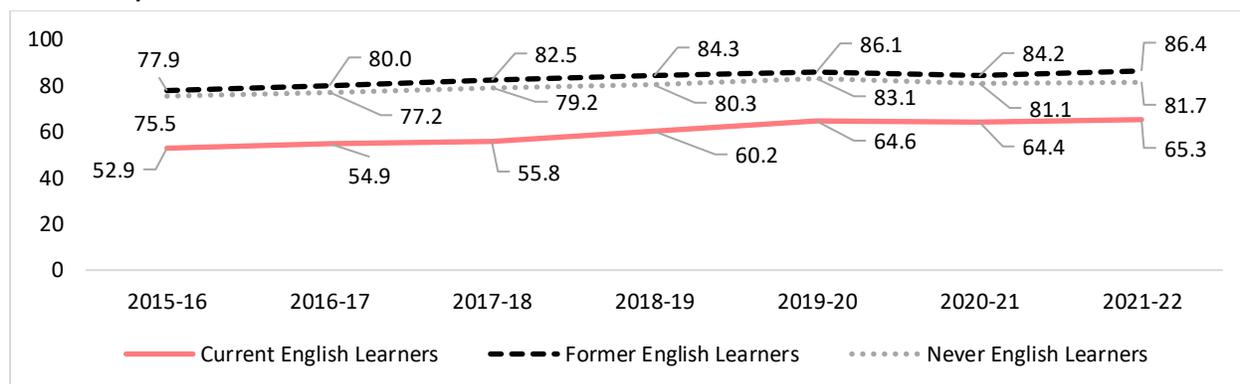
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.

According to figure 20, former and never English learners graduate in four years at relatively similar rates; however, although similar, the rate for former English learners was higher from 2015-16 to 2021-22. Indeed, consistently since years 2015-16, the four-year graduation rate for former English learners was higher than the rate for never English learners.

Current English learners, on the other hand, graduated in four years at lower rates than former and never English learners; however, it is important to note that the four-year graduation rate for current English learners has grown considerably from 2015-16 to 2021-22 (an increase of 12.4 percentage points).

Figure 20. Percentage of current, former, and never English learners graduating within four years (2015-16 to 2021-22).



Current English learners graduating in four years were over 2.7 times more likely to receive a modified diploma

Modified diplomas are designed for students who meet certain criteria listed in OAR 581-022-2010. Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among the current English learners who graduated in four years in 2021-22 (i.e., 1,841 students), 202 students (11%) received a modified diploma (see table 7). By contrast, among the former English learners that graduated in 4 years in 2021-22 (i.e., 5,435 students), 117 students (2.2%) received a modified diploma. Finally, among the never English learners who graduated in four years in 2021-22 (i.e., 30,535 students), 1,216 students (4%) received a modified diploma.

In addition, among the students that graduated in four years in 2021-22, current English learners were more than 2.7 times (11 percent ÷ 4%) more likely to receive a modified diploma compared to that for never English learners. Indeed, this ratio increases to 3.4 times (15.4 percent ÷ 4.5%) for cohorts that graduated in five years.

Table 7. Percentage of students receiving regular vs. modified diplomas

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	11%	15.4%
Former English Learners (Modified)	2.2%	2.7%
Never English Learners (Modified)	4.0%	4.5%
Current English Learners (Regular)	89.0%	84.6%
Former English Learners (Regular)	97.8%	97.3%
Never English Learners (Regular)	96.0%	95.5%

Oregon State Seal of Biliteracy

The Seal of Biliteracy offers recognition of the many cognitive, academic, and economic benefits of bilingualism. Students can earn a Seal of Biliteracy on their diplomas if they meet the following requirements:

- Meet all graduation requirements, and

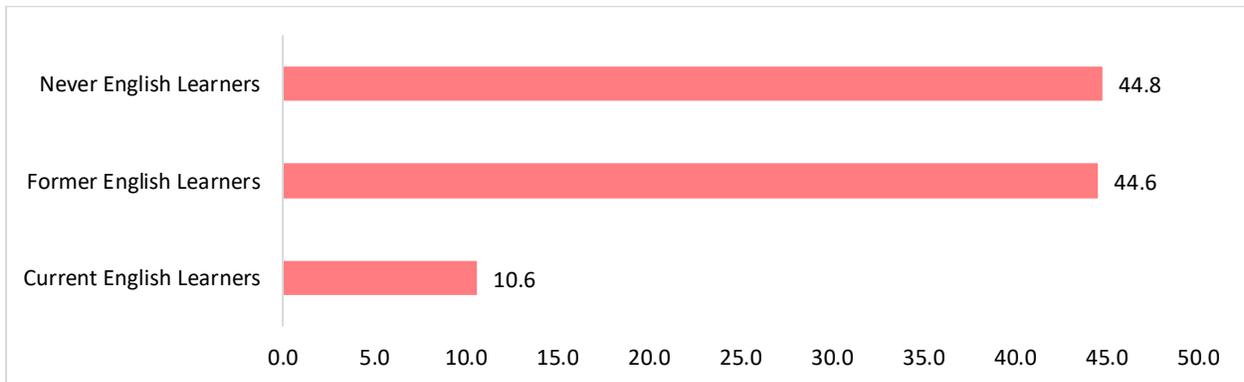
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

The data for this section rely on students who graduated in 2021-22 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners¹³ who earned the Seal of Biliteracy in 2021-22.

The majority of students who earned the Seal of Biliteracy in 2021-22 were ever English learners and never English learners who are native speakers of languages in addition to English.

Of the 37,814 students who graduated in 2021-22, 2,078 students (about 5.5%) also earned the Seal of Biliteracy. Among those 2,078 students, 44.8 percent were never English learners, 44.6 percent were former English learners, and 10.6 percent were current English learners (see figure 21). In other words, 55.2 percent of those who earned the Seal of Biliteracy were ever English learners. Note that the majority of students who earn the Seal of Biliteracy are (1) ever English learners and (2) never English learners who are native speakers of languages in addition to English.

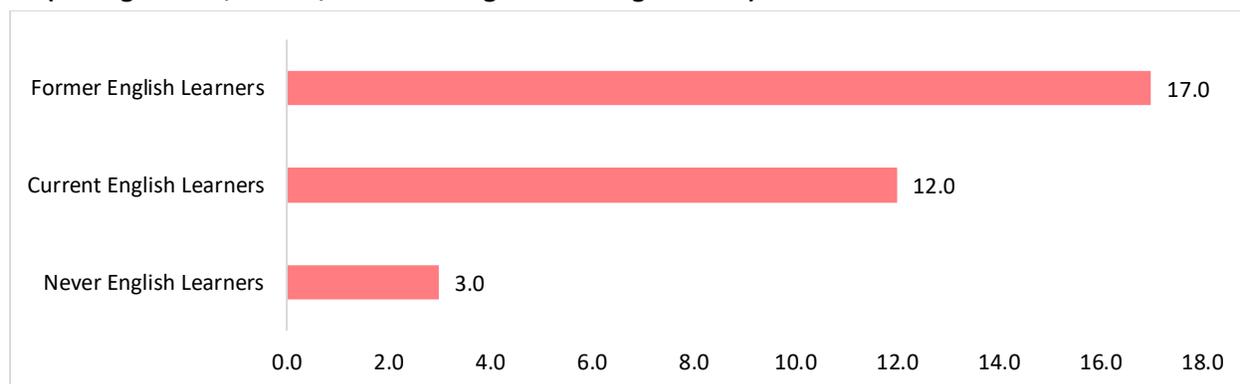
Figure 21. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2021-22 (among all students who earned the Seal of Biliteracy)



According to figure 22, among former English learners who graduated in 2021-22, 17 percent earned the Seal of Biliteracy. Moreover, 12 percent of current English learner graduates earned the Seal of Biliteracy in 2021-22. This means that, among ever English learners who graduated in 2021-22, 29 percent also earned the Seal of Biliteracy.

¹³ For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Figure 22. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2021-22 (among current, former, and never English learner graduates)



Students earned the Seal of Biliteracy for their knowledge of 20 different partner languages; however, Spanish was the most common partner language.

More than three-quarters of students earning the Seal of Biliteracy (78.2%) had Spanish as their partner language. The next three partner languages, in order of the number of students, were French, Chinese, and Korean, all with 50 or more students earning the Seal of Biliteracy in that language. Spanish, Chinese, Korean, and Russian were the partner languages with the most current and former English learners earning the Seal of Biliteracy. On the other hand, the top three partner languages among never English learners who earned the Seal of Biliteracy in 2021-22 were Spanish, French, Japanese, and Chinese.

Nine districts had 50 or more students earning the Seal of Biliteracy.

In 2021-22, nine districts had 50 or more students earning the Seal of Biliteracy (see table 7). Moreover, among Woodburn’s students who graduated in 2021-22, 53.6 percent earned the Seal of Biliteracy. Three other districts in 2021-22 had 10 percent or more of their high school graduates earning the Seal of Biliteracy.

Table 7. Districts with 50 or more students earning the Seal of Biliteracy in 2021-22¹⁴

District	Number of Students	District	Number of Students
Portland SD 1J	344	Corvallis SD 509J	91
Beaverton SD 48J	330	North Clackamas SD 12	81
Salem-Keizer SD 24J	193	Hillsboro SD 1J	79
Woodburn SD 103	156	West Linn-Wilsonville SD 3J	68
Eugene SD 4J	93		

Postsecondary Enrollment

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in postsecondary education institutions in Oregon and across the U.S. (e.g., public and private, 2-year and 4-

¹⁴ Note that the counts in this table reflect students who graduated in 2021-22 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy. There were students who earned the Seal of Biliteracy in 2021-22 but were part of the five-year cohort or another cohort.

year, etc.). A postsecondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute in their community, and greater life satisfaction. The data for this measure uses students who graduated in 2018-19 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations.¹⁵ Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners¹⁶ who enrolled in a postsecondary education institution within 16 months after graduation.

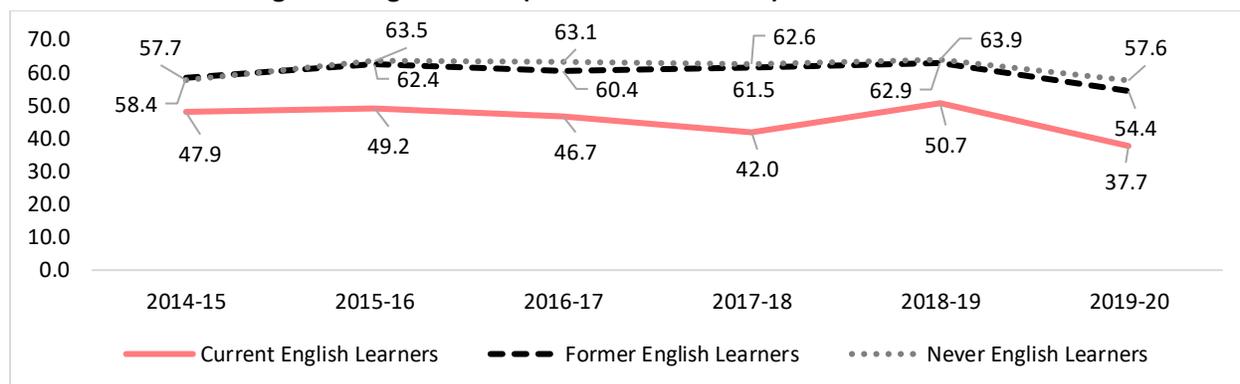
Never English learners were more likely to enroll in postsecondary education institutions than current English learners; however, former English learners had comparable postsecondary enrollment rates as never English learners.

Figure 23 shows the postsecondary enrollment rates by graduation year for three groups of Oregon students. The postsecondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 57.7 to 57.6 percent from 2014-15 to 2019-20. The salmon line displays the same information for students who were current English Learners. Current English learners enrolled in postsecondary institutions at substantially lower rates than never and former English learners. The postsecondary enrollment rates for current English learners annually increased from 47.9 percent in 2014-15 to 49.2 percent in 2015-16; however, they decreased in both 2016-17 and 2018-19 to levels similar to 2014-15. The black dashed line shows the postsecondary enrollment rates for former English learners. The postsecondary enrollment rates for former English learners increased from 58.4 percent in 2014-15 to 62.4 percent in 2015-16. Moreover, since 2015-16, former English learners had postsecondary enrollment rates that were reasonably comparable to never English learners.

¹⁵ Post-secondary enrollment data for current, former, and never English learners who graduated from high school in 2019-20 were unavailable as of the publication of this report.

¹⁶ For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Figure 23. Percentage of current, former, and never English learners enrolling in postsecondary institutions within 16 months of high school graduation (2014-15 to 2019-20¹⁷)



Section 5: State Revenues and Expenditures for Current English Learners

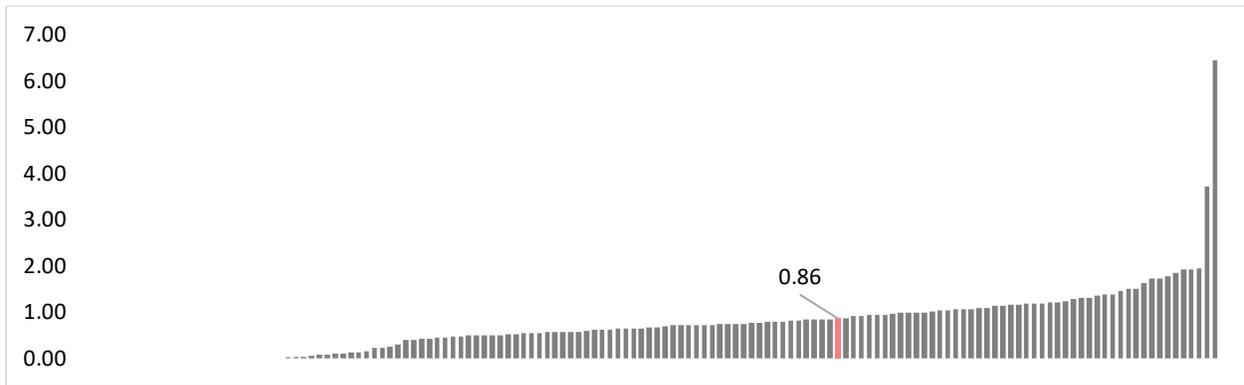
Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2021-22 was \$9,167.¹⁸ In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is $0.5 \times \$9,167$ or \$4,584 per current English learner. Altogether, the state allocated \$228,013,853 for these additional English learner funds in the 2021-22 school year.

Figure 24 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2021-22 was 0.86, meaning that district expenditures on current English learners reflected 86 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 644%), while others reported spending less (as little as 0%). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

¹⁷ The year (e.g., 2019-20) represents the school year in which students graduated from high school.

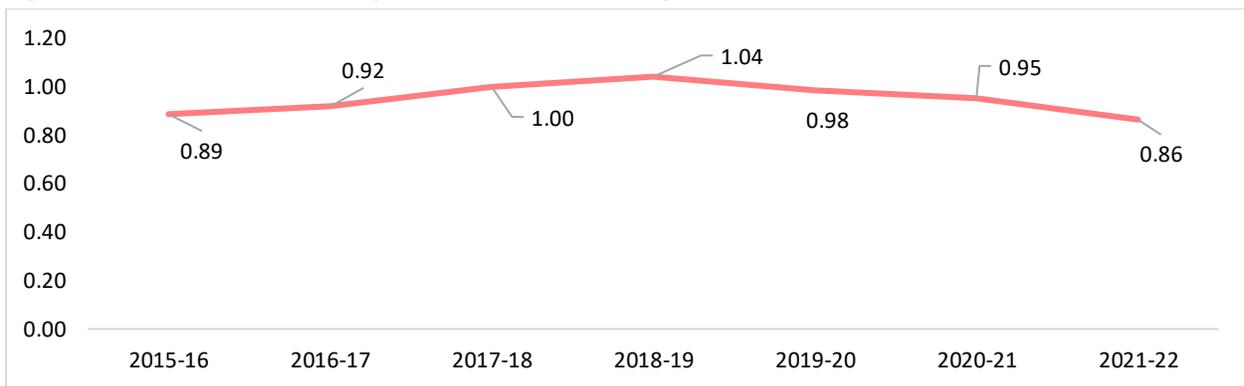
¹⁸ While \$9,167 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

Figure 24. Ratio of current English learner expenditures to revenues across districts in 2021-22



As figure 25 illustrates, the statewide ratio increased steadily from 2015-16 to 2018-19; however, in 2019-20 through 2021-22, the ratio decreased below 1.0.

Figure 25. Ratio of statewide expenditures on current English learners to revenues (2015-16 to 2021-22)



Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (other supports for current English learners, such as interpretation services or transportation).¹⁹

Current English learner expenditures for 2021-22 totaled \$196,738,499. Districts accounted for approximately 83.3 percent of the expenditures (\$163,859,331) using Function 1291 and 16.7 percent of the expenditures (\$32,879,169) using Area of Responsibility 280.

In addition to this state funding, districts with at least 69 current English learners may access federal Title III grants, which in 2021-22 provided an additional \$137.29 per student for supplemental current English learner services²⁰. Additional information on the grant amounts is available on the [ODE website under Title III Allocations](#).

¹⁹ For a more detailed description of the accounting system categories, see [Oregon’s Program Budgeting and Accounting Manual](#).

²⁰ Districts with fewer than 69 students can join other districts in a consortium to access these grants.

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Brookings-Harbor School District 17C

Code: GCBDF/GDBDF
Adopted:

Paid Family Medical Leave Insurance * (Version 2)

{Optional policy. This version is designed for districts providing an equivalent plan instead of using Paid Leave Oregon.}

The district provides an equivalent plan for paid family and medical leave and does not participate in Paid Leave Oregon. This plan has been approved by the Employment Department.^{1} The district will file the Oregon Quarterly Tax Report as required.

The district will make available a notice poster that outlines the requirements and procedures for the equivalent plan.² This poster will be displayed in each of the district's buildings or worksites in an area that is accessible to and regularly frequented by employees. This poster will be provided³ to remote employees upon hire or assignment to remote work.

END OF POLICY

Legal Reference(s):

¹ { Deadlines for the district to file an exemption application can be found on OAR 471-070-2205. Application requirements can be found in OAR 471-070-2210. }

² For poster requirements, see OAR 471-070-2330.

³ By hand delivery, regular mail, or through an electronic delivery method.

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Brookings-Harbor School District 17C

Code: IGBHD
Adopted: 3/12/96
Revised/Readopted: 10/22/03; 5/20/15
Orig. Code: IGBHD

Program Exemptions

{Highly recommended policy. The content comes primarily from OAR 581-021-0009. If the district would like to add language regarding procedure or authority, it could be added to this policy or an AR could be created.}

The district

The Board may excuse students from a state-required program or learning activity for reasons of religion, disability¹ or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the ~~teacher or~~ principal, or other reasons deemed appropriate by the district.

The district will determine if credit will be granted for any. An alternative activity program for credit may be provided with administrative approval.

Public request procedures for an alternative program and alternative credit shall be developed by the superintendent.

END OF POLICY

Legal Reference(s):

¹ If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.

[ORS 336.035\(2\)](#)
[ORS 336.465](#)
[ORS 336.615](#)
[ORS 336.625](#)

[ORS 336.635](#)
[ORAR 581-002-0035](#)
[ORAR 581-021-0009](#)

[ORAR 581-021-0071](#)
[ORAR 581-022-2050](#)
[ORAR 581-022-2110](#)
[ORAR 581-022-2505](#)

Brookings-Harbor School District 17C

Code: **JGE**
Adopted: 12/04/95
Revised/Readopted: 10/22/03; 6/17/15; 11/18/15;
4/15/20
Orig. Code: JGE

Expulsion**

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
4. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
5. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearing officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service¹ or by certified mail² at least five school days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges;

¹ The person serving the notice shall file a return of service. (OAR 581-021-0070)

² When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

- b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
 - c. A recommendation for expulsion;
 - d. The student's right to a hearing;
 - e. When and where the hearing will take place; and
 - f. The right to representation.
6. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;
 7. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;
 8. In case the parent or student has difficulty understanding the English language or has other serious communication disabilities, the district will provide a translator;
 9. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney and/or parent. The district's attorney may be present;
 10. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
 11. The student shall be permitted to be present and to hear the evidence presented by the district;
 12. The hearings officer or the student may record the hearing;
 13. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
 14. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student, if age 18 or over, and the student's parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;
 15. If the Board has delegated authority to the superintendent to act as the hearings officer, the superintendent may designate themselves, or a third party, as the hearings officer. The hearings officer's decision is final; however, a decision of the hearings officer may be appealed by the parent or the student, if age 18 or over, to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as the facts and the hearings officer's decision will be

submitted to the Board and will be available in identical form to the Board, the student and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;

16. A Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing is held by the hearings officer, the following will not be made public:
- a. The name of the minor student;
 - b. The issues involved, including a student's confidential records;
 - c. The discussion;
 - d. The vote of Board members, which shall be taken in executive session when considering an expulsion.

Prior to expulsion, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation. The district must document to the parent of the student that proposals of alternative education programs have been made.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.061](#)

[ORS 336.615 - 336.665](#)
[ORS 339.115](#)

[ORS 339.240](#)
[ORS 339.250](#)
[OAR 581-021-0050 - 021-0075](#)

Brookings-Harbor School District 17C

Code: JGE
Adopted:

Expulsion**

{Required policy. ORS 339.250(2) and OAR 581-021-0070 require policies on expulsion.}

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may only be expelled for the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's conduct have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a direct threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing.

{Choose one of the following two options.}

[The Board delegates the authority to decide on an expulsion to the superintendent. ^{1} The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a

¹{ The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.}

final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.]

OR

~~[When a recommendation for expulsion is made, the Board will meet and review the recommendation. The Board will hold or arrange for the expulsion hearing unless it has been waived.~~

~~If the Board is conducting the expulsion hearing, the Board may designate a Board member or a third party to run the hearing. The superintendent will provide relevant information to the Board, including the superintendent's recommendation and duration on disciplinary action.² This information will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. The Board will make the final decision regarding the expulsion.]~~

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service³ or by certified mail⁴ at least [five] days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges and the specific facts which support the charge or charges;
 - b. A statement of intent to consider the charges as reason for expulsion;
 - c. The student's right to a hearing;
 - d. When and where the hearing will take place; and
 - e. The student may be represented by counsel or other persons.
2. If the parent or student does not understand the English language, the district will provide an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and student;
3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, parent or other person. The district's attorney may be present;
4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
5. The student shall be permitted to be present and to hear the evidence presented by the district;

² Evidence may include the relevant past history and student education records.

³ The person serving the notice shall file a return of service. (OAR 581-021-0070)

⁴ When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

6. The hearings officer or the student may record the hearing;
7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
8. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
- a. The name of the minor student;
 - b. The issues involved, including a student's confidential records;
 - c. The discussion;
 - d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion for reasons other than a weapons violation, the district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.061](#)

[ORS 336.615 - 336.665](#)
[ORS 339.115](#)

[ORS 339.240](#)
[ORS 339.250](#)
[OAR 581-021-0050 - 021-0075](#)

Materials Distribution**

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students for classroom use or to take home shall be submitted to the ~~school administration~~ superintendent. Materials and the proposed method of distribution shall be subject to review.

Materials shall be reviewed based on legitimate educational concerns. Such concerns include: the material is or may be defamatory; the material is inappropriate based on the age, grade level and/or maturity of the reading audience; the material is poorly written, inadequately researched, biased or prejudiced; the material contains information that is not factual; the material is not free of racial, ethnic, religious or sexual bias; or the material contains advertising that violates public school laws, rules and/or policy, is deemed inappropriate for students or that the public might reasonably perceive to bear the sanction or approval of the district.

The ~~administration~~ superintendent or superintendent's designee shall determine distribution procedures. Such procedures may include:

1. Distribution to each student before or after class if materials are not directly related to the instructional goals;
2. Notification to students or parents of the availability of the materials in a specified location if this procedure is deemed less disruptive to the educational process; or
3. Solicitation of school-related groups such as parent organizations to distribute materials.

The practice of distributing pamphlets, booklets, flyers, brochures and other similar materials shall be periodically reviewed to ensure that the mere volume of requests has not become an interruption to the educational process.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

46 OR. ATTY. GEN. OP. 239 (1989)

Cross Reference(s):

GBI - Gifts and Solicitations

IIAD - Special Interest Materials
KI - Public Solicitation in District Facilities
KJ - Advertising in District Facilities

Materials Distribution** - KJA
1-1

Informational Material Distribution or Posting

The district recognizes that a number of clubs, agencies, associations and community groups (noneducational organizations) provide valuable and needed noncurriculum related activities for district students. The district will endeavor to keep parents and students informed of the noncurricular, after school activities that are available.

Noncurricular information and material prepared by noneducational organizations may be posted or distributed in the schools subject to the following:

1. The organization must first present the information or material to the ~~principal~~ superintendent or superintendent's designee for review;
2. If the information is found to be acceptable for dissemination in the school setting, the organization must distribute or post the materials as directed by the ~~principal~~ superintendent or superintendent's designee.

The administration shall use the following criteria when reviewing information or material submitted for dissemination in the schools:

1. Does the information or material advance the educational goals of the district?
2. Is the material appropriate to the target audience given the age, grade level or maturity of the intended audience?
3. Is the material free of lewd, obscene, profane or libelous reference?
4. Is the material free of insulting or "fighting" words – those which by their very utterance inflict injury or incite an immediate breach of the peace?
5. Does the material avoid inciting or advocating imminent lawless action or disruption of the normal operation of the school?
6. Is the material free of references to political candidates, parties or issues to be decided in an election?
7. Is the material free of inferences that the district approves or sanctions the subject of the publication when the district has not or cannot take a position on the matter?

If the information or material submitted for review meets all of the above criterion it may be distributed or

posted in the schools ~~with approval by the Superintendent~~. If the information or material submitted fails to meet any one of the above criterion it may not be distributed or posted in the schools.

Informational Material Distribution or Posting - KJB

1-2

If the information or material is deemed appropriate for dissemination at school, the ~~principal superintendent~~ shall distribute or post the information or material as follows:

1. By posting to a designated board or notice area if the organization presents a single flyer or poster;
2. By placement in a designated distribution area if the organization presents a number of flyers or brochures but not enough for schoolwide distribution (the school will then notify students and parents of the availability of the information or material through regular communication channels);
3. By distributing the materials to all students or grades, if the materials are counted and collated for distribution to each classroom. Material to be distributed to students by the teachers must be presented to the principal in bundles organized for distribution to the targeted students in each classroom.

If members of an organization wish to distribute approved materials themselves, the ~~principal superintendent~~ shall allow the organization to disseminate the information or material as follows:

1. By distributing to students from a designated site before or after regular school hours (such distribution must not be coercive of students or interfere with or disrupt the normal operation of the school);
2. Members of an organization disseminating approved material before or after school hours must follow the directive of the principal with respect to when and where to set up distribution booths or tables.

The district shall have no responsibility for copying, collating, bundling or otherwise organizing noncurricular material for distribution in the schools if materials are delivered in insufficient quantities to be distributed to all targeted students. ~~The principal Administration~~ will place the material in the designated distribution area.

END OF POLICY

Legal Reference(s):

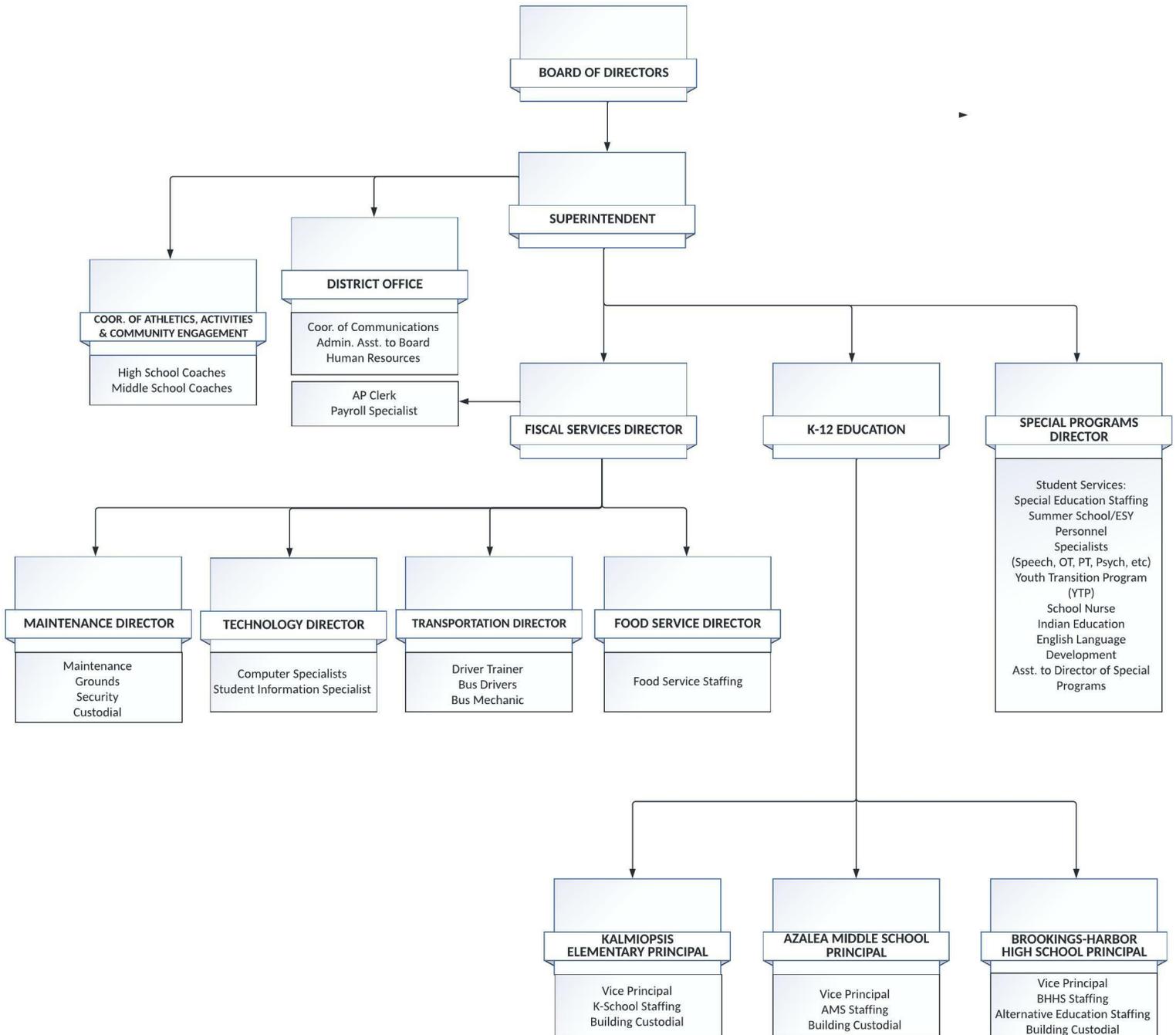
[ORS 332.107](#)

Informational Material Distribution or Posting - KJB
2-2

Brookings-Harbor School District 17C

Code: **CCA**
 Adopted: 10/22/03
 Readopted: 2/18/04; 12/13/06; 1/15/14;
 12/17/14; 12/06/17; 7/02/18;
 05/18/22
 Orig. Code(s): CC

Organizational Chart



This is an excerpt from the Brookings-Harbor School District 17c Strategic Plan 2022 – 2026. Read the full plan at www.brookings.k12.or.us/apps/pages/success



Brookings-Harbor School District 17c Mission Statement

The Brookings Harbor District 17C Board Members, in partnership with students, parents, staff, and community will cultivate a safe, highly effective, and collaborative learning environment where every student can succeed.

Brookings-Harbor School District Motto

"Every Student Can Succeed"

Brookings-Harbor School District Guiding Board and District Priorities

Student Success Board and District Priority

Student success is **Grit**: The ability to develop curiosity, persevere, have a greater purpose, advocate for oneself, and continually nurture a growth mindset.

Staff Success Board and District Priority

Recruiting, developing, and retaining high-quality staff is vital for student success. Fostering a culture of support with opportunities for growth and development empowers outstanding staff.

Relationships Board and District Priority

We will intentionally build meaningful relationships with students, staff, and families to create a positive culture, investing in every student's future.



Brookings-Harbor School District 17c Strategic Goals, Indicators, and Measures

Strategic Goals

The District Leadership Team realized that if this plan is to be successful, challenging but reachable goals had to be set. Goal identification was a lengthy and important process for the team. The team limited the number of goals to “student success,” “staff success,” and “relationship” so that each can be a high priority and aligned with adequate and sustainable resources. An emphasis was placed on relevance, clarity, brevity, and achievability.

Performance Indicators

Each district strategic goal has at least one performance sub-goal, and the school-level continuous improvement plans have multiple additional indicators designed to provide ongoing formative feedback toward the strategic goals. Performance indicators break goal efforts into manageable units and represent steps in the implementation process. They represent the major activities but not the only ones the district will use to achieve its multi-year goals. Without performance indicators, this plan, more than likely, would fail since the district would not have accurate, real-time data to measure progress. Performance indicators are the most significant components to use for periodically reporting the status of strategic goals to district constituents and specifically to Brookings-Harbor School District Board members.

Several of the indicators in our plan are directly aligned with state priorities for all schools and districts in Oregon. In the coming years, Oregon will be sharing state and district progress on the following achievement indicators:

- Regular Attendance
- Third Grade Reading

- Freshman On-Track
- Graduation Rates
- Completion Rates

To complement these existing statewide indicators as well as to be able to apply a cohesive district-wide lens, the District Leadership Team decided to adopt:

- Median student growth percentile targets in reading (English Language Arts (ELA))
- Median student growth percentile targets in math
- Regular attendance targets

Student and Median Growth Percentile

The state of Oregon calculates a student growth percentile. This number describes a student's growth on the state assessment compared to other students of the same grade with similar past test scores. Percentiles are a method of measuring students' growth in comparison with their peers.

The Median Student Growth Percentile summarizes student growth percentiles by district, school, grade level, class, or another group of interest. The median is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. For the purposes of growth, using the median rather than the average is more appropriate because an average can be influenced greatly by a few very high or very low scores.

Brookings-Harbor School District 17c

Long Term Strategic Goals

Student Success Board and District Priority

Student success is **Grit**: The ability to develop curiosity, persevere, have a greater purpose, advocate for oneself, and continually nurture a growth mindset.

Goal 1-

Brookings-Harbor School District will achieve an annual student growth rate on social-emotional learning in the area of student growth mindset and self-efficacy of 2% with an 8% improvement by June 2026 as measured by the Panorama student survey.

Goal 2-

Brookings-Harbor School District will achieve a median student growth percentile in ELA and Math at a level 4 in all tested grades by June 2026 as measured on the ODE At A Glance Profile (55th percentile)

Goal 3-

Brookings-Harbor School District will achieve a Regular Attender rate of 90% by June 2026 in all grades.

Staff Success Board and District Priority

Recruiting, developing, and retaining high-quality staff is vital for student success. Fostering a culture of support with opportunities for growth and development empowers outstanding staff.

Goal 1-

By June 2026:

90% of staff will report that professional development is relevant, meaningful, and beneficial.

90% of staff will report that they have multiple opportunities to meaningfully engage with system improvement in support of our students. This goal will be measured by staff feedback and survey results, with annual improvement targets set each year.

Relationships Board and District Priority

We will intentionally build meaningful relationships with students, staff, and families to create a positive culture, investing in every student's future.

Goal 1-

Each school year, the District will set targets for the District and school-level social media campaign with the goal of "Telling our stories" and proactively sharing the successes, accomplishments, and challenges with our community.

Goal 2-

Develop parent and community volunteer corps: Provide multiple coordinated specific avenues for volunteer service to the district and communicate these opportunities to our community.

Continuous Improvement Cycle and Process

Annually (end of each school year)

Review strategic goals and determine if there is a need to consider revising any of the goals (DLT)

Review progress towards strategic goals K-12 (DLT)

Celebrate successes (DLT and all staff)

Identify needs or questions for the start of the following school year (DLT and schools)

Annually (start of each school year)

Develop or confirm school level annual plan and goals (School Leadership Teams)

Identify resources, training or data needed

