



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, March 14, 2016 6:30 PM	Special	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

**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.**

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**

Monday, March 14, 2016



Corvallis

SCHOOL DISTRICT

6:30 PM

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

Meeting Details: Monday, March 14, 2016, 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/UC9Jtpe5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. NON-REP. POSITION

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 14, 2016

FOR ACTION

SUBJECT: Authorize Human Resources Technology Specialist Position

Issue:

The 2013-14 Non-Represented Employee salary schedule included the position of Human Resources (HR) Technology Specialist. However, no one had held that position since June 30, 2014, so it had been removed from the salary schedule. With a recent staff change in the Human Resources Department, we'd like to post for this position and it would fall under the Non-Represented Employee salary and benefits agreement.

The recommended salary range for the HR Technology Specialist position on a 260-day contract would be:

2015-16

Step 1	Step 2	Step 3	Step 4	Step 5
\$41,638	\$42,669	\$43,727	\$44,811	\$45,922

2016-17

Step 1	Step 2	Step 3	Step 4	Step 5
\$42,471	\$43,522	\$44,601	\$45,707	\$46,841

Involvement:

Human Resources and Business Services staff were consulted in developing this recommendation.

ACTION REQUESTED:

Approve the salary range for the HR Technology Specialist position for the 2015-16 & 2016-17 Non-Represented Employee salary schedules.

CONTACT PERSONS: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

IV. 509J BY THE NUMBERS



Corvallis
SCHOOL DISTRICT

BY THE NUMBERS

2015-16

An overview of the Corvallis School District's general demographics, facility utilization, and budget, intended to provide factual data to inform the reader about the district in one central and easily accessible location. This document is published annually by the Finance and Operations Department.

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To the Corvallis School Board and Community

The purpose of this document is to provide relevant and factual information about the Corvallis School District to the citizens of Corvallis. Our goal is that this will be helpful in educating the community about our operations and serve as a reference document to school board members as they develop policy and district priorities.

STUDENTS

Included in this section you will find general information regarding the diverse student populations served by the Corvallis School District.

FACILITIES

This section highlights properties owned and operated by the district in support of our educational mission.

FINANCES

Wondering about how the district spends taxpayer funds? This section provides basic information about our annual budget, including specifics regarding Local Option Levy revenues. For complete financial details, review the Adopted Budget and Comprehensive Annual Financial Report (CAFR) posted online.

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.



Olivia Meyers Buch
Finance and Operations Director
Corvallis School District
March 14, 2016

STUDENTS

General Student Demographics

DISTRICT-WIDE ENROLLMENT

Enrollment in the Corvallis School District has consistently declined from 1994-95, when the district had 7,769 students, to a low of 6,278 in 2011-12. Since 2011-12, the district's total student enrollment has increased slightly, with 6,615 students reported as of October 1, 2015.

When reviewing the table below, it is important to note that changes in state reporting allow for kindergarten students to be counted as 1.0 instead of 0.5, and students who have earned a diploma but who continue enrollment to participate in fifth year programs are also counted in the overall district population beginning in 2013-14.

Table 1: District enrollment by level, 2005-06 to 2015-16 (October 1), excluding Muddy Creek Charter School and YES House

	Elementary (K-5)	Middle (6-8)	High (9-12)	Total District	Total Change from Previous
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%
2015-16	2,808	1,438	2,369	6,615	1.4%
3-year change	6.7%	(0.7%)	6.7%	5%	
10-year change	(0.3%)	(5.3%)	(1.6%)	(1.9%)	

The slight increase in enrollment observed in Corvallis over the past few years has also been seen statewide. The Greater Albany Public School District's enrollment, for example, increased 3.7 percent 2012-13 to 2015-16. Overall, enrollment in public education for the State of Oregon has increased 2.2 percent over this same three year time period. Again, this is likely due to changes in reporting and K-12 funding mechanisms.

STUDENTS

Another valuable review of enrollment is the difference between projected and actuals. State budgeting timelines require enrollment projections to be submitted almost a year in advance of students arriving for school each fall. Allocation of funding, and, therefore, instructional staff, is based on those advance enrollment projections, and, as such, significant disparities between projected enrollment and actual enrollment can be problematic.

Table 2: Actual enrollment by level (October 1, 2015) compared to projections, excluding Muddy Creek Charter School and YES House

	Projected	Actual	Difference	Percent Difference
Elementary (K-5)	2,874	2,808	(66)	(2.3%)
Middle (6-8)	1,428	1,438	10	0.7%
High (9-12)	2,255	2,369	114	5.1%
Total	6,557	6,615	58	0.9%

In addition to district-wide enrollment by level, it can be useful to track students by cohort as they move from kindergarten through graduation. When this information is reviewed over a period of time, an increase is seen between kindergarten and 1st grade. District staff believe this is due to families choosing private full-day kindergarten options instead of half-day district kindergarten programs, followed with enrollment in district 1st grade classrooms the following year. As the district transitioned to full-day kindergarten programs district-wide in 2014-15, it was expected that future increases between kindergarten and 1st grade would not be as dramatic. This has held true. In fact, only 13 more 1st grade students enrolled in 15-16 compared to the 14-15 kindergarten class, while the average increase over the prior years shown since 2004-05 was 37 students.

The review of cohort information also shows a historic increase between the 8th and 9th grades. Again, this is likely due to students entering the Corvallis school system from local private K-8 options and home school environments.

Lastly, starting in 2014-15, an increase is also observed at the 12th grade level. Expansion of the Running Start program is a factor here, as 5th year students pursuing college credits are included in the counts for 12th grade students.

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Table 3: Enrollment history by grade 2005-06 to 2015-16 (October 1), excluding Muddy Creek Charter School and YES House

Grade	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
K	435	446	428	442	422	418	392	420	432	462	435
1	482	458	483	463	459	454	460	432	486	481	475
2	462	477	453	476	462	458	442	450	439	485	480
3	502	471	496	474	475	460	454	424	454	439	506
4	472	523	465	483	468	475	442	462	426	461	450
5	463	482	528	456	471	463	460	443	467	443	462
6	482	488	502	530	471	478	471	482	445	486	475
7	504	495	500	512	526	473	476	466	489	461	495
8	532	521	504	518	524	528	466	500	473	505	468
9	614	657	636	637	661	672	645	557	564	582	544
10	598	573	604	587	554	587	577	590	543	522	558
11	590	584	572	542	520	479	507	520	564	528	549
12	606	585	555	543	533	504	486	553	566	666	718
Total	6,742	6,760	6,726	6,663	6,546	6,449	6,278	6,299	6,348	6,521	6,615

To better understand the impact of 5th year programs and more accurately track student outcomes 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 9th grade. Therefore, students entering 9th grade for the first time during the 2015-16 academic year would be assigned to the 2015-16 cohort. We would expect the majority of these students to earn a high school diploma after four years, or at the conclusion of the 2018-19 school year. Cohort tracking makes it easier to identify students in specialized programs (including Running Start as well as special education) for which it is customary to remain enrolled beyond a fourth year.

Table 4: Student population by school and cohort (October 1, 2015)

Cohort	CHS	CVHS	District
2010-11	11	8	19
2011-12	104	59	163
2012-13	304	231	535
2013-14	300	248	548
2014-15	309	246	555
2015-16	296	248	544
Total	1,324	1,040	2,364

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ENROLLMENT BY SCHOOL

Another view of 2015-16 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 the table below. It is important to note that the students participating in programs at College Hill High School, including fifth year programs housed at that location, are included in shown figures for Corvallis High School and Crescent Valley High School.

Table 5: Projected and actual enrollments by school (October 1, 2015), excluding Muddy Creek Charter School and YES House

	Actuals			2015-16			3-yr Change
	2012-13	2013-14	2014-15	Projected	Actual	Difference	
Adams Elementary School	353	380	378	377	398	5.3%	11.3%
Garfield Elementary School	394	394	420	457	430	-6.3%	8.4%
Hoover Elementary School	395	406	414	432	431	-0.2%	8.4%
Jefferson Elementary School	330	329	339	336	345	2.6%	4.3%
Lincoln Elementary School	361	368	385	405	367	-10.4%	1.6%
Mt. View Elementary School	287	298	322	353	303	-16.5%	5.3%
Wilson Elementary School	341	358	342	344	364	5.5%	6.3%
Franklin K-8 School	354	355	356	362	358	-1.1%	1.1%
Cheldelin Middle School	563	546	562	543	545	0.4%	-3.3%
Linus Pauling Middle School	701	677	705	693	705	1.7%	0.6%
Corvallis High School	1,235	1,242	1,280	1,268	1,329	4.6%	7.1%
Crescent Valley High School	985	995	1,018	987	1,040	5.1%	5.3%
Total	6,299	6,348	6,521	6,557	6,615	0.9%	4.8%

DIVERSITY: RACE, ETHNICITY, AND PRIMARY LANGUAGE

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.

Students in Corvallis are more likely to identify as either Asian/Pacific Islander or Multi-Ethnic than the state average. Compared to 2013-14, the district's minority population is growing slowly, increasing by just over one percent, from 30.15 to 31.28 percent in 2015-16.

STUDENTS

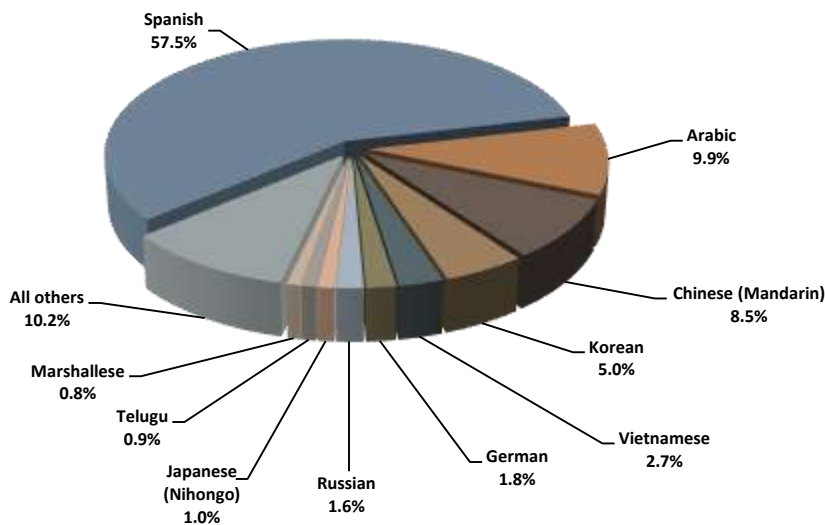
Table 6: Race/ethnicity of students current and prior two years (October 1)

Race/Ethnicity as Reported	2013-14		2014-15		2015-16		Statewide
	Number	Percent	Number	Percent	Number	Percent	
Black	78	1.21%	81	1.22%	81	1.21%	2.37%
Hispanic	943	14.62%	1,028	15.52%	1,031	15.41%	22.50%
Asian/Pacific Islander	430	6.67%	429	6.48%	451	6.74%	4.69%
American Indian/Alaskan Native	36	0.56%	47	0.71%	50	0.75%	1.43%
Multi-Ethnic	457	7.09%	473	7.14%	480	7.17%	5.67%
White	4,504	69.85%	4,567	68.94%	4,599	68.72%	63.34%

As of October 1, 2015, 1,103 students, or 16.4 percent of registered students, self-reported a primary language spoken in their home other than English. This is up from 970 students reporting this same situation two years ago. Fifty unique languages were reported.

For the second year in a row, Arabic is the second most popular non-English language spoken at home by our students after Spanish. New to the top-ten list this year is Telugu, native to India.

Figure 1: Ten most popular non-English languages, with all others, as a percentage of total non-English languages spoken at home as reported by Corvallis School District families (October 1, 2015)



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ECONOMICALLY DISADVANTAGED AND HOMELESS YOUTH

One of the key indicators of economic disadvantage is participation in the Free and Reduced-Priced Meal Program. 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, effective 2015-16, students who qualify for reduced-priced meals also receive breakfast and lunch 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 30.0 percent in 2004-05 to 35.9 percent in 2015-16. As one would expect, participation peaked in 2012-13 at 39.7 percent, in line with the state level economic recession. Participation in Corvallis, when compared to the 2014-15 state average eligibility of 51.2 percent, however, is significantly lower than other areas in the state. Locally, Greater Albany's participation rate in 2014-15 was 8.9 percent greater and Philomath students participated at a rate 3.7 percent greater than Corvallis students.

Table 7: Free and reduced lunch program participation by school, 2010-11 to 2015-16 (October 1), CSD Food Service Data

School	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Adams Elementary	21.2%	22.6%	27.7%	24.5%	21.4%	25.9%
Garfield Elementary	75.1%	77.7%	75.6%	72.1%	71.2%	64.2%
Hoover Elementary	17.8%	18.2%	18.0%	16.5%	15.3%	18.6%
Jefferson Elementary	20.9%	25.5%	26.1%	28.0%	26.0%	25.8%
Lincoln Elementary	68.2%	69.3%	68.8%	67.4%	59.8%	61.6%
Mt. View Elementary	49.7%	53.4%	56.1%	55.3%	46.7%	47.4%
Wilson Elementary	51.8%	53.5%	56.5%	52.5%	50.1%	49.7%
Franklin K-8	23.7%	23.4%	23.3%	22.5%	26.1%	23.7%
Cheldelin Middle	31.3%	32.7%	36.5%	31.8%	31.9%	29.6%
Linus Pauling Middle	42.5%	43.3%	44.9%	47.8%	43.2%	43.6%
Corvallis High	34.9%	38.7%	38.6%	36.0%	33.1%	34.5%
Crescent Valley High	24.8%	26.7%	26.1%	27.8%	25.6%	25.5%
District Average	36.5%	38.8%	39.7%	38.8%	36.0%	35.9%

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The McKinney-Vento Act’s Education of Homeless Children and Youth Program ensures that homeless children and youth are provided a free and appropriate public education, despite lack of a fixed place of residence or a supervising parent or guardian. The state public school admission statute assuring the right of homeless and other children and youth in similar circumstances to enroll in schools is ORS 399.115(7).

Every school district in Oregon has at least one designated Homeless Student Liaison to provide direct assistance to homeless families and unaccompanied youths to access and achieve in school.

In 2014-15, the Corvallis School District provided services under McKinney-Vento to 220 students, grades K-12. This is up 22.7 percent from the 170 students served by the same program in 2004-05.

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 4th grade, which lowers the percentage of K-3 TAG students reported.

Compared with data from 2014-15, the number of students identified as TAG as of October 1, 2015, has reduced from 927 (14.2 percent of total) to 817, or 12.4 percent of the total enrollment. This reduction has been a mindful reset and is reflective of new testing and reporting methods.

Over the same period, 2014-15 to 2015-16, there has been a slight increase in the percentage of students receiving services related to language and disability (7.1 percent to 7.7 percent ELL and 11.4 percent to 12.0 percent IEP).

Table 8: Students participating in specialized learning programs by level (October 1, 2015)

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)	2	0.1%	290	15.3%	187	9.9%
Elementary (4-5)	50	5.5%	103	11.3%	154	16.9%
Middle (6-8)	213	14.8%	65	4.5%	167	11.6%
High (9-12)	552	23.3%	50	2.1%	284	12.0%
All grades (K-12)	817	12.4%	508	7.7%	792	12.0%

Classroom Environments

ELEMENTARY SCHOOL CLASS SIZES

Over the past fifteen years, the school board has consistently made lower class size a budget priority. 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, 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, 2015, only Mt. View Elementary falls under that size with 303 students.

Effective for the 2012-13 school year, targeted class sizes were identified for each grade to assist in the allocation of classroom FTE. These targets, shown below, reflect the desire of the district to focus on reducing student to teacher ratios specifically at the lower grades.

The average class size district-wide on October 1, 2015 was 25.6, compared to 26.1 on the same date last year. All grades were below the budget target sizes established in 2012-13, and well below the stated budgetary maximum.

Table 9: District-wide average class sizes by grade, shown with budgetary target and maximum (October 1)

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	Targeted Size	Maximum Size
K	20.3	19.9	21.2	22.0	22.9	24.0	26.0
1	24.0	23.3	25.4	21.9	22.4	26.0	28.0
2	23.4	24.4	25.0	24.3	25.3	26.0	28.0
3	24.5	24.9	27.4	23.1	26.4	27.0	28.0
4	25.4	28.3	25.3	27.1	24.7	31.0	32.0
5	26.0	27.7	27.2	31.6	25.8	31.0	32.0

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

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these experiences. The following table compares this year's class size averages at each elementary school to their averages since 2012-13.

Table 10: Class size averages by school 2012-13 to 2015-16 (October 1)

School	2012-13	2013-14	2014-15	2015-16	2013-2016 Difference
Adams Elementary	27.2	27.1	25.2	26.5	(0.7)
Franklin (K-5 only)	28.3	28.5	28.5	28.3	-
Garfield Elementary	23.2	23.2	23.3	22.6	(0.6)
Hoover Elementary	23.2	27.1	25.9	25.4	2.2
Jefferson Elementary	26.7	27.3	26.1	26.5	(0.2)
Lincoln Elementary	22.4	23.0	22.6	20.4	(2.0)
Mt. View Elementary	23.9	24.8	24.8	23.1	(0.8)
Wilson Elementary	24.4	25.6	24.4	26.1	1.7

To better assist the reader in understanding the individual experience of district students, classroom configuration tables by school are published below and on the next page. Individual class averages greater than the budgetary maximum are shaded in red; less than four students smaller than the budgetary target are shown shaded in yellow.

Table 11: Elementary school average class sizes by grade, non-dual language schools, part 1 (October 1, 2015)

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	53	2	26.5	K	24	1	24.0	K	67	3	22.3
1	67	3	22.3	1	28	1	28.0	1	61	3	20.3
1-2	-	-	-	1-2	-	-	-	1-2	-	-	-
2	54	2	27.0	2	28	1	28.0	2	78	3	26.0
2-3	28	1	28.0	2-3	-	-	-	2-3	-	-	-
3	58	2	29.0	3	30	1	30.0	3	54	2	27.0
3-4	-	-	-	3-4	-	-	-	3-4	28	1	28.0
4	52	2	26.0	4	30	1	30.0	4	56	2	28.0
4-5	27	1	27.0	4-5	-	-	-	4-5	29	1	29.0
5	59	2	29.5	5	30	1	30.0	5	58	2	29.0
Total	398	15	26.5	Total	170	6	28.3	Total	431	17	25.4

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Table 12: Elementary school average class sizes by grade, non-dual language schools, part 2 (October 1, 2015)

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	50	2	25.0	K	44	2	22.0	K	49	2	24.5
1	47	2	23.5	1	65	3	21.7	1	48	2	24.0
1-2	-	-	-	1-2	-	-	-	1-2	24	1	24.0
2	61	2	30.5	2	50	2	25.0	2	49	2	24.5
2-3	-	-	-	2-3	-	-	-	2-3	-	-	-
3	64	2	32.0	3	43	2	21.5	3	83	3	27.7
3-4	-	-	-	3-4	-	-	-	3-4	-	-	-
4	65	3	21.7	4	50	2	25.0	4	54	2	27.0
4-5	-	-	-	4-5	-	-	-	4-5	-	-	-
5	58	2	29.0	5	48	2	24.0	5	58	2	29.0
Total	345	13	26.5	Total	300	13	23.1	Total	365	14	26.1

Table 13: Elementary school average class sizes by grade, dual language schools (October 1, 2015)

GARFIELD				LINCOLN			
Grade	Actual Students	Adjusted FTE	Student Teacher Ratio	Grade	Actual Students	Adjusted FTE	Student Teacher Ratio
K (DLI)	87	4	21.8	K (DLI)	61	3	20.3
1 (DLI)	88	4	22.0	1 (DLI)	64	3	21.3
2 (DLI)	67	3	22.3	2 (DLI)	66	3	22.0
3 (DLI)	71	3	23.7	3 (DLI)	69	3	23.0
4 (DLI)	51	2	25.5	4 (DLI)	26	2	13.0
5 (DLI)	52	2	26.0	5 (DLI)	37	2	18.5
4 (EO)	-	-	-	4 (EO)	25	1	25.0
4-5 (EO)	-	-	-	4-5 (EO)	-	-	-
5 (EO)	14	1	14.0	5 (EO)	20	1	20.0
Total	430	19	22.6	Total	368	18	20.4

SECONDARY SCHOOL CLASS SIZES

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 2015-16 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.

School	2014-15	2015-16	Difference
Franklin (6-8)	30.8	31.3	0.5
Cheldelin Middle School	27.6	26.9	(0.7)
Linus Pauling Middle School	28.2	30.9	2.7
Corvallis High School	29.3	31.5	2.2
Crescent Valley High School	29.7	30.3	0.6

Beyond the Typical Classroom

MUDDY CREEK CHARTER SCHOOL (MCCS)

As of October 1, 2015, there were 103 children enrolled at MCCS, a public charter operated by Inavale Community Partners, Inc. Of these 103, 81 reported resident addresses within the Corvallis School District boundary area. The remaining 22 students attending were residents of Philomath (16), Monroe (4), and Greater Albany (2) school districts.

RUNNING START

Housed at the Harding Center, Running Start collectively refers to three distinct programs offered to students in cooperation with Linn-Benton Community College: Advanced Diploma, Alternative Learning Options, and Expanded Options. Each of these programs offers district students the opportunity to attend Linn-Benton Community College (LBCC) with tuition and materials paid for by the district.

Students enrolled in the Expanded Options program attend classes both at their home high school (either Corvallis or Crescent Valley) and one, two, or three courses at LBCC each term. Coursework completed at LBCC is also counted towards high school diploma requirements.

Alternative Options students are typically students who were previously home schooled and are taking coursework at LBCC with the intent of earning a high school diploma.

Advanced Diploma students have completed all necessary credits and requirements to earn a high school diploma but have deferred their graduation to earn an Advanced Diploma while also earning college credits.

Running Start students are reported to the Oregon Department of Education (ODE) in the district's quarterly Cumulative Average Daily Membership (ADM) collection based on the number of college credit hours attempted. Twelve credits per term is equivalent to 1.0 FTE.

Table 14: Students enrolled in Running Start programs 2013-14 to 2015-16 (Fall Term)

Program	2013-14		2014-15		2015-16		
	CHS	CVHS	CHS	CVHS	CHS	CVHS	District
Expanded Options	21	13	12	4	1	2	3
Alternative Learning Options	-	6	5	5	1	11	12
Advanced Diploma	14	7	48	48	92	58	150
Total	35	26	65	57	94	71	165

STUDENTS

TRANSFER STUDENTS

The Corvallis School District, in accordance with state law, district policy, and district administrative regulations, 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.

As one would expect, the majority of inter-district transfers each year involve residents of the Greater Albany and Philomath School Districts. Due to changes in legislation surrounding student transfers, figures regarding the total number of Corvallis residents attending public schools in neighboring districts is no longer available. The number of students entering the district from neighboring districts continues to be tracked, however, and is up just over 27 percent in 2015-16 compared to 2012-13.

Transfers within the district are impacted by school boundary changes, school program offerings, and shifts due to family mobility. Additionally, Franklin K-8 has no boundary area. Therefore, all students attending Franklin are on an in-district transfer.

Table 15: Number of in-district (Corvallis resident) transfers by school (October 1)

School	2013-14			2014-15			2015-16		
	In	Out	Net	In	Out	Net	In	Out	Net
Adams Elementary	49	68	(19)	64	60	4	79	63	16
Garfield Elementary	122	107	15	151	121	30	171	122	49
Hoover Elementary	77	33	44	77	37	40	80	40	40
Jefferson Elementary	66	38	28	90	41	49	88	56	32
Lincoln Elementary	38	83	(45)	28	92	(64)	37	113	(76)
Mt View Elementary	10	90	(80)	17	134	(117)	13	153	(140)
Wilson Elementary	55	164	(109)	75	176	(101)	90	183	(93)
Franklin K-8*	343	-	343	339	-	339	351	-	351
<i>Franklin K-5</i>	167	-	167	174	-	174	167	-	167
<i>Franklin 6-8</i>	176	-	176	165	-	165	184	-	184
Cheldelin Middle	14	107	(93)	20	112	(92)	20	107	(87)
Linus Pauling Middle**	39	122	(83)	42	105	(63)	32	122	(90)
Corvallis High***	139	34	105	116	43	73	79	76	3
Crescent Valley High	34	139	(105)	43	116	(73)	76	79	(3)

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 2015-16.

***Corvallis High closed to new transfers 2013-14 through 2015-16.

STUDENTS

A comparison of all enrolled Corvallis residents to those attending their boundary area schools indicates that almost 18 percent of district residents attend a school other than their boundary area school, up from over 16 percent in 2014-15.

Table 16: Comparison of resident student counts to residents attending boundary schools as of October 1, 2015

School	Known School Residents	Residents Attending Boundary School	Difference
Adams Elementary	375	312	(63)
Garfield Elementary	367	245	(122)
Hoover Elementary	383	343	(40)
Jefferson Elementary	306	250	(56)
Lincoln Elementary	423	310	(113)
Mt View Elementary	419	266	(153)
Wilson Elementary	439	256	(183)
Cheldelin Middle	601	494	(107)
Linus Pauling Middle	789	667	(122)
Corvallis High	1,308	1,232	(76)
Crescent Valley High	924	845	(79)
District Wide	6,334	5,220	(1,114)

*Excludes Inter-District Transfers (IDT)

ONLINE AND VIRTUAL SCHOOLS

Virtual schools and online 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, 2015, 77 Corvallis resident students were identified as attending a virtual charter school sponsored by a public school district somewhere in the state. This is the same number of students enrolled with virtual charter schools as reported on October 1, 2014. The most popular program continues to be the Oregon Connections Academy, previously sponsored by the Scio School District and now by the Santiam Canyon School District, with 35 Corvallis residents enrolled for both 2014-15 and 2015-16.

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. Nearly 200 Corvallis area students would need to enroll in any one online option prior to triggering this rule.

STUDENTS

PRIVATE SCHOOLS

Each fall, district staff collects total enrollment statistics from private schools operating within the district boundary. The district supports local private schools in providing special education services to students they enroll, regardless of the child's residency. Additionally, private school students may enroll in individual courses offered by the district should that coursework not be available to them at their regular school.

With the exception of a decline in enrollment associated with the closure of the Good Samaritan School last fall, private school enrollments are relatively steady over the past few years and have recovered from previous declines attributed to the economic recession.

HOME SCHOOL

Home school students must register with Linn-Benton-Lincoln Educational Services District (LBL-ESD). Enrollment of resident students is reported to the district quarterly by LBL-ESD. As with private school enrollments, declines in home school enrollment seen in recent years have reversed.

Also as with private school students, home school students may also attend classes at district schools as a supplement to their main educational experience. 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 2011-12 to 2015-16, per LBL-ESD (October 1)

	2011-12	2012-13	2013-14	2014-15	2015-16
Count of Registered Home School Students	195	190	182	185	200
Percent Change from Prior Year	(1%)	(2.6%)	(4.2%)	1.6%	8.1%

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 2015 are shown below, not inclusive of the Harding Center.

Table 18: Average ages of district schools as of 2015

<u>Category</u>	<u>Average Age in Years</u>	<u>Maximum Age</u>	<u>Minimum Age</u>
Elementary Schools*	58	68	47
Middle Schools*	30	68	11
High Schools	27	44	10

*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 continues to operate at the Inavale location.

FACILITIES

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 19: 2015-16 School building utilization

Schools	Classrooms	Modular Classrooms	Planning Capacity	10/1/2015 Enrollment	Utilization
Elementary					
Adams	20	3	489	398	81.4%
Garfield	17	3	425	430	101.2%
Hoover	14	5	404	431	106.7%
Jefferson	15	2	361	345	95.5%
Lincoln	19	4	489	367	75.1%
Mt. View	17	4	446	303	67.9%
Wilson	20	-	425	364	85.6%
Total Elementary	122	21	3,039	2,638	86.8%
K-8 School					
Franklin K-8 School	17	-	379	358	94.4%
Middle School					
Cheldelin	34	-	809	545	67.4%
Linus Pauling	34	-	809	705	87.1%
Total Middle Schools	68	-	1,618	1,250	77.2%
High School					
CHS	72	-	1,714	1,329	77.6%
CVHS	65	-	1,547	1,040	67.2%
Total High Schools	137	-	3,261	2,369	72.7%
Total District Capacity	344	21	8,297	6,615	79.7%

FACILITIES

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.

School	Enrollment 10/1/15	Site Administration*	Site Admin Cost per Student	Difference to Average by Level	Site Custodial and Utilities**	Custodial and Utilities per Student	Difference to Average by Level
Elementary & K-8 Schools							
Adams***	398	\$ 466,486	\$ 1,172	(11.4%)	\$ 206,380	\$ 519	29.6%
Franklin	358	501,968	1,402	6.0%	118,743	332	(17.1%)
Garfield	430	570,597	1,327	0.3%	157,063	365	(8.7%)
Hoover	431	442,881	1,028	(22.3%)	153,378	356	(11.1%)
Jefferson	345	436,844	1,266	(4.2%)	129,809	376	(6%)
Lincoln	367	571,110	1,556	17.7%	169,481	462	15.4%
Mt View	303	478,355	1,579	19.4%	110,964	366	(8.5%)
Wilson	364	493,556	1,356	2.5%	152,804	420	4.9%
Elementary & K-8 Total	2,996	\$ 3,961,797	\$ 1,322		\$ 1,198,622	\$ 400	
Middle Schools							
Cheldelin	545	\$ 972,021	\$ 1,784	2.3%	\$ 259,845	\$ 477	7.2%
Linus Pauling	705	1,207,868	1,713	(1.8%)	295,967	420	(5.6%)
Middle School Total	1,250	\$ 2,179,889	\$ 1,744		\$ 555,812	\$ 445	
High Schools							
CHS	1,329	\$ 1,524,993	\$ 1,147	(4.3%)	\$ 576,085	\$ 433	(13.3%)
CVHS	1,040	1,314,827	1,264	5.5%	608,486	585	17%
High School Total	2,369	\$ 2,839,820	\$ 1,199		\$ 1,184,571	\$ 500	

*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 2014-15.

***Adams Elementary utilities are shared with the District Office.

The 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 established district priorities, 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, which includes basic property taxes, state and federal timber receipts, and distributions from the state. The largest grants that the district receives are from the federal government for Title 1A (supporting programs that serve the economically-disadvantaged students) and IDEA (funding for education of disabled students).

Figure 2: 2015-16 Selected adopted budget resources

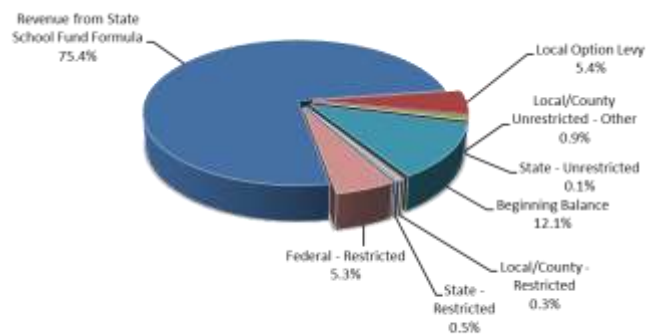


Table 20: 2015-16 Selected adopted budget resources

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.	\$ 57,270,546
Local Option Levy	Local Option Tax Levy, 5 years beginning 2012-13, ending 2016-17	4,064,897
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.	670,000
State - Unrestricted	Unrestricted state revenue	50,000
Beginning Balance	Committed, Nonspendable and Assigned beginning balance	9,188,192
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
Grand Total		\$ 75,913,635

FINANCES

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 \$4,064,897 in resources, estimated to provide the 2015-16 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 a little over \$4.0 million in 2015-16 – a 27 percent decrease over five years. For a larger description of the tax ramifications of compression, see page A-21 of the 2015-16 Adopted Budget document.

Table 21: 2014-15 and 2015-16 Adopted budget local option levy expenditure plan

Description	2014-15	2014-15	2015-16	2015-16
	Actual	Actual FTE	Projected	Projected FTE
Use of Current Resources				
<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	\$ 557,344	6.33	\$ 489,165	6.33
Additional teachers at the high schools: 2 FTE for each of language arts, humanities, math and science, prorated by student population	680,289	8.00	664,998	8.00
<u>Continues lower class sizes</u>				
Additional teachers for elementary grades 3-5	599,443	8.00	601,984	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	204,683	2.00	180,065	2.00
<u>Continues additional elementary PE & Music</u>				
Music & Physical Education, grades K - 6	520,924	5.92	521,016	5.94
<u>Continues focus on Vocational Education</u>				
Vocational Education/Service Learning teachers at high school level (\$125,000 per high school)	246,989	-	250,000	-
<u>Continues additional support</u>				
Activities and athletics at the high schools (\$157,500 at each)	328,235	-	331,448	-
<u>Lower class sizes district wide</u>				
Lower class sizes with additional revenue (Various 1000-level Functions)	747,386	15.76	1,026,221	17.74
Total Use of Current Resources	\$ 3,885,293	46.01	\$ 4,064,897	48.01

FINANCES

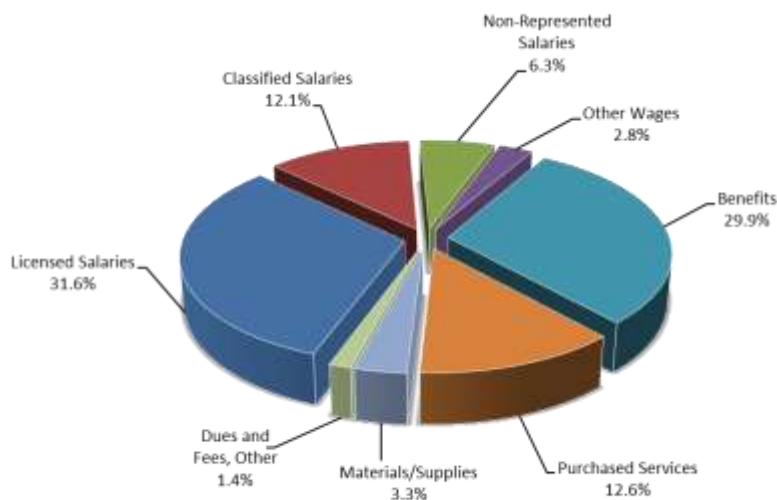
GENERAL FUND

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 2015-16 Adopted Budget allocates a total of \$61,460,134 in expenditures from the General Fund in the categories described in the table below.

Table 22: 2015-16 Adopted Budget - General Fund expenditures by category

Category	Description	Amount	FTE
Licensed Salaries	Salaries for licensed teachers, counselors and specialists.	\$ 19,412,062	334.07
Classified Salaries	Salaries for classified staff including classroom assistants, custodians, secretaries and other related costs.	7,434,952	254.54
Non-Represented Salaries	Salaries for all other staff including principals, administrators, supervisors, and other professionals.	3,861,884	42.38
Other Wages	Wages for timecard and substitutes, including extra duty stipends for coaching.	1,729,719	
Benefits	Benefits for all staff including PERS, social security, health insurance, worker's compensation coverage and related costs.	18,397,586	
Purchased Services	Includes utilities, legal services, transportation, contracted work, and other services the district does not provide and must purchase from outside agencies.	7,772,328	
Materials/Supplies	Materials and supplies including equipment and instructional materials.	2,007,428	
Dues and Fees, Other	Includes dues and fees, cash donations made to other agencies, and insurance.	844,175	
Grand Total		\$ 61,460,134	630.99

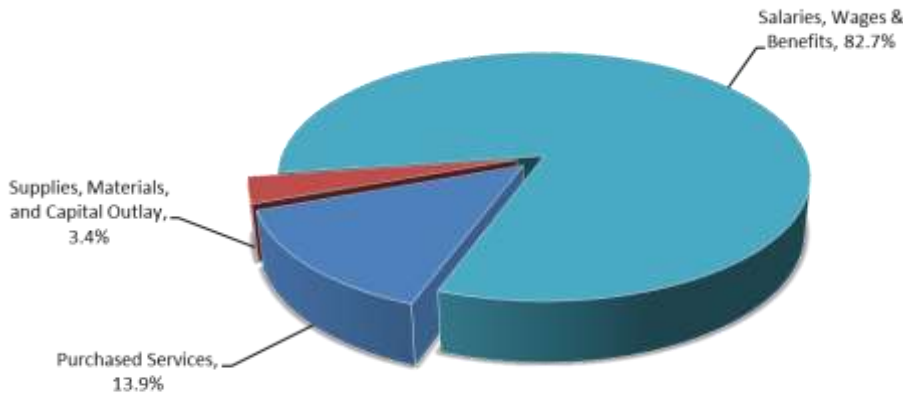
Figure 3: 2015-16 Adopted budget general fund expenditures by category



FINANCES

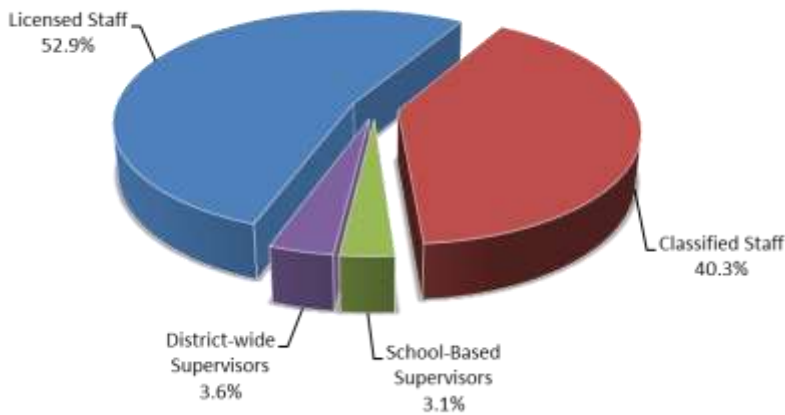
Another, more simplified, version of expenditures expected from the General Fund can be reviewed by collapsing the multiple categories shown above into three main groups: purchased services; supplies, materials, and capital outlay; and labor costs.

Figure 4: 2015-16 Adopted Budget General Fund Expenditures - Simplified



As noted above, and as in recent years, the largest portion of anticipated 2015-16 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 5: 2015-16 General Fund staffing (FTE) by category



BY THE NUMBERS

BY THE NUMBERS

STUDENTS

FACILITIES

FINANCES

BY THE NUMBERS

STUDENTS

FACILITIES

FINANCES

BY THE NUMBERS

STUDENTS

FACILITIES

FINANCES

6,615

enrolled

+1.4%

compared to last year

+5%

over 3 years

STUDENTS

6,615

enrolled

+1.4%

compared to last year

+5%

over 3 years

STUDENTS

6,615

enrolled

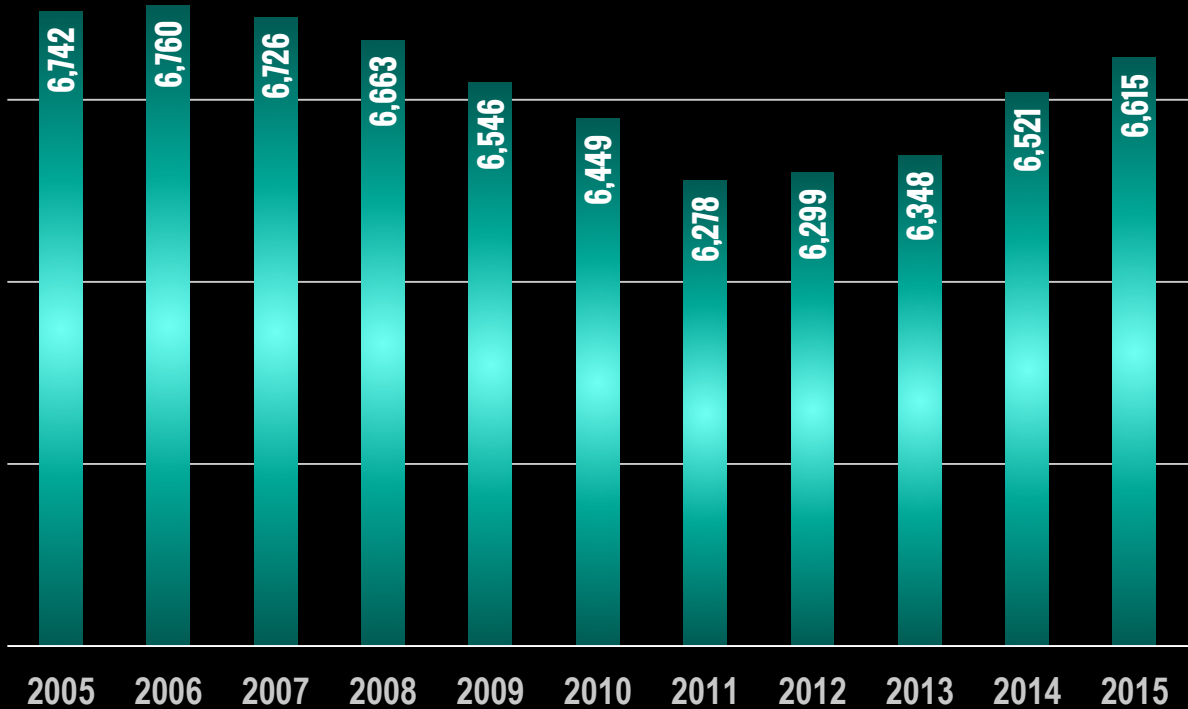
+1.4%

compared to last year

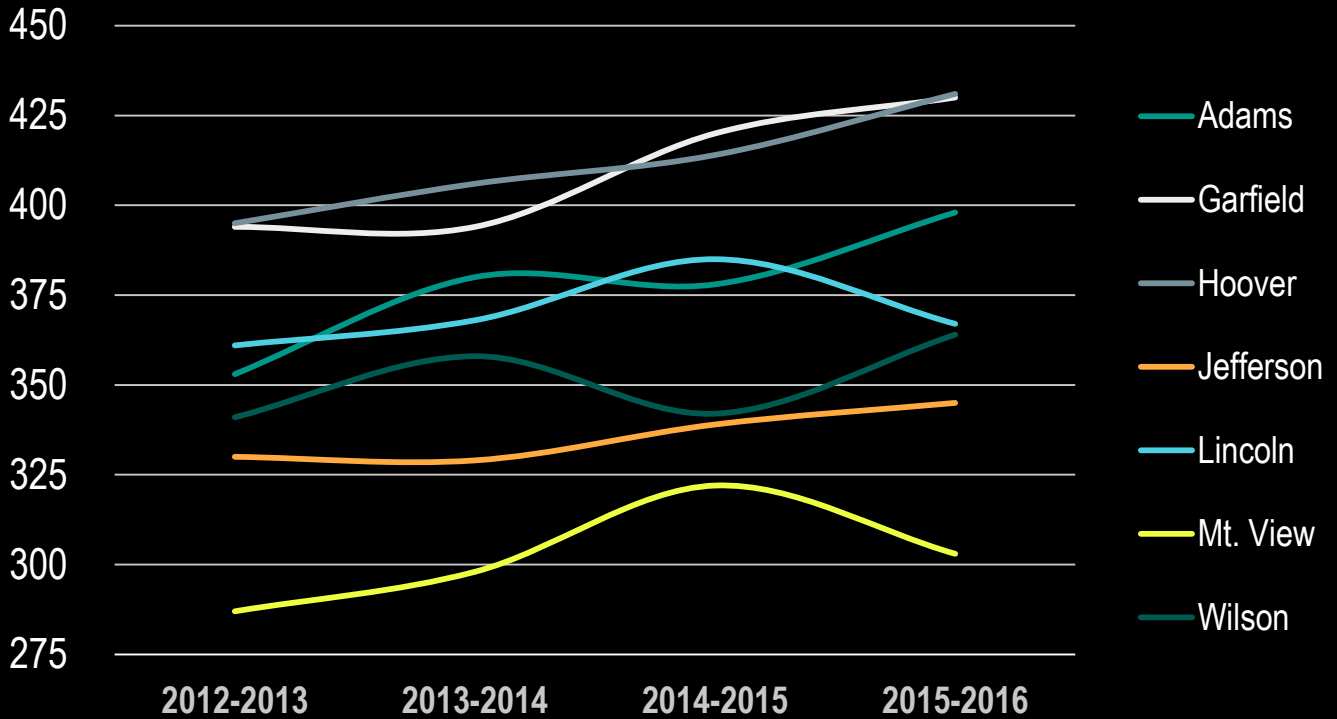
+5%

over 3 years

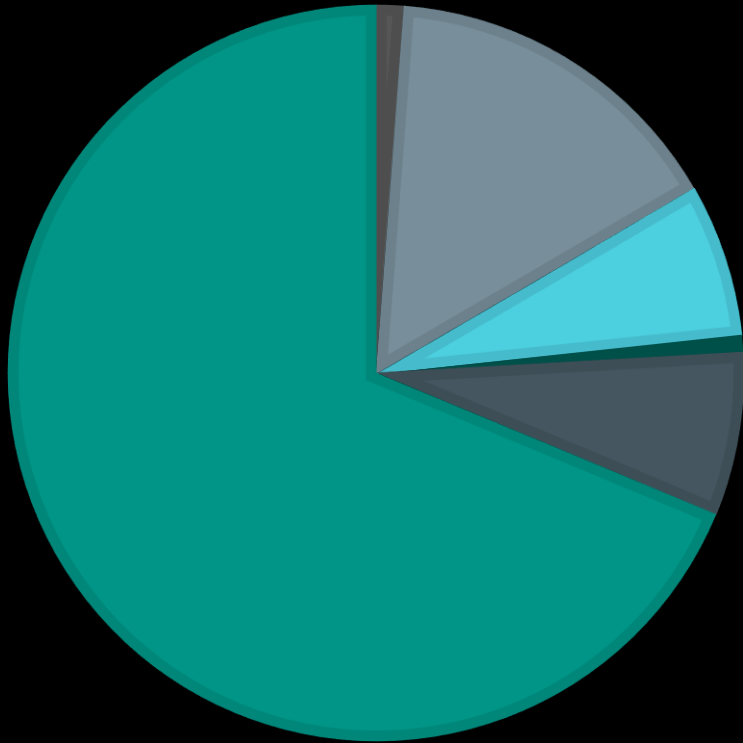
STUDENTS



STUDENTS

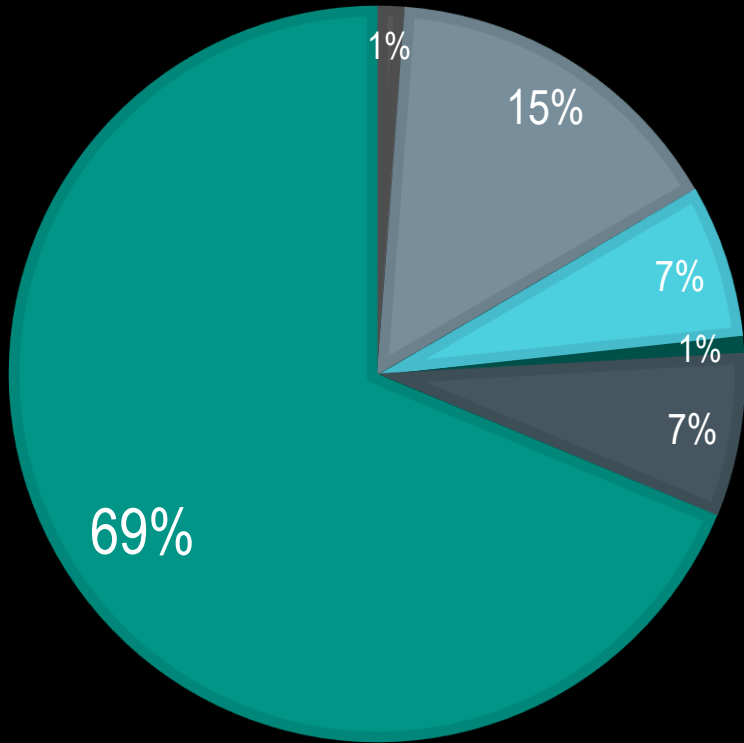


STUDENTS



- Black
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multi-Ethnic
- White

STUDENTS



- Black
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multi-Ethnic
- White

STUDENTS

16.4%

Speak language other than English at home



STUDENTS



16.4%

speak language other than
English at home

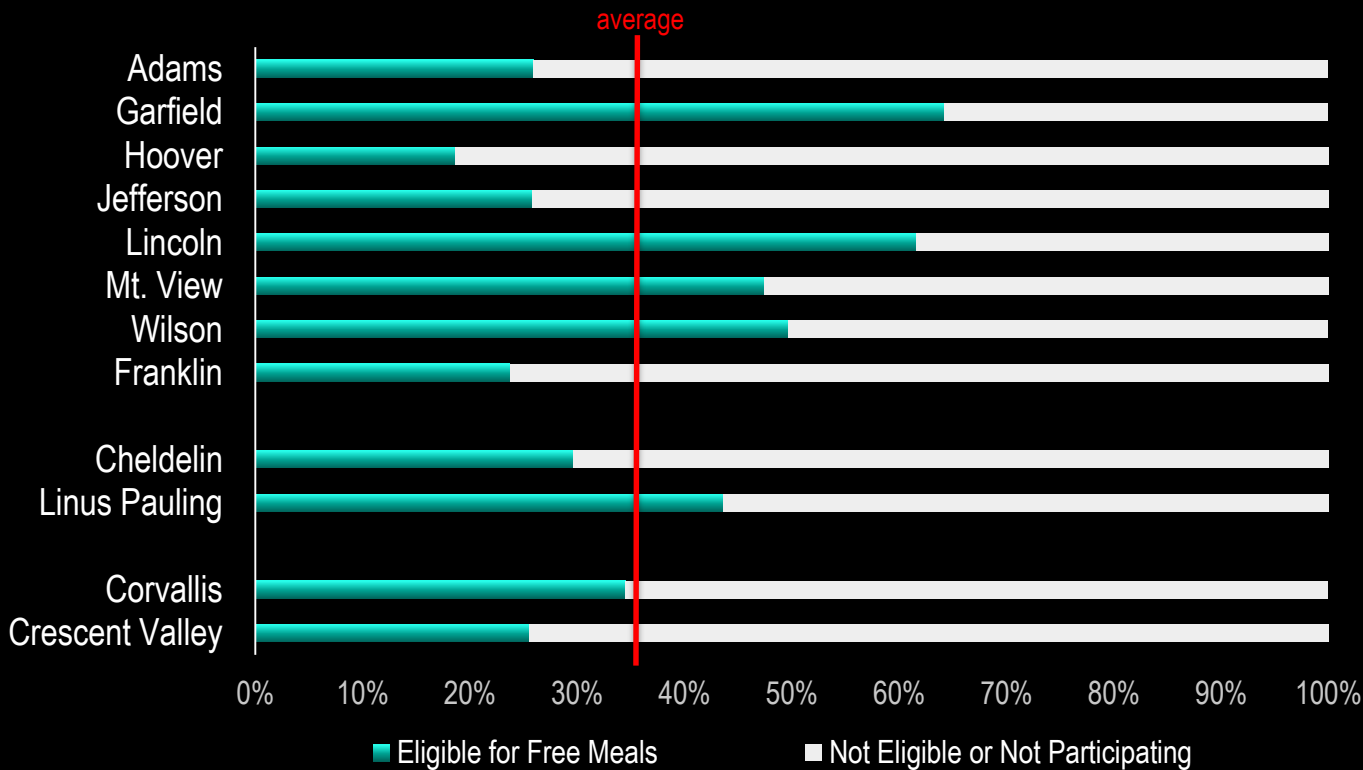


50

languages reported

STUDENTS





STUDENTS

12%
TAG



8%
ELL



12%
IEP



STUDENTS

12% ↓
TAG

8% ↑
ELL


12% ↑
IEP

STUDENTS

12%
TAG



8%
ELL

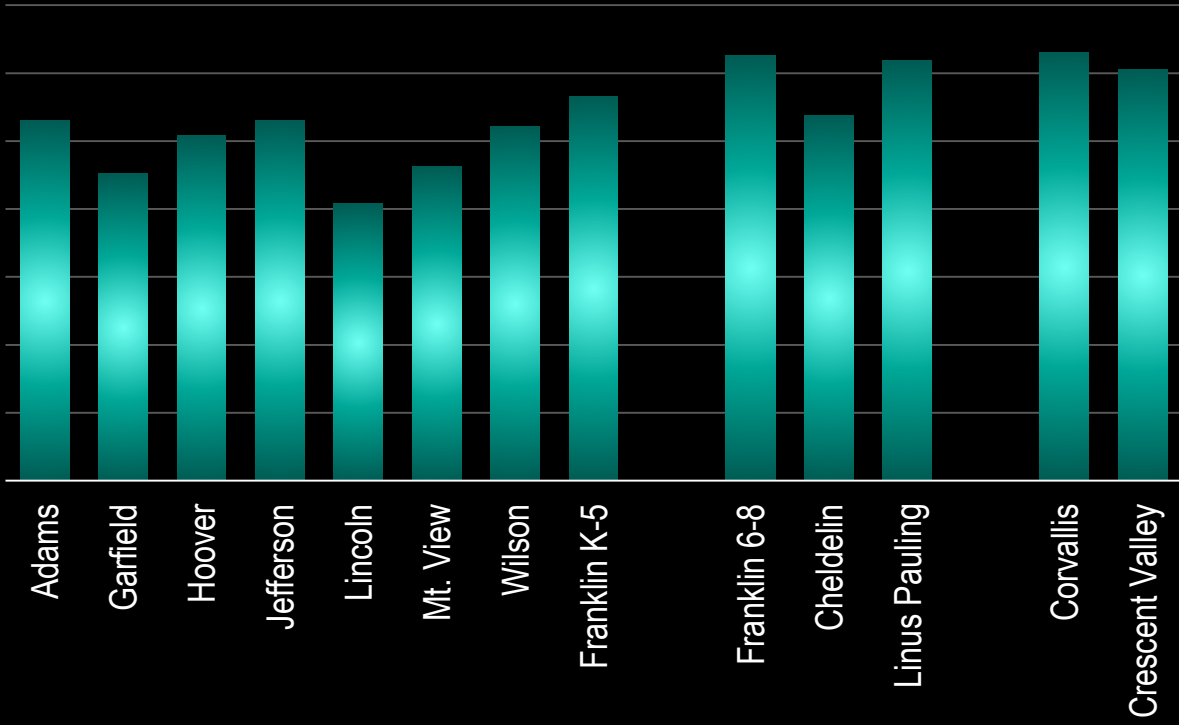


12%
IEP



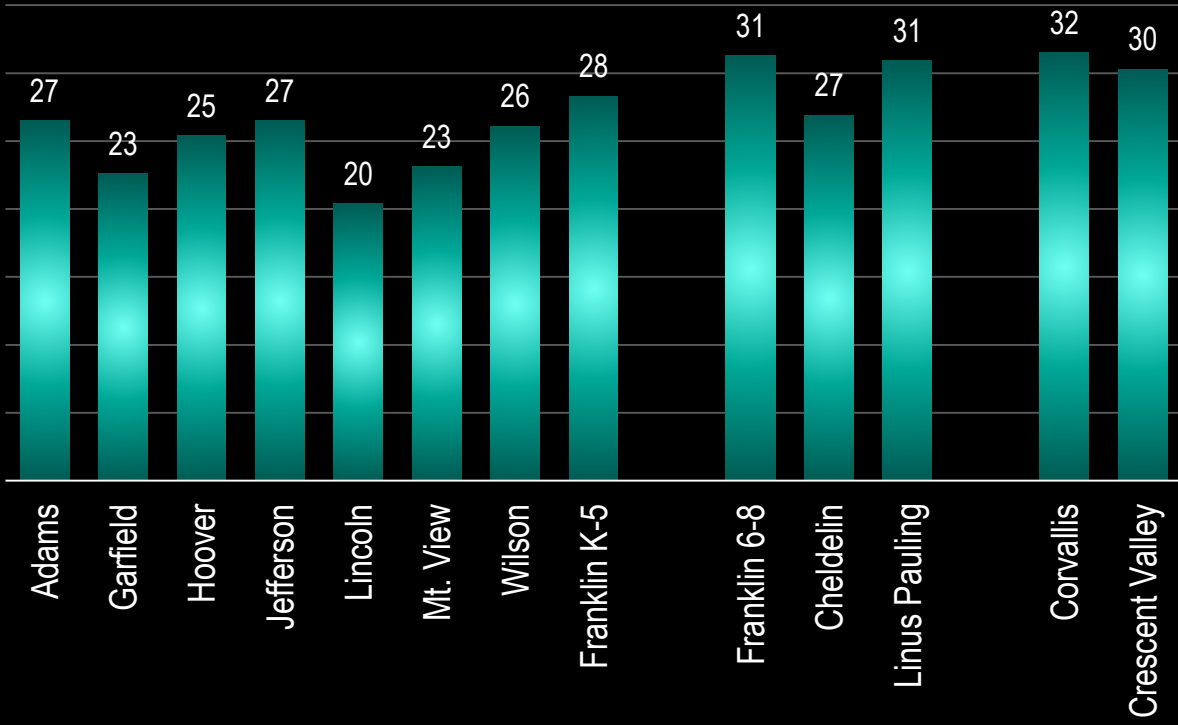
STUDENTS

average CLASS SIZE

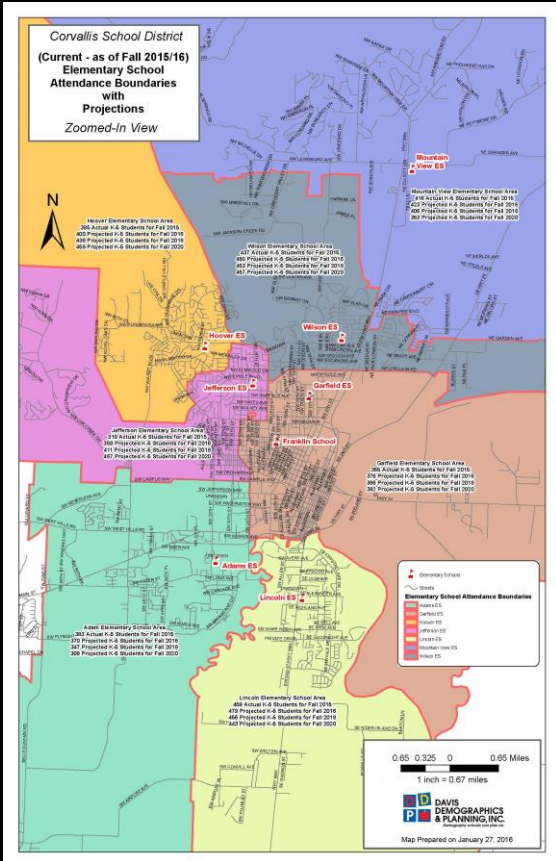


STUDENTS

average CLASS SIZE



STUDENTS



18%
students attend school **other**
than boundary school

↑

STUDENTS

FACILITIES

15

locations

1.2 million

square feet

58 years

elementary school average age

FACILITIES

15

locations

1.2 million

square feet

58 years

elementary school average age

FACILITIES

15

locations

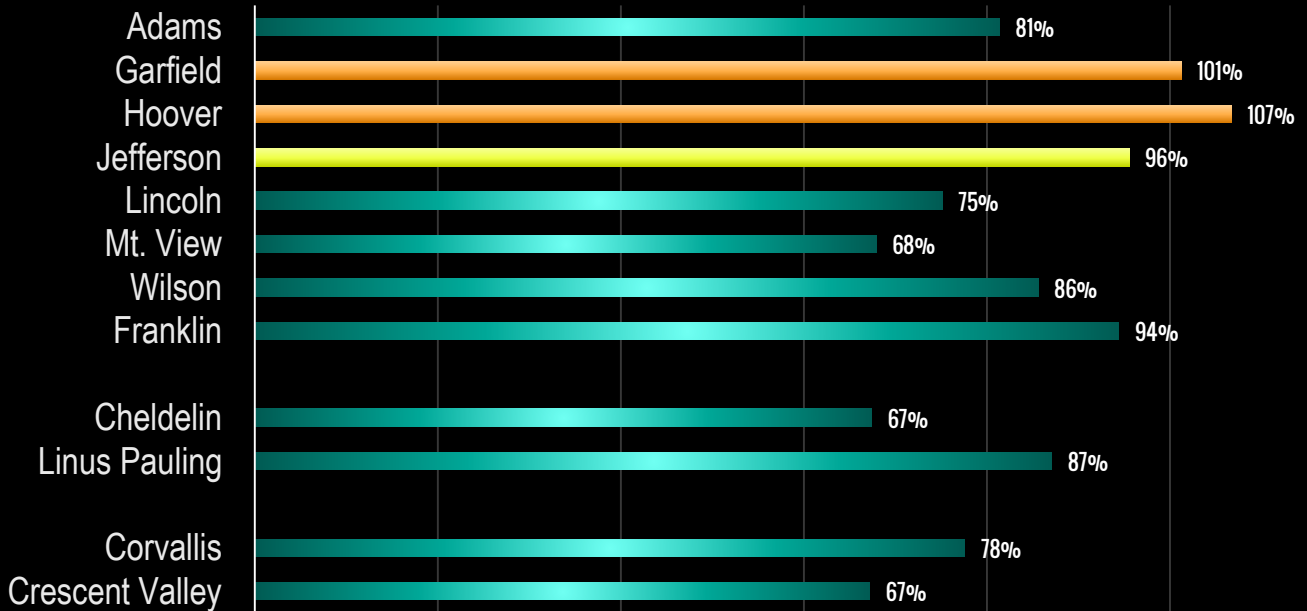
1.2 million

square feet

58 years

elementary school **average age**

FACILITIES

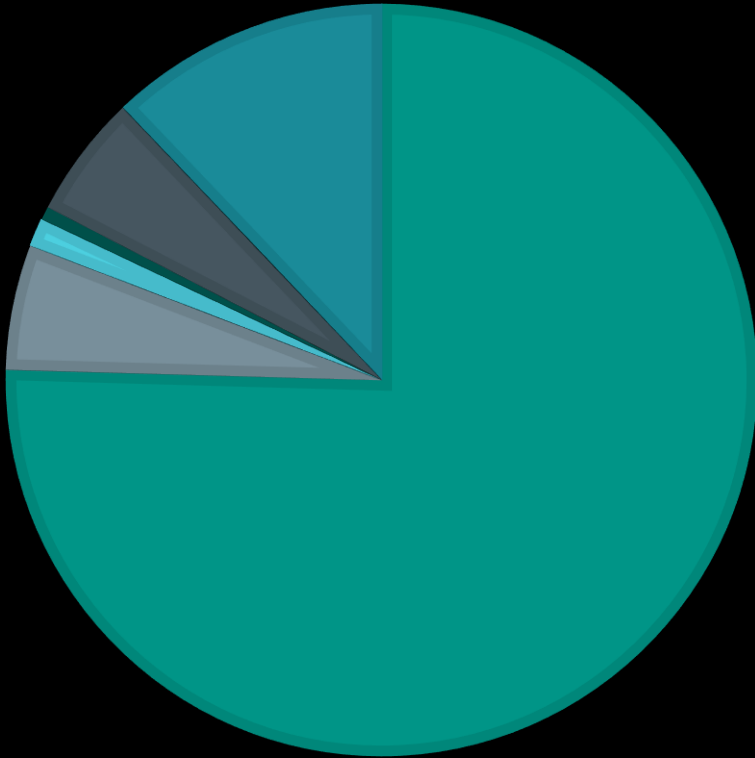


Classroom Utilization



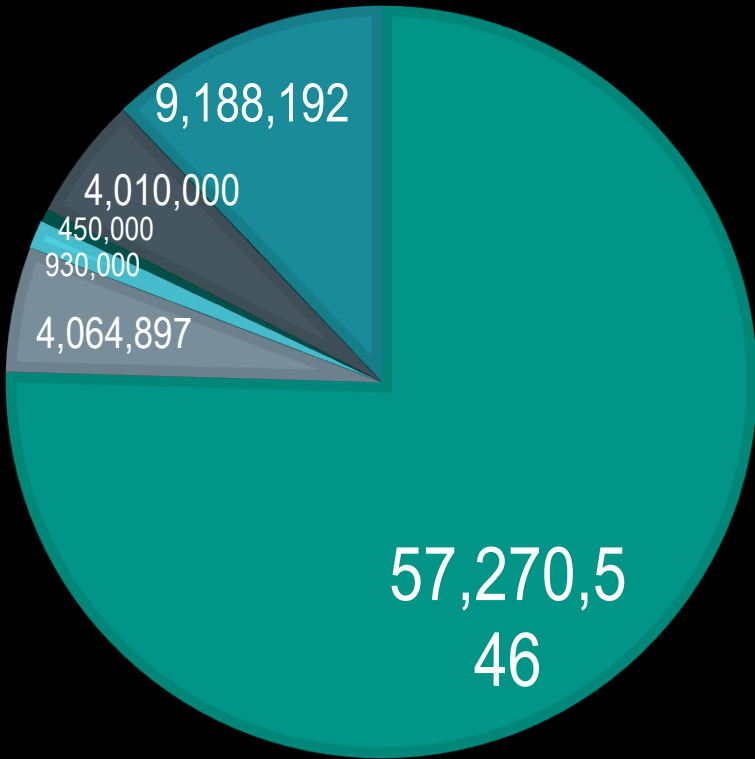
- State School Fund Formula
- Local Option Levy
- Local/County Sources
- Other State Sources
- Federal Sources
- Beginning Balance

FINANCES



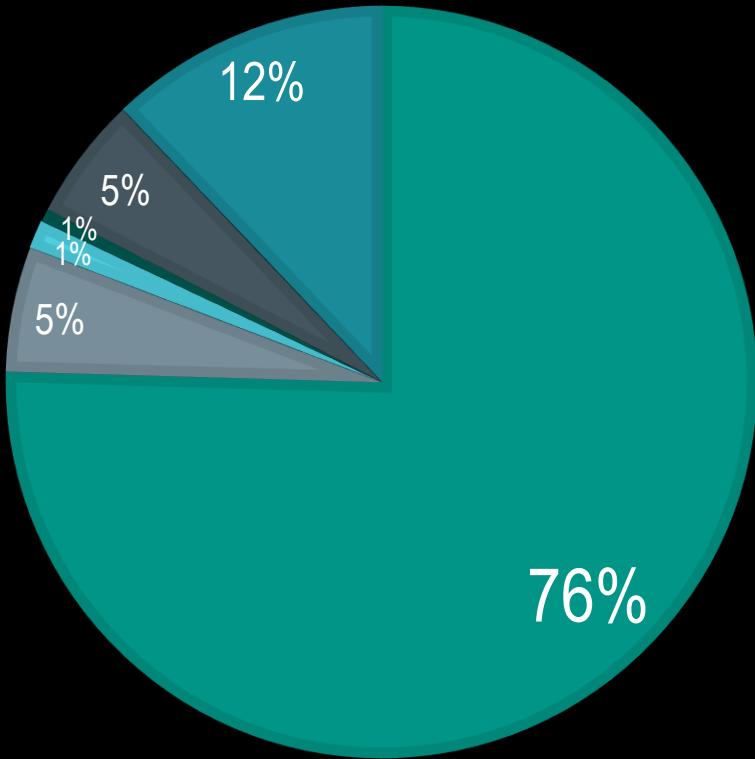
- State School Fund Formula
- Local Option Levy
- Local/County Sources
- Other State Sources
- Federal Sources
- Beginning Balance

FINANCES



- State School Fund Formula
- Local Option Levy
- Local/County Sources
- Other State Sources
- Federal Sources
- Beginning Balance

FINANCES



- State School Fund Formula
- Local Option Levy
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FINANCES

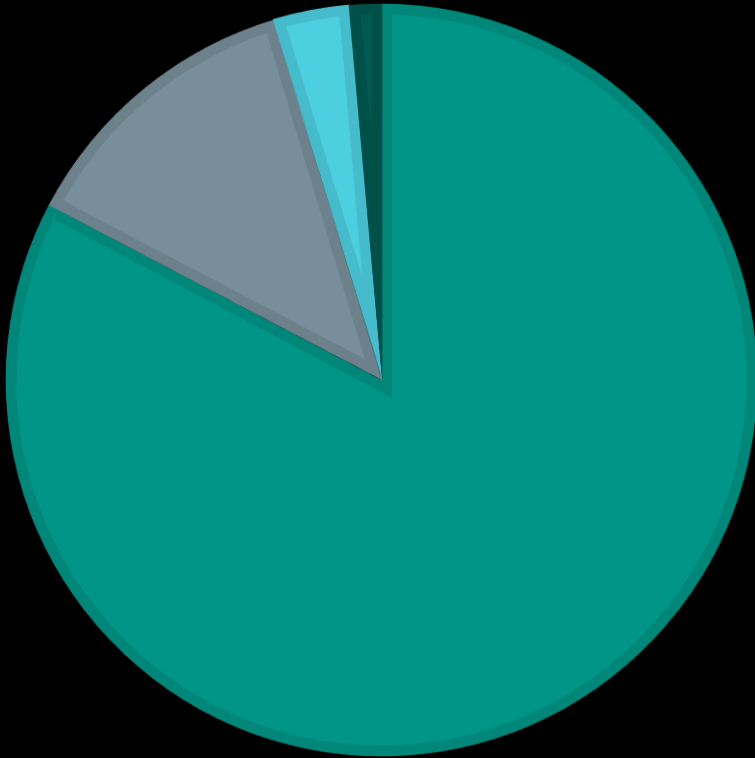


expenditure

\$

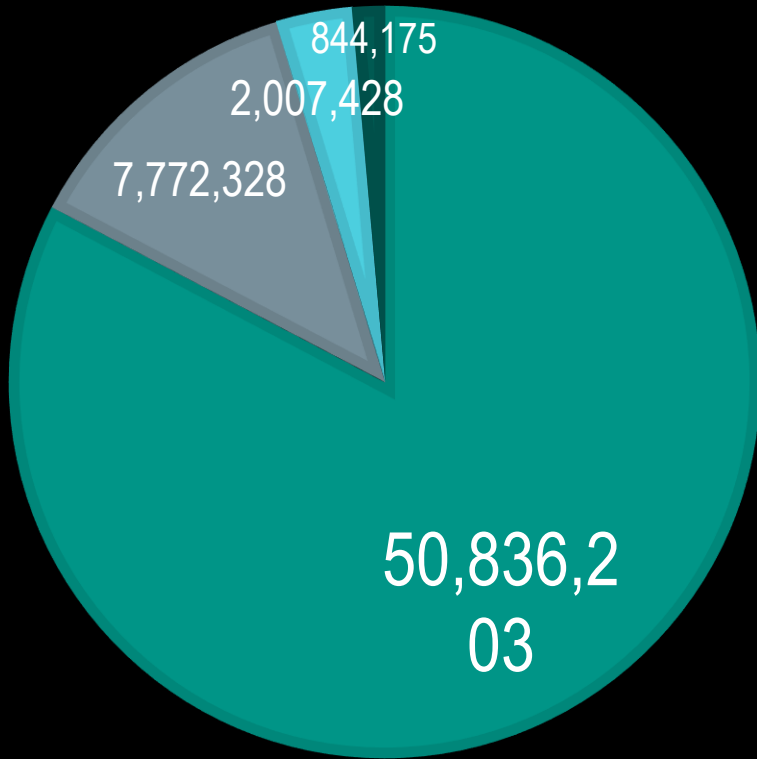
- Salaries & Benefits
- Purchased Services
- Supplies & Materials
- Other

FINANCES



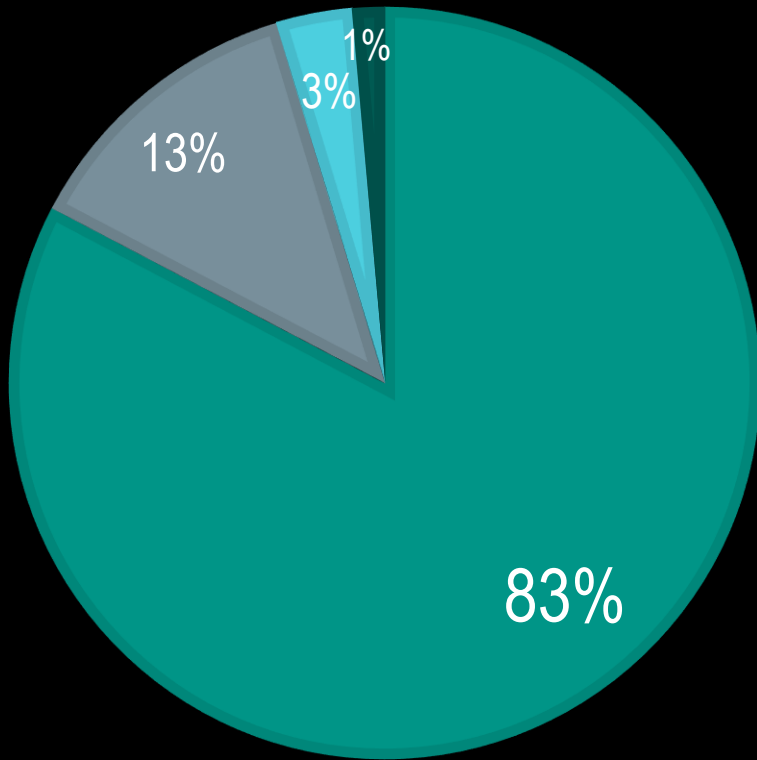
- Salaries & Benefits
- Purchased Services
- Supplies & Materials
- Other

FINANCES



- Salaries & Benefits
- Purchased Services
- Supplies & Materials
- Other

FINANCES



- Salaries & Benefits
- Purchased Services
- Supplies & Materials
- Other

FINANCES

questions?

LOCAL OPTION LEVY

November 2006

originally approved by voters

\$1.50 per \$1,000 of AV

May 2010 renewed by voters

LOCAL OPTION LEVY

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originally approved by voters

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May 2010 renewed by voters

LOCAL OPTION LEVY

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LOCAL OPTION LEVY

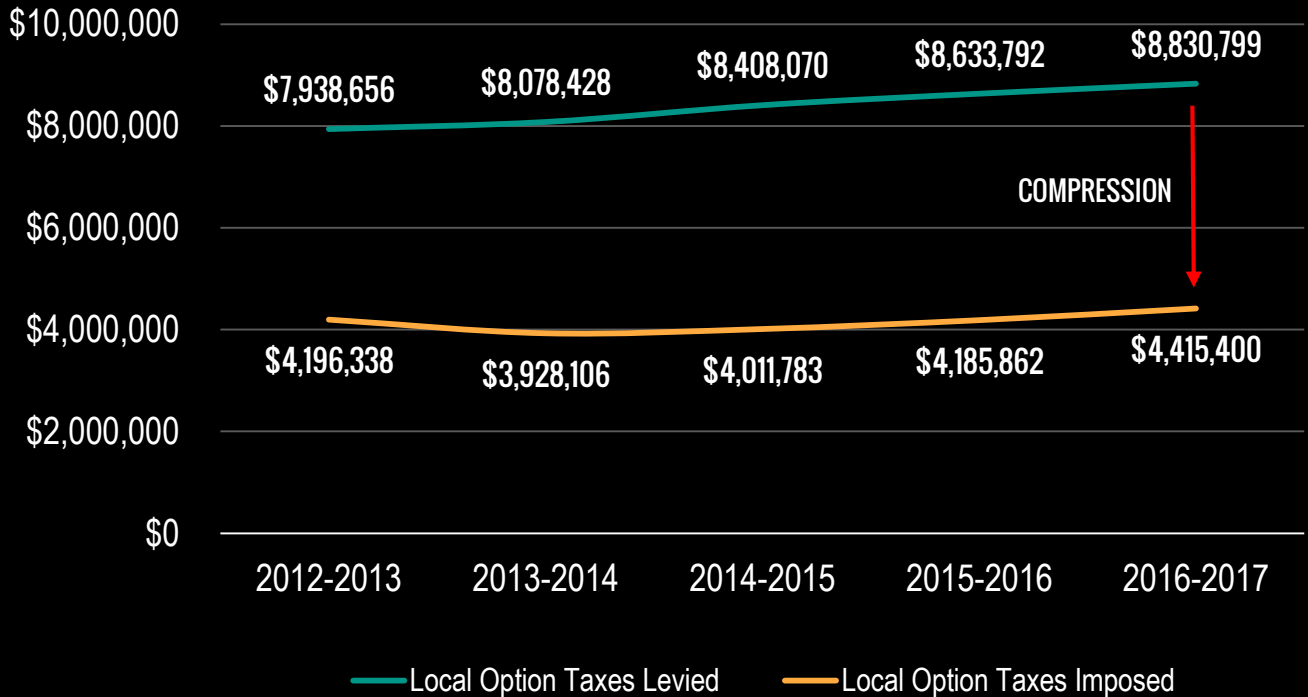
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May 2010 renewed by voters

LOCAL OPTION LEVY



LOCAL OPTION LEVY

\$4 million
annually

50
teachers

6.5%
general fund revenues

15%
of teaching staff

LOCAL OPTION LEVY

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annually

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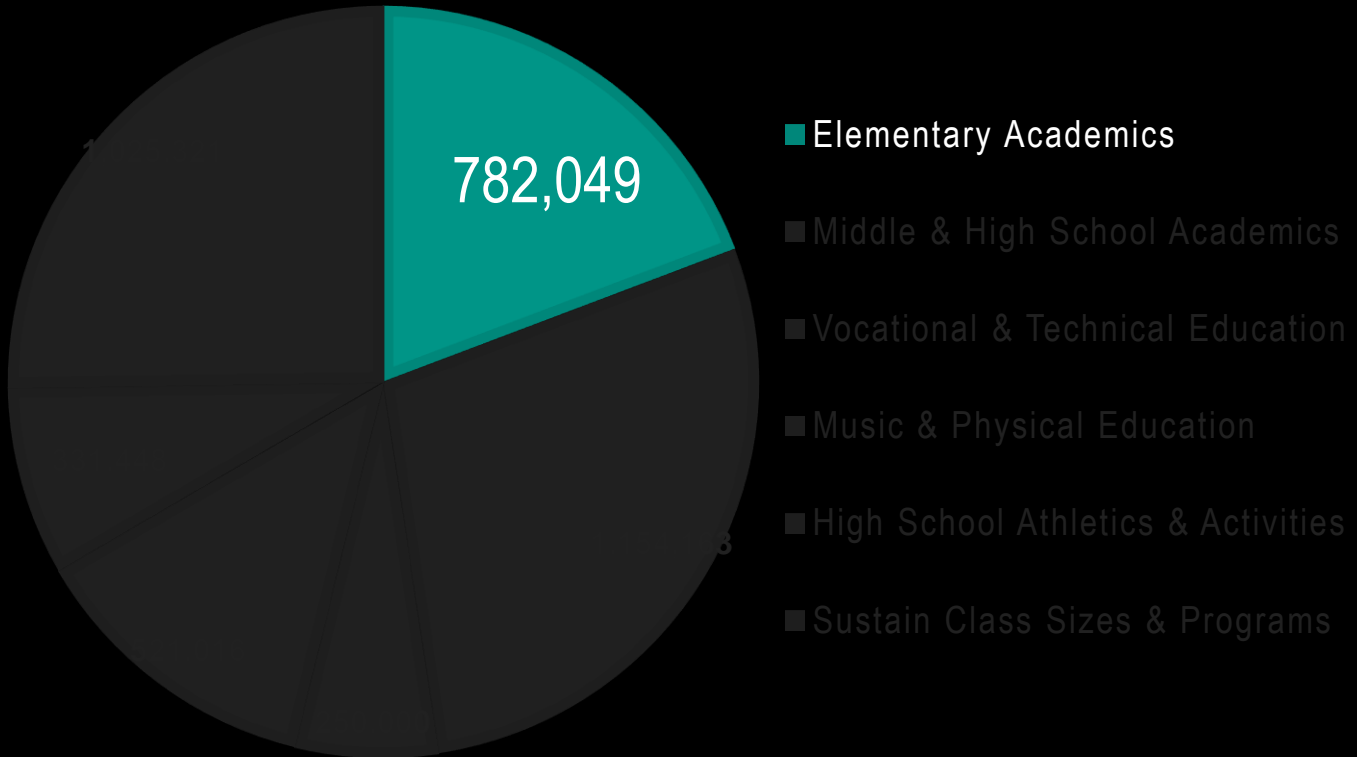
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LOCAL OPTION LEVY

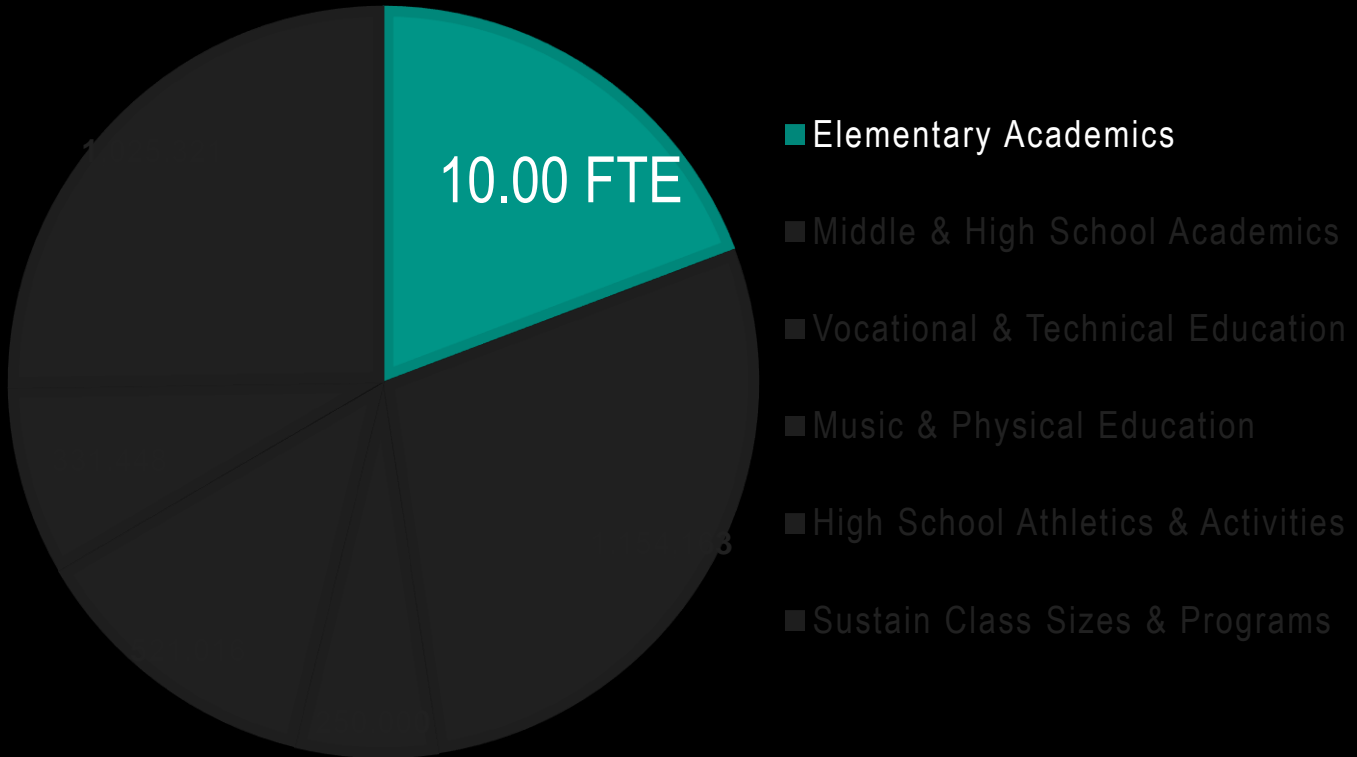


- Elementary Academics
- Middle & High School Academics
- Vocational & Technical Education
- Music & Physical Education
- High School Athletics & Activities
- Sustain Class Sizes & Programs

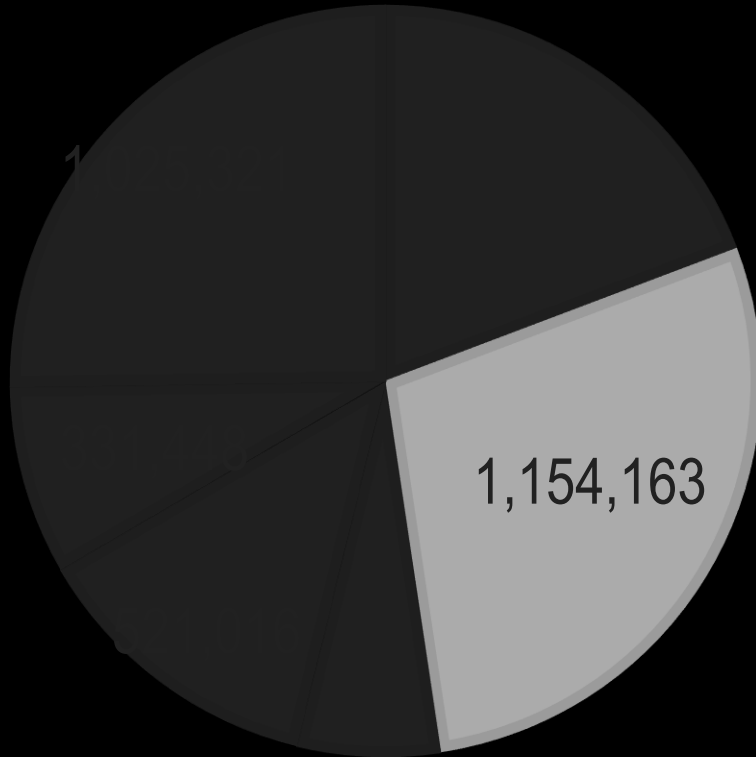
LOCAL OPTION LEVY



LOCAL OPTION LEVY

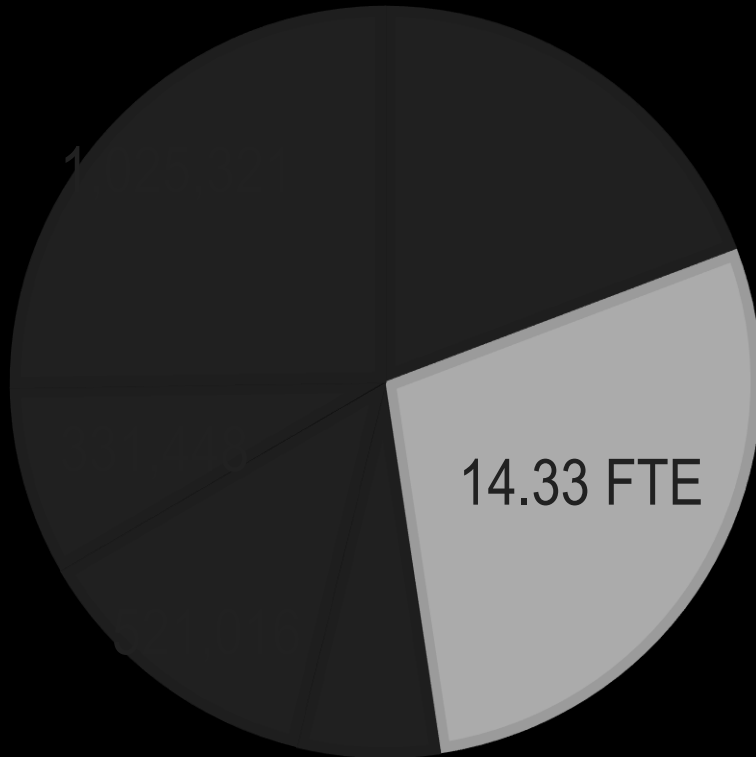


LOCAL OPTION LEVY



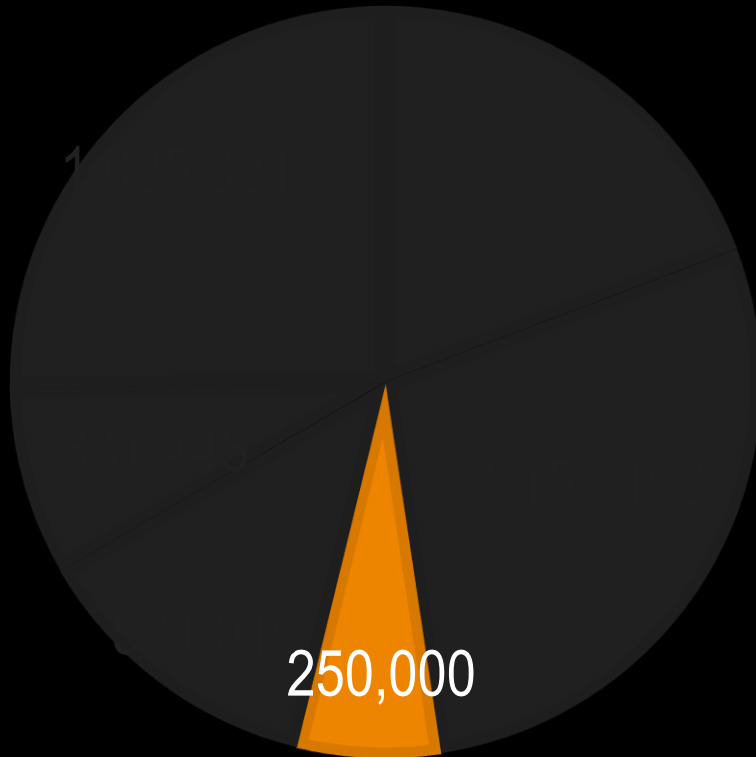
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LOCAL OPTION LEVY



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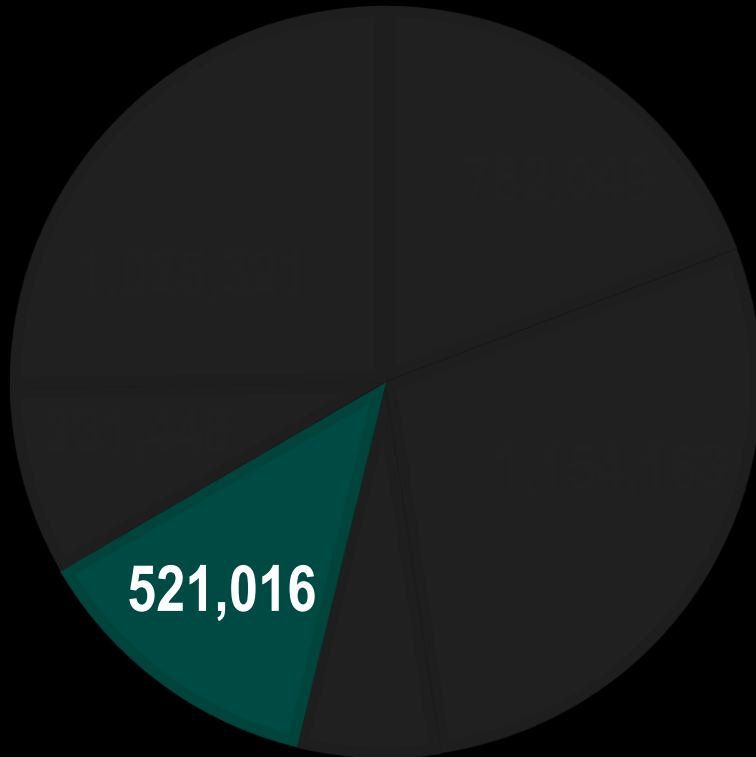
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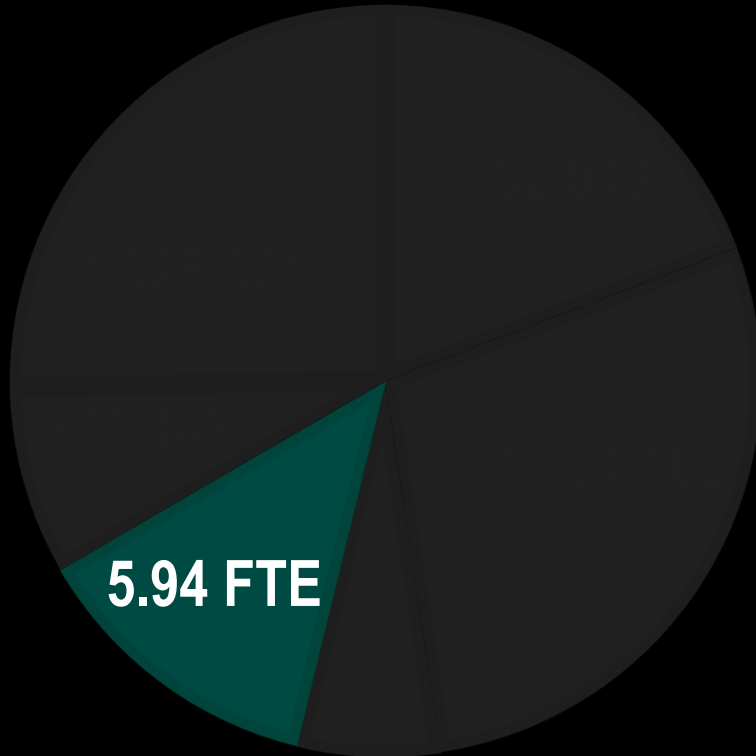
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LOCAL OPTION LEVY



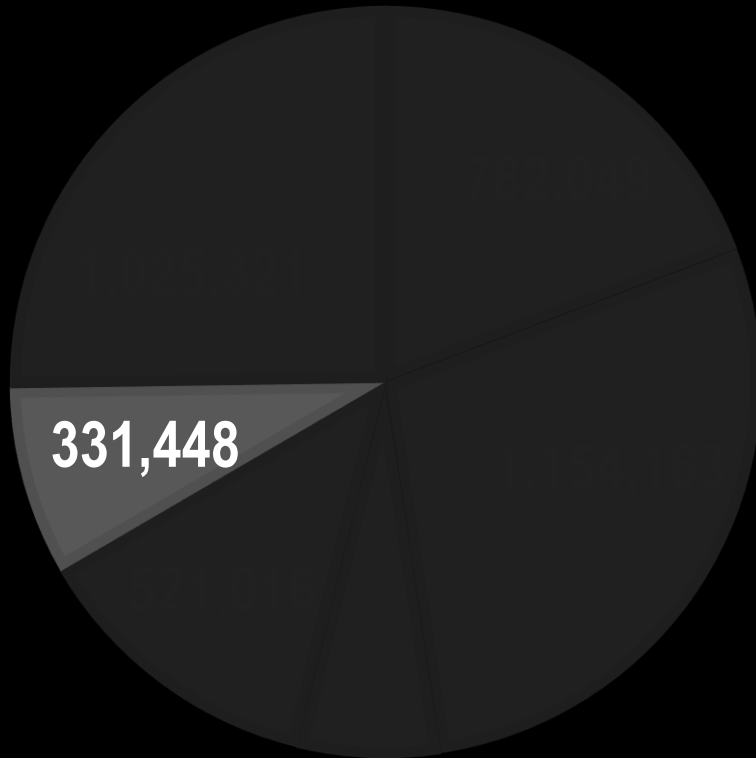
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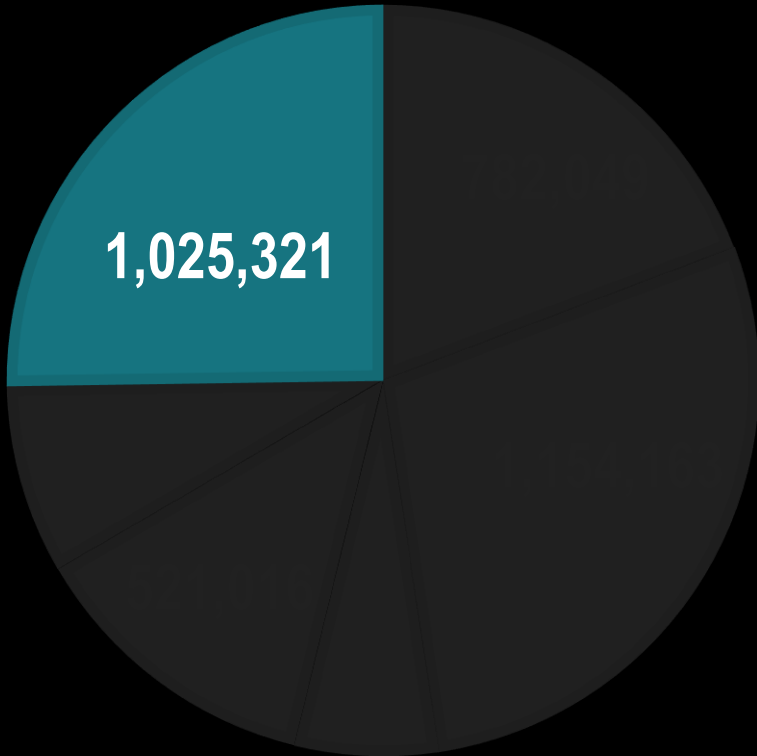
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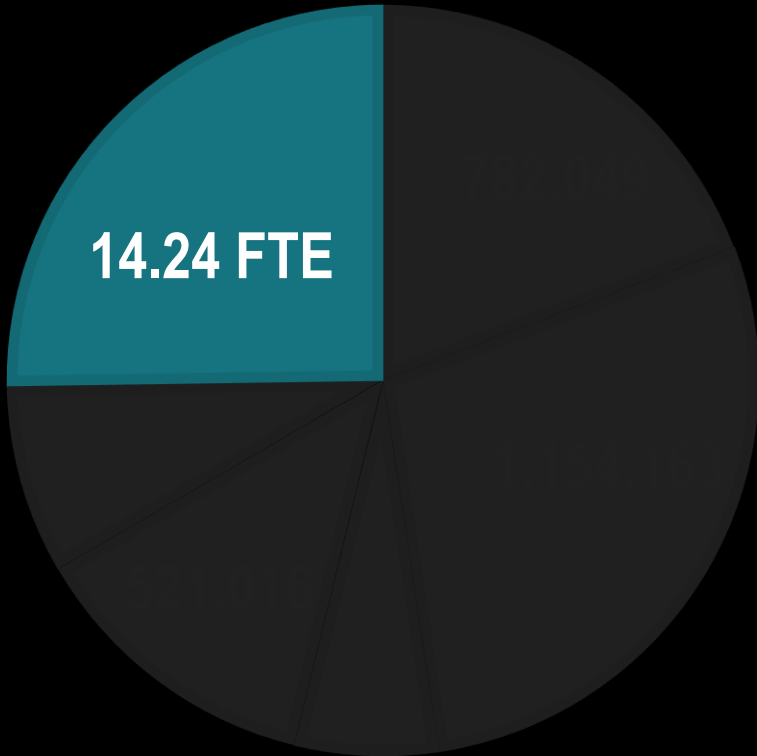
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LOCAL OPTION LEVY



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next steps?



Corvallis

SCHOOL DISTRICT

V. LOCAL OPTION LEVY RENEWAL

BOARD MEETING DATE: March 14, 2016

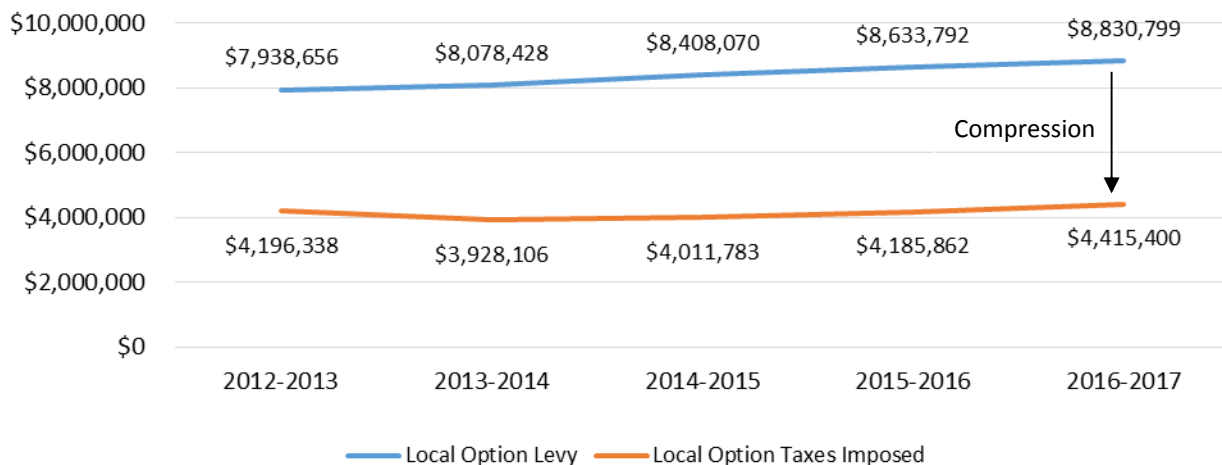
SUBJECT: Local Option Levy Renewal

BACKGROUND

In November 2006 voters approved a five-year local option levy at a rate of \$1.50 per \$1,000 of assessed value beginning July 1, 2007 and ending June 30, 2012 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. In November 2010, voters approved a renewal of the local option levy at the same rate and for the same purposes for another five-year period, expiring June 30, 2017. At the rate of \$1.50 per \$1,000 of assessed value, a homeowner whose home is assessed at \$200,000 pays about \$25 per month as a result of the levy.

CURRENT LOCAL OPTION LEVY REVENUES

Funds received from the local option levy represent about 6.5% of the district’s general fund operating revenues. As assessed values (AV) increase over time, the amount of funding received through the local option levy will increase assuming that real market property values (RMV) do not grow more rapidly than AV. When RMV grows more rapidly than AV, compression losses increase.¹



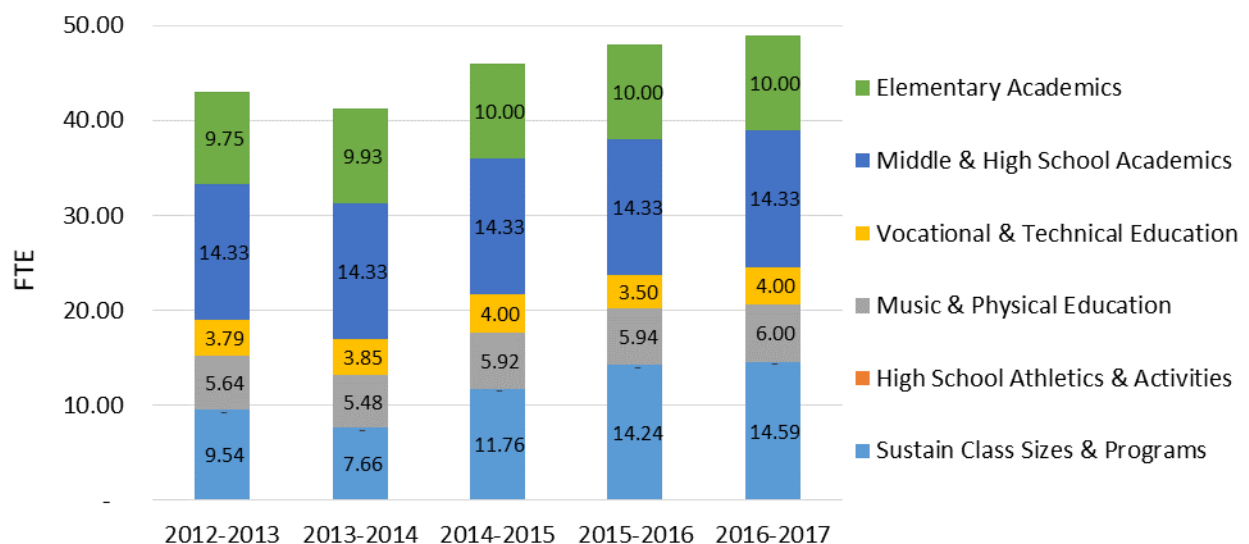
¹ Measure 5 (approved in 1990) split taxes into “education” and “non-education” groups, and limits the amount of taxes to be paid for education to \$5.00 per \$1,000 of Real Market Value (RMV). When property taxes levied on a parcel of property exceed the limit, the rates are “compressed” to not exceed the maximum.

	2012-2013 Actual	2013-2014 Actual	2014-2015 Actual	2015-2016 Projected	2016-2017 Projected
Assessed Value (AV)	\$5,292,437,015	\$5,385,618,438	\$5,605,379,979	\$5,755,861,51	\$5,887,199,495
<i>Change in AV</i>	<i>+1.05%</i>	<i>+1.76%</i>	<i>+4.08%</i>	<i>+2.68%</i>	<i>+2.28%</i>
Local Option Levy (\$1.50 per \$1,000 of AV)	\$ 7,938,656	\$ 8,078,428	\$ 8,408,070	\$ 8,633,792	\$ 8,830,799
Compression Loss ¹	(3,742,318)	(4,150,322)	(4,396,287)	(4,447,930)	(4,415,400)
Taxes Imposed	\$ 4,196,338	\$ 3,928,106	\$ 4,011,783	\$ 4,185,862	\$ 4,415,400
Collection Rate	94.34%	87.85% *	94.72%	95.00%	95.00%
Net Revenue	\$ 3,958,783	\$ 3,450,985	\$ 3,800,156	\$ 3,976,569	\$ 4,194,630
<i>Change in Revenue</i>	<i>-10.60%</i>	<i>-14.71%</i>	<i>+9.19%</i>	<i>+4.44%</i>	<i>+5.20%</i>

* Reflects impact of Hewlett Packard refund

CURRENT LOCAL OPTION LEVY EXPENDITURES

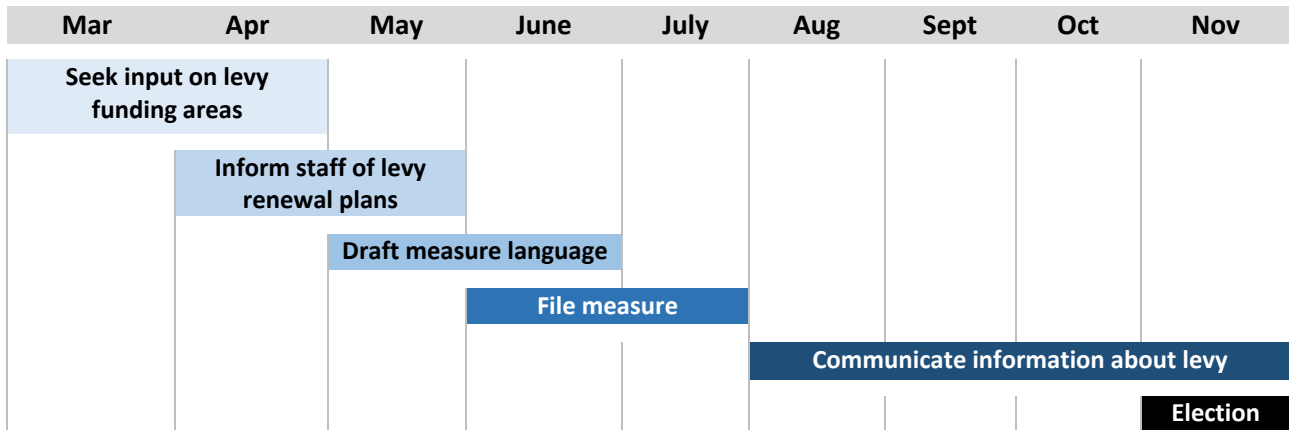
The majority of funds received from the local option levy (92%) pay for nearly 50 full-time teachers, or about 15% of the district’s teaching staff. As a result of the local option levy, class sizes have been reduced or stabilized, support for literacy instruction has increased, and students receive twice the amount of music and PE instruction. Local option funds also help support high school athletics and activities and have helped expand vocational and technical education programs at the high schools.



	2012-2013 Actual	2013-2014 Actual	2014-2015 Actual	2015-2016 Projected	2016-2017 Projected
Elementary Academics	\$ 825,503	\$ 776,389	\$ 804,127	\$ 782,049	\$ 820,020
Middle & High School Academics	1,148,347	1,141,409	1,237,633	1,154,163	1,211,871
Vocational & Technical Education	241,978	262,406	246,989	250,000	300,000
Music & Physical Education	451,966	501,357	520,924	521,016	555,078
High School Athletics & Activities	307,695	314,679	328,235	331,448	348,020
Sustain Class Sizes & Programs	1,068,211	551,554	747,386	1,025,321	1,050,798
Total Expenditures	\$4,043,700	\$3,547,794	\$3,885,294	\$4,063,997	\$4,285,778
<i>Change in Expenditures</i>	<i>-9.94%</i>	<i>-12.26%</i>	<i>+9.51%</i>	<i>+4.60%</i>	<i>+5.46%</i>

LOCAL OPTION LEVY RENEWAL & TIMELINE

Proposing a levy renewal with a rate of \$1.50 per \$1,000 of assessed value would not increase the current tax rate; it would extend the existing tax rate for another five years beginning in 2017-2018 after the current levy expires. A levy renewal at the current rate would raise approximately \$4.5 million a year or \$22.5 million over five years, from 2017 to 2022.



Presenter:

Olivia Meyers Buch, Director of Finance and Operations



Corvallis

SCHOOL DISTRICT

VI. 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.

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 35th Street, Corvallis, OR 97333. E-mail may be sent to 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.

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.

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
Sarah Finger McDonald	541-908-3756		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Jennifer Duvall, Human Resources Director	541-757-5840
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841