



**Corvallis**  
SCHOOL DISTRICT

# NOTICE

**NOTICE IS HEREBY GIVEN** of a meeting of the Corvallis School District Board of Directors.

| Date & Time                            | Meeting Type | Location                                                                   | Agenda        |
|----------------------------------------|--------------|----------------------------------------------------------------------------|---------------|
| Monday, February 2,<br>2015<br>6:30 PM | Regular      | District Office Board Room,<br>1555 SW 35th Street,<br>Corvallis, OR 97333 | See attached. |

**Accessibility:** *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or [kim.nelson@corvallis.k12.or.us](mailto:kim.nelson@corvallis.k12.or.us) at least 48 hours before the meeting.*

**If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel:** <https://www.youtube.com/channel/UC9Jtp5dmilZl9kySBJbVQ?>  
**A recording of the meeting will also be posted to that channel.**

**POSTED:** Corvallis School District Administration Building  
Hans Boyle, Education Editor, Gazette Times (Via Email)

**For more information, please contact Kim Nelson at 541-757-5841 or at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us)**



# Corvallis

## SCHOOL DISTRICT

Monday, February 2, 2015  
6:30 PM

**AGENDA**  
Regular Meeting of the  
**BOARD OF DIRECTORS**  
Corvallis School District 509J

Meeting Details: Monday, February 2, 2015, 6:30 PM in the District Office Board Room,  
1555 SW 35th Street, Corvallis, OR 97333.

*If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.*

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. SCHOOL BOARD RECOGNITION
  - III.A. School Presentations of Books Purchased in Honor of the 2014-15 School Board
- IV. COMMITTEE/BOARD MEMBER ITEMS
- V. STUDENT REPRESENTATIVE REPORTS
- VI. SUPERINTENDENT'S REPORT
- VII. STAFF AND PUBLIC TESTIMONY - (20 minutes)  
*Please note: To indicate your desire to testify, complete a request card at the meeting and turn it in to the Board Secretary before the meeting begins. See attached guidelines for providing input to the School Board.*

# Corvallis School District 509J

## How to Provide Input to the School Board

*Effective 10-08-14*

The Corvallis School Board values the opinions and input of community patrons. As such, the purpose of this document is to provide general guidelines about how to make the most of your time when communicating with the School Board. The public may offer public testimony during certain School Board meetings or correspond in writing via email or U.S. mail, as outlined below.

### I. Public Testimony

Members of the public have the opportunity to share their ideas and opinions with the Board during the agenda item labeled *Public Testimony*. These opportunities are offered only at certain School Board meetings.

#### **To request the opportunity to offer public testimony**

- A. Complete a *Request to Address the Board* card, which can be found on a table at or outside the entrance of the meeting room.
- B. Complete all requested information. The Board Secretary will notify you if any information has been omitted or is unclear.
- C. Be specific regarding the topic about which you wish to speak. The Board Secretary will contact you if the topic is unclear or too general.
- D. Give the completed Request to Address the Board card to the Board Secretary at the head table **before** the meeting begins.
- E. Failing to fully and clearly complete the card and/or to submit it to the Board Secretary before the meeting begins may affect your opportunity to testify at the meeting.

#### **Rules for Public Testimony**

1. If you're called to testify:
  - Proceed to the podium in front of the Board.
  - Only one person at a time will be allowed at the podium, with exceptions at the board chair's discretion.
  - State your name and address, and the topic you will address before you begin.
    - These are a matter of public record and will not count against your time.
    - Exception: Current students may omit their address but should state the school they attend.
2. Direct your comments to the Board. The Board Chair will refer any questions or requests for action to the proper person for a response at a later date.
3. Keep your comments to the specified time allotted.
  - You will be signaled when you have 30 seconds remaining.
  - You will be signaled when your time is up.
4. If others have testified before you about the same issue, please state that fact and either decline to testify or limit your comments to points not already stated.

## Corvallis School District

### How to Provide Input to the School Board

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5. If a group wishes to speak:
  - Please designate one spokesperson for the group; that person will stand at the podium.
  - In order to maintain the meeting schedule, repetitious comments will not be permitted.
6. Speakers may offer objective criticism of district operations and programs but the Board will not hear complaints concerning individual district personnel.
  - Any such complaints must be handled following the steps outlined in policy KL and administrative regulation KL-AR, copies of which are available during meetings at which public testimony is allowed, or online at <http://policy.osba.org/corvall/KL/index.asp>.
  - Complaints regarding budget, programs, or other district issues also should be handled by first following the steps outlined in policy KL.
7. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
  - Defamatory or abusive remarks are always out of order.
  - The board chair may terminate the speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

#### **Important information**

- A. The board secretary will sort the *Request to Address the Board* cards, which are complete and were received before the meeting begins, into sets by topic, then will shuffle each set and place them face down at her place.
- B. When it is time for public testimony, the board secretary will draw one card from each set, in turn, and announce the name of the person who will be called up to testify.
- C. If you are called upon to testify, you will be allowed only a small amount of time to do so; usually three minutes are granted, but it could be less at the discretion of the board chair.
- D. If more testimony requests are submitted than can be accommodated during the allotted time on the board's agenda, you might not be called upon to provide your testimony. In that case, please refer to section II – Written Correspondence, should you wish to provide your comments in written form.
- E. When you testify, your name, address and testimony are matters of public record, except for student addresses.
- F. Although it is not required, you may wish to prepare a written outline for your comments or to write out your testimony in its entirety.

## Corvallis School District

### How to Provide Input to the School Board

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- G. Although providing a written copy of your testimony is not required, should you wish to provide it:
- Please include your name, address and telephone number on the document.
  - You may either provide the board secretary with one copy of your written testimony to distribute at a later date, or you may bring 13 copies to the meeting for the board secretary to distribute to those at the head table.
    - One copy will be filed as part of the official board record.
  - The same holds true for any handouts you wish the board to receive.
- H. If you wish to submit a letter or any form of written comments:
- Copies will be provided to all board members and key staff members.
  - The document will be kept in the district office as part of the official board record.
  - Letters, emails and other written materials are considered public record.

## II. Written Correspondence

Letters, emails and other written materials submitted to the Board are considered public record. In lieu of public testimony, you may send a letter via U.S. mail to: Corvallis School Board, Attn: Julie Catala, P.O. Box 3509J, Corvallis, OR 97339. Also, you may send an email to: [schoolboard@corvallis.k12.or.us](mailto:schoolboard@corvallis.k12.or.us). This will send your e-mail to all board members at one time. Others who will receive emails sent to this address: superintendent, assistant superintendent/student services director, human resources director, finance and operations director, and executive assistant to the superintendent and board of directors.

## III. Telephone Communication

Citizens also may contact board members by telephone:

|                      |                              |
|----------------------|------------------------------|
| Vincent Adams        | 541-738-4324 or 541-240-4055 |
| Judy Ball            | 541-758-1671 or 240-997-1222 |
| Beth Heaney          | 541-738-0918                 |
| Bill Kemper          | 541-754-0943 or 541-740-0728 |
| Felicia Reid-Metoyer | 541-250-0352                 |
| Chris Rochester      | 541-224-1880                 |
| Tom Sauret           | 541-758-2244                 |



# Corvallis

## SCHOOL DISTRICT

### VIII. SPECIAL REPORTS

VIII.A. YES House (Youth Entering Sobriety) Alternative Education Program

VIII.B. Presentations by Technology Teachers

### IX. BOYS & GIRLS CLUB OF CORVALLIS TEEN CENTER EXPANSION

IX.A. Resolution No. 15-0201 In Support of a Boys & Girls Club Facility  
Expansion at the Linus Pauling Middle School Site

**BOARD MEETING DATE: February 2, 2015**

**FOR ACTION**

**SUBJECT:** Resolution No. 15-0201 In Support of a Boys & Girls Club Facility Expansion  
at the Linus Pauling Middle School Site

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Issue: In 1996, the District and Boys & Girls Club of Corvallis (BGCC) entered into an agreement to allow construction of the current BGCC club house on the Highland View Middle School campus (now referred to as the Linus Pauling Middle School and Osborn Aquatic Center campus). Since then, BGCC has expanded their program to include a growing teen program. At the January 27, 2014 Board Meeting, BGCC presented a request to our Board to support expansion of their current lease line to allow for construction of a Teen Center.

Since last January, the Board and District Staff have met with BGCC staff and design team multiple times to work through District concerns regarding the placement of the Teen Center on our campus. At the District's request, BGCC also completed a Parking and Traffic Feasibility Study that was presented to our Board on September 10, 2014 and has provided professional plans that document the proposed expansion and lease line (see attachment).

District staff worked with legal counsel to craft a Resolution of Support that would protect the public's interests as the BGCC moves forward with planning, permitting, construction, and occupancy.

Involvement: School Board Discussion; District Staff – Erin Prince, Steve Nielsen, Kim Patten; District Legal Counsel

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**CONTACT PERSONS:** Steve Nielsen, Director of Finance & Operations  
Kim Patten, Facilities & Transportation Manager

Attached: Resolution Number 15-0201  
BGCC Lease Line Expansion Drawing – Feb 2 2015

Motion Request: **I move that Resolution 15-0201 be adopted in Support of a Boys and Girls Club Facility Expansion at the Linus Pauling Middle School Site.**

**CORVALLIS SCHOOL DISTRICT 509J**  
**RESOLUTION NUMBER 15-0201**  
**IN SUPPORT OF A BOYS & GIRLS CLUB OF CORVALLIS FACILITY**  
**EXPANSION AT THE LINUS PAULING MIDDLE SCHOOL SITE**

The Corvallis School District Board of Directors has reviewed the proposed Expansion of the Boys & Girls Club of Corvallis (BGCC) facility by the construction of an approximately 20,000 square foot teen center facility including a school based health care clinic. The Board finds that the expansion of the BGCC facility at the Linus Pauling Middle School Campus (formerly known as Highland View Middle School Campus) is in the educational interest of the School District 509J (the “District”) because:

The BGCC and the District are parties to an existing Lease Agreement dated 2<sup>nd</sup> day of August, 1996 (the “Lease”);

The ongoing collaboration between the District and the BGCC to establish this expanded facility supports the District’s goal for development of community/district partnerships;

The proposed development will provide additional space and specialized facilities for District use during the school day at no cost to the District;

The development of the expanded facility will provide ancillary improvements to Linus Pauling Middle School grounds;

For these reasons, the construction of this facility on the Linus Pauling’s campus is consistent with the District’s planning for the property, is the best use of that property and is consistent with the District’s plans for the site, provided that final approval remains contingent on certain conditions. Those conditions are:

- Continued District representation on the BGCC Construction Committee.
- The District will have final approval on the location of construction staging areas, including all construction equipment and materials and access to them. All staging areas will be returned to their original condition (or better) after construction is completed.
- The expense of any enhancements to the campus required by the expanded facility shall be the sole responsibility of the BGCC, unless expressly agreed to by both parties.
- Prior to any construction being commenced, the BGCC shall establish to the satisfaction of the District that they have the funds needed to complete the project. If the project is determined to be a public project, BGCC will be required to establish a Performance & Payment Bond, through a bonding company acceptable to the District.
- The District shall bear no financial burden due to the project for expansion of the BGCC.

unless expressly agreed to by both parties. BGCC agrees to indemnify and hold the district harmless from any construction costs unless previously agreed upon in writing.

- That the BGCC Construction Committee seek partner and community feedback throughout the design and permitting process.
- Final approval of a sublease with proposed partner Trillium Family Services, nonprofit corporation, by the District pursuant to Section 4 of the current Lease Agreement.
- Landscaping shall be approved by the District, but shall not exceed city standards.
- The BGCC and all contractors and subcontractors required for the prosecution of the project shall comply in all respects with both State and Federal wage and hour requirements. Further, to the extent any aspect is deemed to be or constitutes a public improvement, Lessee shall require that any contractor, subcontractor or material supplier required for the prosecution of the project be subject to the Public Contracting Code and ORS Chapter 279A, 279B and 279C as amended from time to time and the Corvallis School District 509J Standard Terms and Conditions for the Purchase of Services.
- No substantive change order shall be made without prior District approval.
- All improvements shall be in accordance with State and City Building Codes.
- District will determine whether deed restrictions exist which would prevent or impair the proposed expansion, no later than February 28, 2015.
- Once a final plan is approved and before permits are obtained, a restated lease agreement will be entered into by the parties which will address the new construction, lease area, future insurance requirements, subleasing, and other updates to the current lease.
- Project is subject to District's prior written approval of all City of Corvallis conditions- Approval will not be unreasonably withheld.
- Upon completion of construction a complete set of architectural and as built plans shall be provided to the District.
- Any enhancements requiring ongoing maintenance by the District must be approved in writing by the District.

THEREFORE, the Board of Directors adopts this resolution in support of the proposed expansion of the BGCC facility to include a teen center and a school based health care clinic on the campus of Linus Pauling Middle School. The Board of Directors further directs the Superintendent or the Superintendent's designated staff to supervise the fulfillment of the District's conditions contained in this resolution and to regularly report to the Board for final approval. Subject to the fulfillment

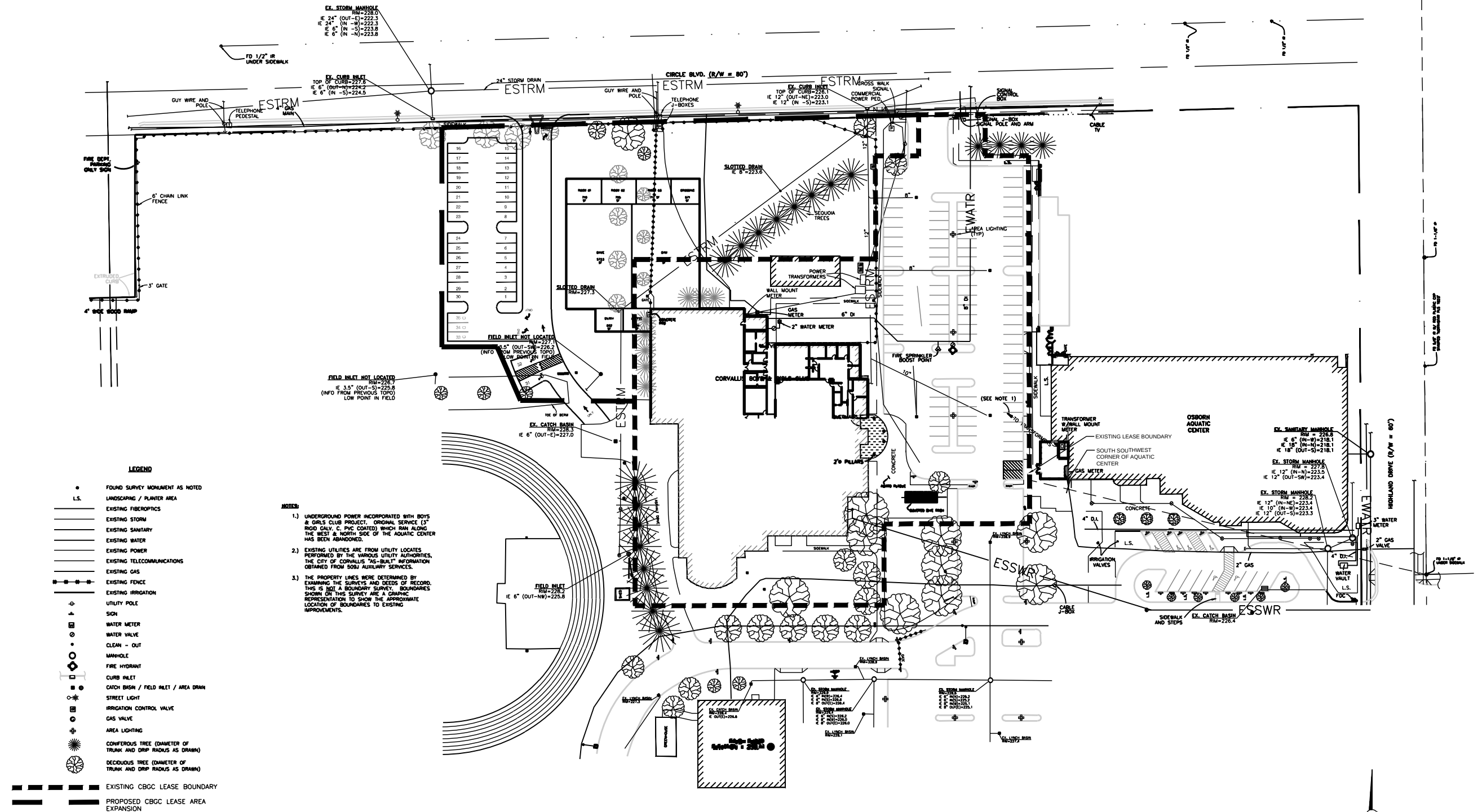
of the conditions above, the District is willing to expand the area covered by the BGCC Lease, as provided for in a new lease agreement.

**Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at a regular meeting this 2<sup>nd</sup> day of February, 2015.**

**ATTEST:**

\_\_\_\_\_  
**Chris Rochester, Board Chair**

\_\_\_\_\_  
**Steve Nielsen, Deputy Clerk**





# Corvallis

SCHOOL DISTRICT

- X. 509J BY THE NUMBERS
  - X.A. Board Questions

# 509J BY THE NUMBERS

A SUMMARY REPORT TO THE SCHOOL BOARD  
AND A GUIDE FOR OUR COMMUNITY



January 5, 2015

Corvallis School District Board Members and Community:

This document is designed to be an overview of the district's general demographics, facility utilization, and budget. The intent is to provide factual data to inform the reader about the district in one central and easily accessible location.

This document has been newly configured for 2014-15. Most notably, an appendix housing the District Report Card information from the Oregon Department of Education has replaced the district-produced section reporting student performance data. The reader should be cautioned that "like-district" indicators in the Oregon Report Card section do not include the same district comparators as used in other areas of the document.

Suggestions regarding the format and content of this report are welcomed by the Finance and Operations Department. Please contact us via phone at 541-757-3859 or via email to [jennifer.schroeder@corvallis.k12.or.us](mailto:jennifer.schroeder@corvallis.k12.or.us).

Thank you for your continued support and dedication to the students of Corvallis.

Sincerely,

A handwritten signature in black ink, appearing to read 'Steve Nielsen', is positioned above the printed name.

Steve Nielsen  
Finance and Operations Director

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## STUDENTS

### GENERAL DEMOGRAPHICS

#### ENROLLMENT STATISTICS & TRENDS

The Corvallis School District's overall enrollment has been declining since 1994-95, when the district had 7,769 students. Over the past ten years, total enrollment has dropped by over 4 percent. However, over the past three years, the district has seen small increases in enrollment. The table below shows actual enrollment totals by level as of October 1, 2014, as well as the previous ten years.

Table 1: District Enrollment by Level as of October 1, 2014 and previous 10-yrs, excluding Muddy Creek Charter School and YES House

|                       | Elementary<br>(K-5) | Middle<br>(6-8) | High<br>(9-12) | Total<br>District | Total Change<br>from Previous |
|-----------------------|---------------------|-----------------|----------------|-------------------|-------------------------------|
| 2004-05               | 2,814               | 1,547           | 2,481          | 6,842             | (1.3%)                        |
| 2005-06               | 2,816               | 1,518           | 2,408          | 6,742             | (1.5%)                        |
| 2006-07               | 2,857               | 1,504           | 2,399          | 6,760             | 0.3%                          |
| 2007-08               | 2,853               | 1,506           | 2,367          | 6,726             | (0.5%)                        |
| 2008-09               | 2,794               | 1,560           | 2,309          | 6,663             | (0.9%)                        |
| 2009-10               | 2,757               | 1,521           | 2,268          | 6,546             | (1.8%)                        |
| 2010-11               | 2,728               | 1,479           | 2,242          | 6,449             | (1.5%)                        |
| 2011-12               | 2,650               | 1,413           | 2,215          | 6,278             | (2.7%)                        |
| 2012-13               | 2,631               | 1,448           | 2,220          | 6,299             | 0.3%                          |
| 2013-14               | 2,704               | 1,407           | 2,237          | 6,348             | 0.8%                          |
| 2014-15               | 2,771               | 1,452           | 2,298          | 6,521             | 2.7%                          |
| <b>3-year change</b>  | <b>4.6%</b>         | <b>2.8%</b>     | <b>3.7%</b>    | <b>3.9%</b>       |                               |
| <b>10-year change</b> | <b>(1.5%)</b>       | <b>(6.1%)</b>   | <b>(7.4%)</b>  | <b>(4.7%)</b>     |                               |

In addition to district-wide enrollment by level, it can be useful to track students by grade as they move from kindergarten through 12<sup>th</sup> grade. When this information is viewed (Table 2), an increase can be observed between the 8<sup>th</sup> and 9<sup>th</sup> grades across all years. This is likely due to students entering the Corvallis school system from local private K-8 options. For 2014-15, a more dramatic increase is observed at the 12<sup>th</sup> grade level. Increased enrollments in the Running Start program are likely a factor here, as 5<sup>th</sup>-year seniors pursuing college credits are included in the counts for 12<sup>th</sup> grade students.

Similarly, in years prior to 14-15, an increase is seen between kindergarten and 1<sup>st</sup> grade. District staff believes this is due to families choosing private kindergarten options instead of district kindergarten programs, and then enrolling in 1<sup>st</sup> grade the following year. As the district transitioned to full-day kindergarten programs district wide in 2014-15, it is likely that future increases between kindergarten and 1<sup>st</sup> grade will not be as dramatic.

Table 2: Enrollment history by grade 2003-04 to 2014-15 (October 1), excluding Muddy Creek Charter School and YES House

| Grade        | 03-04        | 04-05        | 05-06        | 06-07        | 07-08        | 08-09        | 09-10        | 10-11        | 11-12        | 12-13        | 13-14        | 14-15        |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| K            | 436          | 449          | 435          | 446          | 428          | 442          | 422          | 418          | 392          | 420          | 432          | 462          |
| 1            | 496          | 457          | 482          | 458          | 483          | 463          | 459          | 454          | 460          | 432          | 486          | 481          |
| 2            | 491          | 498          | 462          | 477          | 453          | 476          | 462          | 458          | 442          | 450          | 439          | 485          |
| 3            | 463          | 478          | 502          | 471          | 496          | 474          | 475          | 460          | 454          | 424          | 454          | 439          |
| 4            | 486          | 466          | 472          | 523          | 465          | 483          | 468          | 475          | 442          | 462          | 426          | 461          |
| 5            | 484          | 466          | 463          | 482          | 528          | 456          | 471          | 463          | 460          | 443          | 467          | 443          |
| 6            | 506          | 503          | 482          | 488          | 502          | 530          | 471          | 478          | 471          | 482          | 445          | 486          |
| 7            | 536          | 513          | 504          | 495          | 500          | 512          | 526          | 473          | 476          | 466          | 489          | 461          |
| 8            | 554          | 531          | 532          | 521          | 504          | 518          | 524          | 528          | 466          | 500          | 473          | 505          |
| 9            | 643          | 654          | 614          | 657          | 636          | 637          | 661          | 672          | 645          | 557          | 564          | 582          |
| 10           | 622          | 603          | 598          | 573          | 604          | 587          | 554          | 587          | 577          | 590          | 543          | 522          |
| 11           | 612          | 608          | 590          | 584          | 572          | 542          | 520          | 479          | 507          | 520          | 564          | 528          |
| 12           | 604          | 616          | 606          | 585          | 555          | 543          | 533          | 504          | 486          | 553          | 566          | 666          |
| <b>Total</b> | <b>6,933</b> | <b>6,842</b> | <b>6,742</b> | <b>6,760</b> | <b>6,726</b> | <b>6,663</b> | <b>6,546</b> | <b>6,449</b> | <b>6,278</b> | <b>6,299</b> | <b>6,348</b> | <b>6,521</b> |

In addition to data for actual enrollment, the difference between projected and actual enrollment is reviewed. Allocation of instructional staff to schools is based on projected enrollment, and, as such, significant disparities between projected enrollment and actual enrollment can be problematic.

Table 3: District Enrollment by Level Compared to Projections, excluding Muddy Creek Charter School and YES House (October 1, 2014)

|                  | Projected    | Actual       | Difference | Percent     |
|------------------|--------------|--------------|------------|-------------|
| Elementary (K-5) | 2,737        | 2,771        | 34         | 1.2%        |
| Middle (6-8)     | 1,421        | 1,452        | 31         | 2.2%        |
| High (9-12)      | 2,190        | 2,298        | 108        | 4.9%        |
| <b>Total</b>     | <b>6,348</b> | <b>6,521</b> | <b>173</b> | <b>2.7%</b> |

At the high school level, students are tracked not only by grade but also by cohort. A student is assigned a cohort group when he or she first enrolls in 9<sup>th</sup> grade. Therefore, students entering 9<sup>th</sup> grade for the first time during the 2014-15 academic year would be assigned to the 2014-15 cohort. This cohort tracking can make it easier to identify students in specialized programs (such as Running Start and WINGS) for which it is customary for graduation to take longer than four years. Enrollment in the Running Start program as of September 19, 2014 is 93 students.

Table 4: Student Population by Cohort (October 1, 2014)

| Cohort       | CHS          | CVHS         | District     |
|--------------|--------------|--------------|--------------|
| 2008-09      | 2            | -            | 2            |
| 2009-10      | 11           | 4            | 15           |
| 2010-11      | 76           | 38           | 114          |
| 2011-12      | 298          | 254          | 552          |
| 2012-13      | 292          | 233          | 525          |
| 2013-14      | 299          | 242          | 541          |
| 2014-15      | 301          | 247          | 548          |
| <b>Total</b> | <b>1,279</b> | <b>1,018</b> | <b>2,297</b> |

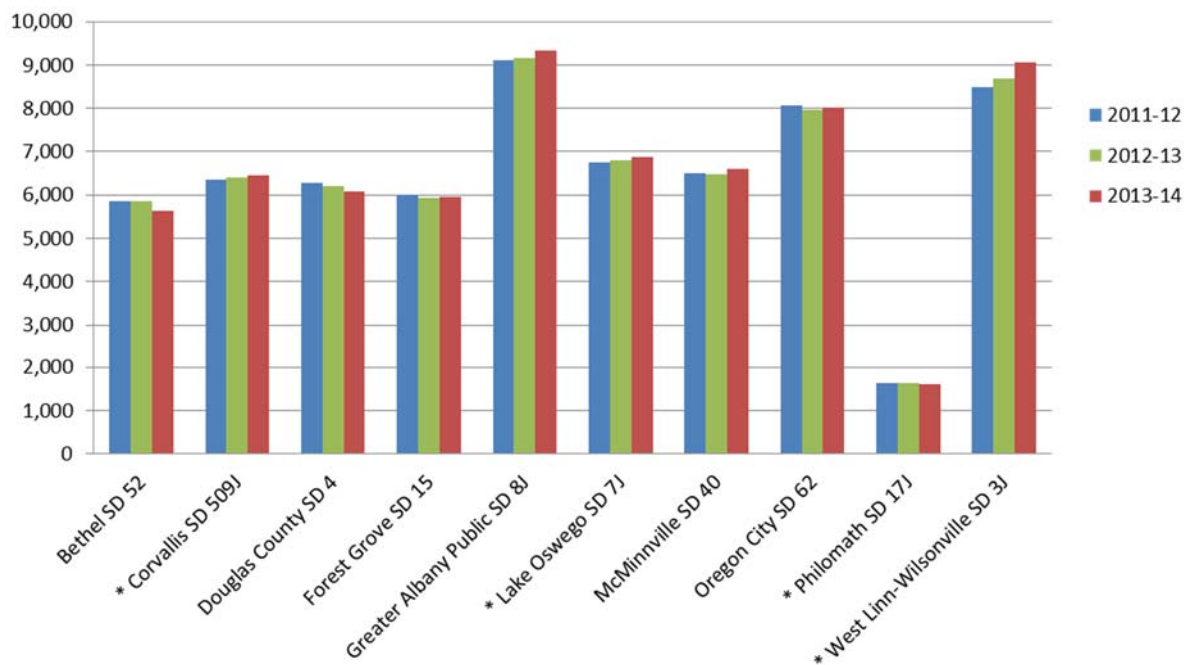
Another view of 2014-15 estimates and actuals is by school. From this vantage point, it is possible to identify individual school populations that may be increasing or decreasing more than anticipated. Enrollments by school are shown in Table 5, below. It is important to note that the 111 students participating in programs at College Hill High School are included in shown figures for Corvallis High School (74) and Crescent Valley High School (34).

Table 5: 2013-14 Projected and Actual Enrollments by School as of October 1, 2014, not including Muddy Creek Charter School and YES House

|                             | 2011-12<br>Actual | 2012-13<br>Actual | 2013-14<br>Actual | 2014-15<br>Projected | 2014-15<br>Actual | 3-yr<br>Change |
|-----------------------------|-------------------|-------------------|-------------------|----------------------|-------------------|----------------|
| Adams Elementary School     | 363               | 353               | 380               | 352                  | 378               | 4.1%           |
| Garfield Elementary School  | 385               | 394               | 394               | 402                  | 420               | 9.1%           |
| Hoover Elementary School    | 413               | 395               | 406               | 401                  | 414               | 0.2%           |
| Jefferson Elementary School | 313               | 330               | 329               | 324                  | 339               | 8.3%           |
| Lincoln Elementary School   | 348               | 361               | 368               | 403                  | 385               | 10.6%          |
| Mt. View Elementary School  | 313               | 287               | 298               | 309                  | 322               | 2.9%           |
| Wilson Elementary School    | 345               | 341               | 358               | 374                  | 342               | (0.9%)         |
| Franklin K-8 School         | 343               | 354               | 355               | 364                  | 356               | 3.8%           |
| Cheldelin Middle School     | 543               | 563               | 546               | 548                  | 562               | 3.5%           |
| Linus Pauling Middle School | 697               | 701               | 677               | 681                  | 705               | 1.1%           |
| Corvallis High School       | 1,196             | 1,235             | 1,242             | 1,220                | 1,280             | 7%             |
| Crescent Valley High School | 1,019             | 985               | 995               | 970                  | 1,018             | (0.1%)         |
| <b>Total</b>                | <b>6,278</b>      | <b>6,299</b>      | <b>6,348</b>      | <b>6,348</b>         | <b>6,521</b>      | <b>3.9%</b>    |

This report includes comparisons to other Oregon districts to provide the reader with some perspective. These comparator districts were selected based on size and proximity.

Figure 1: District Enrollment for Comparative Districts 2011-12 to 2013-14 (\* indicates districts with Local Option Levies)



## RACE/ETHNICITY AND PRIMARY LANGUAGE

Students within the Corvallis School District are diverse. Statistical data regarding race and ethnicity is compiled based on information provided by parents during the registration process. In situations where data is not provided by parents, school staff make educated guesses in accordance with state requirements.

In comparison to state-wide percentages as reported through the 2010 US Census<sup>1</sup>, students in Corvallis are more likely to identify themselves as Hispanic, Asian, American Indian, or Black/African American than the state averages. In only the Hawaiian/Pacific Islander category was the district percentage less than what was reported state-wide.

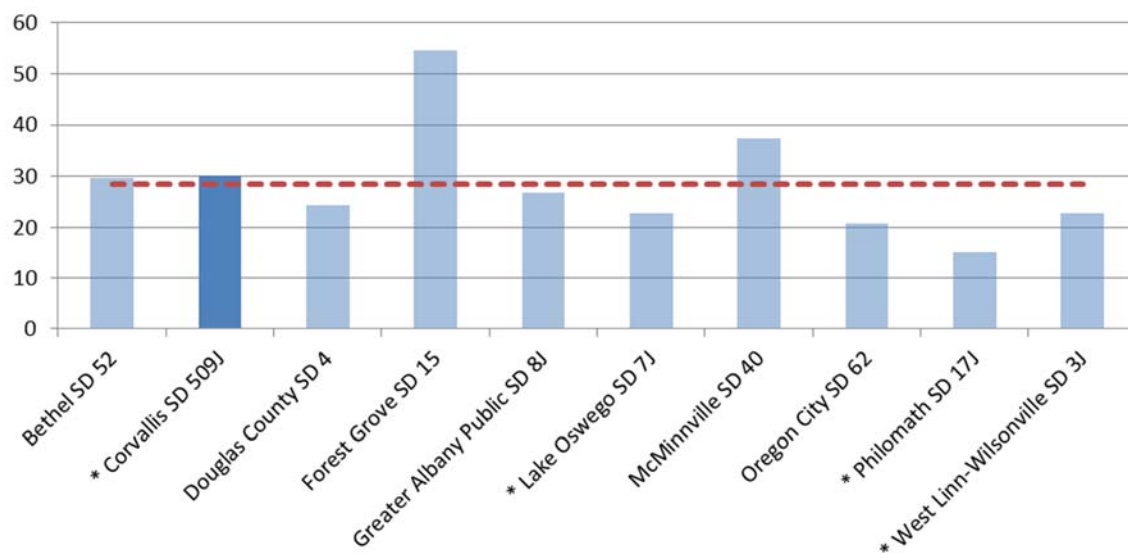
Table 6: District-Wide Student Race/Ethnicity as of October 1, 2013 and 2014 Compared to 2010 State-Wide All Ages Census Data

| Race/Ethnicity as Reported | October 1, 2013       |                      | October 1, 2014       |                      | 2010 State-Wide Percentage** |
|----------------------------|-----------------------|----------------------|-----------------------|----------------------|------------------------------|
|                            |                       | District-Wide        |                       | District-Wide        |                              |
|                            | District-Wide Number* | Percentage of Total* | District-Wide Number* | Percentage of Total* |                              |
| Hispanic                   | 944                   | 14.6%                | 1,030                 | 15.5%                | 11.7%                        |
| Asian                      | 660                   | 10.2%                | 634                   | 9.5%                 | 3.7%                         |
| American Indian            | 636                   | 9.8%                 | 705                   | 10.6%                | 1.4%                         |
| Black /African American    | 210                   | 3.2%                 | 226                   | 3.4%                 | 1.8%                         |
| Hawaiian /Pacific Islander | 151                   | 2.3%                 | 151                   | 2.3%                 | 3.0%                         |
| White                      | 5,393                 | 83.4%                | 5,543                 | 83.5%                | 83.6%                        |

\*Individuals may self-report in multiple categories; number and percentage totals may exceed 100%

\*\*2010 US Census Data

Figure 2: 2013-14 Percent of Total Students Identified as Minorities for Comparator Districts (ODE Data, \* indicates districts with Local Option Levies)



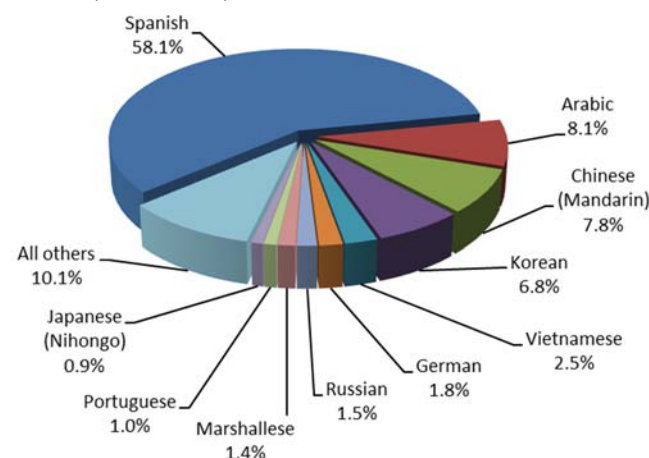
<sup>1</sup> 2010 US Census data was downloaded on Oct. 14, 2011, from <http://2010.census.gov/2010census/data/>.

Among district comparators, Corvallis ranked as the third most diverse population based on 2013-14 data compiled by the Oregon Department of Education (ODE), with a total number of students identified as minorities at just over 30 percent, slightly over the comparator group average of nearly 28.5 percent. Philomath's minority population of just over 15 percent was the least, while Forest Grove's population of over 54 percent was the greatest of our comparator group.

Another indicator of diversity is the self-report of families' primary languages other than English. As of October 1, 2014, 1,035 students indicated that their primary language is one other than English, up from 970 reported in 2013, representing 15.6 percent of the total student body. Forty-eight unique languages other than English are spoken in the homes of our students.

Arabic is now the second most popular non-English language spoken by our students, after Spanish, moving up from fourth on this list in 2013.

Figure 3: Ten Most Popular Non-English Primary Languages, with All Others, as a Percentage of Total Non-English Languages Reported by Corvallis District Students (October, 2014)



The 2010 US Census reports an estimated 11.2 percent of individuals within the Corvallis, Oregon metropolitan area speak a language other than English.<sup>2</sup>

## PARTICIPATION IN SPECIALIZED LEARNING PROGRAMS

In order to meet the diverse needs of students, the district offers a variety of programs aimed at reaching each individual student. These services include those targeted specifically for Talented and Gifted (TAG) students, English Language Learners (ELL), and students on an Individualized Education Plan (IEP). TAG screening does not occur until 1<sup>st</sup> grade, which lowers the percentage of K-3 TAG students.

Table 7: Students Participating in Specialized Learning Programs by Level, as of October 2014

| Academic Level           | TAG        |                           | ELL        |                           | IEP        |                           |
|--------------------------|------------|---------------------------|------------|---------------------------|------------|---------------------------|
|                          | Number     | Percent of Total by Level | Number     | Percent of Total by Level | Number     | Percent of Total by Level |
| Elementary (K-3)         | 5          | 0.3%                      | 279        | 14.9%                     | 172        | 9.2%                      |
| Elementary (4-5)         | 56         | 6.2%                      | 93         | 10.3%                     | 134        | 14.8%                     |
| Middle (6-8)             | 267        | 18.4%                     | 53         | 3.7%                      | 172        | 11.8%                     |
| High (9-12)              | 599        | 26.1%                     | 35         | 1.5%                      | 264        | 11.5%                     |
| <b>All grades (K-12)</b> | <b>927</b> | <b>14.2%</b>              | <b>460</b> | <b>7.1%</b>               | <b>742</b> | <b>11.4%</b>              |

<sup>2</sup> U.S. Census Bureau, 2010 American Community Survey as reported online at [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_10\\_1YR\\_S1601&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_S1601&prodType=table), October 14, 2011.

The figure below shows ODE data for 2013-14, comparing Corvallis to comparator districts for overall percentages of students with disabilities.

Figure 4: Percentage of Students with Disabilities for Comparator Districts 2013-14 (ODE Data, \* indicates districts with Local Option Levies)

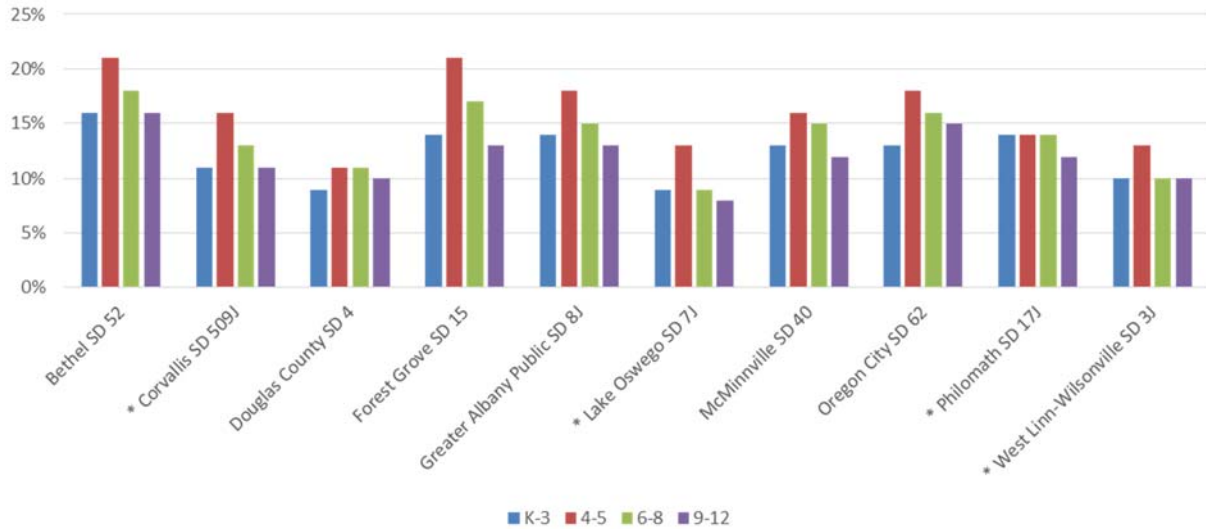
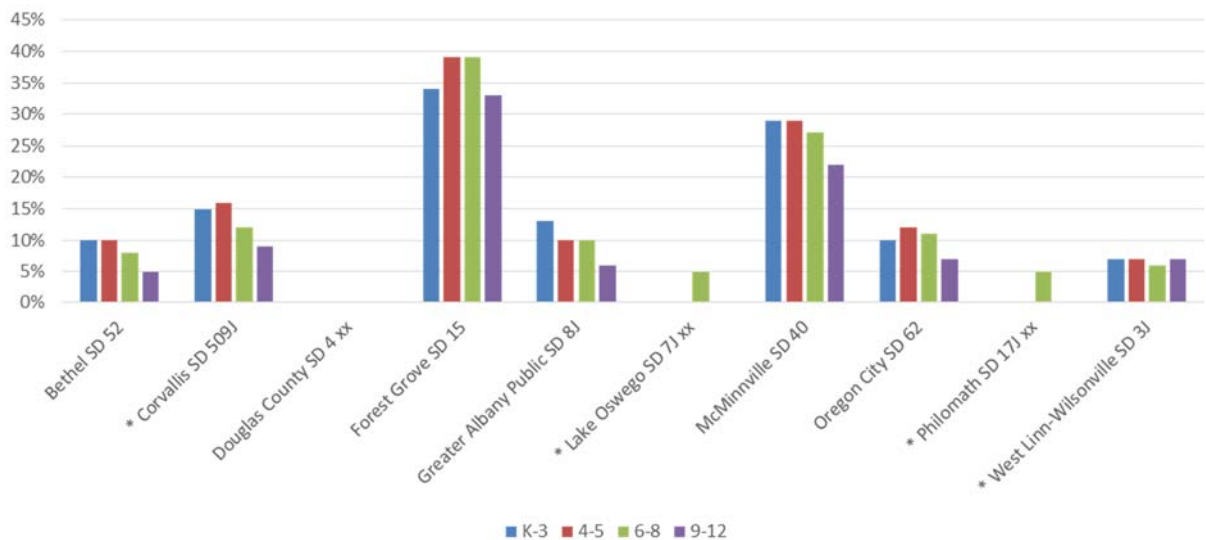


Figure 5, below, shows ODE data for 2013-14, comparing Corvallis to district-designated comparator districts for overall percentages of Ever Language Learners. For the purposes of this figure, Ever Language Learners include students identified as requiring language supports at some point in their academic career, not just those currently receiving formal English Language Learner services as shown in Table 7 on the previous page.

Figure 5: Percentage of Students identified as Ever Language Learners by grade level for Comparator Districts 2013-14 (ODE Data, \* indicates districts with Local Option Levies, "xx" indicates missing data or districts/grade levels reporting less than five percent in any grade cluster)



## FREE AND REDUCED LUNCH PROGRAMS

The Free and Reduced-Priced Meal Program is a federally-funded program to ensure children from households that meet federal income guidelines have access to nutritious meals while at school. This program is completely confidential. Children from households that receive Food Stamps or Temporary Assistance to Needy Families (TANF) benefits are eligible for free meals. Additionally, all foster children are approved for free meals.

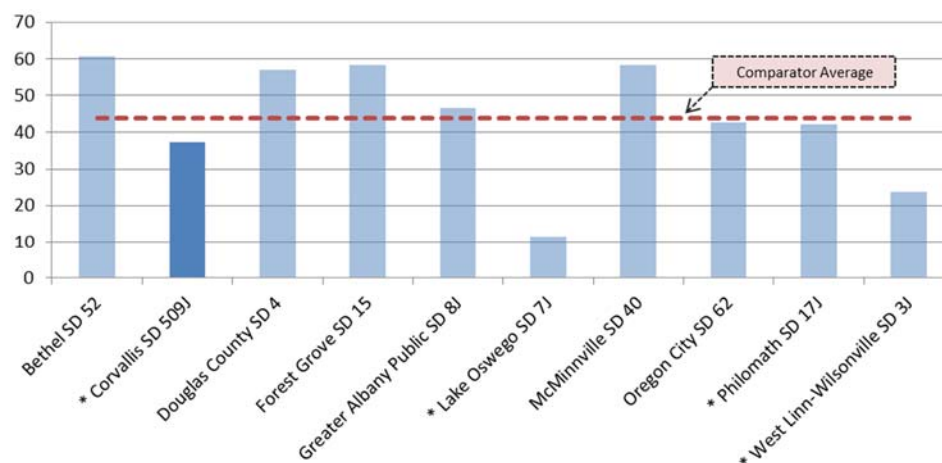
Children from households that meet federal income guidelines are determined eligible for either free or reduced-priced meals. Thanks to the Oregon State Legislature, students who qualify for reduced-priced meals can have breakfast for free. This program provides children the opportunity for a nutritious breakfast that they need to be successful in school.

Overall, participation in this program has increased in Corvallis over the past ten years from 27.2 percent in 2003-04 to 38.8 percent in 2013-14. The district's 2013-14 average, however, is still less than that of the average of our comparator districts at 43.8 percent.

Table 8: Corvallis School District (CSD) Free and Reduced Lunch Program Participation, CSD Food Service Data 2008-09 to 2013-14

| School                  | 2008-09      | 2009-10      | 2010-11      | 2011-12      | 2012-13      | 2013-14      |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Adams Elementary        | 20.2%        | 19.7%        | 21.2%        | 22.6%        | 27.7%        | 24.5%        |
| Garfield Elementary     | 71.1%        | 72.5%        | 75.1%        | 77.7%        | 75.6%        | 72.1%        |
| Hoover Elementary       | 12.6%        | 18.8%        | 17.8%        | 18.2%        | 18.0%        | 16.5%        |
| Jefferson Elementary    | 19.8%        | 17.6%        | 20.9%        | 25.5%        | 26.1%        | 28.0%        |
| Lincoln Elementary      | 66.5%        | 70.8%        | 68.2%        | 69.3%        | 68.8%        | 67.4%        |
| Mt. View Elementary     | 45.4%        | 51.9%        | 49.7%        | 53.4%        | 56.1%        | 55.3%        |
| Wilson Elementary       | 45.7%        | 52.8%        | 51.8%        | 53.5%        | 56.5%        | 52.5%        |
| Franklin K-8            | 15.7%        | 23.9%        | 23.7%        | 23.4%        | 23.3%        | 22.5%        |
| Cheldelin Middle        | 25.2%        | 31.9%        | 31.3%        | 32.7%        | 36.5%        | 31.8%        |
| Linus Pauling Middle    | 41.1%        | 43.0%        | 42.5%        | 43.3%        | 44.9%        | 47.8%        |
| Corvallis High          | 28.4%        | 38.2%        | 34.9%        | 38.7%        | 38.6%        | 36.0%        |
| Crescent Valley High    | 21.7%        | 26.6%        | 24.8%        | 26.7%        | 26.1%        | 27.8%        |
| <b>District Average</b> | <b>32.6%</b> | <b>37.8%</b> | <b>36.5%</b> | <b>38.8%</b> | <b>39.7%</b> | <b>38.8%</b> |

Figure 6: Comparator District Free and Reduced Lunch Participants as a Percentage of Total Enrollment (ODE Data, 2013-14)



## WHERE DO OUR STUDENTS GO TO SCHOOL?

### ELEMENTARY

The school board has consistently made lower class size a budget priority for the past fifteen years. To assist school leadership in the budgeting process, allocations have been defined since the 2011-12 budget to include three categories: basic school support, classroom teacher FTE, and discretionary.

Basic school support identifies specific roles necessary for the basic operation of an individual school. This includes a principal, for example, as well as allocated hours based on the overall school size for support services including, for example, office staff, behavior specialists, and other classified staff. School closures, consolidations and reconfigurations implemented over the past decade have helped to maintain schools at cost-effective sizes. The Quality Education Model for elementary schools uses a school size of 340 for an effective size. As of October 1, 2014, two elementary schools fall just below that size at 339 and 322 students: Jefferson and Mt. View Elementary Schools, respectively.

To allocate classroom teacher FTE, targeted class sizes were identified for each grade. These targets, the same since 2012-13, reflect the desire of the district to focus on reducing student to teacher ratios specifically at the lower grades.

Table 9: 2014-15 Adopted Budget Class Sizes used for Classroom Teacher FTE Allocation

| Grade Level    | 2012-13 to 2014-15  |                    |
|----------------|---------------------|--------------------|
|                | Targeted Class Size | Maximum Class Size |
| Kindergarten   | 24                  | 26                 |
| First - Second | 26                  | 28                 |
| Third          | 27                  | 28                 |
| Fourth - Fifth | 31                  | 32                 |

### DISTRICT-WIDE ELEMENTARY CLASS SIZES

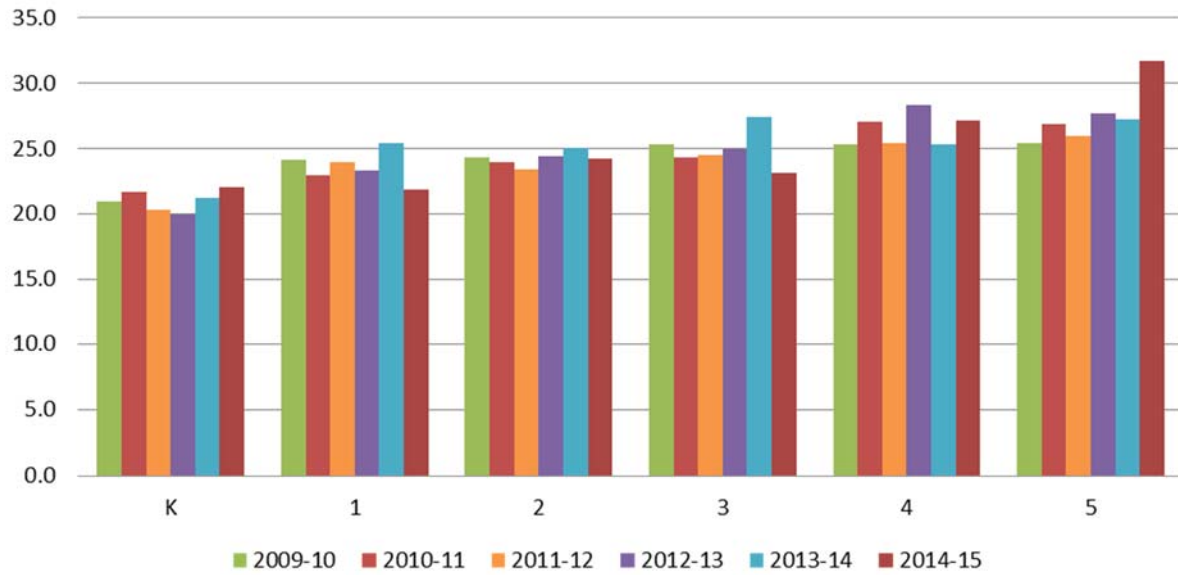
The average district-wide elementary class size is 26.1 students per classroom as of October 1, 2014. In 2013-14, the average was 25.5 students per classroom.

Average elementary class sizes for each grade are shown below from 2007-08 to 2013-14.

Table 10: District-Wide Average Class Sizes by Grade 2008-09 to 2014-15.

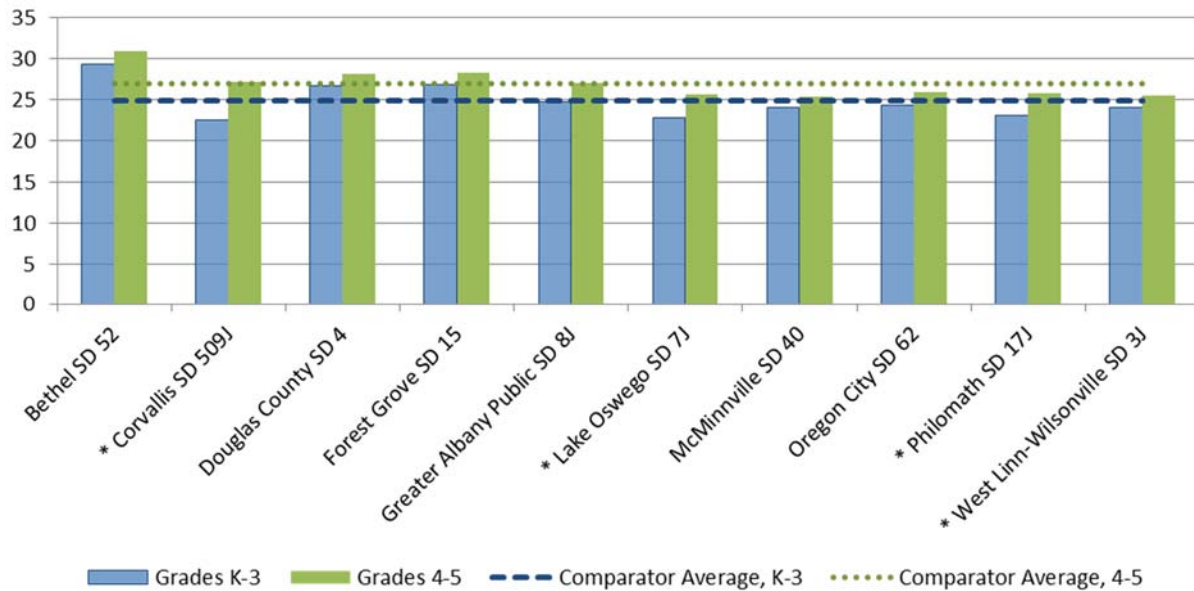
| Grade | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------|---------|---------|---------|---------|---------|---------|---------|
| K     | 21.9    | 21.0    | 21.7    | 20.3    | 19.9    | 21.2    | 22.0    |
| 1     | 21.9    | 24.1    | 23.0    | 24.0    | 23.3    | 25.4    | 21.9    |
| 2     | 24.0    | 24.3    | 24.0    | 23.4    | 24.4    | 25.0    | 24.3    |
| 3     | 24.7    | 25.3    | 24.4    | 24.5    | 24.9    | 27.4    | 23.1    |
| 4     | 23.9    | 25.3    | 27.1    | 25.4    | 28.3    | 25.3    | 27.1    |
| 5     | 23.9    | 25.4    | 26.9    | 26.0    | 27.7    | 27.2    | 31.6    |

Figure 7: District-Wide Average Class Sizes by Grade 2009-10 to 2014-15



As of the 2012-13 school year, ODE collects information regarding class size averages at the elementary level in just two categories: grades K-3 and 4-5.

Figure 8: Elementary Class Sizes by Comparator District as Reported by ODE 2013-14 (\* indicates districts with Local Option Levies)



## ELEMENTARY SCHOOL SPECIFIC CLASS SIZE AVERAGES

The following table compares this year's class size averages at each elementary school to their 2012-13 and 2013-14 averages.

Table 11: Elementary School Average Class Sizes Current and Previous Two Years Comparison

| School               | 2012-13 | 2013-14 | 2014-15 | 3-yr Difference |
|----------------------|---------|---------|---------|-----------------|
| Adams Elementary     | 27.2    | 27.1    | 25.2    | (2.0)           |
| Franklin (K-5 only)  | 28.3    | 28.5    | 28.5    | 0.2             |
| Garfield Elementary  | 23.2    | 23.2    | 23.3    | 0.1             |
| Hoover Elementary    | 23.2    | 27.1    | 25.9    | 2.7             |
| Jefferson Elementary | 26.7    | 27.3    | 26.1    | (0.6)           |
| Lincoln Elementary   | 22.4    | 23.0    | 22.6    | 0.2             |
| Mt. View Elementary  | 23.9    | 24.8    | 24.8    | 0.9             |
| Wilson Elementary    | 24.4    | 25.6    | 24.4    | -               |

Class size averages, while helpful in identifying district-wide trends over time, do not necessarily reflect the overall classroom experience of individual students. Blended grade level classes, classes integrated with Life Skills students, and creative use of differentiated learning groups can all impact these experiences.

To better assist the reader in understanding the individual experience of district students, the following classroom configuration tables are published below. Class averages greater than the maximum are shown in red; less than four students smaller than the target are shown in yellow.

Table 12: Elementary School Average Class Sizes by Grade, Non-Dual Language Schools, October 1, 2014, part I

| ADAMS |                 |              |                       | FRANKLIN K-5 |                 |              |                       | HOOVER |                 |              |                       |
|-------|-----------------|--------------|-----------------------|--------------|-----------------|--------------|-----------------------|--------|-----------------|--------------|-----------------------|
| Grade | Actual Students | Adjusted FTE | Student Teacher Ratio | Grade        | Actual Students | Adjusted FTE | Student Teacher Ratio | Grade  | Actual Students | Adjusted FTE | Student Teacher Ratio |
| K     | 62              | 3            | 20.7                  | K            | 24              | 1            | 24.0                  | K      | 60              | 3            | 20.0                  |
| 1     | 49              | 2            | 24.5                  | 1            | 28              | 1            | 28.0                  | 1      | 53              | 2            | 26.5                  |
| 1-2   | 25              | 1            | 25.0                  | 1-2          | -               | -            | -                     | 1-2    | 26              | 1            | 26.0                  |
| 2     | 53              | 2            | 26.5                  | 2            | 28              | 1            | 28.0                  | 2      | 49              | 2            | 24.5                  |
| 2-3   | -               | -            | -                     | 2-3          | -               | -            | -                     | 2-3    | -               | -            | -                     |
| 3     | 47              | 2            | 23.5                  | 3            | 30              | 1            | 30.0                  | 3      | 78              | 3            | 26.0                  |
| 3-4   | 26              | 1            | 26.0                  | 3-4          | -               | -            | -                     | 3-4    | -               | -            | -                     |
| 4     | 56              | 2            | 28.0                  | 4            | 31              | 1            | 31.0                  | 4      | 61              | 2            | 30.5                  |
| 4-5   | -               | -            | -                     | 4-5          | -               | -            | -                     | 4-5    | 26              | 1            | 26.0                  |
| 5     | 60              | 2            | 30.0                  | 5            | 30              | 1            | 30.0                  | 5      | 61              | 2            | 30.5                  |
| Total | 378             | 15           | 25.2                  | Total        | 171             | 6            | 28.5                  | Total  | 414             | 16           | 25.9                  |

Table 13: Elementary School Average Class Sizes by Grade, Non-Dual Language Schools, October 1, 2014, part II

| JEFFERSON |                 |              |                       | MOUNTAIN VIEW |                 |              |                       | WILSON |                 |              |                       |
|-----------|-----------------|--------------|-----------------------|---------------|-----------------|--------------|-----------------------|--------|-----------------|--------------|-----------------------|
| Grade     | Actual Students | Adjusted FTE | Student Teacher Ratio | Grade         | Actual Students | Adjusted FTE | Student Teacher Ratio | Grade  | Actual Students | Adjusted FTE | Student Teacher Ratio |
| K         | 41              | 2            | 20.5                  | K             | 74              | 3            | 24.7                  | K      | 45              | 2            | 22.5                  |
| 1         | 60              | 3            | 20.0                  | 1             | 57              | 3            | 19.0                  | 1      | 62              | 3            | 20.7                  |
| 1-2       | -               | -            | -                     | 1-2           | -               | -            | -                     | 1-2    | -               | -            | -                     |
| 2         | 54              | 2            | 27.0                  | 2             | 49              | 2            | 24.5                  | 2      | 73              | 3            | 24.3                  |
| 2-3       | -               | -            | -                     | 2-3           | -               | -            | -                     | 2-3    | -               | -            | -                     |
| 3         | 63              | 2            | 31.5                  | 3             | 53              | 2            | 26.5                  | 3      | 55              | 2            | 27.5                  |
| 3-4       | -               | -            | -                     | 3-4           | -               | -            | -                     | 3-4    | -               | -            | -                     |
| 4         | 60              | 2            | 30.0                  | 4             | -               | -            | -                     | 4      | 54              | 2            | 27.0                  |
| 4-5       | -               | -            | -                     | 4-5           | 89              | 3            | 29.7                  | 4-5    | -               | -            | -                     |
| 5         | 61              | 2            | 30.5                  | 5             | -               | -            | -                     | 5      | 53              | 2            | 26.5                  |
| Total     | 339             | 13           | 26.1                  | Total         | 322             | 13           | 24.8                  | Total  | 342             | 14           | 24.4                  |

Table 14: Elementary School Average Class Sizes by Grade, Dual Language Schools, October 1, 2014

| GARFIELD  |                 |              |                       | LINCOLN   |                 |              |                       |
|-----------|-----------------|--------------|-----------------------|-----------|-----------------|--------------|-----------------------|
| Grade     | Actual Students | Adjusted FTE | Student Teacher Ratio | Grade     | Actual Students | Adjusted FTE | Student Teacher Ratio |
| K (DLI)   | 90              | 4            | 22.5                  | K (DLI)   | 66              | 3            | 22.0                  |
| 1 (DLI)   | 73              | 3            | 24.3                  | 1 (DLI)   | 71              | 3            | 23.7                  |
| 1-2 (DLI) | -               | -            | -                     | 1-2 (DLI) | -               | -            | -                     |
| 2 (DLI)   | 81              | 3            | 27.0                  | 2 (DLI)   | 75              | 3            | 25.0                  |
| 2-3 (DLI) | -               | -            | -                     | 2-3 (DLI) | -               | -            | -                     |
| 3 (DLI)   | 51              | 3            | 17.0                  | 3 (DLI)   | 34              | 2            | 17.0                  |
| 3-4 (DLI) | -               | -            | -                     | 3-4 (DLI) | -               | -            | -                     |
| 4 (DLI)   | 55              | 2            | 27.5                  | 4 (DLI)   | 42              | 2            | 21.0                  |
| 4-5 (DLI) | -               | -            | -                     | 4-5 (DLI) | -               | -            | -                     |
| 5 (DLI)   | 41              | 2            | 20.5                  | 5 (DLI)   | 37              | 2            | 18.5                  |
| 3 (EO)    | -               | -            | -                     | 3 (EO)    | -               | -            | -                     |
| 3-4 (EO)  | -               | -            | -                     | 3-4 (EO)  | 28              | 1            | 28.0                  |
| 4 (EO)    | -               | -            | -                     | 4 (EO)    | -               | -            | -                     |
| 4-5 (EO)  | 29              | 1            | 29.0                  | 4-5 (EO)  | 32              | 1            | 32.0                  |
| 5 (EO)    | -               | -            | -                     | 5 (EO)    | -               | -            | -                     |
| Total     | 420             | 18           | 23.3                  | Total     | 385             | 17           | 22.6                  |

## SECONDARY

Student-Teacher ratios at the secondary school level have traditionally been examined by core subject: language arts, mathematics, science, social studies, foreign languages and health-related activities. As with elementary class size, there is no specific board policy regarding student-teacher ratios at the secondary level. The targeted size used to allocate FTE in 2014-15 continues to be 32 students per classroom teacher, up from 29 used in 2011-12. Schools can and do supplement the allocated classroom FTE with vocational education and discretionary budgets.

Table 15: Secondary School Student-Classroom Teacher Ratios, 2014-15

| School                      | Actual Students | Adjusted FTE | Student-Teacher Ratio |
|-----------------------------|-----------------|--------------|-----------------------|
| Franklin 6-8                | 185             | 6.00         | 30.8                  |
| Cheldelin Middle School     | 562             | 20.33        | 27.6                  |
| Linus Pauling Middle School | 705             | 24.97        | 28.2                  |
| Corvallis High School       | 1,280           | 43.72        | 29.3                  |
| Crescent Valley High School | 1,018           | 34.27        | 29.7                  |

## PRIVATE SCHOOL, HOME SCHOOL, AND TRANSFER STUDENTS

Some students residing in the district choose alternatives to enrollment in their boundary area school, including enrolling in local private schools, the Linn-Benton-Lincoln Educational Service District (LBL ESD) home school program, and students requesting inter- and in-district transfers.

### PRIVATE SCHOOLS

Each fall, district staff collects two types of data regarding private school enrollment: 1) the number of students enrolled in private schools located within the Corvallis School District boundary area, and 2) the number of students who live within the Corvallis School District boundary area but attend a private school either within or outside of the boundary area.

Data is requested from and provided by individual school locations and accuracy, therefore, cannot be guaranteed. Based on these voluntary reports from the private schools, overall enrollment has continued to decrease for the second year, this year more rapidly than last due to the closure of the Good Samaritan School effective this fall. A reporting anomaly may have also occurred in regards to the 2013-14 enrollment reported by the Corvallis Montessori school, further exaggerating the reduction in reported private school enrollments from 2013-14 to 2014-15. Prior to this year, private school students as a percentage of 509J total enrollment has held relatively steady at around 10 percent over the past five years.

Table 16: Private School Enrollment 2010-11 to 2014-15 as Reported by Schools

| School                                         | Corvallis<br>Residents<br>2010-11 | Corvallis<br>Residents<br>2011-12 | Corvallis<br>Residents<br>2012-13 | Corvallis<br>Residents<br>2013-14 | Corvallis<br>Residents<br>2014-15 |
|------------------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Ashbrook Independent School (K-8, Corvallis)   | 132                               | 119                               | 158                               | 121                               | 143                               |
| Central Valley Christian School (K-8, Tangent) | 11                                | 12                                | 11                                | 11                                | 10                                |
| Corvallis Montessori (K-6, Corvallis)          | 50                                | 45                                | 33                                | 88                                | 33                                |
| Corvallis Waldorf School (K-8, Corvallis)      | 110                               | 110                               | 116                               | 125                               | 113                               |
| Good Samaritan School (K-5, Corvallis)         | 30                                | 39                                | 40                                | 43                                | n/a                               |
| Marist High School (9-12, Eugene)              | 4                                 | 3                                 | 3                                 | 3                                 | -                                 |
| OSU Beaver Beginnings (K, Corvallis)           | 17                                | 15                                | 18                                | 11                                | 9                                 |
| Philomath Montessori (K-1, Philomath)          | 2                                 | 6                                 | 2                                 | 5                                 | 4                                 |
| Santiam Christian School (K-12, Adair Village) | 220                               | 191                               | 186                               | 147                               | 153                               |
| St. Mary's School (K-8, Albany)                | 9                                 | 9                                 | 9                                 | n/a                               | n/a                               |
| Standard Christian School (K-12, Albany)       | -                                 | -                                 | -                                 | 2                                 | -                                 |
| Stepping Stones Preschool (K, Corvallis)       | 5                                 | -                                 | n/a                               | n/a                               | n/a                               |
| Sundborn Children's House (K, Albany)          | 2                                 | 3                                 | 3                                 | -                                 | -                                 |
| Zion Lutheran School (K-8, Corvallis)          | 99                                | 100                               | 100                               | 84                                | 86                                |
| <b>Total</b>                                   | <b>691</b>                        | <b>652</b>                        | <b>679</b>                        | <b>640</b>                        | <b>551</b>                        |
| Percent change over previous year              | 1.9%                              | (5.6%)                            | 4.1%                              | (5.7%)                            | (13.9%)                           |
| Corvallis School District 509J Total           | 6,588                             | 6,387                             | 6,299                             | 6,348                             | 6,521                             |
| Private as a percentage of 509J Total          | 10.5%                             | 10.2%                             | 10.8%                             | 10.1%                             | 8.4%                              |

"n/a" indicates closed, no response or no information available

## HOME SCHOOL STUDENTS

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Home school students must register with LBL ESD. Enrollment is reported to the district quarterly. Students registered as home school students may also attend some classes at Corvallis District schools. These students are not counted in the overall enrollment numbers reported in this document, but do count towards the district's overall Average Daily Membership Weighted (ADMw) through their hours of attendance.

Table 17: Corvallis Students Registered as Home School 2010-11 to 2014-15, per LBL ESD (each October 1)

|                                          | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|------------------------------------------|---------|---------|---------|---------|---------|
| Count of Registered Home School Students | 197     | 195     | 190     | 182     | 185     |
| Percent Change from Prior Year           | 2.6%    | (1%)    | (2.6%)  | (4.2%)  | 1.6%    |

## CHARTER SCHOOLS AND VIRTUAL ACADEMY STUDENTS

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State law does not require children to apply for an inter-district transfer to attend public charter schools (both online/virtual and physical), regardless of their residency address.

Students attending charter schools outside of the district are not included in the transfers out tally in Table 18, shown on the next page. Additionally, students from other districts attending Muddy Creek Charter School (23 as of October 1, 2014) are not included in Table 18 as transfers into the district.

As of October 1, 2014, there were 103 children enrolled at MCCS. Of these 103, 80 were residents of the Corvallis School District. The remaining 23 students attending were residents of Philomath (15), Monroe (5), and Greater Albany (3) school districts.

Virtual schools and charter programs continue to be popular with families. These schools are required to keep resident districts informed of enrollment in their programs by resident students. As of October 1, 2014, 77 Corvallis resident students were identified as attending a virtual charter school. This is an increase of 29 students over the total of 48 registered with online programs in October, 2013. The most popular program continues to be the Oregon Connections Academy sponsored by the Scio School District, with 35 Corvallis residents enrolled.

Virtual public charter schools not sponsored by a particular district may enroll up to 3 percent of the students who reside in that district without restriction. After three percent, the resident district may refuse to approve enrollment in the virtual school. Over 195 Corvallis area students would need to enroll in any one online option prior to triggering this rule.

## STUDENTS ON INTER- AND IN-DISTRICT TRANSFERS

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The Corvallis School District, in accordance with state law, district policy, and district administrative regulations, regularly allows students to transfer to and from the district as well as between schools within the district upon request by parents to the extent as is allowed by enrollment capacities at individual schools.

Transfer requests are made for grades K-12 through an online process. The online process for the following school year opens March 1 and closes March 31. Kindergartners requesting transfers are required to register at their neighborhood school by March 31. If the number of students seeking transfers exceeds the number of spaces available, an equitable lottery process is used and a waiting list is created.

After March 31, the district reviews requests using the online process for transfer at the end of the grading period for elementary school or at the end of the first semester for secondary school students. The impact on school budgets, staffing, and programs is considered as these requests are processed. These are evaluated on a case-by-case basis and must be approved by the Assistant Superintendent. Transfer requests must be made at least ten days prior to the end of the grading period/semester.

Transfers are limited based on anticipated enrollment. District administrative regulation requires that secondary schools, in particular, maintain enrollments within seven percent of the average of both schools. When this is exceeded, the school with the greater enrollment is considered to be “closed to transfers.” When the number of requests is greater than the number of seats available, a lottery is conducted and a wait list is started. For new transfers effective 2014-15, Linus Pauling Middle School and Corvallis High School continued to be closed to transfers.

#### INTER-DISTRICT TRANSFERS

Admission of nonresident students is contingent upon written consent of the affected school boards. Once offered a seat by the Corvallis School District, parents of students from outside the 509J district boundary area must also receive consent from their resident school district. Once approved by their local school district, the inter-district transfer request is reviewed by the appropriate 509J principal before being submitted to the assistant superintendent’s office for final review and processing. (See also Board Policy JECB—Admission of Nonresident Students.)

The majority of inter-district transfers each year involve residents of the Greater Albany School District (GAPS) and Philomath School District boundary areas. This year, 128 resident students from GAPS and 75 resident students from Philomath School District were enrolled in Corvallis schools. Due to changes in legislation surrounding student transfers, figures regarding the total number of Corvallis residents attending public schools in neighboring districts was unavailable at press time.

Table 18: Number of Inter-District Transfers In/Out as of October each year, excluding YES House and Muddy Creek Charter School

|                            | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------------------------|---------|---------|---------|---------|---------|
| Transfers Into Corvallis   | 168     | 164     | 203     | 204     | 274     |
| Transfers Out of Corvallis | 150     | 157     | 139     | 147     | N/A     |
| Enrollment Gain (Loss)     | 18      | 7       | 64      | 57      | TBD     |

## IN-DISTRICT TRANSFERS

In-district (within 509J) transfers are often impacted by school boundary changes, school program offerings, and population shifts due to families moving, because students who are attending a school frequently wish to continue attending the same school despite being in a new boundary area.

Table 19: Number of In-District (within 509J) Transfers by School, October 1 each year

| School                 | 2012-13 |     |       | 2013-14 |     |       | 2014-15 |     |       |
|------------------------|---------|-----|-------|---------|-----|-------|---------|-----|-------|
|                        | In      | Out | Net   | In      | Out | Net   | In      | Out | Net   |
| Adams Elementary       | 55      | 65  | (10)  | 49      | 68  | (19)  | 64      | 60  | 4     |
| Garfield Elementary    | 117     | 74  | 43    | 122     | 107 | 15    | 151     | 121 | 30    |
| Hoover Elementary      | 70      | 45  | 25    | 77      | 33  | 44    | 77      | 37  | 40    |
| Jefferson Elementary   | 57      | 54  | 3     | 66      | 38  | 28    | 90      | 41  | 49    |
| Lincoln Elementary     | 37      | 82  | (45)  | 38      | 83  | (45)  | 28      | 92  | (64)  |
| Mt View Elementary     | 9       | 86  | (77)  | 10      | 90  | (80)  | 17      | 134 | (117) |
| Wilson Elementary      | 46      | 152 | (106) | 55      | 164 | (109) | 75      | 176 | (101) |
| Franklin K-8*          | 340     | -   | 340   | 343     | -   | 343   | 339     | -   | 339   |
| <i>Franklin K-5</i>    | 167     | -   | 167   | 167     | -   | 167   | 174     | -   | 174   |
| <i>Franklin 6-8</i>    | 173     | -   | 173   | 176     | -   | 176   | 165     | -   | 165   |
| Cheldelin Middle       | 19      | 79  | (60)  | 14      | 107 | (93)  | 20      | 112 | (92)  |
| Linus Pauling Middle** | 13      | 126 | (113) | 39      | 122 | (83)  | 42      | 105 | (63)  |
| Corvallis High***      | 161     | 43  | 118   | 139     | 34  | 105   | 116     | 43  | 73    |
| Crescent Valley High   | 43      | 161 | (118) | 34      | 139 | (105) | 43      | 116 | (73)  |

Figures represent actual number of students living in the 509J boundary attending a school other than their boundary-area school as captured by district student information system (SIS) October 1 each year. These totals include magnet program assignments (Life Skills and ELL).

\*there is no boundary for Franklin K-8, therefore no transfers out are assigned

\*\*Linus Pauling closed to new transfers 2011-12 through 2014-15

\*\*\*Corvallis High closed to new transfers 2013-14 to 2014-15

A comparison of all enrolled Corvallis residents to those attending their boundary area schools (below) indicates that over 16 percent of Corvallis residents attend a school other than their boundary area school.

Table 20: Comparison of Resident Student Counts to Residents Attending Boundary Schools as of October 1, 2014

| School               | Known School | Residents Attending |            |
|----------------------|--------------|---------------------|------------|
|                      | Residents    | Boundary School     | Difference |
| Adams Elementary     | 371          | 311                 | (60)       |
| Garfield Elementary  | 377          | 256                 | (121)      |
| Hoover Elementary    | 370          | 333                 | (37)       |
| Jefferson Elementary | 284          | 243                 | (41)       |
| Lincoln Elementary   | 427          | 335                 | (92)       |
| Mt View Elementary   | 412          | 278                 | (134)      |
| Wilson Elementary    | 431          | 255                 | (176)      |
| Cheldelin Middle     | 613          | 501                 | (112)      |
| Linus Pauling Middle | 762          | 657                 | (105)      |
| Corvallis High       | 1,178        | 1,135               | (43)       |
| Crescent Valley High | 1,017        | 901                 | (116)      |
| District Wide        | 6,242        | 5,205               | (1,037)    |

\*Excludes Inter-District Transfers (IDT)

## FACILITIES

### BUILDINGS AND PROPERTIES

The Corvallis School District operates 13 school locations: seven elementary schools, one K-8 school, two middle schools, two high schools, and one alternative program site. Administrative, facilities, and food service functions are housed at the District Office. Together with the Western View Center that houses a district computer lab and meeting space, these 15 locations comprise nearly 1.2 million square feet.

Original construction dates for district buildings range from 1923 (Harding Center) to 2005 (Corvallis High School). Average school building ages as of 2014 are shown below.

Table 21: Average Ages of District Schools as of 2014

| <u>Category</u>     | <u>Average Age in Years</u> | <u>Maximum Age</u> | <u>Minimum Age</u> |
|---------------------|-----------------------------|--------------------|--------------------|
| Elementary Schools* | 57                          | 67                 | 46                 |
| Middle Schools*     | 29                          | 67                 | 10                 |
| High Schools        | 26                          | 43                 | 9                  |

\*Franklin is averaged in both the Elementary and Middle School Categories

Other facilities owned by the district include: Dixie and Inavale schools, which are both rented to other educational entities, and Osborn Aquatic Center, operated by the City of Corvallis. Dixie Elementary School is utilized by Head Start as well as LBL ESD. Muddy Creek Charter School is operating at the Inavale location.

Another property, Fairplay Elementary, was leased to the Corvallis Waldorf School for several years. The district finalized its 2011 sale of the Fairplay property to Waldorf School in August, 2013. The Pleasant View Fruit Farm, an undeveloped 11 acre parcel south of Country Club Drive in Corvallis, was also sold by the district in 2014.

### CLASSROOM UTILIZATION

Utilization is defined as the percentage of available classroom seats used by current students. This measurement was developed by the Program Resources and Review (PR2) Committee in 2005, and is calculated as a percentage of planning capacity and actual enrollment. Planning capacity is calculated per building based on the number of physical classroom spaces available multiplied by the number of students planned per classroom (set at 25 for K-5 and 28 for grades 6-12) multiplied by 85 percent to account for specialized instruction and prep periods.

For the purposes of this section, the students-planned-per-classroom has not been increased to reflect the higher targeted class sizes. The Long Range Facilities Master Planning Committee may address this issue as it updates plans for the district's facilities.

Table 22: 2014-15 School Building Utilization

| Schools                        | Classrooms | Modular<br>Classrooms | Planning<br>Capacity | 10/1/2014<br>Enrollment | Utilization  |
|--------------------------------|------------|-----------------------|----------------------|-------------------------|--------------|
| <b>Elementary</b>              |            |                       |                      |                         |              |
| Adams                          | 20         | 3                     | 489                  | 378                     | 77.3%        |
| Garfield                       | 17         | 3                     | 425                  | 420                     | 98.8%        |
| Hoover                         | 14         | 5                     | 404                  | 414                     | 102.5%       |
| Jefferson                      | 15         | 2                     | 361                  | 339                     | 93.8%        |
| Lincoln                        | 19         | 4                     | 489                  | 385                     | 78.8%        |
| Mt. View                       | 17         | 4                     | 446                  | 322                     | 72.2%        |
| Wilson                         | 20         | -                     | 425                  | 342                     | 80.5%        |
| <b>Total Elementary</b>        | <b>122</b> | <b>21</b>             | <b>3,039</b>         | <b>2,600</b>            | <b>85.6%</b> |
| <b>K-8 School</b>              |            |                       |                      |                         |              |
| <b>Franklin K-8 School</b>     | <b>17</b>  | <b>-</b>              | <b>379</b>           | <b>356</b>              | <b>93.9%</b> |
| <b>Middle School</b>           |            |                       |                      |                         |              |
| Cheldelin                      | 34         | -                     | 809                  | 562                     | 69.5%        |
| Linus Pauling                  | 34         | -                     | 809                  | 705                     | 87.1%        |
| <b>Total Middle Schools</b>    | <b>68</b>  | <b>-</b>              | <b>1,618</b>         | <b>1,267</b>            | <b>78.3%</b> |
| <b>High School</b>             |            |                       |                      |                         |              |
| CHS                            | 72         | -                     | 1,714                | 1,280                   | 74.7%        |
| CVHS                           | 65         | -                     | 1,547                | 1,018                   | 65.8%        |
| <b>Total High Schools</b>      | <b>137</b> | <b>-</b>              | <b>3,261</b>         | <b>2,298</b>            | <b>70.5%</b> |
| <b>Total District Capacity</b> | <b>344</b> | <b>21</b>             | <b>8,297</b>         | <b>6,521</b>            | <b>78.6%</b> |

## OVERHEAD COSTS

The cost of maintenance overhead is measured by the custodial costs and utilities at each site on a per student basis. The following table shows the site administration and custodial/utility costs per student. Employee costs are based on actual salary and benefits, instead of average. Therefore, discrepancies are seen in the costs.

Table 23: Overhead Costs by Level and School

| School                              | Enrollment<br>10/1/14 | Site<br>Administration* | Site Admin<br>Cost per<br>Student | Difference to<br>Average by<br>Level | Site Custodial<br>and Utilities** | Custodial<br>and Utilities<br>per Student | Difference to<br>Average by<br>Level |
|-------------------------------------|-----------------------|-------------------------|-----------------------------------|--------------------------------------|-----------------------------------|-------------------------------------------|--------------------------------------|
| <b>Elementary &amp; K-8 Schools</b> |                       |                         |                                   |                                      |                                   |                                           |                                      |
| Adams                               | 378                   | \$ 415,570              | \$ 1,099                          | (5.3%)                               | \$ 178,276                        | \$ 472                                    | 19.3%                                |
| Franklin                            | 356                   | 474,809                 | 1,334                             | 14.9%                                | 133,712                           | 376                                       | (5%)                                 |
| Garfield                            | 420                   | 421,561                 | 1,004                             | (13.5%)                              | 135,527                           | 323                                       | (18.4%)                              |
| Hoover                              | 414                   | 431,863                 | 1,043                             | (10.1%)                              | 143,839                           | 347                                       | (12.1%)                              |
| Jefferson                           | 339                   | 414,422                 | 1,222                             | 5.3%                                 | 151,746                           | 448                                       | 13.2%                                |
| Lincoln                             | 385                   | 424,819                 | 1,103                             | (4.9%)                               | 148,208                           | 385                                       | (2.6%)                               |
| Mt View                             | 322                   | 420,366                 | 1,305                             | 12.5%                                | 139,296                           | 433                                       | 9.4%                                 |
| Wilson                              | 342                   | 427,914                 | 1,251                             | 7.8%                                 | 138,231                           | 404                                       | 2.2%                                 |
| <b>Elementary &amp; K-8 Total</b>   | <b>2,956</b>          | <b>\$ 3,431,324</b>     | <b>\$ 1,161</b>                   |                                      | <b>\$ 1,168,835</b>               | <b>\$ 395</b>                             |                                      |
| <b>Middle Schools</b>               |                       |                         |                                   |                                      |                                   |                                           |                                      |
| Cheldelin                           | 562                   | \$ 802,254              | \$ 1,427                          | 0.1%                                 | \$ 268,997                        | \$ 479                                    | 7.2%                                 |
| Linus Pauling                       | 705                   | 1,004,606               | 1,425                             | (0.1%)                               | 296,566                           | 421                                       | (5.8%)                               |
| <b>Middle School Total</b>          | <b>1,267</b>          | <b>\$ 1,806,860</b>     | <b>\$ 1,426</b>                   |                                      | <b>\$ 565,563</b>                 | <b>\$ 446</b>                             |                                      |
| <b>High Schools</b>                 |                       |                         |                                   |                                      |                                   |                                           |                                      |
| CHS                                 | 1,280                 | \$ 1,438,205            | \$ 1,124                          | (6.7%)                               | \$ 591,554                        | \$ 462                                    | (9%)                                 |
| CVHS                                | 1,018                 | 1,328,921               | 1,305                             | 8.4%                                 | 575,204                           | 565                                       | 11%                                  |
| <b>High School Total</b>            | <b>2,298</b>          | <b>\$ 2,767,126</b>     | <b>\$ 1,204</b>                   |                                      | <b>\$ 1,166,758</b>               | <b>\$ 508</b>                             |                                      |

\*Site Administration is the sum of the principal(s), head secretary, and centrally-funded building staff, excluding department staff.

\*\*Site Custodial and Utilities is the sum of all custodial staff plus utilities for the site. Utilities are actuals from 2013-14.

## FINANCIAL MATTERS

### 509J'S BUDGET

In June of each year, the school board adopts a budget for the upcoming fiscal year. A budget is proposed by the superintendent and district staff based on feedback from staff, parents and community members. The budget committee, comprised of the school board and seven community members, reviews the proposed budget and hears public testimony from our local community. After review and possible revisions, the budget committee forwards an approved budget to the school board. The school board adopts the budget for the coming school year.

### TOTAL BUDGET RESOURCES (GENERAL AND GRANT FUNDS)

The district receives most of its operating revenue from sources that are budgeted in the General Fund and in the Grants Funds. The largest source comes from the State School Fund Formula (SSF), which includes property taxes, state timber receipts, and distributions from the state. The SSF is 92 percent of General Fund current resources without the beginning fund balance. The largest grants that the district receives are from the federal government for Title IA (supporting programs that serve economically disadvantaged students) and IDEA (funding for education of students with disabilities).

Figure 9: 2014-15 Selected Adopted Budget Resources

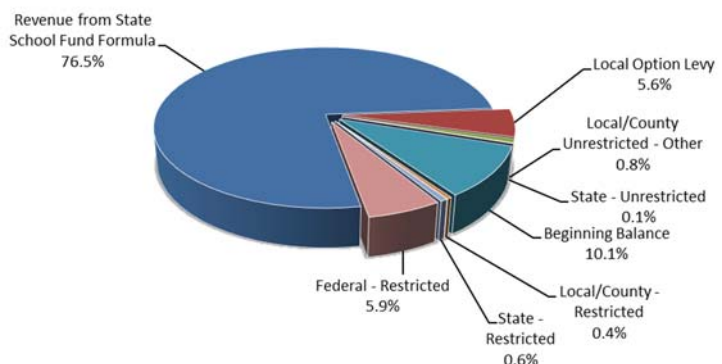


Table 24: 2014-15 Selected Adopted Budget Resources

| Source                                 | Description                                                                                                                                                                                       | Amount               |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Revenue from State School Fund Formula | Revenues that fall under the State School Fund formula including general property taxes, common school fund, county school funds, federal forest fees, and state allocations.                     | \$ 51,663,206        |
| Local Option Levy                      | Local Option Tax Levy, 5 years beginning 2012-13, ending 2016-17                                                                                                                                  | 3,756,650            |
| Local/County Unrestricted - Other      | Unrestricted local and county revenues, including interest on investments, tuition received, reimbursements for indirect charges made to grants, rental income, and other miscellaneous revenues. | 544,000              |
| State - Unrestricted                   | Unrestricted state revenue                                                                                                                                                                        | 50,000               |
| Beginning Balance                      | Committed, Nonspendable and Assigned beginning balance                                                                                                                                            | 6,830,973            |
| Local/County - Restricted              | Revenues received from local sources that may only be used for specific purposes such as ESD money to support developmentally disabled students and from grants.                                  | 260,000              |
| State - Restricted                     | Restricted grants that must be used for specified purpose only.                                                                                                                                   | 400,000              |
| Federal - Restricted                   | Restricted grants that must be used for specified purpose only.                                                                                                                                   | 4,010,000            |
| <b>Grand Total</b>                     |                                                                                                                                                                                                   | <b>\$ 67,514,829</b> |

## LOCAL OPTION LEVY

In November, 2010, Corvallis voters renewed a Local Option Levy originally approved in 2006 to support academic achievement, K-5 music skills and appreciation, and the health and physical fitness of all students.

Over the life of the levy, the additional revenue has been targeted to enhance reading and math instruction for kindergarten through fifth grade, to strengthen middle and high school academic instruction in literature, math, science, and social studies, to improve vocational and technical education, to promote wellness and physical fitness for all students, to enhance music instruction for elementary students, and to sustain current classroom academic programs. The renewal authorized the district to levy up to \$1.50 per \$1,000 assessed value each year beginning July 1, 2012 for five consecutive years. An adopted levy rate of \$1.50 is estimated to provide \$3,756,650 in resources, estimated to provide the 2014-15 services below in full-time equivalents (FTE) and dollars.

Due to the recent recession and the effects of tax compression, the district has been experiencing a significant decrease in Local Option Levy revenue. To illustrate the decline, the district received \$5.6 million in 2009-10, but expects to receive less than \$3.8 million in 2014-15 – a 33 percent decrease over five years. For a larger description of the tax ramifications of compression, see p. A-22 of the 2014-15 Adopted Budget document.

Table 25: 2013-14 and 2014-15 Adopted Budget Local Option Levy Expenditure Plan

| Description                                                                                                                            | 2013-14<br>Adopted<br>Budget | 2014-15<br>Adopted<br>Budget | 2013-14<br>Adopted FTE | 2014-15<br>Adopted<br>FTE |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------|------------------------|---------------------------|
| <b>Use of Current Resources</b>                                                                                                        |                              |                              |                        |                           |
| <u>Continues lower class sizes in core subjects</u>                                                                                    |                              |                              |                        |                           |
| Additional teachers at the middle schools: 2 FTE in each of science, math, humanities and .33 FTE for math at Franklin                 | \$ 527,670                   | \$ 526,051                   | 6.33                   | 6.33                      |
| Additional teachers at the high schools: 2 FTE for each of language arts, humanities, math and science, prorated by student population | 666,870                      | 664,835                      | 8.00                   | 8.00                      |
| <u>Continues lower class sizes</u>                                                                                                     |                              |                              |                        |                           |
| Additional teachers for elementary grades 3-5                                                                                          | 666,870                      | 664,835                      | 8.00                   | 8.00                      |
| <u>Continues focus on literacy</u>                                                                                                     |                              |                              |                        |                           |
| Literacy instruction, grades K - 5: 2.0 FTE Literacy Coaches at elementary schools, plus supplies and staff development                | 166,720                      | 193,244                      | 2.00                   | 2.00                      |
| <u>Continues additional elementary PE &amp; Music</u>                                                                                  |                              |                              |                        |                           |
| Music & Physical Education, grades K - 6                                                                                               | 463,480                      | 491,978                      | 5.56                   | 5.92                      |
| <u>Continues focus on Vocational Education</u>                                                                                         |                              |                              |                        |                           |
| Vocational Education/Service Learning teachers at high school level (\$125,000 per high school)                                        | 250,000                      | 250,000                      | -                      | -                         |
| <u>Continues additional support</u>                                                                                                    |                              |                              |                        |                           |
| Activities and athletics at the high schools (\$157,500 at each)                                                                       | 315,000                      | 315,000                      | -                      | -                         |
| <u>Lower class sizes district wide</u>                                                                                                 |                              |                              |                        |                           |
| Lower class sizes with additional revenue (Various 1000-level Functions)                                                               | 833,590                      | 650,707                      | 10.00                  | 7.83                      |
| <b>Total Use of Current Resources</b>                                                                                                  | <b>\$3,890,200</b>           | <b>\$3,756,650</b>           | <b>39.89</b>           | <b>38.08</b>              |

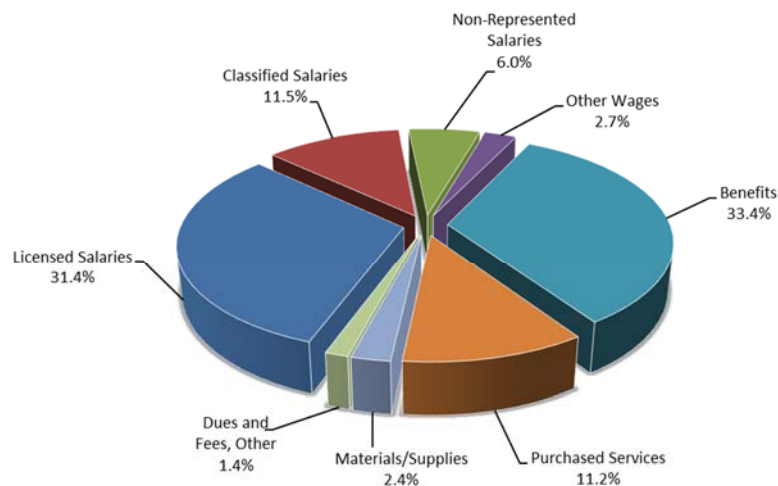
## GENERAL FUND

The General Fund is the district's main operating budget. This fund pays for instructional programs, daily operations of schools, and general functions of the district. The 2014-15 Adopted Budget allocates a total of \$56,735,419 in expenditures from the General Fund in the categories described in the table below.

Table 26: 2014-15 Adopted Budget - General Fund Expenditures by Category

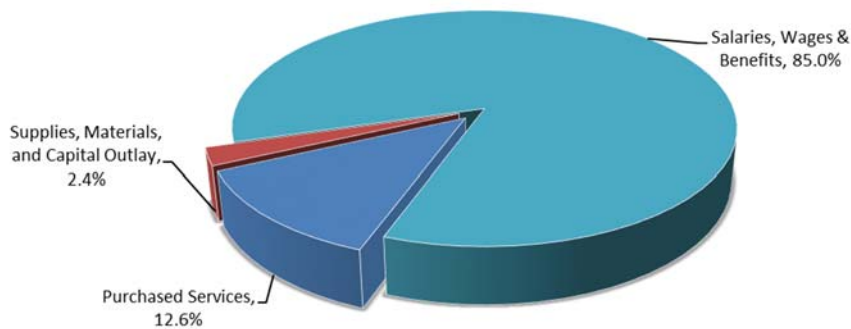
| Category                 | Description                                                                                                                                                    | Amount               | FTE           |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------|
| Licensed Salaries        | Salaries for licensed teachers, counselors and specialists.                                                                                                    | \$ 17,810,754        | 318.76        |
| Classified Salaries      | Salaries for classified staff including classroom assistants, custodians, secretaries and other related costs.                                                 | 6,530,163            | 223.89        |
| Non-Represented Salaries | Salaries for all other staff including principals, administrators, supervisors, and other professionals.                                                       | 3,418,733            | 39.38         |
| Other Wages              | Wages for timecard and substitutes, including extra duty stipends for coaching.                                                                                | 1,526,971            |               |
| Benefits                 | Benefits for all staff including PERS, social security, health insurance, worker's compensation coverage and related costs.                                    | 18,956,604           |               |
| Purchased Services       | Includes utilities, legal services, transportation, contracted work, and other services the district does not provide and must purchase from outside agencies. | 6,328,909            |               |
| Materials/Supplies       | Materials and supplies including equipment and instructional materials.                                                                                        | 1,361,238            |               |
| Dues and Fees, Other     | Includes dues and fees, cash donations made to other agencies, and insurance.                                                                                  | 802,047              |               |
| <b>Grand Total</b>       |                                                                                                                                                                | <b>\$ 56,735,419</b> | <b>582.03</b> |

Figure 10: 2014-15 Adopted Budget - General Fund Expenditures by Category



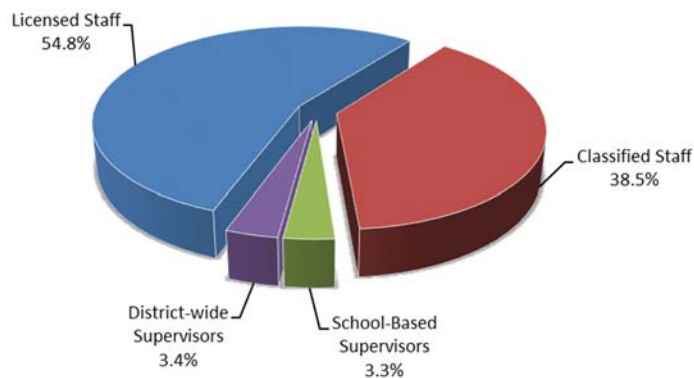
Another, more simplified, version of expenditures expected from the General Fund can be reviewed by collapsing the multiple categories shown above into three main groups: purchased services; supplies, materials, and capital outlay; and labor costs.

Figure 11: 2014-15 Adopted Budget General Fund Expenditures - Simplified



As noted above, the largest portion of anticipated 2014-15 General Fund expenditures is related to labor costs, including salaries, wages and benefits. In line with the district's focus on class size, the majority of the district's FTE is allocated to licensed staff and classified staff in direct contact with students.

Figure 12: 2014-15 General Fund Staffing by Category in FTE and Percent of Total



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## AVERAGE ANNUAL COSTS PER SCHOOL AND STUDENT

The actual annual costs associated with the operation of an individual school vary based on a variety of factors – educational/instructional level, building age, number of students enrolled, etc. See Table 23: Overhead Costs by Level and School earlier in this document for specific information regarding site administration and custodial/utility costs.

Another way of looking at the cost of operating schools is to calculate the typical annual cost for a school at each academic level - elementary, middle, and high - to include General Fund expenses in the five categories used by the Open Books Project, more fully described in the next section of this document.

## THE OPEN BOOKS PROJECT

The Open Books Project provides Oregonians with comparative data for a variety of information regarding the state's K-12 districts. Open Books is funded by the Chalkboard Project, a non-partisan, non-profit initiative of Foundations For A Better Oregon. Citizens are encouraged to view this material online at [www.openbooksproject.org](http://www.openbooksproject.org).

One of the ways the Open Books Project reviews the cost of operating schools is to break down annual costs into five categories: 1) teaching and student resources, 2) buses, buildings and food, 3) principal's office, 4) central administration, and 5) business services and technology.

*Teaching and Student Resources* includes direct instruction, special education, alternative education, health services, library media, and athletics and activities costs. The *Buses, Buildings, and Food* category includes those expenses related to student transportation, facilities, and food services. The *Principal's Office* category includes administration at the school level, while *Central Administration* details costs associated with the school board and Superintendent's Office. The last category, *Business Services and Technology* includes activities related to accounting services, payroll, technology, human resources, insurance and judgments.

Figure 13: Average Costs for Corvallis School District Schools by Level and Open Books Project Category (2014-15 Adopted Budget Data)

|                   |                                                                                     |       |                                |                    |
|-------------------|-------------------------------------------------------------------------------------|-------|--------------------------------|--------------------|
| Elementary School | <b>Average Annual Cost for an Elementary School</b>                                 |       | =                              | <b>\$3,292,411</b> |
|                   |  | 74.3% | Teaching & Student Resources   | \$2,444,642        |
|                   |                                                                                     | 13.7% | Buses, Buildings & Food        | \$452,555          |
|                   |                                                                                     | 7.1%  | Principal's Office             | \$233,771          |
|                   |                                                                                     | 0.9%  | Central Administration         | \$28,844           |
|                   |                                                                                     | 4.0%  | Business Services & Technology | \$132,599          |
|                   | <b>Average annual cost per student</b>                                              |       | =                              | <b>\$9,670</b>     |
| Middle School     | <b>Average Annual Cost for a Middle School</b>                                      |       | =                              | <b>\$4,858,185</b> |
|                   |  | 70.7% | Teaching & Student Resources   | \$3,434,822        |
|                   |                                                                                     | 15.6% | Buses, Buildings & Food        | \$759,817          |
|                   |                                                                                     | 8.1%  | Principal's Office             | \$392,490          |
|                   |                                                                                     | 1.0%  | Central Administration         | \$48,427           |
|                   |                                                                                     | 4.6%  | Business Services & Technology | \$222,628          |
|                   | <b>Average annual cost per student</b>                                              |       | =                              | <b>\$8,498</b>     |
| High School       | <b>Average Annual Cost for a High School</b>                                        |       | =                              | <b>\$9,917,120</b> |
|                   |  | 71.2% | Teaching & Student Resources   | \$7,056,221        |
|                   |                                                                                     | 15.4% | Buses, Buildings & Food        | \$1,527,202        |
|                   |                                                                                     | 8.0%  | Principal's Office             | \$788,888          |
|                   |                                                                                     | 1.0%  | Central Administration         | \$97,337           |
|                   |                                                                                     | 4.5%  | Business Services & Technology | \$447,472          |
|                   | <b>Average annual cost per student</b>                                              |       | =                              | <b>\$8,631</b>     |

\*Franklin K-8 is pro-rated by number of students in Elementary and in Middle School grades.

## STUDENT PERFORMANCE: ODE REPORT CARD

## FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

During the 2013/14 school year, we experienced strong achievement and even greater areas of growth for students in reading and mathematics. Our overall achievement was rated at or above average at all three levels (elementary, middle, and high school) for all students, including students who are economically disadvantaged. Remarkably, our middle and high school students easily exceeded achievement growth targets for nearly all rated sub-groups.

However, there still remains an opportunity gap for students of poverty, students with disabilities, students of color, and students where English is their second language. Additionally, a 72% graduation rate, whether it is a 4-year cohort or a 5-year completion rate, is not acceptable. The graduation rate for our subgroups is even more discouraging.

We will continue our focus on initiatives including digital learning, response to intervention programs, Common Core Standards/Proficiency, and high school expanded diploma options. While we see movement in the right direction, we still have work to do for all students.

With your support we must stay the course:

- Every student shows growth
- Close the opportunity gap
- Every student a graduate

Thank you,

Superintendent | Erin Prince

## DISTRICT PROFILE

| ENROLLMENT    | Total enrollment 2013-14 | Enrollment change from previous year | Students attending 90% or more of enrolled days |
|---------------|--------------------------|--------------------------------------|-------------------------------------------------|
| Grades K - 3  | 1,886                    | +5.2%                                | 88.6%                                           |
| Grades 4 - 5  | 926                      | -0.1%                                | 90.1%                                           |
| Grades 6 - 8  | 1,428                    | -0.4%                                | 84.3%                                           |
| Grades 9 - 12 | 2,207                    | +1.9%                                | 76.5%                                           |

| STUDENT MOBILITY       | 2013-14 | Previous three year average |
|------------------------|---------|-----------------------------|
| Students transferring: |         |                             |
| Into district          | 4.2%    | 3.6%                        |
| Out of district        | 4.2%    | 5.3%                        |

| 2013-14                              |              |              |              |               |
|--------------------------------------|--------------|--------------|--------------|---------------|
| SELECT DEMOGRAPHICS                  | Grades K - 3 | Grades 4 - 5 | Grades 6 - 8 | Grades 9 - 12 |
| English Learners                     | 15%          | 16%          | 12%          | 9%            |
| Economically disadvantaged           | 41%          | 37%          | 35%          | 28%           |
| Students with disabilities           | 11%          | 16%          | 13%          | 11%           |
| Number of different languages spoken | 30           | 23           | 25           | 28            |

Note: a \*\* is displayed when the data must be suppressed to protect student confidentiality.

## STUDENT WELLNESS POLICY

The school district will engage students, parents, staff, food service professionals, health professionals, the school board, school administrators, and community members in developing, implementing, monitoring, periodically reviewing, and updating district nutrition and physical activity policies.

| CLASS SIZE   | Average class size 2012-13 |
|--------------|----------------------------|
| Grades K - 3 | 22.5                       |
| Grades 4 - 5 | 27.2                       |

## TEACHER PROFICIENCY 2013-14

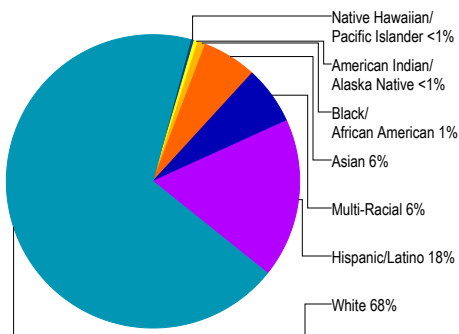
Percentage of highly qualified teachers (as defined by the federal government) 100%

## RACIAL EQUITY IN HIRING

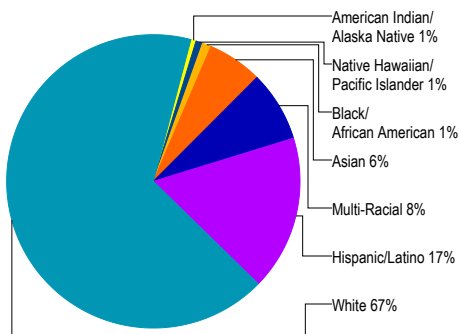
The school district values the diversity and worth of all individuals and groups and is an equal opportunity educator and employer. The district shall promote a climate of civility and inclusiveness and an environment free of discrimination. The district also strives to remove discrimination in employment, assignment and promotion of personnel.

**DISTRICT PROFILE (CONTINUED)**

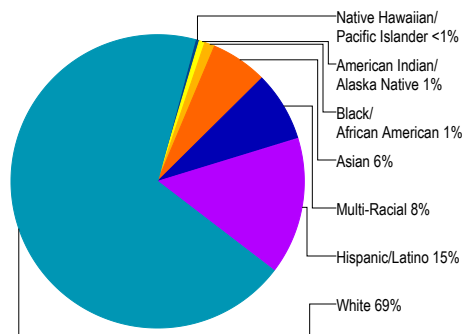
**GRADES K - 3 STUDENTS**



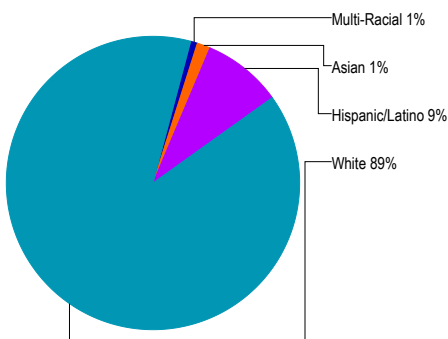
**GRADES 4 - 5 STUDENTS**



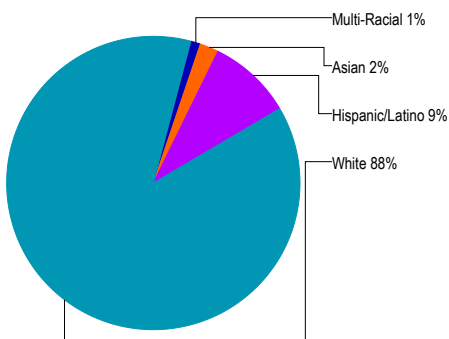
**GRADES 6 - 8 STUDENTS**



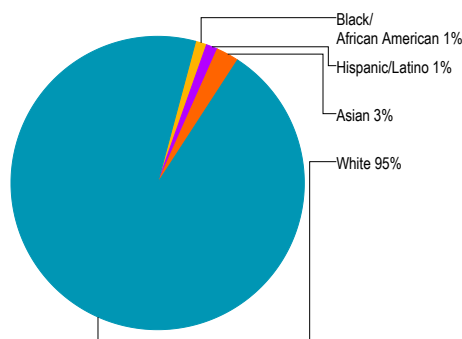
**GRADES K - 3 STAFF**



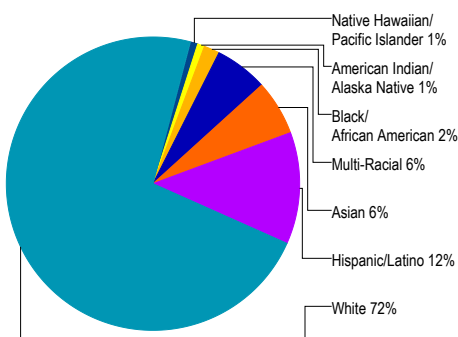
**GRADES 4 - 5 STAFF**



**GRADES 6 - 8 STAFF**



**GRADES 9 - 12 STUDENTS**



**PER PUPIL SPENDING**

|          | 2013-14  | 2012-13 | 2011-12 | 2010-11 | 2009-10 |
|----------|----------|---------|---------|---------|---------|
| District | \$10,048 | \$9,318 | \$9,738 | \$9,842 | \$9,360 |
| State    | \$10,256 | \$9,327 | \$9,366 | \$9,363 | \$9,275 |

Oregon's quality education model (QEM) suggests adequate per pupil funding should be \$12,068 in 2013-14. (Statewide average) 2013-14 data reflects budgeted not actual.

**FUNDING SOURCES**

District funding derived from the below sources

|                      |     |
|----------------------|-----|
| Local taxes and fees | 55% |
| State funds          | 38% |
| Federal funds        | 7%  |

**SEISMIC SAFETY RATING**

For a detailed report for each school, please visit:

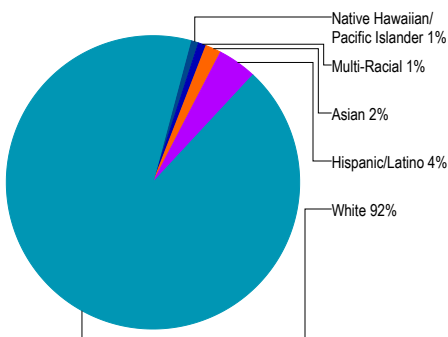
<http://www.oregongeology.org/sub/projects/rvs/activity-updates/status.html>

**EXPULSIONS & SUSPENSIONS**

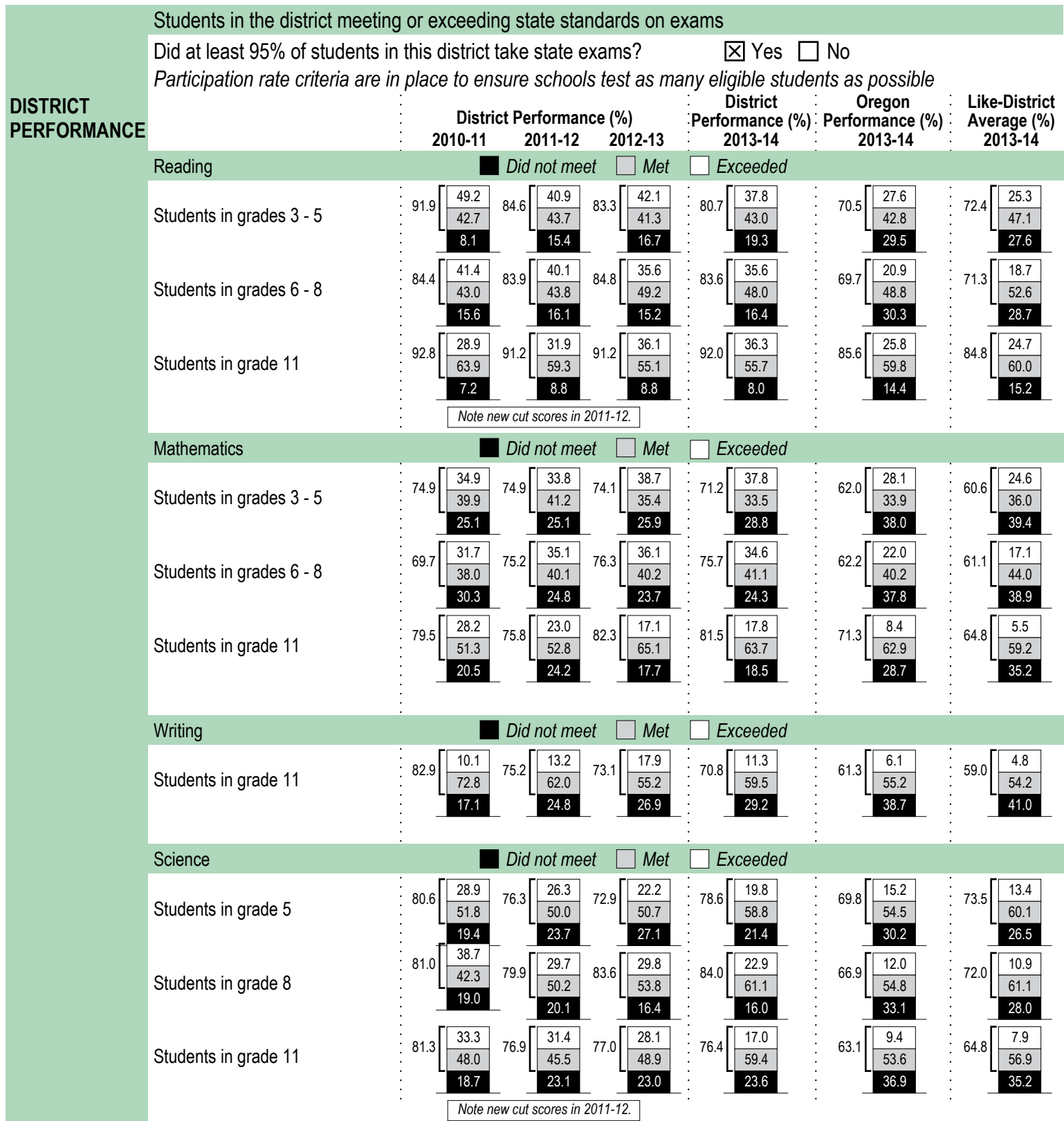
|                                  | Expulsions | Suspensions |
|----------------------------------|------------|-------------|
| Total Students                   | *          | 246         |
| American Indian/Alaska Native    | *          | *           |
| Asian                            | *          | *           |
| Black/African American           | *          | *           |
| Hispanic/Latino                  | *          | 36          |
| Multi-Racial                     | *          | 16          |
| Native Hawaiian/Pacific Islander | *          | *           |
| White                            | *          | 181         |

Note: a "\*" is displayed when the data must be suppressed to protect student confidentiality.

**GRADES 9 - 12 STAFF**



## PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?



Visit [www.ode.state.or.us/go/data](http://www.ode.state.or.us/go/data) for additional assessment results.

Note: a "\*\*" is displayed when data are unavailable or to protect student confidentiality.

## OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

### COLLEGE AND CAREER READINESS

Students preparing for college and careers.

Freshmen on track to graduate within 4 years

Students taking SAT

| District Performance (%) | District Performance (%) | Oregon Performance (%) | Like-District Average (%) |
|--------------------------|--------------------------|------------------------|---------------------------|
| 2010-11                  | 2011-12                  | 2013-14                | 2013-14                   |
| NA                       | NA                       | 85.0                   | 77.8                      |
| 67.3                     | 66.9                     | 54.9                   | 33.3                      |
| 60.6                     |                          |                        | 34.4                      |
| District Performance (%) | District Performance (%) | Oregon Performance (%) | Like-District Average (%) |
| 2009-10                  | 2010-11                  | 2012-13                | 2012-13                   |

### GRADUATION RATE

Students graduating with a regular diploma within four years of entering high school.

Overall graduation rate

|      |      |      |      |      |      |
|------|------|------|------|------|------|
| 71.7 | 70.2 | 67.5 | 71.9 | 68.7 | 70.9 |
|------|------|------|------|------|------|

### COMPLETION RATE

Students receiving a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school.

Overall completion rate

|      |      |      |      |      |      |
|------|------|------|------|------|------|
| 82.5 | 82.7 | 83.1 | 86.8 | 81.5 | 77.7 |
|------|------|------|------|------|------|

### DROPOUT RATE

Students who dropped out during the school year and did not re-enroll.

Overall dropout rate

|     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1.1 | 1.6 | 1.5 | 2.3 | 4.0 | 3.4 |
|-----|-----|-----|-----|-----|-----|

*Note: Dropout methodology change in 2012-13.*

| District Performance (%) | District Performance (%) | Oregon Performance (%) | Like-District Average (%) |
|--------------------------|--------------------------|------------------------|---------------------------|
| 2008-09                  | 2009-10                  | 2011-12                | 2011-12                   |

### CONTINUING EDUCATION

Students continuing their education after high school.

Students who enrolled in a community college or four-year school within 16 months of graduation

|      |      |      |      |      |      |
|------|------|------|------|------|------|
| 74.7 | 75.4 | 77.3 | 71.9 | 54.7 | 52.8 |
|------|------|------|------|------|------|

*Note: a \*\* is displayed when the data must be suppressed to protect student confidentiality.*

## STUDENT GROUP OUTCOMES

|                                   | District Performance (%) | Oregon Performance (%) | District Compared to OR Average |                                      | District Performance (%) | Oregon Performance (%) | District Compared to OR Average |                                                                                                               | District Performance (%) | Oregon Performance (%) | District Compared to OR Average |
|-----------------------------------|--------------------------|------------------------|---------------------------------|--------------------------------------|--------------------------|------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------|------------------------|---------------------------------|
| <b>Economically Disadvantaged</b> |                          |                        |                                 | <b>American Indian/Alaska Native</b> |                          |                        |                                 | <b>Native Hawaiian/Pacific Islander</b>                                                                       |                          |                        |                                 |
| On Track                          | 66.7                     | 68.8                   | -2.1                            | On Track                             | *                        | 61.4                   | *                               | On Track                                                                                                      | 66.7                     | 69.7                   | -3.0                            |
| Graduation                        | 53.3                     | 60.4                   | -7.1                            | Graduation                           | 33.3                     | 51.6                   | -18.3                           | Graduation                                                                                                    | 50.0                     | 63.6                   | -13.6                           |
| Completion                        | 77.4                     | 77.3                   | +0.1                            | Completion                           | 66.7                     | 67.9                   | -1.2                            | Completion                                                                                                    | 100.0                    | 77.0                   | +23.0                           |
| Dropout                           | 4.1                      | 3.8                    | +0.3                            | Dropout                              | 12.5                     | 8.0                    | +4.5                            | Dropout                                                                                                       | 10.0                     | 5.0                    | +5.0                            |
| <b>English Learners</b>           |                          |                        |                                 | <b>Asian</b>                         |                          |                        |                                 | <b>White</b>                                                                                                  |                          |                        |                                 |
| On Track                          | 70.2                     | 70.3                   | -0.1                            | On Track                             | 93.8                     | 92.4                   | +1.4                            | On Track                                                                                                      | 87.4                     | 81.1                   | +6.3                            |
| Graduation                        | 45.5                     | 58.0                   | -12.5                           | Graduation                           | 85.7                     | 83.8                   | +1.9                            | Graduation                                                                                                    | 75.8                     | 71.0                   | +4.8                            |
| Completion                        | 65.5                     | 69.1                   | -3.6                            | Completion                           | 94.4                     | 87.8                   | +6.6                            | Completion                                                                                                    | 88.3                     | 83.9                   | +4.4                            |
| Dropout                           | 6.0                      | 5.0                    | +1.0                            | Dropout                              | 2.2                      | 1.5                    | +0.7                            | Dropout                                                                                                       | 1.7                      | 3.5                    | -1.8                            |
| <b>Students with Disabilities</b> |                          |                        |                                 | <b>Black/African American</b>        |                          |                        |                                 | <b>Female</b>                                                                                                 |                          |                        |                                 |
| On Track                          | 75.0                     | 61.4                   | +13.6                           | On Track                             | 66.7                     | 67.0                   | -0.3                            | On Track                                                                                                      | 85.5                     | 82.1                   | +3.4                            |
| Graduation                        | 33.3                     | 37.2                   | -3.9                            | Graduation                           | 44.4                     | 57.1                   | -12.7                           | Graduation                                                                                                    | 74.2                     | 73.2                   | +1.0                            |
| Completion                        | 75.0                     | 64.2                   | +10.8                           | Completion                           | 80.0                     | 71.0                   | +9.0                            | Completion                                                                                                    | 88.7                     | 84.4                   | +4.3                            |
| Dropout                           | 3.1                      | 6.0                    | -2.9                            | Dropout                              | 4.9                      | 6.2                    | -1.3                            | Dropout                                                                                                       | 1.8                      | 3.3                    | -1.5                            |
| <b>Migrant</b>                    |                          |                        |                                 | <b>Hispanic/Latino</b>               |                          |                        |                                 | <b>Male</b>                                                                                                   |                          |                        |                                 |
| On Track                          | *                        | 68.3                   | *                               | On Track                             | 71.9                     | 69.9                   | +2.0                            | On Track                                                                                                      | 84.6                     | 75.1                   | +9.5                            |
| Graduation                        | --                       | 55.1                   | --                              | Graduation                           | 51.5                     | 60.8                   | -9.3                            | Graduation                                                                                                    | 69.7                     | 64.3                   | +5.4                            |
| Completion                        | --                       | 69.7                   | --                              | Completion                           | 74.5                     | 74.1                   | +0.4                            | Completion                                                                                                    | 84.7                     | 78.9                   | +5.8                            |
| Dropout                           | 0.0                      | 4.8                    | -4.8                            | Dropout                              | 5.0                      | 5.2                    | -0.2                            | Dropout                                                                                                       | 2.7                      | 4.6                    | -1.9                            |
| <b>Talented and Gifted</b>        |                          |                        |                                 | <b>Multi-Racial</b>                  |                          |                        |                                 | <i>On-Track data is based on the 2013-14 school year; all other data is based on the 2012-13 school year.</i> |                          |                        |                                 |
| On Track                          | 93.2                     | 95.5                   | -2.3                            | On Track                             | 83.9                     | 79.8                   | +4.1                            |                                                                                                               |                          |                        |                                 |
| Graduation                        | 88.8                     | 90.5                   | -1.7                            | Graduation                           | 69.0                     | 67.2                   | +1.8                            |                                                                                                               |                          |                        |                                 |
| Completion                        | 97.5                     | 96.4                   | +1.1                            | Completion                           | 84.6                     | 82.3                   | +2.3                            |                                                                                                               |                          |                        |                                 |
| Dropout                           | 0.2                      | 0.5                    | -0.3                            | Dropout                              | 1.7                      | 4.5                    | -2.8                            |                                                                                                               |                          |                        |                                 |

*Note: a \*\* is displayed when the data must be suppressed to protect student confidentiality.*

## CURRICULUM & LEARNING ENVIRONMENT

| SCHOOL READINESS    | Elementary Schools                                                                                                                                                                                                                                                                                                                              | Middle Schools                                                                                                                                                                                                                                                                                                                                                                    | High Schools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <ul style="list-style-type: none"> <li>· Counseling and Behavior Support</li> <li>· Full Day Kindergarten at <u>all</u> elementary schools (2014-15)</li> <li>· Bullying and Harassment Prevention Program</li> <li>· Healthy Schools Initiative</li> <li>· School Breakfast and Lunch Programs</li> <li>· Gentle Start Kindergarten</li> </ul> | <ul style="list-style-type: none"> <li>· Counseling and Behavior Support</li> <li>· W.E.B. (Where Everyone Belongs) Program</li> <li>· Second Step Anti-Bullying Curriculum</li> <li>· Advisory Periods</li> <li>· Intervention Support</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>· Counseling and Behavior Support</li> <li>· Link Crew and Mentors</li> <li>· 8th and 9th grade Open House and Orientations</li> <li>· Impact Day for Inclusion and Diversity Awareness</li> <li>· Intervention Support</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   |
| ACADEMIC SUPPORT    | Elementary Schools                                                                                                                                                                                                                                                                                                                              | Middle Schools                                                                                                                                                                                                                                                                                                                                                                    | High Schools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                     | <ul style="list-style-type: none"> <li>· Personalized Learning Through Technology 1:World</li> <li>· Positive Behavioral and Instructional Support (PBIS)</li> <li>· Response To Intervention (RTI)</li> <li>· Talented and Gifted (TAG)</li> <li>· Spanish Dual Immersion</li> </ul>                                                           | <ul style="list-style-type: none"> <li>· Personalized Learning Through Technology 1:World</li> <li>· Positive Behavioral and Instructional Support (PBIS)</li> <li>· Response To Intervention (RTI)</li> <li>· Talented and Gifted (TAG)</li> <li>· Spanish Dual Immersion</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>· Personalized Learning Through Technology 1:World</li> <li>· Positive Behavioral and Instructional Support (PBIS)</li> <li>· Response To Intervention (RTI)</li> <li>· Talented and Gifted (TAG)</li> <li>· Spanish Dual Immersion</li> <li>· AVID (Structured support for first generation college)</li> <li>· STEM Pathways</li> </ul>                                                                                                                                                                                                                                                                            |
| ACADEMIC ENRICHMENT | Elementary Schools                                                                                                                                                                                                                                                                                                                              | Middle Schools                                                                                                                                                                                                                                                                                                                                                                    | High Schools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                     | <ul style="list-style-type: none"> <li>· Music and PE Specialists</li> <li>· Environmental and Community Service Experiences</li> <li>· After School Enrichment Opportunities</li> <li>· Oregon Battle of the Books</li> <li>· 1:World Access to Technology</li> <li>· Art Enrichment</li> </ul>                                                | <p><b>WORLD LANGUAGE COURSES</b></p> <ul style="list-style-type: none"> <li>· French On-Site After School</li> <li>· Chinese On-Site After School</li> <li>· Spanish Dual Immersion</li> </ul> <p><b>SPECIAL PROGRAMS</b></p> <ul style="list-style-type: none"> <li>· Homecourt (Autism Support)</li> <li>· CLASS Program (Behavioral Support)</li> <li>· Life Skills</li> </ul> | <p><b>WORLD LANGUAGE COURSES</b></p> <ul style="list-style-type: none"> <li>· Spanish Dual Immersion</li> <li>· French and German</li> <li>· Online American Sign Language</li> </ul> <p><b>HONORS AND DUAL-ENROLLMENT COURSES</b></p> <ul style="list-style-type: none"> <li>· 20 AP/Honors Courses at Both High Schools</li> <li>· Over 30 Dual Enrollment Courses at Both High Schools</li> </ul> <p><b>SPECIAL PROGRAMS</b></p> <ul style="list-style-type: none"> <li>· Running Start (Expanded diploma option)</li> <li>· AVID (Structured support for First Generation College)</li> <li>· College Hill (Alternative Pathway for diploma)</li> </ul> |

**CURRICULUM & LEARNING ENVIRONMENT** CONTINUED . . .

| CAREER & TECHNICAL EDUCATION | Middle Schools                             |                                            | High Schools                  |
|------------------------------|--------------------------------------------|--------------------------------------------|-------------------------------|
|                              | CIS Program                                |                                            | Pre-Engineering               |
|                              | Engineering Professional Volunteers        |                                            | Culinary Arts                 |
|                              |                                            |                                            | Metals and Auto               |
|                              |                                            |                                            | Oracle                        |
|                              |                                            |                                            | Digital Photography and Media |
| EXTRACURRICULAR ACTIVITIES   | Elementary Schools                         | Middle Schools                             | High Schools                  |
|                              | Choir                                      | Classes: jazz, art, drama, French, Chinese | Choir/Band/Orchestra          |
|                              | Elementary Strings Program                 | Student Leadership                         | Theatre                       |
|                              | Oregon State University Extension Programs | Track and Cross Country                    | OSAA Sports/Activities/Clubs  |
|                              | Boys and Girls Club Partnership/STARS      | Clubs                                      | Robotics                      |

Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was not verified by the Oregon Department of Education.

**District:** Corvallis SD 509J

The purpose of the District Annual Measurable Objective (AMO) Details report is twofold. First, it displays district level data for four indicators (i.e., achievement, growth, graduation, and assessment participation) disaggregated by subgroup and grade level (3-5, 6-8 and 11). Second, it provides an indication of whether districts have met AMO targets for achievement, graduation, and participation by subgroup. Specifically, a “Level 4” or higher for achievement, a “Level 3” or higher for graduation, and a “Met” for participation indicate that a district has met the respective AMO.

The District AMO Details report contains the following:

- Reading and math achievement by subgroup
  - o elementary (grades 3-5) on p. 2
  - o middle (grades 6-8) on p. 3
  - o high (grade 11) on p. 4
- Reading and math growth by subgroup
  - o elementary (grades 3-5) on p. 5
  - o middle (grades 6-8) on p. 6
  - o high (grade 11) on p. 7
- Graduation by subgroup
  - o high on p. 8
- Reading and math assessment participation by subgroup
  - o elementary (grades 3-5) on p. 9
  - o middle (grades 6-8) on p. 10
  - o high (grade 11) on p. 11

Please visit <http://www.ode.state.or.us/search/page/?id=3881> for more details concerning the school and district report cards and AMOs.



**District:** Corvallis SD 509J

**Level:** Elementary (Grades 3-5)

The Academic Achievement indicator rating reflects the percent of all students that meet or exceed standards on the state reading and mathematics assessments in grades 3 to 5 in the district. Only subgroups with at least 40 tests in the two most recent years will receive an Academic Achievement rating.

| Achievement Level Cutoffs |                |                |
|---------------------------|----------------|----------------|
| Level                     | Reading        | Math           |
| Level 5                   | 87.2 & above   | 82.3 & above   |
| Level 4                   | 72.0 to 87.1   | 69.0 to 82.2   |
| Level 3                   | 58.8 to 71.9   | 49.2 to 68.9   |
| Level 2                   | 49.6 to 58.7   | 39.3 to 49.1   |
| Level 1                   | Less than 49.6 | Less than 39.3 |

| Reading                                       | Level     | 2012-13 |       | 2013-14 |       | Combined % Met |
|-----------------------------------------------|-----------|---------|-------|---------|-------|----------------|
|                                               |           | Tests   | % Met | Tests   | % Met |                |
| All Students                                  | Level 4   | 1309    | 83.3  | 1334    | 80.7  | 82.0           |
| Economically Disadvantaged <sup>1</sup>       | Level 3   | 478     | 69.9  | 500     | 63.0  | 66.4           |
| English Learners <sup>1</sup>                 | Level 1   | 148     | 53.4  | 163     | 46.0  | 49.5           |
| Students with Disabilities <sup>1</sup>       | Level 2   | 174     | 58.6  | 210     | 53.8  | 56.0           |
| Underserved Races/Ethnicities <sup>1</sup>    | Level 3   | 254     | 64.6  | 257     | 58.0  | 61.3           |
| American Indian/Alaska Native <sup>2</sup>    | Not Rated | 12      | 50.0  | 6       | 33.3  | 44.4           |
| Native Hawaiian/Pacific Islander <sup>2</sup> | Not Rated | 7       | 57.1  | 10      | 60.0  | 58.8           |
| Black/African American <sup>2</sup>           | Not Rated | 11      | 90.9  | 12      | 83.3  | 87.0           |
| Hispanic/Latino <sup>2</sup>                  | Level 3   | 224     | 64.3  | 229     | 57.2  | 60.7           |
| Asian <sup>1</sup>                            | Level 5   | *       | >95   | 70      | 88.6  | 92.4           |
| White <sup>1</sup>                            | Level 4   | 889     | 87.5  | 899     | 86.8  | 87.1           |
| Multi-Racial <sup>1</sup>                     | Level 4   | 92      | 84.8  | 108     | 79.6  | 82.0           |

| Math                                          | Level     | 2012-13 |       | 2013-14 |       | Combined % Met |
|-----------------------------------------------|-----------|---------|-------|---------|-------|----------------|
|                                               |           | Tests   | % Met | Tests   | % Met |                |
| All Students                                  | Level 4   | 1309    | 74.1  | 1335    | 71.2  | 72.7           |
| Economically Disadvantaged <sup>1</sup>       | Level 3   | 478     | 53.1  | 501     | 49.1  | 51.1           |
| English Learners <sup>1</sup>                 | Level 2   | 148     | 45.3  | 163     | 39.9  | 42.4           |
| Students with Disabilities <sup>1</sup>       | Level 2   | 175     | 48.6  | 211     | 45.5  | 46.9           |
| Underserved Races/Ethnicities <sup>1</sup>    | Level 2   | 253     | 50.6  | 257     | 45.9  | 48.2           |
| American Indian/Alaska Native <sup>2</sup>    | Not Rated | 12      | 33.3  | 6       | 16.7  | 27.8           |
| Native Hawaiian/Pacific Islander <sup>2</sup> | Not Rated | 7       | 57.1  | 10      | 60.0  | 58.8           |
| Black/African American <sup>2</sup>           | Not Rated | 11      | 72.7  | 12      | 66.7  | 69.6           |
| Hispanic/Latino <sup>2</sup>                  | Level 2   | 223     | 50.2  | 229     | 45.0  | 47.6           |
| Asian <sup>1</sup>                            | Level 5   | 75      | 93.3  | 71      | 90.1  | 91.8           |
| White <sup>1</sup>                            | Level 4   | 889     | 79.2  | 899     | 76.8  | 78.0           |
| Multi-Racial <sup>1</sup>                     | Level 4   | 92      | 73.9  | 108     | 73.1  | 73.5           |

- These data are not part of the achievement rating but are included to provide additional information on subgroup performance.
- Included in the Underserved Races/Ethnicities subgroup.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined

>95.0 Greater than 95 percent of students met or exceeded. Test counts are also suppressed.

<5.0 Less than 5 percent of students met or exceeded. Test counts are also suppressed.



**District:** Corvallis SD 509J  
**Level:** Middle (Grades 6-8)

The Academic Achievement indicator rating reflects the percent of all students that meet or exceed standards on the state reading and mathematics assessments in grades 6 to 8 in the district. Only subgroups with at least 40 tests in the two most recent years will receive an Academic Achievement rating.

| Achievement Level Cutoffs |                |                |
|---------------------------|----------------|----------------|
| Level                     | Reading        | Math           |
| Level 5                   | 87.2 & above   | 82.3 & above   |
| Level 4                   | 72.0 to 87.1   | 69.0 to 82.2   |
| Level 3                   | 58.8 to 71.9   | 49.2 to 68.9   |
| Level 2                   | 49.6 to 58.7   | 39.3 to 49.1   |
| Level 1                   | Less than 49.6 | Less than 39.3 |

| Reading                                       | Level     | 2012-13 |       | 2013-14 |       | Combined % Met |
|-----------------------------------------------|-----------|---------|-------|---------|-------|----------------|
|                                               |           | Tests   | % Met | Tests   | % Met |                |
| All Students                                  | Level 4   | 1397    | 84.8  | 1378    | 83.6  | 84.2           |
| Economically Disadvantaged <sup>1</sup>       | Level 3   | 460     | 69.8  | 472     | 69.9  | 69.8           |
| English Learners <sup>1</sup>                 | Level 1   | 92      | 48.9  | 68      | 38.2  | 44.4           |
| Students with Disabilities <sup>1</sup>       | Level 1   | 179     | 49.7  | 177     | 42.9  | 46.3           |
| Underserved Races/Ethnicities <sup>1</sup>    | Level 3   | 219     | 63.5  | 239     | 64.0  | 63.8           |
| American Indian/Alaska Native <sup>2</sup>    | Not Rated | 7       | 85.7  | 8       | 62.5  | 73.3           |
| Native Hawaiian/Pacific Islander <sup>2</sup> | Not Rated | 9       | 55.6  | 6       | 66.7  | 60.0           |
| Black/African American <sup>2</sup>           | Not Rated | 17      | 58.8  | 15      | 73.3  | 65.6           |
| Hispanic/Latino <sup>2</sup>                  | Level 3   | 186     | 63.4  | 210     | 63.3  | 63.4           |
| Asian <sup>1</sup>                            | Level 5   | 85      | 87.1  | 78      | 92.3  | 89.6           |
| White <sup>1</sup>                            | Level 5   | 992     | 88.6  | 954     | 87.2  | 87.9           |
| Multi-Racial <sup>1</sup>                     | Level 5   | 101     | 91.1  | 107     | 88.8  | 89.9           |

| Math                                          | Level     | 2012-13 |       | 2013-14 |       | Combined % Met |
|-----------------------------------------------|-----------|---------|-------|---------|-------|----------------|
|                                               |           | Tests   | % Met | Tests   | % Met |                |
| All Students                                  | Level 4   | 1396    | 76.3  | 1377    | 75.7  | 76.0           |
| Economically Disadvantaged <sup>1</sup>       | Level 3   | 460     | 57.6  | 472     | 54.0  | 55.8           |
| English Learners <sup>1</sup>                 | Level 2   | 92      | 47.8  | 68      | 39.7  | 44.4           |
| Students with Disabilities <sup>1</sup>       | Level 1   | 179     | 33.5  | 176     | 34.1  | 33.8           |
| Underserved Races/Ethnicities <sup>1</sup>    | Level 3   | 219     | 53.0  | 239     | 54.8  | 53.9           |
| American Indian/Alaska Native <sup>2</sup>    | Not Rated | 7       | 42.9  | 8       | 25.0  | 33.3           |
| Native Hawaiian/Pacific Islander <sup>2</sup> | Not Rated | 9       | 55.6  | 6       | 66.7  | 60.0           |
| Black/African American <sup>2</sup>           | Not Rated | 17      | 52.9  | 15      | 40.0  | 46.9           |
| Hispanic/Latino <sup>2</sup>                  | Level 3   | 186     | 53.2  | 210     | 56.7  | 55.1           |
| Asian <sup>1</sup>                            | Level 5   | 85      | 91.8  | 78      | 92.3  | 92.0           |
| White <sup>1</sup>                            | Level 4   | 991     | 79.1  | 953     | 79.5  | 79.3           |
| Multi-Racial <sup>1</sup>                     | Level 4   | 101     | 86.1  | 107     | 76.6  | 81.3           |

- These data are not part of the achievement rating but are included to provide additional information on subgroup performance.
- Included in the Underserved Races/Ethnicities subgroup.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined

>95.0 Greater than 95 percent of students met or exceeded. Test counts are also suppressed.

<5.0 Less than 5 percent of students met or exceeded. Test counts are also suppressed.

**District:** Corvallis SD 509J

**Level:** High (Grade 11)

The Academic Achievement indicator rating reflects the percent of all students that meet or exceed standards on the state reading and mathematics assessments in grade 11 in the district. Only subgroups with at least 40 tests in the two most recent years will receive an Academic Achievement rating.

| Achievement Level Cutoffs |                |                |
|---------------------------|----------------|----------------|
| Level                     | Reading        | Math           |
| Level 5                   | 93.2 & above   | 81.5 & above   |
| Level 4                   | 85.0 to 93.1   | 70.0 to 81.4   |
| Level 3                   | 66.6 to 84.9   | 42.1 to 69.9   |
| Level 2                   | 56.2 to 66.5   | 25.3 to 42.0   |
| Level 1                   | Less than 56.2 | Less than 25.3 |

| Reading                                       | Level     | 2012-13 |       | 2013-14 |       | Combined % Met |
|-----------------------------------------------|-----------|---------|-------|---------|-------|----------------|
|                                               |           | Tests   | % Met | Tests   | % Met |                |
| All Students                                  | Level 4   | 499     | 91.2  | 535     | 92.0  | 91.6           |
| Economically Disadvantaged <sup>1</sup>       | Level 3   | 132     | 81.8  | 142     | 78.2  | 79.9           |
| English Learners <sup>1</sup>                 | Not Rated | 11      | 27.3  | 10      | 20.0  | 23.8           |
| Students with Disabilities <sup>1</sup>       | Level 2   | 38      | 47.4  | 54      | 66.7  | 58.7           |
| Underserved Races/Ethnicities <sup>1</sup>    | Level 3   | 71      | 78.9  | 81      | 77.8  | 78.3           |
| American Indian/Alaska Native <sup>2</sup>    | Not Rated | *       | *     | *       | *     | 87.5           |
| Native Hawaiian/Pacific Islander <sup>2</sup> | Not Rated | *       | *     | *       | *     | *              |
| Black/African American <sup>2</sup>           | Not Rated | 8       | 75.0  | 8       | 87.5  | 81.3           |
| Hispanic/Latino <sup>2</sup>                  | Level 3   | 58      | 79.3  | 66      | 77.3  | 78.2           |
| Asian <sup>1</sup>                            | Level 4   | 26      | 88.5  | 33      | 87.9  | 88.1           |
| White <sup>1</sup>                            | Level 5   | 371     | 94.1  | 394     | 94.7  | 94.4           |
| Multi-Racial <sup>1</sup>                     | Level 4   | 31      | 87.1  | *       | >95   | 93.1           |

| Math                                          | Level     | 2012-13 |       | 2013-14 |       | Combined % Met |
|-----------------------------------------------|-----------|---------|-------|---------|-------|----------------|
|                                               |           | Tests   | % Met | Tests   | % Met |                |
| All Students                                  | Level 5   | 496     | 82.3  | 540     | 81.5  | 81.9           |
| Economically Disadvantaged <sup>1</sup>       | Level 3   | 130     | 63.8  | 144     | 64.6  | 64.2           |
| English Learners <sup>1</sup>                 | Not Rated | 11      | 45.5  | 10      | 40.0  | 42.9           |
| Students with Disabilities <sup>1</sup>       | Level 2   | 37      | 27.0  | 59      | 45.8  | 38.5           |
| Underserved Races/Ethnicities <sup>1</sup>    | Level 3   | 70      | 62.9  | 83      | 60.2  | 61.4           |
| American Indian/Alaska Native <sup>2</sup>    | Not Rated | *       | *     | 6       | 66.7  | 75.0           |
| Native Hawaiian/Pacific Islander <sup>2</sup> | Not Rated | *       | *     | *       | *     | *              |
| Black/African American <sup>2</sup>           | Not Rated | 8       | 87.5  | 9       | 77.8  | 82.4           |
| Hispanic/Latino <sup>2</sup>                  | Level 3   | 58      | 58.6  | 66      | 59.1  | 58.9           |
| Asian <sup>1</sup>                            | Level 5   | 27      | 88.9  | 32      | 90.6  | 89.8           |
| White <sup>1</sup>                            | Level 5   | 368     | 85.6  | 397     | 84.9  | 85.2           |
| Multi-Racial <sup>1</sup>                     | Level 5   | 31      | 80.6  | 28      | 85.7  | 83.1           |

1. These data are not part of the achievement rating but are included to provide additional information on subgroup performance.

2. Included in the Underserved Races/Ethnicities subgroup.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined

>95.0 Greater than 95 percent of students met or exceeded. Test counts are also suppressed.

<5.0 Less than 5 percent of students met or exceeded. Test counts are also suppressed.



**District:** Corvallis SD 509J

**Level:** Elementary (Grades 3-5)

The Growth indicator measures the reading and mathematics growth of all students and historically underserved students in grades 3 to 5. To receive a Growth indicator rating, a subgroup must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and have at least 30 students with growth percentiles (i.e., both a current and prior OAKS score).

| Growth Level Cutoffs |                 |              |
|----------------------|-----------------|--------------|
| Level                | On Track Growth |              |
|                      | Yes             | No           |
| Level 5              | 60 & above      | 70 & above   |
| Level 4              | 45 to 59.5      | 55 to 69.5   |
| Level 3              | 35 to 44.5      | 45 to 54.5   |
| Level 2              | 30 to 34.5      | 40 to 44.5   |
| Level 1              | Less than 30    | Less than 40 |

| Reading                                       | Level     | 2012-13  |                             | 2013-14  |                             | Combined<br>Median<br>Growth<br>Percentile | Combined<br>Median<br>Growth<br>Target | On<br>Track<br>Growth? |
|-----------------------------------------------|-----------|----------|-----------------------------|----------|-----------------------------|--------------------------------------------|----------------------------------------|------------------------|
|                                               |           | Students | Median Growth<br>Percentile | Students | Median Growth<br>Percentile |                                            |                                        |                        |
| All Students                                  | Level 4   | 818      | 53.5                        | 808      | 48.0                        | 51.0                                       | 20.0                                   | Yes                    |
| Economically Disadvantaged                    | Level 3   | 287      | 50.0                        | 285      | 38.0                        | 44.5                                       | 38.0                                   | Yes                    |
| English Learners                              | Level 2   | 76       | 41.0                        | 95       | 38.0                        | 41.0                                       | 52.0                                   | No                     |
| Students with Disabilities                    | Level 2   | 89       | 47.0                        | 109      | 42.0                        | 43.5                                       | 48.0                                   | No                     |
| Underserved Races/Ethnicities                 | Level 2   | 150      | 41.0                        | 156      | 42.0                        | 42.0                                       | 43.0                                   | No                     |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated | 9        | 11.0                        | *        | *                           | 28.0                                       | 62.0                                   | NA                     |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated | *        | *                           | *        | *                           | 25.0                                       | 46.0                                   | NA                     |
| Black/African American <sup>1</sup>           | Not Rated | *        | *                           | 8        | 26.0                        | 28.0                                       | 20.0                                   | NA                     |
| Hispanic/Latino <sup>1</sup>                  | Level 2   | 134      | 42.0                        | 139      | 42.0                        | 42.0                                       | 43.0                                   | No                     |
| Asian <sup>2</sup>                            | Level 4   | 36       | 65.0                        | 42       | 48.0                        | 57.0                                       | 11.0                                   | Yes                    |
| White <sup>2</sup>                            | Level 4   | 575      | 55.0                        | 544      | 49.5                        | 53.0                                       | 17.0                                   | Yes                    |
| Multi-Racial <sup>2</sup>                     | Level 4   | 57       | 55.0                        | 66       | 50.0                        | 54.0                                       | 23.0                                   | Yes                    |

| Math                                          | Level     | 2012-13  |                             | 2013-14  |                             | Combined<br>Median<br>Growth<br>Percentile | Combined<br>Median<br>Growth<br>Target | On<br>Track<br>Growth? |
|-----------------------------------------------|-----------|----------|-----------------------------|----------|-----------------------------|--------------------------------------------|----------------------------------------|------------------------|
|                                               |           | Students | Median Growth<br>Percentile | Students | Median Growth<br>Percentile |                                            |                                        |                        |
| All Students                                  | Level 4   | 822      | 59.5                        | 812      | 54.0                        | 57.0                                       | 30.0                                   | Yes                    |
| Economically Disadvantaged                    | Level 4   | 290      | 53.5                        | 289      | 47.0                        | 51.0                                       | 51.0                                   | Yes                    |
| English Learners                              | Level 3   | 76       | 51.5                        | 94       | 49.0                        | 50.5                                       | 59.5                                   | No                     |
| Students with Disabilities                    | Level 3   | 92       | 47.5                        | 114      | 47.5                        | 47.5                                       | 54.5                                   | No                     |
| Underserved Races/Ethnicities                 | Level 3   | 152      | 52.0                        | 157      | 47.0                        | 51.0                                       | 54.0                                   | No                     |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated | 9        | 27.0                        | *        | *                           | 30.0                                       | 71.0                                   | NA                     |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated | *        | *                           | *        | *                           | 36.0                                       | 41.0                                   | NA                     |
| Black/African American <sup>1</sup>           | Not Rated | *        | *                           | 8        | 35.5                        | 35.0                                       | 30.0                                   | NA                     |
| Hispanic/Latino <sup>1</sup>                  | Level 3   | 136      | 56.0                        | 140      | 47.5                        | 52.0                                       | 54.0                                   | No                     |
| Asian <sup>2</sup>                            | Level 5   | 36       | 71.0                        | 43       | 62.0                        | 69.0                                       | 8.0                                    | Yes                    |
| White <sup>2</sup>                            | Level 4   | 576      | 60.0                        | 546      | 54.0                        | 57.0                                       | 26.0                                   | Yes                    |
| Multi-Racial <sup>2</sup>                     | Level 5   | 58       | 73.0                        | 66       | 64.5                        | 66.0                                       | 28.5                                   | Yes                    |

1. Included in the Underserved Races/Ethnicities subgroup.

2. These data are not part of the academic growth rating but are included to provide additional information on subgroup performance.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined

NA Not applicable

**District:** Corvallis SD 509J  
**Level:** Middle (Grades 6-8)

The Growth indicator measures the reading and mathematics growth of all students and historically underserved students in grades 6 to 8. To receive a Growth indicator rating, a subgroup must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and have at least 30 students with growth percentiles (i.e., both a current and prior OAKS score).

| Growth Level Cutoffs |                 |              |
|----------------------|-----------------|--------------|
| Level                | On Track Growth |              |
|                      | Yes             | No           |
| Level 5              | 60 & above      | 70 & above   |
| Level 4              | 45 to 59.5      | 55 to 69.5   |
| Level 3              | 35 to 44.5      | 45 to 54.5   |
| Level 2              | 30 to 34.5      | 40 to 44.5   |
| Level 1              | Less than 30    | Less than 40 |

| Reading                                       | Level     | 2012-13  |                             | 2013-14  |                             | Combined<br>Median<br>Growth<br>Percentile | Combined<br>Median<br>Growth<br>Target | On<br>Track<br>Growth? |
|-----------------------------------------------|-----------|----------|-----------------------------|----------|-----------------------------|--------------------------------------------|----------------------------------------|------------------------|
|                                               |           | Students | Median Growth<br>Percentile | Students | Median Growth<br>Percentile |                                            |                                        |                        |
| All Students                                  | Level 4   | 1295     | 59.0                        | 1270     | 57.5                        | 58.0                                       | 7.0                                    | Yes                    |
| Economically Disadvantaged                    | Level 4   | 430      | 57.0                        | 425      | 54.0                        | 56.0                                       | 20.0                                   | Yes                    |
| English Learners                              | Level 4   | 76       | 61.0                        | 62       | 55.5                        | 58.0                                       | 43.0                                   | Yes                    |
| Students with Disabilities                    | Level 4   | 146      | 54.0                        | 140      | 47.5                        | 51.0                                       | 36.0                                   | Yes                    |
| Underserved Races/Ethnicities                 | Level 4   | 204      | 58.0                        | 218      | 53.0                        | 55.5                                       | 23.0                                   | Yes                    |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated | 7        | 54.0                        | 6        | 23.0                        | 32.0                                       | 12.0                                   | NA                     |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated | 9        | 73.0                        | 6        | 72.0                        | 73.0                                       | 21.0                                   | NA                     |
| Black/African American <sup>1</sup>           | Not Rated | 15       | 45.0                        | 11       | 42.0                        | 43.5                                       | 15.5                                   | NA                     |
| Hispanic/Latino <sup>1</sup>                  | Level 4   | 173      | 59.0                        | 195      | 53.0                        | 56.0                                       | 23.0                                   | Yes                    |
| Asian <sup>2</sup>                            | Level 5   | 73       | 60.0                        | 74       | 68.5                        | 65.0                                       | 4.0                                    | Yes                    |
| White <sup>2</sup>                            | Level 4   | 924      | 58.0                        | 878      | 57.0                        | 57.5                                       | 6.0                                    | Yes                    |
| Multi-Racial <sup>2</sup>                     | Level 5   | 94       | 65.0                        | 100      | 63.5                        | 64.5                                       | 6.0                                    | Yes                    |

| Math                                          | Level     | 2012-13  |                             | 2013-14  |                             | Combined<br>Median<br>Growth<br>Percentile | Combined<br>Median<br>Growth<br>Target | On<br>Track<br>Growth? |
|-----------------------------------------------|-----------|----------|-----------------------------|----------|-----------------------------|--------------------------------------------|----------------------------------------|------------------------|
|                                               |           | Students | Median Growth<br>Percentile | Students | Median Growth<br>Percentile |                                            |                                        |                        |
| All Students                                  | Level 4   | 1289     | 56.0                        | 1265     | 47.0                        | 52.0                                       | 18.0                                   | Yes                    |
| Economically Disadvantaged                    | Level 4   | 428      | 50.0                        | 423      | 40.0                        | 46.0                                       | 34.0                                   | Yes                    |
| English Learners                              | Level 4   | 77       | 55.0                        | 63       | 39.0                        | 48.0                                       | 47.0                                   | Yes                    |
| Students with Disabilities                    | Level 2   | 142      | 45.0                        | 135      | 33.0                        | 41.0                                       | 55.0                                   | No                     |
| Underserved Races/Ethnicities                 | Level 4   | 203      | 52.0                        | 217      | 44.0                        | 47.0                                       | 36.5                                   | Yes                    |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated | 7        | 29.0                        | 6        | 45.0                        | 45.0                                       | 60.0                                   | NA                     |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated | 9        | 54.0                        | 6        | 38.0                        | 47.0                                       | 25.0                                   | NA                     |
| Black/African American <sup>1</sup>           | Not Rated | 15       | 46.0                        | 11       | 36.0                        | 41.0                                       | 36.5                                   | NA                     |
| Hispanic/Latino <sup>1</sup>                  | Level 4   | 172      | 52.0                        | 194      | 44.0                        | 48.0                                       | 36.0                                   | Yes                    |
| Asian <sup>2</sup>                            | Level 5   | 74       | 64.0                        | 74       | 55.0                        | 61.0                                       | 4.0                                    | Yes                    |
| White <sup>2</sup>                            | Level 4   | 918      | 56.0                        | 874      | 47.0                        | 52.0                                       | 16.0                                   | Yes                    |
| Multi-Racial <sup>2</sup>                     | Level 4   | 94       | 56.0                        | 100      | 55.0                        | 56.0                                       | 15.0                                   | Yes                    |

1. Included in the Underserved Races/Ethnicities subgroup.

2. These data are not part of the academic growth rating but are included to provide additional information on subgroup performance.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined

NA Not applicable

**District:** Corvallis SD 509J

**Level:** High (Grade 11)

The Growth indicator measures the reading and mathematics growth of all students and historically underserved students in grade 11. To receive a Growth indicator rating, a subgroup must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and have at least 30 students with growth percentiles (i.e., both a current and prior OAKS score).

| Growth Level Cutoffs |                          |
|----------------------|--------------------------|
| Level                | Median Growth Percentile |
| Level 5              | 65 & above               |
| Level 4              | 50 to 64.5               |
| Level 3              | 40 to 49.5               |
| Level 2              | 35 to 39.5               |
| Level 1              | Less than 35             |

| Reading                                       | Level     | 2012-13  |                          | 2013-14  |                          | Combined Median Growth Percentile |
|-----------------------------------------------|-----------|----------|--------------------------|----------|--------------------------|-----------------------------------|
|                                               |           | Students | Median Growth Percentile | Students | Median Growth Percentile |                                   |
| All Students                                  | Level 4   | 413      | 53.0                     | 451      | 54.0                     | 54.0                              |
| Economically Disadvantaged                    | Level 3   | 108      | 45.5                     | 124      | 49.0                     | 47.5                              |
| English Learners                              | Not Rated | 7        | 28.0                     | *        | *                        | 28.0                              |
| Students with Disabilities                    | Level 3   | 31       | 33.0                     | 48       | 57.5                     | 47.0                              |
| Underserved Races/Ethnicities                 | Level 4   | 62       | 50.0                     | 74       | 54.0                     | 52.0                              |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated | *        | *                        | *        | *                        | 67.5                              |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated | *        | *                        | *        | *                        | *                                 |
| Black/African American <sup>1</sup>           | Not Rated | 7        | 40.0                     | 6        | 46.0                     | 40.0                              |
| Hispanic/Latino <sup>1</sup>                  | Level 4   | 51       | 50.0                     | 62       | 54.0                     | 52.0                              |
| Asian <sup>2</sup>                            | Level 4   | 22       | 61.0                     | 25       | 59.0                     | 59.0                              |
| White <sup>2</sup>                            | Level 4   | 306      | 53.5                     | 330      | 54.0                     | 54.0                              |
| Multi-Racial <sup>2</sup>                     | Level 4   | 23       | 58.0                     | 22       | 48.5                     | 52.0                              |

| Math                                          | Level     | 2012-13  |                          | 2013-14  |                          | Combined Median Growth Percentile |
|-----------------------------------------------|-----------|----------|--------------------------|----------|--------------------------|-----------------------------------|
|                                               |           | Students | Median Growth Percentile | Students | Median Growth Percentile |                                   |
| All Students                                  | Level 4   | 412      | 56.5                     | 453      | 62.0                     | 60.0                              |
| Economically Disadvantaged                    | Level 4   | 108      | 56.0                     | 125      | 58.0                     | 57.0                              |
| English Learners                              | Not Rated | 7        | 61.0                     | *        | *                        | 79.0                              |
| Students with Disabilities                    | Level 4   | 30       | 42.0                     | 51       | 55.0                     | 53.0                              |
| Underserved Races/Ethnicities                 | Level 4   | 63       | 46.0                     | 76       | 62.0                     | 59.0                              |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated | *        | *                        | *        | *                        | 85.0                              |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated | *        | *                        | *        | *                        | *                                 |
| Black/African American <sup>1</sup>           | Not Rated | 7        | 60.0                     | 7        | 62.0                     | 61.0                              |
| Hispanic/Latino <sup>1</sup>                  | Level 4   | 52       | 45.5                     | 62       | 61.5                     | 58.0                              |
| Asian <sup>2</sup>                            | Level 5   | 23       | 68.0                     | 24       | 72.5                     | 68.0                              |
| White <sup>2</sup>                            | Level 4   | 303      | 55.0                     | 330      | 62.0                     | 59.0                              |
| Multi-Racial <sup>2</sup>                     | Level 4   | 23       | 56.0                     | 23       | 55.0                     | 55.5                              |

1. Included in the Underserved Races/Ethnicities subgroup.

2. These data are not part of the academic growth rating but are included to provide additional information on subgroup performance.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined

NA Not applicable



**District:** Corvallis SD 509J

The Graduation indicator displays the graduation rates of all students and historically underserved student subgroups. The rating for the Graduation indicator is the higher of the ratings for the four-year rate and the five-year rate. A subgroup meets the annual measurable objective (AMO) for graduation if it is Level 3 or higher for either the four-year rate or the five year rate. A subgroup must have at least 40 students (combined) in the two most recent cohorts in order to receive a rating.

| Graduation Level Cutoffs |                |                |
|--------------------------|----------------|----------------|
| Level                    | Four-Year Rate | Five-Year Rate |
| Level 5                  | 87.5 & above   | 90.1 & above   |
| Level 4                  | 74.0 to 87.4   | 78.1 to 90.0   |
| Level 3                  | 69.0 to 73.9   | 74.0 to 78.0   |
| Level 2                  | 60.0 to 68.9   | 60.0 to 73.9   |
| Level 1                  | Less than 60.0 | Less than 60.0 |

| Four-Year Cohort <sup>1</sup>                 | Level     | 2008-09 Cohort  |        | 2009-10 Cohort  |        | Combined Rate | Applied Rate <sup>3</sup> |
|-----------------------------------------------|-----------|-----------------|--------|-----------------|--------|---------------|---------------------------|
|                                               |           | Adjusted Cohort | % Grad | Adjusted Cohort | % Grad |               |                           |
| All Students                                  | Level 3   | 600             | 67.5   | 608             | 71.9   | 69.7          | Current                   |
| Economically Disadvantaged                    | Level 1   | 188             | 45.7   | 225             | 53.3   | 49.9          | Current                   |
| English Learners                              | Level 1   | 37              | 32.4   | 26              | 38.5   | 34.9          | Current                   |
| Students with Disabilities                    | Level 1   | 54              | 31.5   | 78              | 33.3   | 32.6          | Current                   |
| Underserved Races/Ethnicities                 | Level 1   | 78              | 53.8   | 94              | 48.9   | 51.2          | Combined                  |
| American Indian/Alaska Native <sup>2</sup>    | Not Rated | 4               | 25.0   | 6               | 33.3   | 30.0          | NA                        |
| Native Hawaiian/Pacific Islander <sup>2</sup> | Not Rated | 4               | 100    | 2               | 50.0   | 83.3          | NA                        |
| Black/African American <sup>2</sup>           | Not Rated | 11              | 36.4   | 18              | 44.4   | 41.4          | NA                        |
| Hispanic/Latino <sup>2</sup>                  | Level 1   | 59              | 55.9   | 68              | 51.5   | 53.5          | Combined                  |
| Asian                                         | Level 4   | 28              | 57.1   | 35              | 85.7   | 73.0          | Current                   |
| White                                         | Level 4   | 468             | 70.5   | 450             | 75.8   | 73.1          | Current                   |
| Multi-Racial                                  | Level 3   | 26              | 65.4   | 29              | 69.0   | 67.3          | Current                   |

| Five-Year Cohort <sup>1</sup>                 | Level     | 2007-08 Cohort  |        | 2008-09 Cohort  |        | Combined Rate | Applied Rate <sup>3</sup> |
|-----------------------------------------------|-----------|-----------------|--------|-----------------|--------|---------------|---------------------------|
|                                               |           | Adjusted Cohort | % Grad | Adjusted Cohort | % Grad |               |                           |
| All Students                                  | Level 3   | 586             | 76.6   | 568             | 75.2   | 75.9          | Combined                  |
| Economically Disadvantaged                    | Level 1   | 177             | 60.5   | 177             | 56.5   | 58.5          | Combined                  |
| English Learners                              | Level 2   | 35              | 62.9   | 25              | 60.0   | 61.7          | Combined                  |
| Students with Disabilities                    | Level 1   | 59              | 61.0   | 52              | 40.4   | 51.4          | Combined                  |
| Underserved Races/Ethnicities                 | Level 2   | 76              | 61.8   | 72              | 63.9   | 62.8          | Current                   |
| American Indian/Alaska Native <sup>2</sup>    | Not Rated | 3               | 0.0    | 3               | 33.3   | 16.7          | NA                        |
| Native Hawaiian/Pacific Islander <sup>2</sup> | Not Rated | 1               | 100    | 4               | 100    | 100           | NA                        |
| Black/African American <sup>2</sup>           | Not Rated | 17              | 64.7   | 10              | 60.0   | 63.0          | NA                        |
| Hispanic/Latino <sup>2</sup>                  | Level 2   | 55              | 63.6   | 55              | 63.6   | 63.6          | Combined                  |
| Asian                                         | Level 5   | 28              | 89.3   | 18              | 94.4   | 91.3          | Current                   |
| White                                         | Level 3   | 450             | 77.8   | 452             | 76.5   | 77.2          | Combined                  |
| Multi-Racial                                  | Level 3   | 32              | 84.4   | 26              | 69.2   | 77.6          | Combined                  |

1. Cohort year is the school year in which the students enrolled in high school for the first time.
2. Included in the Underserved Races/Ethnicities subgroup.
3. The Applied Rate is the graduation rate used to determine the Level. It is the higher of the combined rate and the most recent rate.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined

NA Not applicable

Inst ID = 1901

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**District:** Corvallis SD 509J  
**Level:** Elementary (Grades 3-5)

All students enrolled on the first school day in May must take a statewide assessment. The tables below display the percentage of students who took a statewide assessment by school year, subject, and subgroup for grades 3 to 5. The tables also indicate whether each subgroup met the federal participation rate target of 94.5%. Only subgroups with at least 40 participants and non-participants (combined) receive a participation rating.

**Participation Target: 94.5%**

| <b>Reading</b>                                | <b>Status</b> | <b>Participants</b> |                | <b>Non-Participants</b> |                | <b>Participation Rate</b> |                |                 | <b>Applied Rate<sup>2</sup></b> |
|-----------------------------------------------|---------------|---------------------|----------------|-------------------------|----------------|---------------------------|----------------|-----------------|---------------------------------|
|                                               |               | <b>2012-13</b>      | <b>2013-14</b> | <b>2012-13</b>          | <b>2013-14</b> | <b>2012-13</b>            | <b>2013-14</b> | <b>Combined</b> |                                 |
| All Students                                  | Met           | 1358                | 1385           | 3                       | 9              | 99.8                      | 99.4           | 99.6            | Combined                        |
| Economically Disadvantaged                    | Met           | 501                 | 527            | 2                       | 5              | 99.6                      | 99.1           | 99.3            | Combined                        |
| English Learners                              | Met           | 172                 | 188            | 1                       | 4              | 99.4                      | 97.9           | 98.6            | Combined                        |
| Students with Disabilities                    | Met           | 178                 | 215            | 2                       | 1              | 98.9                      | 99.5           | 99.2            | Current                         |
| Underserved Races/Ethnicities                 | Met           | 265                 | 270            | 0                       | 1              | 100.0                     | 99.6           | 99.8            | Combined                        |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated     | 12                  | 7              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated     | 8                   | 10             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Black/African American <sup>1</sup>           | Not Rated     | 11                  | 12             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Hispanic/Latino <sup>1</sup>                  | Met           | 234                 | 241            | 0                       | 1              | 100.0                     | 99.6           | 99.8            | Combined                        |
| Asian                                         | Met           | 86                  | 82             | 1                       | 2              | 98.9                      | 97.6           | 98.2            | Combined                        |
| White                                         | Met           | 914                 | 920            | 2                       | 6              | 99.8                      | 99.4           | 99.6            | Combined                        |
| Multi-Racial                                  | Met           | 93                  | 113            | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |

| <b>Math</b>                                   | <b>Status</b> | <b>Participants</b> |                | <b>Non-Participants</b> |                | <b>Participation Rate</b> |                |                 | <b>Applied Rate<sup>2</sup></b> |
|-----------------------------------------------|---------------|---------------------|----------------|-------------------------|----------------|---------------------------|----------------|-----------------|---------------------------------|
|                                               |               | <b>2012-13</b>      | <b>2013-14</b> | <b>2012-13</b>          | <b>2013-14</b> | <b>2012-13</b>            | <b>2013-14</b> | <b>Combined</b> |                                 |
| All Students                                  | Met           | 1358                | 1392           | 3                       | 4              | 99.8                      | 99.7           | 99.7            | Current                         |
| Economically Disadvantaged                    | Met           | 501                 | 531            | 2                       | 1              | 99.6                      | 99.8           | 99.7            | Current                         |
| English Learners                              | Met           | 172                 | 194            | 1                       | 0              | 99.4                      | 100.0          | 99.7            | Current                         |
| Students with Disabilities                    | Met           | 179                 | 216            | 1                       | 0              | 99.4                      | 100.0          | 99.7            | Current                         |
| Underserved Races/Ethnicities                 | Met           | 264                 | 271            | 1                       | 0              | 99.6                      | 100.0          | 99.8            | Current                         |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated     | 12                  | 7              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated     | 8                   | 10             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Black/African American <sup>1</sup>           | Not Rated     | 11                  | 12             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Hispanic/Latino <sup>1</sup>                  | Met           | 233                 | 242            | 1                       | 0              | 99.6                      | 100.0          | 99.8            | Current                         |
| Asian                                         | Met           | 87                  | 86             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |
| White                                         | Met           | 914                 | 922            | 2                       | 4              | 99.8                      | 99.6           | 99.7            | Combined                        |
| Multi-Racial                                  | Met           | 93                  | 113            | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |

1. Included in the Underserved Races/Ethnicities subgroup.

2. The Applied rate is the rate used to determine if the participation target is met. It is the higher of the combined rate and the most recent rate.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined



**District:** Corvallis SD 509J  
**Level:** Middle (Grades 6-8)

All students enrolled on the first school day in May must take a statewide assessment. The tables below display the percentage of students who took a statewide assessment by school year, subject, and subgroup for grades 6 to 8. The tables also indicate whether each subgroup met the federal participation rate target of 94.5%. Only subgroups with at least 40 participants and non-participants (combined) receive a participation rating.

**Participation Target: 94.5%**

| <b>Reading</b>                                | <b>Status</b> | <b>Participants</b> |                | <b>Non-Participants</b> |                | <b>Participation Rate</b> |                |                 | <b>Applied Rate<sup>2</sup></b> |
|-----------------------------------------------|---------------|---------------------|----------------|-------------------------|----------------|---------------------------|----------------|-----------------|---------------------------------|
|                                               |               | <b>2012-13</b>      | <b>2013-14</b> | <b>2012-13</b>          | <b>2013-14</b> | <b>2012-13</b>            | <b>2013-14</b> | <b>Combined</b> |                                 |
| All Students                                  | Met           | 1437                | 1426           | 0                       | 2              | 100.0                     | 99.9           | 99.9            | Current                         |
| Economically Disadvantaged                    | Met           | 484                 | 497            | 0                       | 2              | 100.0                     | 99.6           | 99.8            | Combined                        |
| English Learners                              | Met           | 103                 | 86             | 0                       | 1              | 100.0                     | 98.9           | 99.5            | Combined                        |
| Students with Disabilities                    | Met           | 184                 | 180            | 0                       | 1              | 100.0                     | 99.4           | 99.7            | Combined                        |
| Underserved Races/Ethnicities                 | Met           | 225                 | 247            | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated     | 7                   | 9              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated     | 9                   | 6              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Black/African American <sup>1</sup>           | Not Rated     | 18                  | 16             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Hispanic/Latino <sup>1</sup>                  | Met           | 191                 | 216            | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |
| Asian                                         | Met           | 94                  | 89             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |
| White                                         | Met           | 1016                | 980            | 0                       | 2              | 100.0                     | 99.8           | 99.9            | Combined                        |
| Multi-Racial                                  | Met           | 102                 | 110            | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |

| <b>Math</b>                                   | <b>Status</b> | <b>Participants</b> |                | <b>Non-Participants</b> |                | <b>Participation Rate</b> |                |                 | <b>Applied Rate<sup>2</sup></b> |
|-----------------------------------------------|---------------|---------------------|----------------|-------------------------|----------------|---------------------------|----------------|-----------------|---------------------------------|
|                                               |               | <b>2012-13</b>      | <b>2013-14</b> | <b>2012-13</b>          | <b>2013-14</b> | <b>2012-13</b>            | <b>2013-14</b> | <b>Combined</b> |                                 |
| All Students                                  | Met           | 1434                | 1426           | 2                       | 1              | 99.9                      | 99.9           | 99.9            | Current                         |
| Economically Disadvantaged                    | Met           | 483                 | 499            | 1                       | 0              | 99.8                      | 100.0          | 99.9            | Current                         |
| English Learners                              | Met           | 101                 | 87             | 2                       | 0              | 98.1                      | 100.0          | 98.9            | Current                         |
| Students with Disabilities                    | Met           | 184                 | 180            | 0                       | 1              | 100.0                     | 99.4           | 99.7            | Combined                        |
| Underserved Races/Ethnicities                 | Met           | 225                 | 247            | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated     | 7                   | 9              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated     | 9                   | 6              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Black/African American <sup>1</sup>           | Not Rated     | 18                  | 16             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Hispanic/Latino <sup>1</sup>                  | Met           | 191                 | 216            | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |
| Asian                                         | Met           | 93                  | 89             | 1                       | 0              | 98.9                      | 100.0          | 99.5            | Current                         |
| White                                         | Met           | 1014                | 981            | 1                       | 1              | 99.9                      | 99.9           | 99.9            | Current                         |
| Multi-Racial                                  | Met           | 102                 | 109            | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |

1. Included in the Underserved Races/Ethnicities subgroup.

2. The Applied rate is the rate used to determine if the participation target is met. It is the higher of the combined rate and the most recent rate.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined



**District:** Corvallis SD 509J

**Level:** High (Grade 11)

All students enrolled on the first school day in May must take a statewide assessment. The tables below display the percentage of students who took a statewide assessment by school year, subject, and subgroup for grade 11. The tables also indicate whether each subgroup met the federal participation rate target of 94.5%. Only subgroups with at least 40 participants and non-participants (combined) receive a participation rating.

**Participation Target: 94.5%**

| <b>Reading</b>                                | <b>Status</b> | <b>Participants</b> |                | <b>Non-Participants</b> |                | <b>Participation Rate</b> |                |                 | <b>Applied Rate<sup>2</sup></b> |
|-----------------------------------------------|---------------|---------------------|----------------|-------------------------|----------------|---------------------------|----------------|-----------------|---------------------------------|
|                                               |               | <b>2012-13</b>      | <b>2013-14</b> | <b>2012-13</b>          | <b>2013-14</b> | <b>2012-13</b>            | <b>2013-14</b> | <b>Combined</b> |                                 |
| All Students                                  | Met           | 534                 | 559            | 1                       | 7              | 99.8                      | 98.8           | 99.3            | Combined                        |
| Economically Disadvantaged                    | Met           | 151                 | 156            | 1                       | 4              | 99.3                      | 97.5           | 98.4            | Combined                        |
| English Learners                              | Not Rated     | 14                  | 12             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Students with Disabilities                    | Met           | 45                  | 58             | 0                       | 3              | 100.0                     | 95.1           | 97.2            | Combined                        |
| Underserved Races/Ethnicities                 | Met           | 81                  | 88             | 0                       | 3              | 100.0                     | 96.7           | 98.3            | Combined                        |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated     | 5                   | 6              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated     | 2                   | 2              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Black/African American <sup>1</sup>           | Not Rated     | 9                   | 9              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Hispanic/Latino <sup>1</sup>                  | Met           | 65                  | 71             | 0                       | 3              | 100.0                     | 95.9           | 97.8            | Combined                        |
| Asian                                         | Met           | 26                  | 33             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |
| White                                         | Met           | 396                 | 411            | 1                       | 4              | 99.7                      | 99.0           | 99.4            | Combined                        |
| Multi-Racial                                  | Met           | 31                  | 27             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |

| <b>Math</b>                                   | <b>Status</b> | <b>Participants</b> |                | <b>Non-Participants</b> |                | <b>Participation Rate</b> |                |                 | <b>Applied Rate<sup>2</sup></b> |
|-----------------------------------------------|---------------|---------------------|----------------|-------------------------|----------------|---------------------------|----------------|-----------------|---------------------------------|
|                                               |               | <b>2012-13</b>      | <b>2013-14</b> | <b>2012-13</b>          | <b>2013-14</b> | <b>2012-13</b>            | <b>2013-14</b> | <b>Combined</b> |                                 |
| All Students                                  | Met           | 528                 | 562            | 1                       | 5              | 99.8                      | 99.1           | 99.5            | Combined                        |
| Economically Disadvantaged                    | Met           | 148                 | 156            | 1                       | 4              | 99.3                      | 97.5           | 98.4            | Combined                        |
| English Learners                              | Not Rated     | 14                  | 11             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Students with Disabilities                    | Met           | 44                  | 63             | 0                       | 2              | 100.0                     | 96.9           | 98.2            | Combined                        |
| Underserved Races/Ethnicities                 | Met           | 79                  | 89             | 0                       | 2              | 100.0                     | 97.8           | 98.8            | Combined                        |
| American Indian/Alaska Native <sup>1</sup>    | Not Rated     | 4                   | 6              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Native Hawaiian/Pacific Islander <sup>1</sup> | Not Rated     | 2                   | 2              | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Black/African American <sup>1</sup>           | Not Rated     | 9                   | 10             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | NA                              |
| Hispanic/Latino <sup>1</sup>                  | Met           | 64                  | 71             | 0                       | 2              | 100.0                     | 97.3           | 98.5            | Combined                        |
| Asian                                         | Met           | 27                  | 32             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |
| White                                         | Met           | 391                 | 413            | 1                       | 3              | 99.7                      | 99.3           | 99.5            | Combined                        |
| Multi-Racial                                  | Met           | 31                  | 28             | 0                       | 0              | 100.0                     | 100.0          | 100.0           | Current                         |

1. Included in the Underserved Races/Ethnicities subgroup.

2. The Applied rate is the rate used to determine if the participation target is met. It is the higher of the combined rate and the most recent rate.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined



# Corvallis

SCHOOL DISTRICT

## XI. CONSOLIDATED ACTION

### XI.A. Licensed Personnel Recommendations

Corvallis School District 509J  
Board of Directors

**BOARD MEETING DATE: February 2, 2015**

**FOR-ACTION**

**SUBJECT: Licensed Personnel Action**

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1. Issue: Information on licensed personnel recommendations

a. Recommendation to Hire:

Jerry Bryan: Fifth Grade Teacher/Bilingual, 1.0 FTE, Lincoln Elementary School, effective January 5, 2015 (Temporary)

Anna Court: ELL Teacher, 0.50 FTE, Lincoln Elementary School, effective January 14, 2015 (Temporary)

Chris Kimber: Intervention Specialist, 0.50 FTE, Wilson Elementary School, effective January 17, 2015 (Temporary)

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**ACTION REQUESTED:** Approve recommendations.

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**CONTACT PERSON:** Jennifer Duvall



**Corvallis**  
SCHOOL DISTRICT

XI.B. Resolution No. 15-0202 - LBL ESD Local Service Plan 2015-2016

**CORVALLIS SCHOOL DISTRICT 509J**  
**Resolution No. 15-0202 for the**  
**Linn Benton Lincoln Education Service District**  
**2015-16 Local Service Plan**  
**Valley Coast Superintendent Association (VCSA)**

**Resolution Service Allocation**

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

**Tier 1 Resolution Services**

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval will be a unanimous vote to sustain or add to Tier 1 services. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period. However, if a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence.

- Business Information Services
- Student Information System Suite
- TIENet Special Education Records Systems
- Data Warehouse
- Help Desk
- Network Support Services Including Wide Area Network Operation
- Network Systems Analysts
- Education and Evaluation Consultation Center (School Psychologists, Speech Language Pathologists and other special education assessment personnel); includes Early Intervention/Early Childhood Special Education and Audiology evaluations
- Support and Consultation for Students with Severe Disabilities
- Interpreter/Translation Services for Families of Students with Special Needs
- Curriculum/Instructional Technology
- Home School Registration and Assessment Tracking

**Tier 2 Resolution Services**

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Ninety-eight percent of Tier 2 funds are allocated based on the ADMw of the 12 component districts using the final estimate for the May 15, 2014 SSF. The amount is rounded to the nearest whole percentage, not less than 1%. The remaining 2% of the Tier 2 funds will be distributed as a beginning fund balance each year. Once established, the Tier 2 ADMw calculation does not change over a two year period in order for districts and LBL to maintain stable programs. LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL superintendent and the component school district superintendent based on individual need and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts
- Service decisions will be made prior to May 1<sup>st</sup> of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by every school district in the region. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Additionally, up to 30% of the district's allocated Tier 2 resources, may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

### **Amendments to the Local Service Plan**

If the component school districts approve an amendment to a Local Service Plan, the board of an education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

**Adopted February 2, 2015 by the Corvallis School District Board of Directors.**

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**Chris Rochester**  
**Corvallis School District Board Chair**

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**Date**

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**Jan Doerfler**  
**LBL ESD Board Chair**

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**Date**



**Linn Benton Lincoln  
Education Service District**

**Local Service Plan  
2015-2017**

**Linn Benton Lincoln Education Service District  
905 4<sup>th</sup> Avenue SE  
Albany, Oregon 97321-3199  
[www.lblesd.k12.or.us](http://www.lblesd.k12.or.us)**

**541-812-2600**

# **LBL Local Service Plan 2015-2017**

## **Administrative Services**

Superintendent: Mary McKay

Assistant Superintendent: Don Dorman

Chief Financial Officer: Angie Peterman

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# **Introduction**

Linn Benton Lincoln Education Service District (LBL) comprises 12 component school districts and approximately 33,000 students in Linn, Benton and Lincoln counties. LBL also serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board of Directors. LBL has an annual budget of approximately \$49 million and work force of approximately 215 employees.

LBL serves educational agencies, districts, and schools across the state with high-quality services, and programs that are practical, reliable and economical. LBL has a distinguished reputation for supporting educational excellence and equity, working cooperatively with educators and educational agencies, and effecting productive solutions that help schools, teachers, students and families meet Oregon's educational goals.

## **LBL Mission**

LBL ESD serves districts, schools and students by providing equitable, flexible, and effective educational services made affordable through economy of scale.

## **LBL Vision**

To be a responsive and transparent organization that supports districts in helping every child succeed.

## **LBL Values**

Success for all students.

Relationships built on trust, responsiveness and honesty.

The four "E"s of Excellence, Equity, Efficiency and Effectiveness.

Accountability

## **LBL Agency Goals**

**Goal 1** - Support success for all students by delivering excellent, equitable, efficient and cost effective services.

**Goal 2** – Foster positive relationships by strengthening communication within the agency, with component school districts, other organizations and communities.

**Goal 3** – Pursue long term financial stability.

# LBL Programs

- **Administrative Services**
  - **Superintendent Office** – Providing LBL and Regional Leadership; Supporting Districts in Meeting Educational Needs.
  - **Human Resources** – Supporting LBL Employees including Recruitment, Personnel Management, Benefit Management, and Contract Management.
  - **Business Services** - Providing a Full Range of Business Office Functions and Business Information Systems, and Medicaid Fee for Service.
- **Cascade Regional Program** - Services for Low Incidence Disabilities: Vision, Hearing, Orthopedic and Autism, in addition to Audiology and Augmentative Communication.
- **Early Intervention/Early Childhood Special Education** – Early Intervention services for children birth to two years and Early Childhood Special Education for children three to five years.
- **Information Systems** - Student Information Systems Suite, Programmers, Customer Support Representatives, Web Development, and Curriculum/Instructional Technology.
- **Long Term Care and Treatment Education Program** - Education Services for Students Placed in Residential and Day Treatment.
- **Network and Facility Services** - Wide and Local Area Networks, Data Center Services, Computer Support Technicians, Phone Systems and Facilities Management.
- **Special Education and Evaluation Services** – Education Evaluation & Consultation Center, Response to Intervention, Talented and Gifted, Interpreter/Translator, Severe Disabilities, IDEA Consortium, Traumatic Brain Injury, Youth Transition Program, Community Connections Network, Transition Network Facilitator.
- **Student and Family Support Services** - Attendance and Behavior Support for Students and Families, Home School Registration, Positive Behavior Interventions Support, School Based Medicaid Administrative Claiming.

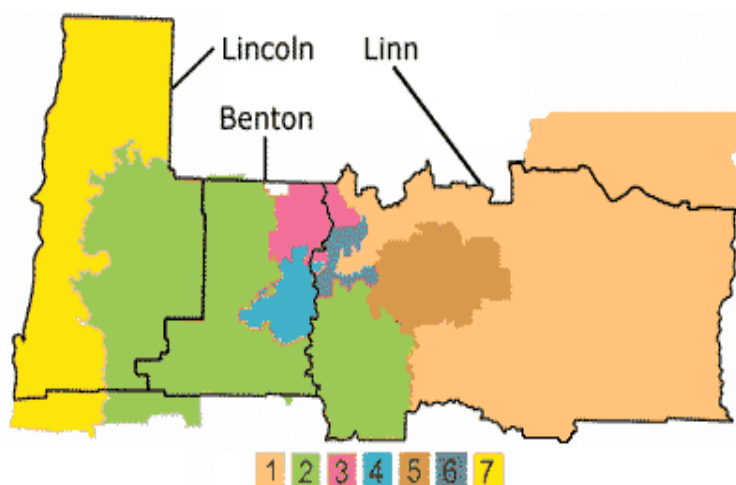
## LBL Governance

LBL Board of Directors, Superintendent and staff serve districts, schools and students by providing flexible, effective, and efficient educational services.

| LBL Board of Directors |                |              |
|------------------------|----------------|--------------|
| Zone                   | Board Member   | Term Expires |
| 1                      | Heather Search | 6/30/2017    |
| 2                      | Mylrea Estell  | 6/30/2017    |
| 3                      | Frank Bricker  | 6/30/2017    |
| 4                      | David Dowrie   | 6/30/2017    |
| 5                      | Terry Deacon   | 6/30/2015    |
| 6                      | Jan Doerfler   | 6/30/2015    |
| 7                      | David Dunsdon  | 6/30/2015    |

| LBL Budget Committee |                |                 |              |
|----------------------|----------------|-----------------|--------------|
| Zone                 | District       | Member          | Term Expires |
| 1                    | Sweet Home     | Jason Redick    | 6/30/2014    |
| 2                    | Philomath      | Don Cruise      | 6/30/2016    |
| 3                    | Albany         | Lyle Utt        | 6/30/2016    |
| 4                    | Corvallis      | Chris Rochester | 6/30/2015    |
| 5                    | Lebanon        | Russ McUne      | 6/30/2014    |
| 6                    | Albany         | Micah Smith     | 6/30/2015    |
| 7                    | Lincoln County | Ron Beck        | 6/30/2014    |
|                      | At Large       | Dale Keene      | 6/30/2014    |

## LBL Board Zones



# LBL Component School Districts

## Valley Coast Superintendent Association (VCSA)

| District                                                                                  | Superintendent                          |
|-------------------------------------------------------------------------------------------|-----------------------------------------|
| Alsea 7J<br>P O Box B<br>301 S 3rd<br>Alsea, OR 97324                                     | Marc Thielman<br>541-487-4305           |
| Central Linn 552C<br>331 East Blakely<br>Brownsville, OR 97327                            | Brian Gardner<br>541-369-2813 ext. 3222 |
| Corvallis 509 J<br>1555 SW 35 <sup>th</sup> Street<br>Corvallis, OR 97333-1130            | Erin Prince<br>541-757-5841             |
| Greater Albany 8J<br>718 Seventh Avenue SW<br>Albany, OR 97321-2399                       | Maria Delapoer<br>541-967-4511          |
| Harrisburg #7<br>P O Box 208<br>865 LaSalle Street<br>Harrisburg, OR 97446-9549           | Brian Wolf<br>541-995-6626 ext. 1       |
| Lebanon Community #9<br>485 S Fifth Street<br>Lebanon, OR 97355                           | Rob Hess<br>541-451-8458                |
| Lincoln County<br>459 SW Coast Hwy<br>Newport, OR 97365-4931                              | Steve Boynton<br>541-265-4403           |
| Monroe 1J<br>365 N 5 <sup>th</sup> Street<br>Monroe, OR 97456                             | Russ Pickett<br>541-847-6292            |
| Philomath 17J<br>535 South 19 <sup>th</sup> Street<br>Philomath, OR 97370-9328            | Dan Forbess<br>541-929-3169             |
| Santiam Canyon 129J<br>P O Box 197<br>150 SW Evergreen Street<br>Mill City, OR 97360-0197 | Todd Miller<br>503-897-2321             |
| Scio 95<br>38875 NW First Avenue<br>Scio, OR 97374-9501                                   | Gary Tempel<br>503-394-3261             |
| Sweet Home 55<br>1920 Long Street<br>Sweet Home, OR 97386                                 | Don Schrader<br>541-367-7126            |

# **LBL Local Service Plan 2015-2016 Resolution**

## **Resolution Service Allocation**

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

## **Tier 1 Resolution Services**

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval will be a unanimous vote to sustain or add to Tier 1 services. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period. However, if a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence.

- Business Information Services
- Student Information System Suite
- TIENet Special Education Records Systems
- Data Warehouse
- Help Desk
- Network Support Services Including Wide Area Network Operation
- Network Systems Analysts
- Education and Evaluation Consultation Center (School Psychologists, Speech Language Pathologists and other special education assessment personnel); includes Early Intervention/Early Childhood Special Education and Audiology evaluations
- Support and Consultation for Students with Severe Disabilities
- Interpreter/Translation Services for Families of Students with Special Needs
- Curriculum/Instructional Technology
- Home School Registration and Assessment Tracking

## **Tier 2 Resolution Services**

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Ninety-eight percent of Tier 2 funds are allocated based on the ADMw of the 12 component districts using the final estimate for the May 15, 2014 SSF. The amount is rounded to the nearest whole percentage, not less than 1%. The remaining 2% of the Tier 2 funds will be distributed as a beginning fund balance each year. Once established, the Tier 2 ADMw calculation does not change over a two year period in order for districts and LBL to maintain stable programs. LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL superintendent and the component school district superintendent based on individual need and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts
- Service decisions will be made prior to May 1<sup>st</sup> of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by every school district in the region. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Additionally, up to 30% of the district's allocated Tier 2 resources, may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

### **Amendments to the Local Service Plan**

If the component school districts approve an amendment to a Local Service Plan, the board of an education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

By \_\_\_\_\_ **School District**

\_\_\_\_\_  
**LBL Board Chair**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**School District Board Chair**

\_\_\_\_\_  
**Date**

## LBL Planning Calendar for Developing and Approving Resolution Services

| Month(s)              | Activity                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September and October | Visit and interview districts to discuss service level satisfaction, LBL performance measures, and emerging needs. Survey electronically as needed.                                                                                                                                                                                                                                        |
| November              | Present VCSA draft resolution Local Service Plan for next biennium. Review/revise the Local Service Plan as described under ORS 334.175(1) and with input from superintendents.                                                                                                                                                                                                            |
| December              | VCSA Superintendents finalize Local Service Plan services and agreements resulting in recommendation of the LBL Local Service Plan to LBL Board of Directors and Component School Districts                                                                                                                                                                                                |
| January               | Recommended LBL Local Service Plan will be provided to LBL Board of Directors for adoption for the biennium.                                                                                                                                                                                                                                                                               |
| February              | After being adopted by the LBL Board of Directors the Local Service Plan is approved on or before March 1 by resolution of two-thirds of the component school districts that are part of the education service district and that have at least a majority of the pupils included in the average daily membership of LBL. Adoption by component district boards shall occur before March 1. |
| March                 | Notify LBL staff of changes in service requirements as established in the Local Service Plan.                                                                                                                                                                                                                                                                                              |
| April and May         | LBL acquires the necessary staffing, equipment, and technology and other resources to deliver the services required or services are brokered through other sources.                                                                                                                                                                                                                        |

## LBL Service Assessment: Regional Advantage and Infrastructure Capacity

LBL will use the following guidelines to assist in determining the feasibility of adding or changing services.

- LBL can provide the service more **efficiently** due to regional presence.
- LBL can provide the service more **effectively** due to regional presence.
- LBL has the current capacity to add the proposed service.
- LBL has the capacity to expand as needed in order to provide the proposed service.

## LBL Service Areas

| <b>Administrative Services<br/>Board and Superintendent</b>                                                                                                                         |                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Service Description</b>                                                                                                                                                          | <b>Funding Source</b>                                                                                                                                                                                |
| <b>Board of Directors</b><br>Support the LBL Board of Directors on legal and policy issues including negotiating contracts, litigation and issues related to Board action.          | <b>Non-Resolution Funds</b><br>Generated from 10% of State School Fund and Indirect Fees on Services.                                                                                                |
| <b>Office of the Superintendent</b><br>Provide LBL and regional leadership; support districts in meeting educational needs. Provide conference space and training labs.             | <b>Non-Resolution Funds</b><br>Generated from 10% of State School Fund and Indirect Fees on Services.                                                                                                |
| <b>Human Resources Program</b><br>Deliver effective strategies in supporting LBL employees including recruitment, personnel management, benefit management and contract management. | <b>Non-Resolution Funds</b><br>Generated from 10% of State School Fund and Indirect Fees on Services.                                                                                                |
| <b>Web Design and Maintenance - LBL</b><br>Specialized web development services; LBL intranet content management.                                                                   | <b>Non-Resolution Funds</b><br>Generated from 10% of State School Fund and Indirect Fees on Services.                                                                                                |
| <b>Board and Superintendent Performance Measures</b>                                                                                                                                |                                                                                                                                                                                                      |
| <b>LBL Agency Goal #1</b>                                                                                                                                                           | Support success for all students by delivering excellent, equitable, efficient and cost effective services.                                                                                          |
| <b>LBL Agency Goal #2</b>                                                                                                                                                           | Foster positive relationships by strengthening communication within the agency, with component school districts, other organizations and communities.                                                |
| <b>LBL Agency Goal #3</b>                                                                                                                                                           | Pursue long term financial stability.                                                                                                                                                                |
| <b>Human Resource Performance Measures</b>                                                                                                                                          |                                                                                                                                                                                                      |
| <b>LBL Agency Goal #1</b>                                                                                                                                                           | Support success for all students by delivering excellent, equitable, efficient and cost effective services.                                                                                          |
| <b>Human Resource Performance Measure #1</b>                                                                                                                                        | Provide comprehensive information, services and support to LBL administrators and staff members resulting in a high rate of employee retention. LBL will have a 93% regular employee retention rate. |
| <b>Human Resource Performance Measure #2</b>                                                                                                                                        | Implement an efficient and effective recruitment process that results in hiring a skilled LBL workforce. All LBL programs will start the school year with no more than one vacant position.          |

| <b>Administrative Services</b><br><b>Business Services</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>LBL ESD Business Services Program provides services to assist schools, districts and LBL in day-to-day business operations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                      |
| <b>Service Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Funding Source</b>                                                                                |
| <b>Business Services</b><br>Delivery and support of Infinite Visions business information system software (including help desk) and all business functions to LBL.                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Non-Resolution Funds</b><br>Generated from 10% of State School Fund and Indirect Fees on Services |
| <b>Courier Service</b><br>Delivery of goods and equipment to component districts via a twice-weekly schedule.                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Non-Resolution Funds and Tier 1 Resolution Service</b>                                            |
| <b>Business Information System (BIS)</b><br>Delivery and Support of Infinite Visions business information system software (including help desk) to component school districts.                                                                                                                                                                                                                                                                                                                                                                                              | <b>Tier 1 Resolution Service</b>                                                                     |
| <b>Business Information System</b><br>Delivery and Support of Infinite Visions business information system software (including help desk) to the following non-component school districts<br>Athena Weston      Condon      Eddyville Charter<br>Falls City      Gervais      Jefferson<br>Klamath Falls      Milton Freewater      Morrow County<br>Mt Angel      Pilot Rock      Pleasant Hill<br>North Central ESD      Siletz Charter      Springfield<br>St. Paul                                                                                                      | <b>Non-Component District Contracts</b>                                                              |
| <b>Business Administration Services</b><br>Provide a variety of business services to districts. Services include: assist districts in preparing and maintaining budgets, meeting audit and ODE reporting requirements, maintaining general ledger, processing payroll, completing accounts payable tasks, reconciling employee benefits, preparing tax payments, processing PERS payments.<br><b>Component Districts:</b><br>Alsea      Monroe      Philomath<br>Santiam Canyon      Sweet Home<br><b>Non-Component Districts:</b><br>Eddyville Charter      Siletz Charter | <b>Tier 2 Resolution Agreements or Contracts</b>                                                     |
| <b>Administration Services</b><br>Tier 2 contracts for services that are not provided by LBL.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Tier 2 Resolution Agreements</b>                                                                  |

| <b>Business Services Performance Measures</b> |                                                                                                                            |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>LBL Agency Goal #1</b>                     | Support success for all students by delivering excellent, equitable, efficient and cost effective services.                |
| <b>LBL Agency Goal #3</b>                     | Pursue long term financial stability.                                                                                      |
| <b>Business Service Performance Measure</b>   | Retain current and expand future customer base for both Business Information Systems and Business Administration Services. |

| <b>Cascade Regional Program</b>                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Services for students with Low Incidence Disabilities: Vision, Hearing, Orthopedic and Autism, in addition to audiology and augmentative communication</b>                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Service Description</b>                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Funding Source</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Cascade Regional Program</b><br>Provide support for students with vision impairment, hearing impairment, severe orthopedic impairment, and autism spectrum disorder. The program's staff members consist of teachers licensed in special education and licensed occupational and physical therapists. Services include consultation, assessment, instruction and adaptive materials. Includes transit funds to South Coast ESD. | <b>Oregon Department of Education Contract</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Support Services to Special Needs Students</b><br>Provide services specific to individual district program needs. Services include occupational and physical therapy and augmentative communication support.                                                                                                                                                                                                                    | <b>Tier 2 Resolution Agreements and Contracts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Cascade Regional Program Performance Measures</b>                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>LBL Agency Goal #1</b>                                                                                                                                                                                                                                                                                                                                                                                                          | Support success for all students by delivering excellent, equitable, efficient and cost effective services.                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Cascade Regional Performance Measure #1</b>                                                                                                                                                                                                                                                                                                                                                                                     | Achieve student success through equitable access and specialized supports for students with low incidence disabilities.<br>Focus areas: <ul style="list-style-type: none"> <li>• Maximize students' ability to access auditory classroom sounds/instruction by pairing FM systems with hearing aids.</li> <li>• Implement a process to ensure timely provision of printed textbooks and other instructional materials in formats accessible to students that are blind/low vision.</li> </ul> |

| <b>Early Intervention/Early Childhood Special Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Early intervention services for children birth through two years and early childhood special education for children three to five years</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                     |
| <b>Service Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Funding Source</b>                                                                                                                                                                                                                               |
| <b>Early Intervention/Early Childhood Special Education (EI/ECSE)</b><br>Provide assessment, evaluation, early intervention and early childhood special education services for eligible children from birth to five years in Benton, Linn and Lincoln counties. EI/ECSE specialists, speech language pathologists and related service staff members provide a continuum of services, both consultative and direct for eligible children and their families. Support includes assisting in kindergarten transition efforts. Includes transit funds to South Coast ESD. | <b>Oregon Department of Education Contract</b>                                                                                                                                                                                                      |
| <b>EI/ECSE Performance Measures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                     |
| <b>LBL Agency Goal #1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Support success for all students by delivering excellent, equitable, efficient and cost effective services.                                                                                                                                         |
| <b>EI/ECSE Performance Measure #1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Increase kindergarten readiness - 90% of students will increase ability to identify letter/sound pairs without gestures cues, by 5 phonemes from baseline, as measured by the Zoophonics Alphabet Assessment Tool or other phoneme assessment tool. |
| <b>EI/ECSE Performance Measure #2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Increase kindergarten readiness - 90% of students will increase self-regulation skills in the classroom by increasing their average score on the 5-Point Self-Regulation Checklist (created by staff) by one point.                                 |

| <b>Information Systems</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <b>Supporting Instructional Improvement through Technology</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                  |
| <b>Service Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Funding Source</b>            |
| <b>LBL Student Information System (SIS)</b><br>A suite of student information records management software applications specifically tailored for Oregon schools. Products include: General Student Records, Gradebook, Attendance, Scheduler, and Data Warehouse and Analytics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Tier 1 Resolution Service</b> |
| <b>LBL Student Information System</b><br>A suite of student information records management software applications specifically tailored for Oregon schools. Products include: General Student Records, Gradebook, Attendance, Scheduler and Data Analytics,<br><b>Non-Component Districts:</b><br>Amity                      Athena Weston              Eddyville Charter<br>Falls City                  Four Rivers                  Jefferson<br>Lake County              Mt. Angel                  Pilot Rock<br>Pleasant Hill              Prospect                  Siletz Charter<br>Silver Falls<br>Four Rivers State Charter<br>LBL Long Term Care and Treatment Program<br>Lincoln City Career Technical High School                                                                                                                                                                                               | <b>Non-Component Contracts</b>   |
| <b>Special Education Records Management (TIENet)</b><br>Software license, Help Desk support, training and state reporting for Special Education records.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Tier 1 Resolution Service</b> |
| <b>Special Education Records Management (TIENet)</b><br>Software license, Help Desk support, training and state reporting for Special Education and/or Section 504 records.<br><b>Non-Component Districts:</b><br>Amity                      Athena Weston              Baker<br>Bethel                      Creswell<br>Crow-Applegate-Lorane              Culver<br>Estacada                  Falls City                  Gervais<br>Harney County              Harney ESD                  Jefferson Co.<br>Lake Co.                  Lake ESD                  Lowell<br>Marcola                  McKenzie                  Mt. Angel<br>Oakland                  Oakridge<br>OR Dept. of Corrections<br>Pilot Rock                  Pleasant Hill                  Riddle<br>Sheridan                  Silver Falls                  South Lane<br>South Umpqua              St. Paul                  Yamhill-Carlton | <b>Non-Component Contracts</b>   |

| <b>Information Systems - Continued</b>                                                                                                                                                                                                                                                                           |                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Supporting Instructional Improvement through Technology</b>                                                                                                                                                                                                                                                   |                                                                                                                                          |
| <b>Service Description</b>                                                                                                                                                                                                                                                                                       | <b>Funding Source</b>                                                                                                                    |
| <b>Systems Analysts</b><br>System analysts support all information systems, legacy systems, network, and state reporting requirements.                                                                                                                                                                           | <b>Tier 1 Resolution Service</b>                                                                                                         |
| <b>Help Desk Service</b><br>Support for all areas of technology including information systems and network services. These include state reporting, instructional technology, SIS and legacy systems.                                                                                                             | <b>Tier 1 Resolution Service</b>                                                                                                         |
| <b>School Improvement and Student Achievement Support</b><br>Facilitate regular meetings of district curriculum leaders. Facilitate region-wide professional development. Support the use of technology in linking standards to student outcomes and providing tools to report student progress and achievement. | <b>Tier 1 Resolution Service</b>                                                                                                         |
| <b>Web Design and Maintenance – District Service</b><br>Provide specialized web development and management services.                                                                                                                                                                                             | <b>Tier 2 Resolution Agreements and Contracts</b>                                                                                        |
| <b>Information Systems Performance Measures</b>                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| <b>LBL Agency Goal #1</b>                                                                                                                                                                                                                                                                                        | Support success for all students by delivering excellent, equitable, efficient and cost effective services.                              |
| <b>Information Systems Performance Measure #1</b>                                                                                                                                                                                                                                                                | Support, refine, enhance and expand student data systems to support instruction and assessment. Focus: Argos product, Pinnacle Gradebook |
| <b>Information Systems Performance Measure #2</b>                                                                                                                                                                                                                                                                | Create a “Single Sign On” for clients including WebSIS, Pinnacle, Argos and TIENet products.                                             |

| <b>Long Term Care and Treatment Education Program</b>                                                                                                                                                                                                                |                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <b>Education services for students placed in residential and day treatment programs</b>                                                                                                                                                                              |                                                |
| <b>Service Description</b>                                                                                                                                                                                                                                           | <b>Funding Source</b>                          |
| <b>Farm Home School</b><br>Serves a rotational population of students in residence and day treatment at Children’s Farm Home. Students have been referred from counties throughout the state for assessment, stabilization and treatment of mental health disorders. | <b>Oregon Department of Education Contract</b> |
| <b>Wake Robin School</b><br>Supports students in day treatment.                                                                                                                                                                                                      |                                                |

| <b>Long Term Care and Treatment Education Program<br/>Performance Measures</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LBL Agency Goal #1</b>                                                         | Support success for all students by delivering excellent, equitable, efficient and cost effective services.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Long Term Care and Treatment Education Services<br/>Performance Measure #1</b> | For students in residence for at least 90 days, and who take a pre and a post test, students will demonstrate growth in at least one sub area in math and in at least one sub area of reading: <ul style="list-style-type: none"> <li>• For students with instructional time of less than 50%, 75% of the students will meet the goal</li> <li>• For students with instructional time of 50-69%, 80% of the students will meet the goal</li> <li>• For students with instructional time of at least 70%-100%, 90% of the students will meet the goal</li> </ul> |
| <b>Long Term Care and Treatment Education Services<br/>Performance Measure #2</b> | Continue to provide training and support to increase teacher use of Pinnacle Grade Book. Each teacher will demonstrate an increase in the use of linking standards to student assignments in the Pinnacle Grade Book by at least 20% from the baseline (beginning of Quarter Two) to near the end of Quarter Four.                                                                                                                                                                                                                                              |

| <b>Network and Facility Services</b>                                                                                                                                                                                                                                                   |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <b>Wide and Local Area Networks, Data Center Services and Facilities Management</b>                                                                                                                                                                                                    |                                  |
| <b>Service Description</b>                                                                                                                                                                                                                                                             | <b>Funding Source</b>            |
| <b>Wide Area Network (WAN)</b><br>Provide ongoing support of services, equipment, security and monitoring for the regional network that connects districts, LBL and the internet. This service enables safe and efficient access to data-delivery systems beyond the district network. | <b>Tier 1 Resolution Service</b> |
| <b>District Network Second-Level Support</b><br>Provide ongoing escalation support for district staff when solving network-based technical problems and planning future network-based technology projects.                                                                             | <b>Tier 1 Resolution Service</b> |

| <b>Network and Facility Services - Continued</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Wide and Local Area Networks, Data Center Services and Facilities Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                       |
| <b>Service Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Funding Source</b>                                                                                                                                 |
| <b>Component District Technology Support</b><br>Technical support and/or licenses are available to support district technology programs/projects. These include but are not limited to email boxes/MS Exchange email service, email archiving, iBoss CIPA filtering, Internet Service Provider-bandwidth, Novell licenses, off-site storage, data line, disaster recovery and virtual server hosting.<br>All LBL component districts use a variety of these services, based on individual district needs. | <b>Tier 2 Resolution Agreements and Contracts</b>                                                                                                     |
| <b>Support Local Area Networks and Computer Support Technicians</b><br>Hire and support staff to meet network/computer needs of individual districts.<br><b>Component Districts</b><br>Alsea                      Albany                      Central Linn<br>Harrisburg              Monroe                      Philomath<br>Santiam Canyon<br><b>Non-Component Districts</b><br>Jefferson              Eddyville Charter      Sandridge Charter                                                        | <b>Tier 2 Resolution Agreements and Contracts</b>                                                                                                     |
| <b>Facility Management</b><br>Maintain the LBL Facility and Conference Center for use by employees and other educators throughout the region.                                                                                                                                                                                                                                                                                                                                                             | <b>Non-Resolution Funds</b><br>Generated from 10% of State School Fund and Indirect Fees on Services.                                                 |
| <b>Network and Facilities Services Performance Measures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                       |
| <b>LBL Agency Goal #1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Support success for all students by delivering excellent, equitable, efficient and cost effective services.                                           |
| <b>Network and Facilities Performance Measure #1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Increase network availability to 99.9%, excluding scheduled outages.                                                                                  |
| <b>LBL Agency Goal #2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Foster positive relationships by strengthening communication within the agency, with component school districts, other organizations and communities. |
| <b>Network and Facilities Performance Measure #2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Provide regular reports to districts that include technical hours used/remaining and updates on specific projects and services.                       |

| <b>Special Education and Evaluation Services</b>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Special education evaluation, consultation and direct services. Additional support to districts that includes special projects and grant implementation.</b>                                                                                                                                                                                                                                               |                                                                                                                                           |
| <b>Service Description</b>                                                                                                                                                                                                                                                                                                                                                                                    | <b>Funding Source</b>                                                                                                                     |
| <b>Special Education Evaluation Services</b><br>The Education Evaluation and Consultation Center (EECC) provides special education evaluation and consultation for K-12 students. Evaluations are provided both in-district and at the LBL facility. Funds are also allocated for audiology evaluations and EI/ECSE evaluations.<br><br>Includes Response to Intervention and interpreter/translator support. | <b>Tier 1 Resolution Service</b>                                                                                                          |
| <b>Services to Students with Severe Disabilities</b><br>Provides funds and consultation for students with severe disabilities.                                                                                                                                                                                                                                                                                | <b>Tier 1 Resolution Service</b>                                                                                                          |
| <b>Support Services to Special Needs Students</b><br>Provides services specific to individual district program needs. Services include school psychologists and speech language pathologists.                                                                                                                                                                                                                 | <b>Tier 2 Resolution Agreements and Contracts</b>                                                                                         |
| <b>Talented and Gifted Test Support</b><br>Distribute and score assessments to assist districts in determining TAG eligibility.                                                                                                                                                                                                                                                                               | <b>Tier 2 Resolution Agreements and Contracts</b>                                                                                         |
| <b>Additional supports and services that assist districts in meeting student needs.</b><br>Services include facilitating IDEA Consortium and Community Connections Network, Transition Network Facilitator, Youth Transition Assistant, and Traumatic Brain Injury consultation.                                                                                                                              | <b>IDEA Consortium Funds, ODE Grants, Oregon Health Sciences University (OHSU) grant</b>                                                  |
| <b>Special Education and Evaluation Services Performance Measures</b>                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                           |
| <b>LBL Agency Goal #1</b>                                                                                                                                                                                                                                                                                                                                                                                     | Support success for all students by delivering excellent, equitable, efficient and cost effective services.                               |
| <b>Special Education and Evaluation Services</b><br><b>Performance Measure #1</b>                                                                                                                                                                                                                                                                                                                             | Increase training/support for progress monitoring/tiered intervention systems from 8% to 25%.                                             |
| <b>Special Education and Evaluation Services</b><br><b>Performance Measure #2</b>                                                                                                                                                                                                                                                                                                                             | Fulfill the evaluation needs of districts by maintaining a monthly percentage average of 85% or more for in-center evaluations scheduled. |

| <b>Student and Family Support Services</b>                                                                                                                                                                                                                                                                                            |                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Serving students with behavior, social service, and academic achievement needs.</b>                                                                                                                                                                                                                                                |                                                                                                                                     |
| <b>Service Description</b>                                                                                                                                                                                                                                                                                                            | <b>Funding Source</b>                                                                                                               |
| <b>Home School Support</b><br>LBL registers and provides support for home school students residing in the LBL region.                                                                                                                                                                                                                 | <b>Tier 1 Resolution Service</b>                                                                                                    |
| <b>Attendance Services</b><br>Assist schools, students and parents by supporting regular school attendance. Provide intervention with students that have excessive absences or who are not enrolled in an education program. Consult with districts and schools regarding policies and practices that may improve student attendance. | <b>Tier 2 Resolution Agreements and Contracts</b>                                                                                   |
| <b>Behavior Consultant Services</b><br>Provide direct and consultative behavior support services related to the needs of students who are experiencing social, emotional and behavioral challenges that interfere with school success.                                                                                                | <b>Tier 2 Resolution Agreements and Contracts</b>                                                                                   |
| <b>Family Support Liaison Services</b><br>Provide support, home visiting and linkage to school, health and community resources to students who are experiencing a variety of challenges to their success in school or for school readiness (EI/ECSE).                                                                                 | <b>Tier 2 Resolution Agreements and Contracts, Juvenile Crime Prevention Funds (Linn County), LBL Administrative Medicaid Funds</b> |
| <b>Positive Behavior and Instructional Support (PBIS)</b><br>Work with district and building level teams to support implementation of PBIS.                                                                                                                                                                                           | <b>Oregon Department of Education Grant</b>                                                                                         |
| <b>Oregon Health Authority (OHA) Medicaid Administrative Claiming (MAC)</b><br>Provide training and consultation to district coordinators in implementing the Medicaid Administrative Claiming process. Monitor district survey results and submit MAC survey results and claims to OHA. Generated funds are transited to districts.  | <b>Tier 2 Resolution Agreements and Contracts</b><br>Contracted Services                                                            |

| <b>Student and Family Support Services<br/>Performance Measures</b> |                                                                                                                                                                                  |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LBL Agency Goal #1</b>                                           | Support success for all students by delivering excellent, equitable, efficient and cost effective services.                                                                      |
| <b>Student and Family Support Performance Measure #1</b>            | Provide attendance data, interventions, community resources, outreach, and education to school districts, students, and families to improve attendance rates.                    |
| <b>Student and Family Support Performance Measure #2</b>            | Provide support services to engage students in school and contribute to positive youth development and management of students with social, emotional, and behavioral challenges. |



# Corvallis

SCHOOL DISTRICT

## XII. CONSOLIDATED INFORMATION

### XII.A. Non-Licensed Personnel Information

**BOARD MEETING DATE: February 2, 2015**

**FOR INFORMATION ONLY**

**SUBJECT: Non-licensed Personnel Information**

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1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Marta Decoster: Administrative Assistant 2/OA, 8 hrs, Mt. View Elementary School, effective January 1, 2015 (Limited Term)

Barbara Desjardin: Educational Assistant 2/Bilingual, 6.25 hrs, Garfield Elementary School, effective January 22, 2015 (Probationary)

Gary Hilberg: Educational Assistant 2, 4 hrs, Wilson Elementary School, effective January 8, 2015 (Limited Term)

Julia Semprini: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective January 22, 2015 (Limited Term)

Jane Sievers: Budget Analyst, 1.0 FTE, District Office, effective February 9, 2015 (Probationary)

Caitlin Sorensen: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective January 22, 2015 (Limited Term)

Heidi Wallace: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective January 22, 2015 (Limited Term)

Kendra Williams: Educational Assistant 2/Lifeskills, 7 hrs, Jefferson Elementary School, effective January 13, 2015 (Limited Term)

Jan Wroblicky: Educational Assistant 2, 2 hrs, Franklin School, effective January 5, 2014 (Probationary)

b. Termination/Resignation/Layoff/Retirement:

Jerrienne Barr: Administrative Assistant 1, 7 hrs, Crescent Valley High School, effective January 30, 2015 (Retirement)

Marta Decoster: Administrative Assistant 2/OA, 8 hrs, Mt. View Elementary School, effective December 31, 2014 (Retirement)

Joanna Hughey: Food Service Assistant, 6.25 hrs, Corvallis High School, effective January 16, 2015 (Resignation)

Chris Kimber: Educational Assistant 2, 3 hrs, Mt. View Elementary School, effective January 16, 2015 (Resignation)

Linda Martin: Budget Analyst, 1.0 FTE, District Office, effective January 31, 2015 (Retirement)

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**CONTACT PERSON:** Jennifer Duvall

Corvallis School District 509J  
Board of Directors



# Corvallis

SCHOOL DISTRICT

XII.B. Unaudited Financial Statements - December 31, 2014

**FOR INFORMATION**

**BOARD MEETING DATE: February 2, 2015**

**SUBJECT: December 31, 2014 Financial Statements (Unaudited)**

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The General Fund is reported on a monthly basis and other funds on a quarterly or semi-annual basis. As December is the end of the second quarter of the fiscal year, you will find reports on the following funds in addition to the General Fund: Food Service, District Donation, Designated Facilities, Student Body, Designated Revenue, Early Retirement, Debt Service, PERS Debt Service, Capital Improvement and Grants.

**General Fund - Current Highlights**

***Revenues:***

The 2014-15 year-to-date revenues total \$41.9 million or 74.2 percent of total budgeted revenue as compared to \$38.5 million or 72.8 percent for 2013-14.

***Expenditures:***

The 2014-15 year-to-date Expenditures total \$24.8 million or 42.7 percent of total budgeted expenditures as compared to \$22.9 million or 42.2 percent for 2013-14.

**General Fund - Previously Reported Highlights**

The General Fund revenue increase of \$3.4 million compared to 2013-14 is primarily due to Property and Local Option Levy taxes. We received \$2.28 million more in property taxes this year compared to last year, and \$337,600 more in Local Option Levy taxes. In large part, that difference is due to being required last year to refund \$1.772 million in property taxes and \$315,600 in Local Option Levy taxes to Hewlett-Packard as a result of their tax appeal. The remaining \$853,000 revenue difference is due to increased direct State School Fund support, largely related to higher ADMw.

Expenditures for supplies and materials are down \$123,000 over the prior year. A key factor is the reduction in iPad purchases for the 1:World program in 2014-15. Insurance premiums for the district increased by \$78,000 over the prior year for policy updates to improve coverage for earthquake, crime and cyber security, and to fund risk management activities in 2014-15.

Overall, General Fund expenditures through December 2014 increased \$1,862,663 as compared to the prior year. Increased costs associated with our union contracts constitute the bulk of this increase.

The Schedule of Investments and Cash Disbursements for December 2014 are included as part of this report. If you have any questions or would like additional information please contact me.

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**Presenter: Steve Nielsen, Director of Finance and Operations**

**Supplementary Materials:**

- 1. Statement of Revenue and Expenditures, Fiscal year to date as of December 31, 2013 and 2014**
- 2. Schedule of Investments as of December 31, 2014**
- 3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of December 1 - 31, 2014.**

Corvallis School District 509J  
Statement of Revenues and Expenditures  
Fiscal Year to Date as of December 31, 2013 and 2014 Respectively (Unaudited)

**General Fund**

|                                      | FY 2013-14           |                      |        | FY 2014-15           |                      |        |
|--------------------------------------|----------------------|----------------------|--------|----------------------|----------------------|--------|
|                                      | Budget               | Actual               |        | Budget               | Actual               |        |
| Revenues:                            |                      |                      |        |                      |                      |        |
| Local Sources                        |                      |                      |        |                      |                      |        |
| Property Taxes                       | \$ 22,950,000        | \$ 19,651,434        | 85.6%  | \$ 23,137,983        | \$ 21,932,087        | 94.8%  |
| Local Option Taxes                   | 3,890,200            | 3,232,434            | 83.1%  | 3,756,650            | 3,570,036            | 95.0%  |
| Earnings on Investments              | 100,000              | 48,194               | 48.2%  | 100,000              | 52,169               | 52.2%  |
| Other                                | 394,000              | 157,412              | 40.0%  | 445,000              | 93,162               | 20.9%  |
| Intermediate Sources                 | 260,000              | 849                  | 0.3%   | 260,000              | -                    | 0.0%   |
| State Sources                        |                      |                      |        |                      |                      |        |
| General Support                      | 24,719,368           | 15,437,535           | 62.5%  | 28,185,108           | 16,290,276           | 57.8%  |
| Common School Fund                   | 494,332              | -                    | 0.0%   | 561,055              | -                    | 0.0%   |
| Other                                | 83,000               | -                    | 0.0%   | 33,000               | -                    | 0.0%   |
| Federal Sources                      | 9,000                | 8,971                | 99.7%  | 9,000                | -                    | 0.0%   |
| Total Revenue                        | <u>\$ 52,899,900</u> | <u>\$ 38,536,829</u> | 72.8%  | <u>\$ 56,487,796</u> | <u>\$ 41,937,730</u> | 74.2%  |
| Expenditures:                        |                      |                      |        |                      |                      |        |
| Instruction                          | \$ 32,546,155        | \$ 13,023,782        | 40.0%  | \$ 35,285,366        | \$ 14,163,595        | 40.1%  |
| Supporting Services                  | 21,588,032           | 9,824,969            | 45.5%  | 22,633,046           | 10,548,771           | 46.6%  |
| Community Services                   | 127,370              | 48,848               | 38.4%  | 127,184              | 47,896               | 37.7%  |
| Facilities Improvements              | 1                    | -                    | 0.0%   | 1                    | -                    | 0.0%   |
| Transfers to Other Funds             | 2                    | -                    | 0.0%   | 2                    | -                    | 0.0%   |
| Total Expenditures                   | <u>\$ 54,261,560</u> | <u>\$ 22,897,599</u> | 42.2%  | <u>\$ 58,045,599</u> | <u>\$ 24,760,262</u> | 42.7%  |
| Excess of Revenues over Expenditures | \$ (1,361,660)       | \$ 15,639,230        |        | \$ (1,557,803)       | \$ 17,177,468        |        |
| Beginning Fund Balance               | 6,324,100            | 6,629,956            | 104.8% | 7,001,833            | 7,001,834            | 100.0% |
| Budgeted Contingencies               | 2,322,445            | -                    |        | 2,619,640            | -                    |        |
| Unappropriated Ending Fund Balance   | <u>2,639,995</u>     | <u>-</u>             |        | <u>2,824,390</u>     | <u>-</u>             |        |
| Fund Balance, December 31            | <u>\$ -</u>          | <u>\$ 22,269,186</u> |        | <u>\$ -</u>          | <u>\$ 24,179,302</u> |        |

Corvallis School District 509J  
Statement of Revenues and Expenditures  
Fiscal Year to Date as of December 31, 2013 and 2014 Respectively (Unaudited)

**Food Service Fund**

|                                      | FY 2013-14          |                     |        | FY 2014-15          |                     |        |
|--------------------------------------|---------------------|---------------------|--------|---------------------|---------------------|--------|
|                                      | Budget              | Actual              |        | Budget              | Actual              |        |
| Revenues:                            |                     |                     |        |                     |                     |        |
| Local Sources                        | \$ 1,075,200        | \$ 445,658          | 41.4%  | \$ 1,190,596        | \$ 402,954          | 33.8%  |
| State Sources                        | 18,000              | 1,828               | 10.2%  | 25,000              | 2,939               | 11.8%  |
| Federal Sources (incl. commodities)  | 1,689,723           | 457,745             | 27.1%  | 1,579,187           | 459,639             | 29.1%  |
| Interest on Investments              | 9,999               | 1,482               | 14.8%  | 4,999               | 1,013               | 20.3%  |
| Interfund Transfer                   | 1                   | -                   | 0.0%   | 1                   | -                   | 0.0%   |
| Total Revenue                        | <u>\$ 2,792,923</u> | <u>\$ 906,713</u>   | 32.5%  | <u>\$ 2,799,783</u> | <u>\$ 866,545</u>   | 31.0%  |
| Expenditures:                        |                     |                     |        |                     |                     |        |
| Salaries & Benefits                  | \$ 1,740,942        | \$ 784,241          | 45.0%  | \$ 1,821,327        | \$ 807,011          | 44.3%  |
| Food                                 | 940,680             | 402,662             | 42.8%  | 855,828             | 424,056             | 49.5%  |
| Supplies & Services                  | 256,301             | 106,728             | 41.6%  | 191,955             | 94,702              | 49.3%  |
| Capital Outlay                       | 55,000              | -                   | 0.0%   | 30,673              | -                   | 0.0%   |
| Total Expenditures                   | <u>\$ 2,992,923</u> | <u>\$ 1,293,631</u> | 43.2%  | <u>\$ 2,899,783</u> | <u>\$ 1,325,769</u> | 45.7%  |
| Excess of Revenues over Expenditures | \$ (200,000)        | \$ (386,918)        |        | \$ (100,000)        | \$ (459,224)        |        |
| Beginning Fund Balance               | <u>645,000</u>      | <u>680,003</u>      | 105.4% | <u>445,000</u>      | <u>487,082</u>      | 109.5% |
| Budgeted Contingency                 | <u>445,000</u>      | <u>-</u>            |        | <u>345,000</u>      | <u>-</u>            |        |
| Fund Balance, December 31            | <u>\$ -</u>         | <u>\$ 293,085</u>   |        | <u>-</u>            | <u>\$ 27,858</u>    |        |

**Notes:**

The Food Service Fund is a self-supporting fund.

Revenues to support the program are generated from student participation in food programs, federal and state programs, and a catering operation.

Operations are evaluated to see where costs can be reduced to align with revenues. Staff actively promote the federally subsidized free and reduced breakfast and lunch programs to increase participation and revenues received from the programs.

The District also provides food service programs to other agencies and districts such as Philomath School District, Alsea School District, and several day cares.

Philomath School District owes our District \$53,099 for Food Service through October. This is not reflected in the local revenue number because payment had not been received as of December 31. If you take these sales into account, local revenue is up \$10,395. Payment is expensed in the first part of January.

Corvallis School District 509J  
Statement of Revenues and Expenditures  
Fiscal Year to Date as of December 31, 2013 and 2014 Respectively (Unaudited)

**District Donation Fund**

|                                      | FY 2013-14        |                   |       | FY 2014-15        |                   |        |
|--------------------------------------|-------------------|-------------------|-------|-------------------|-------------------|--------|
|                                      | Budget            | Actual            |       | Budget            | Actual            |        |
| Revenues:                            |                   |                   |       |                   |                   |        |
| Contributions from Foundation        | \$ 600,000        | \$ 250,000        | 41.7% | \$ 600,000        | \$ 300,000        | 50.0%  |
| Total Revenue                        | <u>\$ 600,000</u> | <u>\$ 250,000</u> | 41.7% | <u>\$ 600,000</u> | <u>\$ 300,000</u> | 50.0%  |
| Expenditures:                        |                   |                   |       |                   |                   |        |
| Instruction                          | \$ 407,999        | \$ 131,633        | 32.3% | \$ 411,313        | \$ 133,802        | 32.5%  |
| Support Services                     | 75,000            | 24,818            | 33.1% | 49,890            | 75,932            | 152.2% |
| Community Services                   | 117,000           | 48,769            | 41.7% | 138,796           | 49,101            | 35.4%  |
| Facility Playground Improvements     | <u>1</u>          | <u>-</u>          | 0.0%  | <u>1</u>          | <u>-</u>          | 0.0%   |
| Total Expenditures                   | <u>\$ 600,000</u> | <u>\$ 205,220</u> | 34.2% | <u>\$ 600,000</u> | <u>\$ 258,835</u> | 43.1%  |
| Excess of Revenues over Expenditures | \$ -              | \$ 44,780         |       | \$ -              | \$ 41,165         |        |
| Beginning Fund Balance               | <u>-</u>          | <u>-</u>          |       | <u>-</u>          | <u>-</u>          |        |
| Fund Balance, December 31            | <u>\$ -</u>       | <u>\$ 44,780</u>  |       | <u>\$ -</u>       | <u>\$ 41,165</u>  |        |

**Notes:**

This District fund is used to account for donations received from the Corvallis Public Schools Foundation, a separate public 501(c)3 organization.

A monthly transfer is made from the Corvallis Public Schools Foundation to the District Donation Fund to cover expenditures.

Corvallis School District 509J  
Statement of Revenues and Expenditures  
Fiscal Year to Date as of December 31, 2013 and 2014 Respectively (Unaudited)

**Designated Facilities Fund**

|                                      | FY 2013-14          |                   |        | FY 2014-15          |                     |        |
|--------------------------------------|---------------------|-------------------|--------|---------------------|---------------------|--------|
|                                      | Budget              | Actual            |        | Budget              | Actual              |        |
| Revenues:                            |                     |                   |        |                     |                     |        |
| Construction Excise Tax              | \$ 225,000          | \$ 53,081         | 23.6%  | \$ 175,000          | \$ 355,142          | 202.9% |
| SB 1149                              | 108,000             | 42,841            | 39.7%  | 125,000             | 44,676              | 35.7%  |
| Proceeds From Sale of Land           | 400,000             | 450,000           | 112.5% | -                   | -                   | -      |
| Interest on Investments              | 13,000              | 2,046             | 15.7%  | 4,000               | 3,696               | 92.4%  |
| Total Revenue                        | <u>\$ 746,000</u>   | <u>\$ 547,968</u> | 73.5%  | <u>\$ 304,000</u>   | <u>\$ 403,514</u>   | 132.7% |
| Expenditures:                        |                     |                   |        |                     |                     |        |
| Support Services                     | \$ 846,000          | \$ 190,092        | 22.5%  | \$ 642,000          | \$ 33,471           | 5.2%   |
| Facility Acquisition & Construction: | 623,500             | -                 | 0.0%   | 1,086,000           | -                   | 4.4%   |
| Wilson Playground                    | -                   | -                 | -      | -                   | 47,843              | -      |
| Cheldelin Boiler                     | 50,000              | -                 | -      | 50,000              | -                   | -      |
| Total Expenditures                   | <u>\$ 1,519,500</u> | <u>\$ 190,092</u> | 12.5%  | <u>\$ 1,778,000</u> | <u>\$ 81,314</u>    | 4.6%   |
| Excess of Revenues over Expenditures | \$ (773,500)        | \$ 357,876        |        | \$ (1,474,000)      | \$ 322,200          |        |
| Beginning Fund Balance               | 773,500             | 559,107           | 72.3%  | 1,474,000           | 1,586,086           | 107.6% |
| Budgeted Contingency                 | -                   | -                 |        | -                   | -                   |        |
| Fund Balance, December 31            | <u>\$ -</u>         | <u>\$ 916,983</u> |        | <u>\$ -</u>         | <u>\$ 1,908,286</u> |        |

**Notes:**

This fund accounts for the revenues and expenditures related to the construction excise tax, land sales and purchases, and other facilities projects undertaken with funds that are restricted or committed for facilities related purposes.

The sale of Fairplay School was completed in August 2013 and the Pleasant View Fruit Farm property sale was finalized in March 2014.

The Construction Excise Tax revenue is up \$302,061. The majority of the increase is the \$301,000 received from the City of Corvallis for the "Retreat at Oak Creek" project being built on the old Sather property.

Corvallis School District 509J  
Statement of Revenues and Expenditures  
Fiscal Year to Date as of December 31, 2013 and 2014 Respectively (Unaudited)

**Student Body Fund**

|                                      | FY 2013-14          |                   |        | FY 2014-15          |                   |        |
|--------------------------------------|---------------------|-------------------|--------|---------------------|-------------------|--------|
|                                      | Budget              | Actual            |        | Budget              | Actual            |        |
| Revenues:                            |                     |                   |        |                     |                   |        |
| Local Revenues                       | \$ 1,050,000        | \$ 493,039        | 47.0%  | \$ 1,050,000        | \$ 593,780        | 56.6%  |
| Total Revenue                        | <u>\$ 1,050,000</u> | <u>\$ 493,039</u> | 47.0%  | <u>\$ 1,050,000</u> | <u>\$ 593,780</u> | 56.6%  |
| Expenditures:                        |                     |                   |        |                     |                   |        |
| Instructional Services               | \$ 1,170,000        | \$ 331,597        | 28.3%  | \$ 1,220,000        | \$ 346,796        | 28.4%  |
| Support Services                     | <u>130,000</u>      | <u>24,572</u>     | 18.9%  | <u>80,000</u>       | <u>27,947</u>     | 34.9%  |
| Total Expenditures                   | <u>\$ 1,300,000</u> | <u>\$ 356,169</u> | 27.4%  | <u>\$ 1,300,000</u> | <u>\$ 374,743</u> | 28.8%  |
| Excess of Revenues over Expenditures | \$ (250,000)        | \$ 136,870        |        | \$ (250,000)        | \$ 219,037        |        |
| Beginning Fund Balance               | <u>250,000</u>      | <u>575,666</u>    | 230.3% | <u>250,000</u>      | <u>575,834</u>    | 230.3% |
| Fund Balance, December 31            | <u>\$ -</u>         | <u>\$ 712,536</u> |        | <u>\$ -</u>         | <u>\$ 794,871</u> |        |

**Notes:**

The District acts as an agent on behalf of student groups who have raised money for activities. These funds are for athletics and activities at Corvallis High School, Crescent Valley High School, Cheldelin Middle School, and Linus Pauling Middle School. For management purposes, these funds are in a central account where the District provides banking services and purchasing oversight.

Corvallis School District 509J  
Statement of Revenues and Expenditures  
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**Designated Revenue Fund**

|                                      | FY 2013-14   |            |        | FY 2014-15   |            |        |
|--------------------------------------|--------------|------------|--------|--------------|------------|--------|
|                                      | Budget       | Actual     |        | Budget       | Actual     |        |
| Revenues:                            |              |            |        |              |            |        |
| Local Sources                        | \$ 1,000,000 | \$ 438,349 | 43.8%  | \$ 1,000,000 | \$ 424,140 | 42.4%  |
| Total Revenue                        | \$ 1,000,000 | \$ 438,349 | 43.8%  | \$ 1,000,000 | \$ 424,140 | 42.4%  |
| Expenditures:                        |              |            |        |              |            |        |
| Instruction                          | \$ 1,001,633 | \$ 270,186 | 27.0%  | \$ 990,939   | \$ 259,864 | 26.2%  |
| Support Services                     | 381,650      | 129,588    | 34.0%  | 390,695      | 89,518     | 22.9%  |
| Community Services                   | 91,716       | 15,518     | 16.9%  | 93,365       | 21,953     | 23.5%  |
| Facility Acquisition & Construction  | 1            | -          | 0.0%   | 1            | -          | 0.0%   |
| Total Expenditures                   | \$ 1,475,000 | \$ 415,292 | 28.2%  | \$ 1,475,000 | \$ 371,335 | 25.2%  |
| Excess of Revenues over Expenditures | \$ (475,000) | \$ 23,057  |        | \$ (475,000) | \$ 52,805  |        |
| Beginning Fund Balance               | \$ 475,000   | \$ 777,496 | 163.7% | 475,000      | 719,057    | 151.4% |
| Fund Balance, December 31            | \$ -         | \$ 800,553 |        | \$ -         | \$ 771,862 |        |

**Notes:**

Revenue and expenditures in this fund are related to programs that are supported by special agreements, contracts, and reimbursements by outside groups or agencies.

FY 2014-15 beginning fund balance is comprised of numerous accounts designated for special purposes. Examples include DHS Medicaid Funds (\$109,938): Facilities sales of surplus and misc items (\$36,158): and the Franklin Washington DC trip (\$27,943).

Corvallis School District 509J  
Statement of Revenues and Expenditures  
Fiscal Year to Date as of December 31, 2013 and 2014 Respectively (Unaudited)

**Early Retirement Incentive Fund**

|                                      | FY 2013-14   |              |       | FY 2014-15   |              |       |
|--------------------------------------|--------------|--------------|-------|--------------|--------------|-------|
|                                      | Budget       | Actual       |       | Budget       | Actual       |       |
| Revenues:                            |              |              |       |              |              |       |
| Interest on Investments              | 10,000       | 2,629        | 26.3% | -            | 2,007        | -     |
| Total Revenue                        | \$ 10,000    | \$ 2,629     | 26.3% | \$ -         | \$ 2,007     | -     |
| Expenditures:                        |              |              |       |              |              |       |
| Retiree Stipends                     | 1,007,850    | 384,629      | 38.2% | 784,744      | 130,835      | 16.7% |
| Total Expenditures                   | \$ 1,007,850 | \$ 384,629   | 38.2% | \$ 784,744   | \$ 130,835   | 16.7% |
| Excess of Revenues over Expenditures | \$ (997,850) | \$ (382,000) |       | \$ (784,744) | \$ (128,828) |       |
| Beginning Fund Balance               | 1,555,000    | 1,468,208    | 94.4% | 960,320      | 957,216      | 99.7% |
| Budgeted Contingency                 | 557,150      | -            |       | 175,576      | -            |       |
| Unappropriated Ending Fund Balance   | -            | -            |       | -            | -            |       |
| Fund Balance, December 31            | \$ -         | \$ 1,086,208 |       | \$ -         | \$ 828,388   |       |

**Notes:**

This fund pays for supplemental retirement benefits provided to retired teachers.

The last payment for non-represented and classified staff was made June 30, 2008.

In February 2005, certified employees agreed to end the early retirement program effective June 30, 2017. Only employees hired before Sept 1, 1988 will have ERI benefits. A lump sum payout was made on April 30, 2005 to end the ERI rights of employees hired between Sept 1, 1988 and June 30, 1998. An additional lump sum payment was made to those hired before Sept 1, 1988 in recognition of reduced ERI benefits available after their retirement.

Teacher retirees after April 1, 2005 will not receive any medical insurance coverage. Benefits decreased from 7 years to 5 years and effective July 1, 2008 any new retirees will receive only 4 years of stipends. No teachers hired after August 31, 1988 are eligible for any post retirement benefits if they retired after April 1, 2005. As of July 1, 2014 there were 25 eligible retired teachers receiving benefits.

Retiree expenditures account for monthly retirement stipends and lump sum retirement payouts as per the agreement. Comparison of expenditures between years will vary due to the variances in the time of retirement and eligibility for lump sum payouts.

The Early Retirement Incentive Program is now fully funded thereby ending annual contributions from the General Fund effective with the 2013-14 Adopted Budget.

Corvallis School District 509J  
Statement of Revenues and Expenditures  
Fiscal Year to Date as of December 31, 2013 and 2014 Respectively (Unaudited)

**Grant Funds**

|                                      | FY 2013-14          |                     |         | FY 2014-15          |                     |         |
|--------------------------------------|---------------------|---------------------|---------|---------------------|---------------------|---------|
|                                      | Budget              | Actual              |         | Budget              | Actual              |         |
| Revenues:                            |                     |                     |         |                     |                     |         |
| Local Revenues                       | \$ 50,000           | \$ 202              | 0.40%   | \$ 50,000           | \$ -                | 0.00%   |
| Intermediate revenues                | 100,000             | 10,818              | 10.82%  | 100,000             | 14,446              | 14.45%  |
| State Revenues                       | 100,000             | 179,084             | 179.08% | 400,000             | 528,828             | 132.21% |
| Federal Revenues                     | 2,750,000           | 1,222,473           | 44.45%  | 4,010,000           | 1,052,798           | 26.25%  |
| Total Revenue                        | <u>\$ 3,000,000</u> | <u>\$ 1,412,577</u> | 47.09%  | <u>\$ 4,560,000</u> | <u>\$ 1,596,072</u> | 35.00%  |
| Expenditures:                        |                     |                     |         |                     |                     |         |
| Instruction                          | \$ 2,607,800        | \$ 1,371,075        | 52.58%  | \$ 3,161,913        | \$ 1,041,080        | 32.93%  |
| Support Services                     | 2,048,300           | 460,107             | 22.46%  | 2,010,086           | 760,630             | 37.84%  |
| Community Services                   | 143,899             | 64,544              | 44.85%  | 248,000             | 86,192              | 34.75%  |
| Facility Acquisition & Construction  | <u>1</u>            | <u>-</u>            | 0.00%   | <u>1</u>            | <u>-</u>            | 0.00%   |
| Total Expenditures                   | <u>\$ 4,800,000</u> | <u>\$ 1,895,726</u> | 39.49%  | <u>\$ 5,420,000</u> | <u>\$ 1,887,902</u> | 34.83%  |
| Excess of Revenues over Expenditures | \$ (1,800,000)      | \$ (483,149)        |         | \$ (860,000)        | \$ (291,830)        |         |
| Beginning Fund Balance               | 1,800,000           | 1,592,249           | 0.00%   | 860,000             | 951,301             | 0.00%   |
| Budgeted Contingency                 | <u>-</u>            | <u>-</u>            |         | <u>-</u>            | <u>-</u>            |         |
| Fund Balance, December 31            | <u>\$ -</u>         | <u>\$ 1,109,100</u> |         | <u>\$ -</u>         | <u>\$ 659,471</u>   |         |

**Notes:**

The District has approximately 34 grant awards from federal, state, and private sources estimated at \$6.2 million. The larger awards typically span a several year time period.

Indirect costs are administrative costs such as audit, legal, business, human resources, and technology that are paid for by the General Fund but also utilized by the grant funds. Board policy calls for the District to recover indirect costs related to grants. This amount shows as a revenue in the General Fund and is used to offset General Fund operations. The District indirect cost rate is the maximum allowed by the State and varies from year to year. The State approves this rate each year. The rate for FY 2014-15 decreased to 4.10% from 4.52% in the prior year.

State grant revenue is up substantially as a result of the full implementation of grants received during FY 2013-14, which include State Mentoring (\$68,783); Farm to School (\$18,470); and the School District Collaboration (\$398,919).

Federal grant revenue is down as a result of the timing differences with regard to spending. The total amount of Federal grants allocated to the District is roughly equivalent to FY 2013-14.

Corvallis School District 509J  
Statement of Revenues and Expenditures  
Fiscal Year to Date as of December 31, 2013 and 2014 Respectively (Unaudited)

**Insurance Fund**

|                                      | FY 2013-14           |                     |        | FY 2014-15           |                     |        |
|--------------------------------------|----------------------|---------------------|--------|----------------------|---------------------|--------|
|                                      | Budget               | Actual              |        | Budget               | Actual              |        |
| Revenues:                            |                      |                     |        |                      |                     |        |
| Charges to Other Funds               | \$ 12,327,850        | \$ 4,914,406        | 39.9%  | \$ 11,873,350        | \$ 5,233,368        | 44.1%  |
| Other Revenues                       | <u>7,000</u>         | <u>3,482</u>        | 49.7%  | <u>7,000</u>         | <u>1,079</u>        | 15.4%  |
| Total Revenue                        | <u>\$ 12,334,850</u> | <u>\$ 4,917,888</u> | 39.9%  | <u>\$ 11,880,350</u> | <u>\$ 5,234,447</u> | 44.1%  |
| Expenditures:                        |                      |                     |        |                      |                     |        |
| Insurance Activities                 | \$ 301,710           | \$ 174,373          | 57.8%  | \$ 355,769           | \$ 170,325          | 47.9%  |
| Facilities                           | 500,000              | 10,070              | 0.0%   | -                    | -                   | -      |
| Transfer to Capital Projects Fund    | -                    | -                   |        | 1,100,000            | 1,100,000           | 100.0% |
| Insurance Premiums                   | <u>14,359,125</u>    | <u>4,269,169</u>    | 29.7%  | <u>14,409,581</u>    | <u>4,508,348</u>    | 31.3%  |
| Total Expenditures                   | <u>\$ 15,160,835</u> | <u>\$ 4,453,612</u> | 29.4%  | <u>\$ 15,865,350</u> | <u>\$ 5,778,673</u> | 36.4%  |
| Excess of Revenues over Expenditures | \$ (2,825,985)       | \$ 464,276          |        | \$ (3,985,000)       | \$ (544,226)        |        |
| Beginning Fund Balance               | <u>2,825,985</u>     | <u>4,414,413</u>    | 156.2% | <u>3,985,000</u>     | <u>4,818,082</u>    | 120.9% |
| Fund Balance, December 31            | <u>\$ -</u>          | <u>\$ 4,878,689</u> |        | <u>\$ -</u>          | <u>\$ 4,273,856</u> |        |

**Notes:**

The Insurance Fund is used to account for health benefits, worker's compensation and property/liability activity.  
The fund also includes reserves for the dental/vision and property liability self-insured programs.

Corvallis School District 509J  
Statement of Revenues and Expenditures  
Fiscal Year to Date as of December 31, 2013. and 2014 Respectively (Unaudited)

**Debt Service Fund**

|                                      | FY 2013-14          |                     |        | FY 2014-15          |                     |         |
|--------------------------------------|---------------------|---------------------|--------|---------------------|---------------------|---------|
|                                      | Budget              | Actual              |        | Budget              | Actual              |         |
| Revenues:                            |                     |                     |        |                     |                     |         |
| Local Sources                        | \$ 8,621,000        | \$ 7,355,759        | 85.3%  | \$ 9,452,750        | \$ 8,875,138        | 93.9%   |
| Interest on Investments              | 15,999              | 4,726               | 29.5%  | 16,999              | 3,545               | 20.9%   |
| Interfund Transfers                  | <u>1</u>            | <u>-</u>            | 0.0%   | <u>1</u>            | <u>-</u>            | 0.0%    |
| Total Revenue                        | <u>\$ 8,637,000</u> | <u>\$ 7,360,485</u> | 85.2%  | <u>\$ 9,469,750</u> | <u>\$ 8,878,683</u> | 93.8%   |
| Expenditures:                        |                     |                     |        |                     |                     |         |
| Debt Service                         |                     |                     |        |                     |                     |         |
| Principal                            | \$ 6,445,000        | \$ -                | 0.0%   | \$ 7,500,000        | \$ -                | 0.0%    |
| Interest                             | <u>2,392,000</u>    | <u>1,196,000</u>    | 50.0%  | <u>2,072,450</u>    | <u>1,035,566</u>    | 50.0%   |
| Total Expenditures                   | <u>\$ 8,837,000</u> | <u>\$ 1,196,000</u> | 13.5%  | <u>\$ 9,572,450</u> | <u>\$ 1,035,566</u> | 10.8%   |
| Excess of Revenues over Expenditures | \$ (200,000)        | \$ 6,164,485        |        | \$ (102,700)        | \$ 7,843,117        |         |
| Beginning Fund Balance               | <u>200,000</u>      | <u>344,907</u>      | 172.5% | <u>102,700</u>      | <u>(406,430)</u>    | -395.7% |
| Fund Balance, December 31            | <u>\$ -</u>         | <u>\$ 6,509,392</u> |        | <u>\$ -</u>         | <u>\$ 7,436,687</u> |         |

Notes:

Voter-approved general obligation bonds are repaid with property taxes outside the constitutional-property-tax limitations. These taxes are restricted to payment of debt service and may not be used for any other purpose.

Debt service payments are made according to a set payment schedule. Principal payments are made annually in June and interest payments are made semi-annually in December and June. As budgets are developed each year a conservative beginning fund balance is estimated to ensure enough funds are on hand to meet debt service requirements.

As part of the budget process each year, a calculation is done to determine the amount to levy for property tax collections. Factors in the calculation include scheduled debt service, estimated interest earnings and an projected amount of taxes expected to not be collected that year. June 30, 2014 actual uncollected taxes as a percentage of the levy was 7.8%.

To prevent agencies from significantly over levying taxes, the State requires agencies demonstrate at least once each year that the Debt Service fund cash balance must reach a minimum balance of 1/12th of scheduled debt due. The District complied with this requirement in FY2014-15.

The Debt Service Fund began the year in a deficit fund balance of (\$406,430). Appeals by Hewlett-Packard, in May 2013 resulted in the Oregon Tax Court ordering Benton County taxing districts to refund property tax receipts to HP due to an overvaluation. The District's portion of this refund was withheld in November 2013 in the amount of \$2.7 million overall. The Debt Service Fund portion was \$661,000. This news was not received in time to amend the levy certified with the county resulting in a revenue shortfall. The School Board authorized an interfund loan of up to \$.5 million in June 2014 to cover the deficit. The loan was repaid in November 2014 with the first influx of 2014-15 property tax receipts.

Corvallis School District 509J  
Statement of Revenues and Expenditures  
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**PERS Debt Service Fund**

|                                      | FY 2013-14          |                     |       | FY 2014-15          |                     |       |
|--------------------------------------|---------------------|---------------------|-------|---------------------|---------------------|-------|
|                                      | Budget              | Actual              |       | Budget              | Actual              |       |
| Revenues:                            |                     |                     |       |                     |                     |       |
| Charges to Other Funds               | \$ 1,910,000        | \$ 855,465          | 44.8% | \$ 2,100,000        | \$ 902,692          | 43.0% |
| Interest on Investments              | 15,000              | 6,179               | 41.2% | 13,000              | 6,291               | 48.4% |
| Total Revenue                        | <u>\$ 1,925,000</u> | <u>\$ 861,644</u>   | 44.8% | <u>\$ 2,113,000</u> | <u>\$ 908,983</u>   | 43.0% |
| Expenditures:                        |                     |                     |       |                     |                     |       |
| Debt Service                         |                     |                     |       |                     |                     |       |
| Principal                            | \$ 685,878          | \$ -                | 0.0%  | \$ 617,190          | \$ -                | 0.0%  |
| Interest                             | 1,319,849           | 465,363             | 35.3% | 1,388,370           | 460,280             | 33.2% |
| Total Expenditures                   | <u>\$ 2,005,727</u> | <u>\$ 465,363</u>   | 23.2% | <u>\$ 2,005,560</u> | <u>\$ 460,280</u>   | 23.0% |
| Excess of Revenues over Expenditures | \$ (80,727)         | \$ 396,281          |       | \$ 107,440          | \$ 448,703          |       |
| Beginning Fund Balance               | <u>2,400,000</u>    | <u>2,326,927</u>    | 97.0% | <u>2,400,000</u>    | <u>2,370,098</u>    | 98.8% |
| Budgeted Contingency                 | <u>2,319,273</u>    | <u>-</u>            |       | <u>2,507,440</u>    | <u>-</u>            |       |
| Fund Balance, December 31            | <u>\$ -</u>         | <u>\$ 2,723,208</u> |       | <u>-</u>            | <u>\$ 2,818,801</u> |       |

Notes:

The District issued refinancing bonds for its PERS unfunded actuarial liability. Bonds were sold October 9, 2002 at a true interest cost of 5.897%. Additional bonds were sold on June 7, 2005 at a true interest cost of 4.44%.

Instead of having PERS carry the unfunded liability at an 8% interest rate, the District entered into a pool that issued taxable bonds and turned the proceeds over to PERS. This financing strategy aids in keeping rates lower than would have been issued by PERS.

The debt service repayment schedule for the 2002 bonds, adopted by the consortium of districts, unrealistically assumed 4% growth in personnel costs each year and has the annual debt service steadily increasing. Accordingly, the District is setting aside additional funds each year to pay future debt service costs and smooth the contribution rates on an ongoing basis.

Debt service payments are made according to a set payment schedule. Principal payments are made annually in June and interest payments are made semi-annually in December and June.

Corvallis School District 509J  
Statement of Revenues and Expenditures  
Fiscal Year to Date as of December 31, 2013 and 2014 Respectively (Unaudited)

**Capital Improvement Fund**

|                                      | FY 2013-14  |             |   | FY 2014-15          |                     |        |
|--------------------------------------|-------------|-------------|---|---------------------|---------------------|--------|
|                                      | Budget      | Actual      |   | Budget              | Actual              |        |
| Revenues:                            |             |             |   |                     |                     |        |
| Interfund Transfer                   | \$ -        | \$ -        | - | \$ 1,100,000        | \$ 1,100,000        | 100.0% |
| Miscellaneous                        | \$ -        | \$ -        | - | \$ 44,000           | \$ -                | 0.0%   |
| Interest on Investments              | -           | -           | - | 6,000               | 932                 | 15.5%  |
| Total Revenue                        | <u>\$ -</u> | <u>\$ -</u> | - | <u>\$ 1,150,000</u> | <u>\$ 1,100,932</u> | 95.7%  |
| Expenditures:                        |             |             |   |                     |                     |        |
| Property Services                    | \$ -        | \$ -        | - | \$ 300,000          | \$ -                | 0.0%   |
| Support Services                     | -           | -           | - | 65,000              | -                   | 0.0%   |
| Building Acquisition                 | -           | -           | - | 785,000             | -                   | 0.0%   |
| Total Expenditures                   | <u>\$ -</u> | <u>\$ -</u> | - | <u>\$ 1,150,000</u> | <u>\$ -</u>         | 0.0%   |
| Excess of Revenues over Expenditures | \$ -        | \$ -        |   | \$ -                | \$ 1,100,932        |        |
| Beginning Fund Balance               | -           | -           | - | -                   | -                   | -      |
| Budgeted Contingency                 | -           | -           |   | -                   | -                   |        |
| Fund Balance, December 31            | <u>\$ -</u> | <u>\$ -</u> |   | <u>-</u>            | <u>\$ 1,100,932</u> |        |

Notes:

This fund is being established in FY 2014-15 to account for large capital improvements undertaken by the district. It is initially being funded by a transfer of \$1.1 million from the Insurance Fund.

Corvallis School District 509J  
Schedule of Investments  
December 31, 2014

| Type of Investment                                                   | Investment Date | Maturity/ Call Date | No. of Days | Bond Equivalent Yield   | Purchase Price | Par (Maturity) Value |
|----------------------------------------------------------------------|-----------------|---------------------|-------------|-------------------------|----------------|----------------------|
| Total Investments outside of Local Government Investment Pool:       |                 |                     |             |                         | \$ -           | \$ -                 |
|                                                                      |                 |                     |             | Average Annualized Rate |                |                      |
| <u>Local Government Investment Pool:</u>                             |                 |                     |             |                         |                |                      |
| General Account                                                      |                 |                     |             | 0.50%                   |                | \$ 45,493,215        |
| Debt Service Account                                                 |                 |                     |             | 0.50%                   |                | 253                  |
| Subtotal LGIP <sup>1</sup>                                           |                 |                     |             |                         |                | <u>\$ 45,493,468</u> |
| <u>Local Government Investment Pool - Pension Bond Debt Service:</u> |                 |                     |             |                         |                |                      |
| Pension Bond Debt Service Account: <sup>4</sup>                      |                 |                     |             | 0.50%                   |                | <u>\$ 814,202</u>    |
| <u>Total Investments</u>                                             |                 |                     |             |                         |                | <u>\$ 46,307,670</u> |

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$46,801,588.
2. The PERS Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment twice a year to the bond holders of the PERS bond debt.

| Compliance with Investment Policy                                    |                                         |                 |
|----------------------------------------------------------------------|-----------------------------------------|-----------------|
| Type of Investment                                                   | Maximum Percent of Portfolio per Policy | Current Percent |
| US Government-Sponsored Enterprises (Total):                         | 90.0%                                   | 0.0%            |
| US Treasury Obligations                                              | 100.0%                                  | 0.0%            |
| Local Government Investment Pool                                     | 100.0%                                  | 100.0%          |
| Bankers Acceptances                                                  | 25.0%                                   | 0.0%            |
| Repurchase Agreements                                                | 25.0%                                   | 0.0%            |
| State and Local Government Securities                                | 25.0%                                   | 0.0%            |
| Time Certificates of Deposit & Collateralized Money Market           | 50.0%                                   | 0.0%            |
| Commercial Paper (bonds and promissory notes issued by corporations) | 10.0%                                   | 0.0%            |
| TOTAL                                                                |                                         | 100.00%         |

Benchmarks as of 12/31/14:

|                                             |       |
|---------------------------------------------|-------|
| 3-Month U. S. T-Bill bond equivalent yield: | 0.04% |
| 3-Mo. Jumbo CDs                             | 0.03% |

Corvallis School District 509J  
Schedule of Cash Disbursements greater than or equal to \$1,000  
For the period of December 1, 2014 - December 31, 2014

| <u>Fund, Object, Vendor</u>                        | <u>Amount</u>        | <u>Fund, Object, Vendor</u>                         | <u>Amount</u>        |
|----------------------------------------------------|----------------------|-----------------------------------------------------|----------------------|
| <b>100 - General Fund</b>                          | <b>\$ 849,733.80</b> | <b>100 - General Fund Continued</b>                 |                      |
| <b>Computer Software</b>                           | <b>\$ 44,174.24</b>  | <b>Electricity</b>                                  | <b>\$ 60,880.48</b>  |
| SAXTON BRADLEY                                     | \$ 2,575.00          | PACIFIC POWER AND LIGHT                             | \$ 47,972.53         |
| CAMBIUM LEARNING INC                               | \$ 1,200.00          | CONSUMERS POWER INC                                 | \$ 12,907.95         |
| NCS PEARSON INC                                    | \$ 9,492.30          | <b>Telephone</b>                                    | <b>\$ 4,706.71</b>   |
| NETCHEMIA                                          | \$ 4,762.00          | AT&T MOBILITY-ACCT#837370420 (TECH)                 | \$ 1,605.67          |
| SCHOOLDUDE.COM                                     | \$ 2,197.08          | CENTURYLINK.                                        | \$ 3,101.04          |
| UPTIME SCIENCES                                    | \$ 19,285.86         | <b>Other Communication Services</b>                 | <b>\$ 41,633.69</b>  |
| ZOHO CORPORATION                                   | \$ 4,662.00          | CENTURYLINK.                                        | \$ 1,345.18          |
| <b>Consumable Supplies and Materials</b>           | <b>\$ 38,985.93</b>  | COMCAST/INSTITUTIONAL NETWORKS                      | \$ 40,288.51         |
| COASTWIDE LABORATORIES                             | \$ 10,304.75         | <b>Water and Sewage</b>                             | <b>\$ 20,826.53</b>  |
| OFFICE MAX                                         | \$ 10,496.48         | CITY OF CORVALLIS                                   | \$ 20,826.53         |
| CHOWN HARDWARE                                     | \$ 1,128.91          | <b>Legal Services</b>                               | <b>\$ 33,631.01</b>  |
| PART WORKS INC                                     | \$ 1,471.56          | HUNGERFORD LAW FIRM LLP                             | \$ 23,611.68         |
| AMAZON.COM CREDIT SERVICES                         | \$ 1,536.66          | LUVAAS COBB                                         | \$ 2,099.38          |
| PLATT ELECTRIC SUPPLY CO                           | \$ 2,323.60          | NAEGELI DEPOSITION AND TRIAL                        | \$ 7,919.95          |
| SCHOOL SPECIALTY                                   | \$ 5,958.60          | <b>Garbage</b>                                      | <b>\$ 9,458.96</b>   |
| LEARNING A-Z                                       | \$ 1,444.15          | REPUBLIC SERVICES                                   | \$ 9,458.96          |
| HEINEMANN                                          | \$ 3,213.00          | <b>Instructional, Professional and Technical Se</b> | <b>\$ 155,142.40</b> |
| ARMOR CNC                                          | \$ 1,108.22          | HELLO FOUNDATION                                    | \$ 25,592.00         |
| <b>Other Non-instructional Professional and Te</b> | <b>\$ 77,846.12</b>  | WASHINGTON STATE SCHOOL FOR THE BLII                | \$ 5,415.00          |
| MAXIM HEALTHCARE SERVICES                          | \$ 17,696.70         | CORVALLIS YOUTH SYMPHONY ASSOCIATIC                 | \$ 8,500.00          |
| STRUCTURED COMMUNICATION SYSTEMS                   | \$ 7,740.00          | LINN BENTON COMMUNITY COLLEGE                       | \$ 115,635.40        |
| AMERICAN RED CROSS OREGON TRAIL CHA                | \$ 9,100.00          | <b>Non-reimbursable Student Transportation</b>      | <b>\$ 14,073.00</b>  |
| JAMISON CONSULTANTS                                | \$ 1,001.57          | CITY OF CORVALLIS_                                  | \$ 14,073.00         |
| MCLELLAN TEMPORARIES, INC.                         | \$ 1,207.85          | <b>Other Employee Benefits</b>                      | <b>\$ 1,227.60</b>   |
| OPTIMIZON                                          | \$ 14,500.00         | Hale, Aaron S                                       | \$ 1,227.60          |
| PACIFIC EDUCATIONAL GROUP, INC.                    | \$ 11,600.00         | <b>Copier Charges</b>                               | <b>\$ 23,138.30</b>  |
| VIRTUAL SECURITY RESEARCH                          | \$ 15,000.00         | OREGON STATE UNIVERSITY PRINTING                    | \$ 23,138.30         |
| <b>Printing and Binding</b>                        | <b>\$ 4,181.36</b>   | <b>Accounts Payable</b>                             | <b>\$ 12,408.01</b>  |
| HENDERSONS OFFICE SYSTEMS                          | \$ 4,181.36          | WELLS FARGO REMITTANCE CENTER                       | \$ 12,408.01         |
| <b>Reimbursable Student Transportation</b>         | <b>\$ 231,933.86</b> | <b>Payroll Deductions &amp; Withholdings</b>        | <b>\$ 1,006.00</b>   |
| GO GET'EM TAXI AND TRANSPORT LLC                   | \$ 12,950.00         | OSU FEDERAL CREDIT UNION - CORVALLIS                | \$ 1,006.00          |
| FIRST STUDENT INC                                  | \$ 218,983.86        | <b>Tuition Payments to Other Districts Within !</b> | <b>\$ 11,657.25</b>  |
| <b>Repairs and Maintenance Services</b>            | <b>\$ 28,731.71</b>  | SALEM-KEIZER SCHOOL DISTRICT                        | \$ 11,657.25         |
| ECO HOME COMFORT, LLC                              | \$ 5,746.00          | <b>Equipment \$5,000 and greater</b>                | <b>\$ 4,425.00</b>   |
| REYNOLDS ELECTRIC, INC.                            | \$ 5,643.71          | SAXTON BRADLEY                                      | \$ 4,425.00          |
| ADVANCED WOODCRAFT                                 | \$ 2,190.00          |                                                     |                      |
| SNYDER ROOFING                                     | \$ 2,205.00          | <b>296 - Grants Fund</b>                            | <b>\$ 115,471.80</b> |
| DIG-IT FENCING                                     | \$ 1,145.00          | <b>Consumable Supplies and Materials</b>            | <b>\$ 5,806.63</b>   |
| SALEM FIRE ALARM, INC                              | \$ 1,018.00          | COSA                                                | \$ 3,400.00          |
| STRYKER CONSTRUCTION, INC.                         | \$ 10,784.00         | PEARSON EDUCATION INC                               | \$ 1,061.63          |
| <b>Travel, Out of District</b>                     | <b>\$ 3,861.78</b>   | CYBER ACOUSTICS                                     | \$ 1,345.00          |
| Bogatin, Kevin T                                   | \$ 1,191.78          | <b>Travel, Out of District</b>                      | <b>\$ 6,924.50</b>   |
| OREGON SCHOOL BOARDS ASSOCIATION                   | \$ 2,670.00          | COSA                                                | \$ 1,833.00          |
| <b>Postage</b>                                     | <b>\$ 2,558.40</b>   | OREGON READING ASSOCIATION                          | \$ 1,170.00          |
| GARTEN SERVICES, INC                               | \$ 2,558.40          | AMI/USA                                             | \$ 1,689.00          |
| <b>Fuel</b>                                        | <b>\$ 23,245.46</b>  | ACSI                                                | \$ 2,232.50          |
| BENTON COUNTY PUBLIC WORKS                         | \$ 1,315.72          |                                                     |                      |
| NW NATURAL                                         | \$ 21,929.74         |                                                     |                      |

| <u>Fund, Object, Vendor</u>                         | <u>Amount</u>       |
|-----------------------------------------------------|---------------------|
| <b>296 - Grants Fund Continued</b>                  |                     |
| <b>Instructional, Professional and Technical Se</b> | <b>\$ 25,316.67</b> |
| GREATER ALBANY PUBLIC SCHOOL DISTRICT               | \$ 8,668.06         |
| LEBANON COMMUNITY SCHOOL DISTRICT                   | \$ 15,031.01        |
| RHODES, KARA                                        | \$ 1,617.60         |
| <b>Non-reimbursable Student Transportation</b>      | <b>\$ 2,574.00</b>  |
| FIRST STUDENT INC                                   | \$ 2,574.00         |
| <b>Technology Equip \$1,000 - \$4,999</b>           | <b>\$ 74,850.00</b> |
| HEWLETT-PACKARD CORPORATION                         | \$ 74,850.00        |
| <b>297 - Student Body Funds</b>                     | <b>\$ 99,275.20</b> |
| <b>Consumable Supplies and Materials</b>            | <b>\$ 43,008.24</b> |
| FRED MEYER CUSTOMER CHARGES                         | \$ 1,100.44         |
| SHIRT CIRCUIT                                       | \$ 1,221.95         |
| LES & BOBS SPORTS AND APPAREL                       | \$ 1,653.00         |
| CORVALLIS SPORTS PARK                               | \$ 4,144.30         |
| MID-VALLEY NEWSPAPERS-ALBANY                        | \$ 1,859.00         |
| CONERSTONE ASSOCIATES, INC                          | \$ 1,560.22         |
| GLOW SCENTED CANDLES, LLC                           | \$ 1,335.30         |
| HOLIDAY TREE FARM, INC                              | \$ 4,468.00         |
| LIFETOUCH NATIONAL SCHOOL STUDIOS                   | \$ 4,683.48         |
| M & R SALES                                         | \$ 11,345.00        |
| PEORIA GARDENS INC                                  | \$ 4,064.00         |
| SCHOLASTIC BOOK FAIRS                               | \$ 1,051.15         |
| SEW ON                                              | \$ 3,333.50         |
| US GAMES                                            | \$ 1,188.90         |
| <b>Other Non-instructional Professional and Te</b>  | <b>\$ 15,425.00</b> |
| BROOKS, DAVE                                        | \$ 1,268.00         |
| MID-VALLEY BASKETBALL OFFICIALS                     | \$ 14,157.00        |
| <b>Travel, Student Out of District</b>              | <b>\$ 29,854.36</b> |
| OREGON SCHOOL ACTIVITIES ASSOCIATION                | \$ 1,170.00         |
| OASC                                                | \$ 1,200.00         |
| MTR WESTERN                                         | \$ 2,142.95         |
| EDUCATIONAL TRAVEL SERVICES, INC                    | \$ 5,315.71         |
| EMERALD SKI RACING LEAGUE                           | \$ 6,212.00         |
| HOODOO'S CRESCENT LAKE RESORT                       | \$ 1,013.70         |
| PNW FIRST                                           | \$ 5,000.00         |
| WASHINGTON MUSIC EDUCATORS ASSOCIA                  | \$ 7,800.00         |
| <b>Non-reimbursable Student Transportation</b>      | <b>\$ 10,987.60</b> |
| FIRST STUDENT INC                                   | \$ 10,987.60        |
| <b>204 - District Donation Fund</b>                 | <b>\$ 9,750.68</b>  |
| <b>Consumable Supplies and Materials</b>            | <b>\$ 7,575.00</b>  |
| AMAZON.COM CREDIT SERVICES                          | \$ 1,072.02         |
| CONTINENTAL ATHLETIC SUPPLY                         | \$ 1,900.00         |
| EASY TURF                                           | \$ 1,100.00         |
| MATH LEARNING CENTER                                | \$ 1,554.00         |
| WILLAMETTE GRAYSTONE, INC                           | \$ 1,948.98         |
| <b>Instructional, Professional and Technical Se</b> | <b>\$ 2,175.68</b>  |
| ARTS CENTER                                         | \$ 2,175.68         |

| <u>Fund, Object, Vendor</u>                         | <u>Amount</u>        |
|-----------------------------------------------------|----------------------|
| <b>203 - Food Service Fund</b>                      | <b>\$ 172,534.01</b> |
| <b>Computer Software</b>                            | <b>\$ 11,075.00</b>  |
| CASCADE CONSULTING                                  | \$ 11,075.00         |
| <b>Consumable Supplies and Materials</b>            | <b>\$ 6,538.00</b>   |
| FRANKLIN PRESS                                      | \$ 6,538.00          |
| <b>Food - Food Service Only</b>                     | <b>\$ 57,998.29</b>  |
| LOCHMEAD DAIRY                                      | \$ 29,127.02         |
| DUCK DELIVERY PRODUCE INC                           | \$ 18,576.13         |
| FRANZ FAMILY BAKERIES                               | \$ 6,206.20          |
| SYSCO FOOD SERVICE                                  | \$ 3,060.06          |
| COCA-COLA REFRESHMENTS USA, INC                     | \$ 1,028.88          |
| <b>Repairs and Maintenance Services</b>             | <b>\$ 1,672.74</b>   |
| BENTON COUNTY PUBLIC WORKS                          | \$ 1,672.74          |
| <b>Fuel</b>                                         | <b>\$ 1,285.17</b>   |
| BENTON COUNTY PUBLIC WORKS                          | \$ 1,285.17          |
| <b>Inventories</b>                                  | <b>\$ 89,636.81</b>  |
| MCDONALD WHOLESALE CO                               | \$ 56,603.69         |
| SYSCO FOOD SERVICE                                  | \$ 28,652.91         |
| FOOD SERVICE OF AMERICA                             | \$ 3,004.35          |
| NORTHWEST DISTRIBUTION SERVICES                     | \$ 1,375.86          |
| <b>Taxes and Licenses</b>                           | <b>\$ 4,328.00</b>   |
| BENTON COUNTY ENVIRONMENTAL HEALT                   | \$ 4,328.00          |
| <b>298 - Designated Revenue Fund</b>                | <b>\$ 87,828.57</b>  |
| <b>Computer Software</b>                            | <b>\$ 1,400.00</b>   |
| SCIENTIFIC LEARNING                                 | \$ 1,400.00          |
| <b>Consumable Supplies and Materials</b>            | <b>\$ 33,159.31</b>  |
| OETC                                                | \$ 1,755.00          |
| FRED MEYER CUSTOMER CHARGES                         | \$ 1,630.24          |
| AMAZON.COM CREDIT SERVICES                          | \$ 1,303.88          |
| APPLE, INC                                          | \$ 2,384.25          |
| SCHOOL SPECIALTY                                    | \$ 2,359.85          |
| PINKHAM SPECIALTY CO                                | \$ 2,297.00          |
| B & H ELECTRONICS/PHOTO/VIDEO                       | \$ 15,155.76         |
| GEORGIE'S CERAMIC & CLAY CO - PORTLAN               | \$ 3,131.93          |
| MO'S ENTERPRISES, INC                               | \$ 1,747.00          |
| READ NATURALLY                                      | \$ 1,394.40          |
| <b>Travel, Student Out of District</b>              | <b>\$ 26,494.93</b>  |
| CITY OF CORVALLIS - OSBORN AQUATIC CTI              | \$ 1,632.00          |
| PATHFINDER TRAVEL                                   | \$ 24,862.93         |
| <b>Instructional, Professional and Technical Se</b> | <b>\$ 1,550.00</b>   |
| MARY'S RIVER WATERSHED COUNCIL                      | \$ 1,550.00          |
| <b>Copier Charges</b>                               | <b>\$ 2,283.12</b>   |
| OREGON STATE UNIVERSITY PRINTING                    | \$ 2,283.12          |
| <b>Equipment \$5,000 and greater</b>                | <b>\$ 15,465.00</b>  |
| SAXTON BRADLEY                                      | \$ 15,465.00         |
| <b>Equipment-like items \$1,000 - \$4,999</b>       | <b>\$ 7,476.21</b>   |
| CORVALLIS POWER EQUIPMENT                           | \$ 3,838.80          |
| CDW GOVERNMENT INC                                  | \$ 1,387.42          |
| B & H ELECTRONICS/PHOTO/VIDEO                       | \$ 2,249.99          |

| <u>Fund, Object, Vendor</u>                          | <u>Amount</u>          |
|------------------------------------------------------|------------------------|
| <b>601 - Insurance Fund</b>                          | <b>\$ 421,384.47</b>   |
| <b>Other Non-instructional Professional and Te</b>   | <b>\$ 5,153.04</b>     |
| BARKER-UERLINGS INSURANCE, INC                       | \$ 5,153.04            |
| <b>Group Insurance</b>                               | <b>\$ 416,231.43</b>   |
| REGENCE BCBS OF OREGON                               | \$ 393,970.35          |
| LIFEMAP ASSURANCE COMPANY                            | \$ 9,008.58            |
| WILLAMETTE DENTAL GROUP (GROUP Z132                  | \$ 13,252.50           |
| <b>208 - Construction Excise Tax &amp; Land Fund</b> | <b>\$ 1,355.54</b>     |
| <b>Repairs and Maintenance Services</b>              | <b>\$ 1,355.54</b>     |
| REYNOLDS ELECTRIC, INC.                              | \$ 1,355.54            |
| <b>Grand Total</b>                                   | <b>\$ 1,757,334.07</b> |



**Corvallis**  
SCHOOL DISTRICT

XII.C. Administrative Regulation EI-AR(1)—Driver Screening Guidelines—  
Revised—For Information

Corvallis School District 509J  
Board of Directors

**BOARD MEETING DATE:** February 2, 2015

**FOR INFORMATION**

**SUBJECT:** Administrative Regulation EI-AR(1)—Driver Screening Guidelines—Revised—  
For Information

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Issue: This administrative regulation was reviewed and revised by our risk manager and business department. We often have violation type/name changes, so the specifics in the administrative regulation have been removed. Employees will continue to be disqualified from driver if their motor vehicle record reflections violations in number or severity in excess of acceptable insurance guidelines.

Options Considered: Not adopting the administrative regulation.

Involvement: District office staff

Consequences: Administrative regulation will remain outdated.

Cost Impact: None

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**CONTACT PERSON(S):** Steve Nielsen, Jennifer Schroeder, Kerry Richey

## Driver Screening Guidelines

### Need

To ensure that employees who are required to regularly drive personal and/or district-owned vehicles as a part of their job are safe drivers and to protect the district from potential liability exposure from motor vehicle accidents.

### Purpose

To establish a procedure that accommodates existing requirements of our insurance carriers and guarantee insurance coverage for our employees driving personal and district-owned vehicles.

### Guidelines

Employees required to regularly drive personal and/or district-owned vehicles as part of their job must be “qualified drivers” under these screening guidelines. Positions requiring employees to regularly drive as part of their job will be identified and the names of the employees will be submitted to the Oregon Department of Motor Vehicles for notification of motor vehicle records when a driving violation occurs. Upon notice from the state, Risk Management will determine whether they are “qualified drivers” under the district Driver Screening Guidelines.

Motor vehicle records will be screened for the number and type of violations. Employees will be disqualified from driving if their motor vehicle record reflects violations in number or severity in excess of acceptable insurance guidelines.

the following information:

1. ~~Any Class 1 violation within a three year period.~~
2. ~~Two Class 2 violations within a three year period. Accidents where the employee is clearly not at fault will not be counted as a violation under this category.~~
3. ~~Three Class 3 violations within a three year period.~~
4. ~~One Class 2 and two Class 3 violations within a three year period.~~

Effective with the date of adoption, these guidelines will cover the following employees:

### Current

Employees meeting the following parameters will be reminded annually of their obligation to maintain an acceptable driving record:

1. Employees whose job description requires driving.
2. Employees identified by their administrator as being required to drive as part of their jobs.
3. Employees who qualify for regular in-district mileage reimbursement.
4. Employees who receive a monthly travel allowance.

## **New**

1. Employees being recommended for hire and who are required to regularly drive as part of their job.
2. New employees will be hired contingent upon their driving record being screened by Motor Vehicles for the number and type of violations within a three-year period as mentioned above.

All employees who fit the above criteria will have their driving records reviewed. Employees falling outside these minimum requirements will be prohibited from driving until the earliest violation drops off. If employee falls outside the guidelines, supervisor will determine whether further disciplinary action or termination is warranted.

## **Definitions**

### **Class 1 — MAJOR VIOLATIONS**

- ~~Assault with a motor vehicle~~
- ~~Diversion~~
- ~~Driving under the influence of intoxicants (DUI)~~
- ~~Driving uninsured~~
- ~~Driving while influenced (DWI)~~
- ~~Driving while suspended or revoked~~
- ~~Eluding a police officer~~
- ~~Failure to leave name or address as a driver~~
- ~~Hit and run~~
- ~~Negligent homicide or manslaughter~~
- ~~Negligent or reckless driving~~
- ~~Open container~~
- ~~Racing or speed contest~~
- ~~Refusing blood or breath test~~

### **Class 2 — ACCIDENTS**

- ~~Reported accidents involving motor vehicles. (State law requires report of accidents if more than \$400.)~~

### **Class 3 — MINOR VIOLATIONS**

- ~~Careless driving~~
- ~~Crossing median~~
- ~~Defective or no equipment (all classes)~~
- ~~Driving while obstructed~~
- ~~Exceeding the federal maximum speed limit~~
- ~~Excessive noise~~
- ~~Failure to drive right~~
- ~~Failure to obey traffic control device or signal~~
- ~~Failure to signal~~
- ~~Failure to yield (all classes)~~
- ~~Following too closely~~
- ~~Improper lane use~~
- ~~Improper passing~~
- ~~Improper turn~~
- ~~Pass stopped bus~~
- ~~Speeding~~
- ~~Unsafe lane change~~
- ~~Violation of basic rule~~
- ~~Wrong way one way street~~



**Corvallis**  
SCHOOL DISTRICT

XII.D. Administrative Regulation KBA-AR—Public Records—Revised—For  
Information

Corvallis School District 509J  
Board of Directors

**BOARD MEETING DATE:** February 2, 2015

**FOR INFORMATION**

**SUBJECT:**

Administrative Regulation KBA-AR—Public Records—Revised—For Information

Administrative Regulation KL-AR—Public Complaint Procedure—Revised—For Information

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Issue: These two administrative regulations and been reviewed and revised for clarity.

- KBA-AR Public Records—Fees may be charged for public records request that reimburse the district for the actual cost of providing copies. Individuals may request a waiver or reduce in fees for public records.
- KL-AR Public Complaint Procedure—At each level of administrative review the decision-maker may schedule a meeting with the complainant to receive oral commentary in order to clarify the written submissions. A request for a meeting with the investigating administrator/department director or superintendent/assistant superintendent may be included in the complaint at the appropriate levels.

Options Considered: Not revising the administrative regulations.

Involvement: District office staff.

Consequences: Current administrative regulation may remain unclear.

Cost Impact: None

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**CONTACT PERSON(S):** Kevin Bogatin, Julie Catala, Kerry Richey

## **PUBLIC RECORDS**

In compliance with Oregon law the following guidelines apply to the dissemination, inspection, and examination of the public records of the district:

1. All requests for information must be made through the superintendent's office located at 1555 SW 35<sup>th</sup> Street, Corvallis, Oregon, 97333;
2. Requests for information concerning sensitive, technical, or emotional issues may be required to be submitted in writing and the district will respond in writing within a time frame consistent with the request. Reasonable accommodations will be provided for persons with disabilities upon request and with appropriate advance notice;
3. Where the labor effort exceeds 30 minutes, fees will be charged that will ~~reasonably~~ reimburse the district for the actual cost of providing copies of public records. Labor and benefits will be calculated at the hourly rate of the employee affected. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge;
4. The district reserves the right to restrict the inspection of some public records to the district's facilities;
5. Information will be made available to individuals with disabilities in an appropriate format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations;
6. Individuals may request a waiver or reduction in fees for public records.



**Corvallis**  
SCHOOL DISTRICT

XII.E. Administrative Regulation KL-AR—Public Complaint Procedure—  
Revised—For Information

## **Public Complaint Procedure**

The following procedure will be used for all complaints:

1. A student or parent with a complaint shall generally first present it orally and informally to his/her teacher or the appropriate school employee.
2. If the complaint is not resolved, the complainant may formally present to the building administrator (school level) or district department director. The complaint must be submitted in writing (including all supporting statements and evidence) within 10 school days of the informal conference. The building administrator or district department director shall evaluate the evidence and render a written decision within 10 school days after receiving the appeal. A request for a meeting with the investigating administrator/department director may be included in the complaint. ~~Such requests will not be unreasonably denied.~~
3. If the complainant is dissatisfied with the decision reached by the building administrator or district department director, he/she may, within 10 working days from the date of the building administrator's or district department director's written decision, file a written complaint with the superintendent or his/her designee through the assistant superintendent's office. The superintendent or his/her designee shall evaluate the evidence and render a written decision within 10 working days after receiving the appeal. A request for a meeting with the superintendent/assistant superintendent may be included in the complaint. ~~Such requests will not be unreasonably denied.~~
4. If the complainant is dissatisfied with the decision of the superintendent, he or she may within 10 working days from the date of the superintendent/designee's written decision, file a written, signed complaint with the Board of Directors in care of the superintendent and request a review by the Board. The Board may hold a hearing to review the findings and conclusion of the superintendent/designee, to hear the complaint, and to take such other evidence as it deems appropriate. Generally, all parties involved, including the school administration, will be asked to attend such meeting for the purposes of making further explanations and clarifying the issues.

### Time

The number of days given at each level shall be regarded as a maximum and every effort will be made to expedite the process, unless extenuating circumstances require the superintendent to extend the length of the investigation.

### Withdrawal

A complaint may be withdrawn by the complainant at any level or at any time without prejudice or reprisal.

### Meetings and Decisions

At each of the three lower levels of administrative review (i.e., the teacher, administrator/department director, and or superintendent), the decision-maker may schedule a meeting with the complainant to receive oral commentary in order to clarify the written submissions. A request for a meeting with the investigating administrator/department director or superintendent/assistant superintendent may be included in the complaint at the appropriate level.

### Decisions

All decisions at each level shall be in writing and include supporting rationale with the exception of the initial informal contact. Copies of all decisions and recommendations shall be furnished promptly to all parties of interest.

**SUGGESTION, COMPLAINT, OR COMMENDATION REGARDING AN  
EMPLOYEE, PROGRAM, OR PRACTICE**

The district is interested in suggestions, complaints, and commendations involving employees or programs. When such is registered, we are interested in investigating the incident to see if there has been a misunderstanding or if some corrective action should be taken to improve the district. Commendations are of value to the district because they improve morale and encourage district employees to take pride in their work and do more than is ordinarily expected of them.

As both complaints and commendations are of value to the district, we welcome comments and request you fill in the information requested below. Formal complaints and requests for School Board appeals must be submitted through this completed form. You may attach a letter or additional documents when submitting the complaint.

If filing a complaint at the district department director or superintendent level, or if filing an appeal to the School Board, please submit this completed form and any supporting documentation to: Assistant Superintendent, Corvallis School District 509J, 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. For more information about the complaint process, please call the assistant superintendent's office at 541-766-4857. Attach additional sheets to this form, if necessary.

Name of employee/program to which this form applies: \_\_\_\_\_

Nature of suggestion, complaint, or commendation: \_\_\_\_\_  
\_\_\_\_\_

Source of your information: \_\_\_\_\_  
\_\_\_\_\_

Justification of your feelings: \_\_\_\_\_  
\_\_\_\_\_

Remedy sought: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Print name here

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Date

\_\_\_\_\_  
Address

I have read but do not necessarily agree:

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Immediate Supervisor

\_\_\_\_\_  
Date



**Corvallis**  
SCHOOL DISTRICT

### XIII. ADJOURNMENT

\*All times are approximate.

*Note: The Chair of the Board may alter the order of business as they deem proper and necessary.*



# Corvallis

## SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us).

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. E-mail may be sent to [schoolboard@corvallis.k12.or.us](mailto:schoolboard@corvallis.k12.or.us) and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us).

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at [kim.nelson@corvallis.k12.or.us](mailto:kim.nelson@corvallis.k12.or.us) or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. Additional information is available on the district website.

| SCHOOL BOARD MEMBERS |              |                               |              |
|----------------------|--------------|-------------------------------|--------------|
| Judah Largent        | 541-231-8415 | Terese Jones, Co-Vice Chair   | 541-230-1673 |
| Sami Al-Abdrabbuh    | 541-283-6611 | Shauna Tominey, Co-Vice Chair | 541-829-8411 |
| Chris Hawkins        | 541-602-2045 | Luhui Whitebear, Chair        | 541-714.3305 |
| Bernie Wang          | 541-704-7298 |                               |              |

| EXECUTIVE STAFF MEMBERS                                                |              |
|------------------------------------------------------------------------|--------------|
| Ryan Noss, Superintendent                                              | 541-757-5841 |
| Melissa Harder, Assistant Superintendent / Human Resources Director    | 541-766-4857 |
| Lauren Wolfe, Finance Director                                         | 541-757-5874 |
| Byron Bethards, Student Growth & Experience Director                   | 541-757-5470 |
| Kim Patten, Operations Director                                        | 541-757-3849 |
| Kim Nelson, Executive Assistant to the Superintendent; Board Secretary | 541-757-5841 |