



**Corvallis**  
SCHOOL DISTRICT

# NOTICE

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

<b>Date &amp; Time</b>	<b>Meeting Type</b>	<b>Location</b>	<b>Agenda</b>
Monday, February 2, 2015 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, 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/UC9Jtpte5dmilZl9kySBjVQ?> 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/UC9Jtpte5dmilZI9kySBjVQ?> 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

Corvallis School District 509J  
Board of Directors

**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 Districts 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 Districts 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.

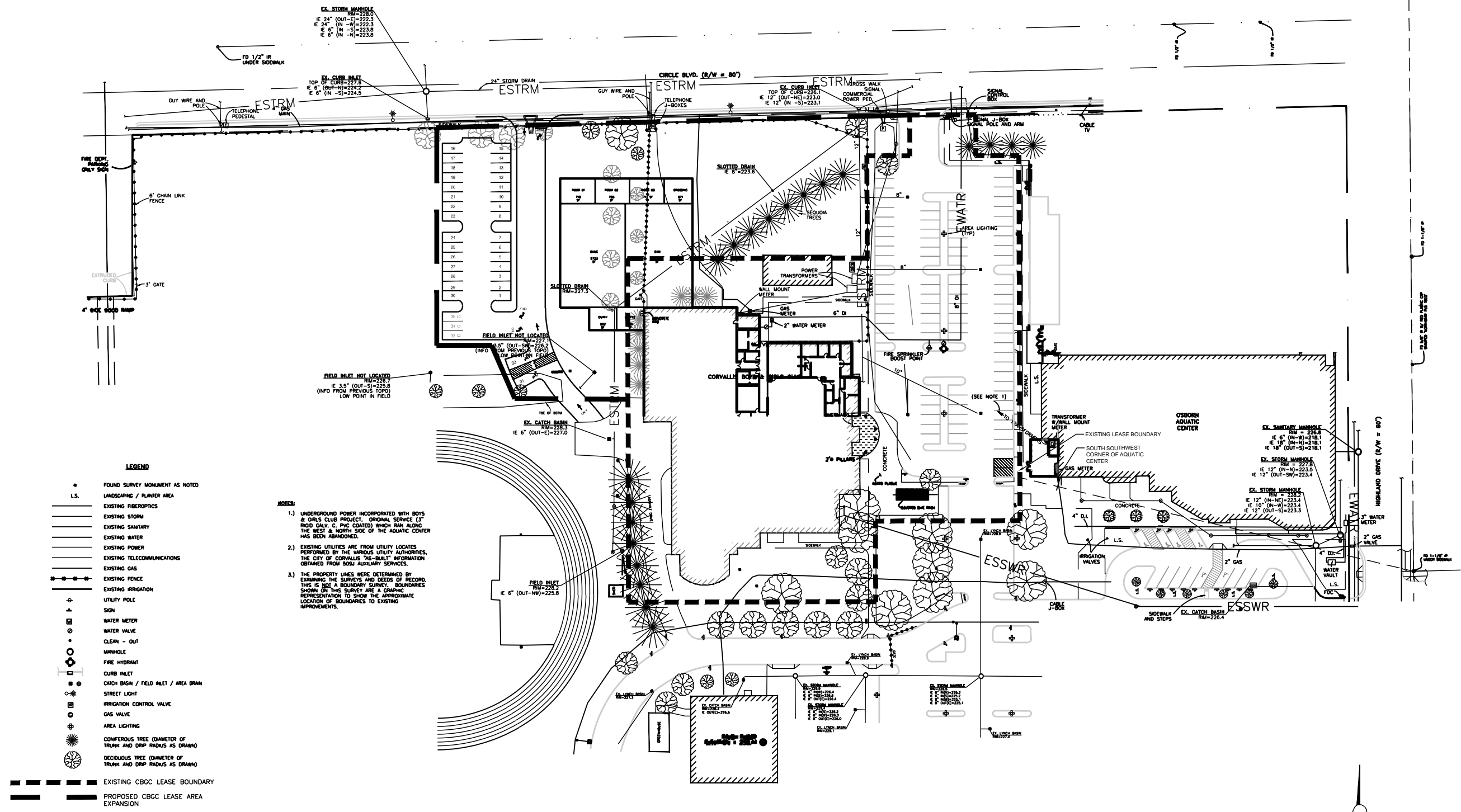
**Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at a regular meeting this 2<sup>nd</sup> day of February, 2015.**

**ATTEST:**

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

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

DRAFT



EX. STORM MANHOLE  
 RM = 228.0  
 IE 24" (OUT-E) = 223.3  
 IE 24" (IN-W) = 223.3  
 IE 6" (IN-S) = 223.8  
 IE 6" (IN-N) = 223.8

EX. CURB INLET  
 TOP OF CURB = 224.2  
 IE 6" (OUT-NW) = 224.2  
 IE 6" (IN-S) = 224.5

EX. CURB INLET  
 TOP OF CURB = 223.1  
 IE 12" (OUT-NE) = 223.0  
 IE 12" (IN-S) = 223.1

EX. SANITARY MANHOLE  
 RM = 228.8  
 IE 6" (IN-W) = 218.1  
 IE 18" (IN-N) = 218.1  
 IE 18" (OUT-S) = 218.1

EX. STORM MANHOLE  
 RM = 227.8  
 IE 12" (IN-N) = 223.5  
 IE 12" (OUT-S) = 223.4

EX. STORM MANHOLE  
 RM = 225.2  
 IE 12" (IN-NE) = 223.4  
 IE 10" (IN-W) = 223.4  
 IE 12" (OUT-S) = 223.3

**LEGEND**

- FOUND SURVEY MONUMENT AS NOTED
- L.S. LANDSCAPING / PLANTER AREA
- EXISTING FIBEROPTICS
- EXISTING STORM
- EXISTING SANITARY
- EXISTING WATER
- EXISTING POWER
- EXISTING TELECOMMUNICATIONS
- EXISTING GAS
- EXISTING FENCE
- EXISTING IRRIGATION
- UTILITY POLE
- SIGN
- ⊕ WATER METER
- ⊕ WATER VALVE
- ⊕ CLEAN - OUT
- ⊕ MANHOLE
- ⊕ FIRE HYDRANT
- ⊕ CURB INLET
- ⊕ CATCH BASIN / FIELD INLET / AREA DRAIN
- ⊕ STREET LIGHT
- ⊕ IRRIGATION CONTROL VALVE
- ⊕ GAS VALVE
- ⊕ AREA LIGHTING
- ⊕ CONIFEROUS TREE (DIAMETER OF TRUNK AND DRIP RADIUS AS DRAWN)
- ⊕ DECIDUOUS TREE (DIAMETER OF TRUNK AND DRIP RADIUS AS DRAWN)
- EXISTING CBGC LEASE BOUNDARY
- PROPOSED CBGC LEASE AREA EXPANSION

**NOTES:**

- 1.) UNDERGROUND POWER INCORPORATED WITH BOYS & GIRLS CLUB PROJECT. ORIGINAL SERVICE (3" RIGID GALV. C. PVC COATED) WHICH RAN ALONG THE WEST & NORTH SIDE OF THE AQUATIC CENTER HAS BEEN ABANDONED.
- 2.) EXISTING UTILITIES ARE FROM UTILITY LOCATES PERFORMED BY THE VARIOUS UTILITY AUTHORITIES. THE CITY OF CORVALLIS "AS-BUILT" INFORMATION OBTAINED FROM 509J AUXILIARY SERVICES.
- 3.) THE PROPERTY LINES WERE DETERMINED BY EXAMINING THE SURVEYS AND DEEDS OF RECORD. THIS IS NOT A BOUNDARY SURVEY. BOUNDARIES SHOWN ON THIS SURVEY ARE A GRAPHIC REPRESENTATION TO SHOW THE APPROXIMATE LOCATION OF BOUNDARIES TO EXISTING IMPROVEMENTS.

SCALE: 1" = 100'



# 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', written in a cursive style.

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 (K-5)	Middle (6-8)	High (9-12)	Total District	Total Change 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>

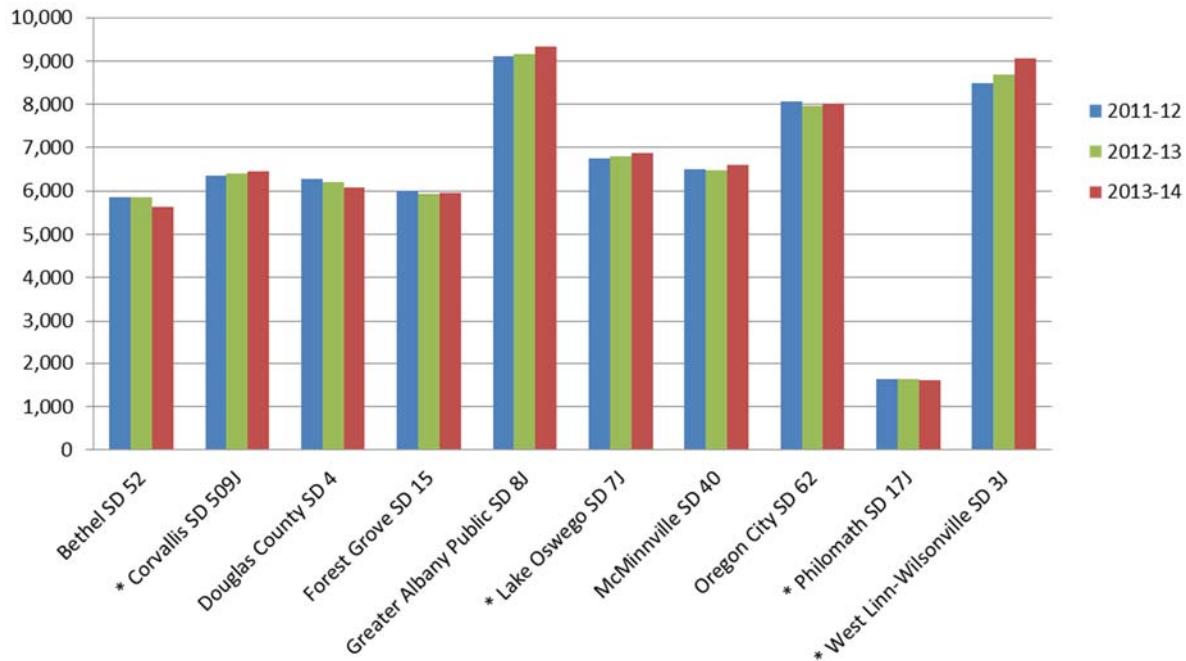
Another view of 2014-15 estimates and actuals is by school. From this vantage point, it is possible to identify individual school populations that may be increasing or decreasing more than anticipated. Enrollments by school are shown in Table 5, below. It is important to note that the 111 students participating 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 Actual	2012-13 Actual	2013-14 Actual	2014-15 Projected	2014-15 Actual	3-yr 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.

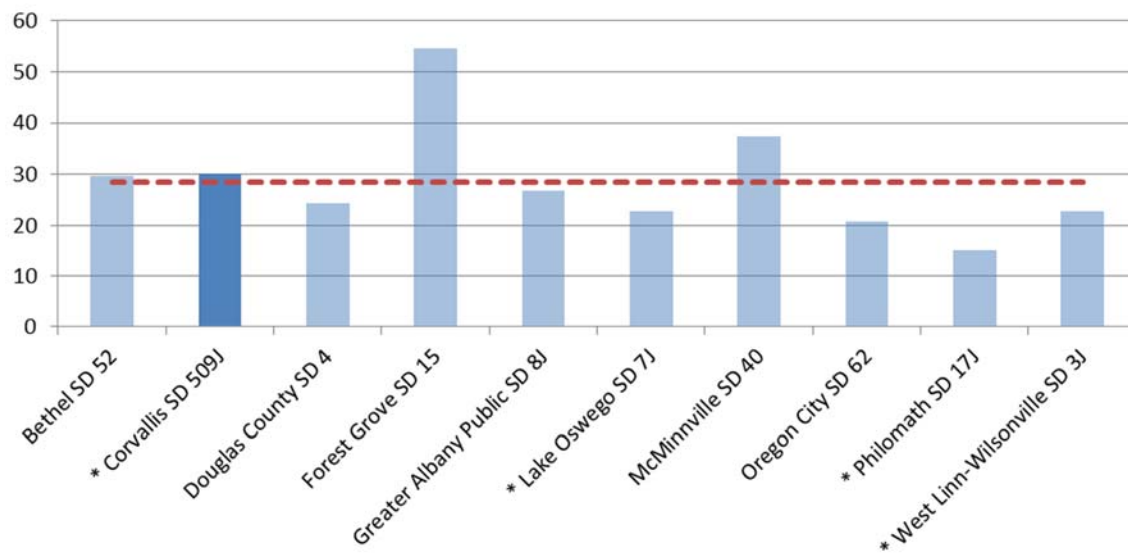
Table 6: District-Wide Student Race/Ethnicity as of October 1, 2013 and 2014 Compared to 2010 State-Wide All Ages Census Data

Race/Ethnicity as Reported	October 1, 2013		October 1, 2014		2010 State-Wide Percentage**
	District-Wide	District-Wide	District-Wide	District-Wide	
	Number*	Percentage of Total*	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)



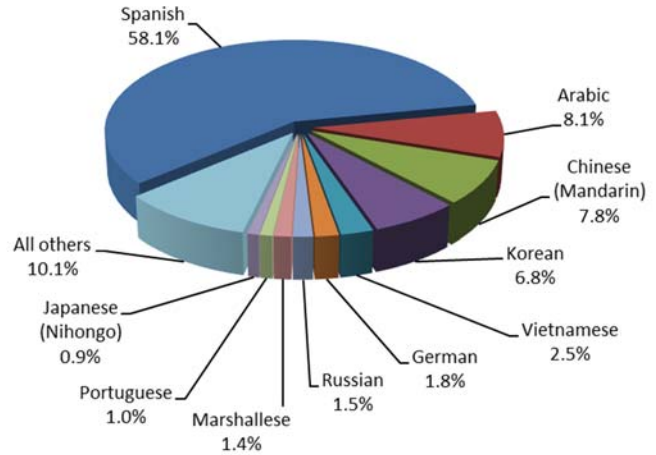
<sup>1</sup> 2010 US Census data was downloaded on Oct. 14, 2011, from <http://2010.census.gov/2010census/data/>.

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)

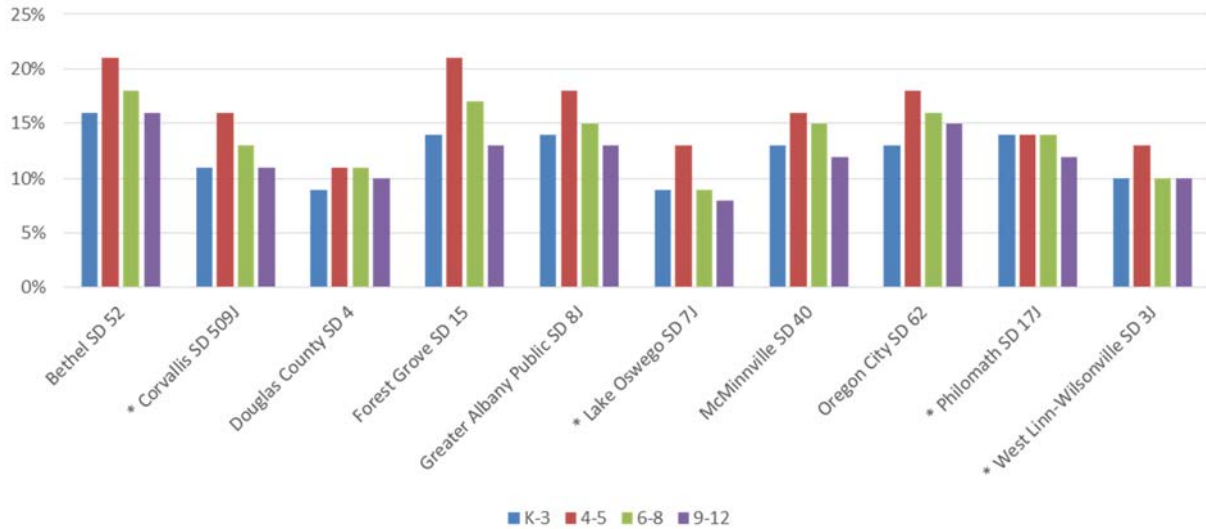
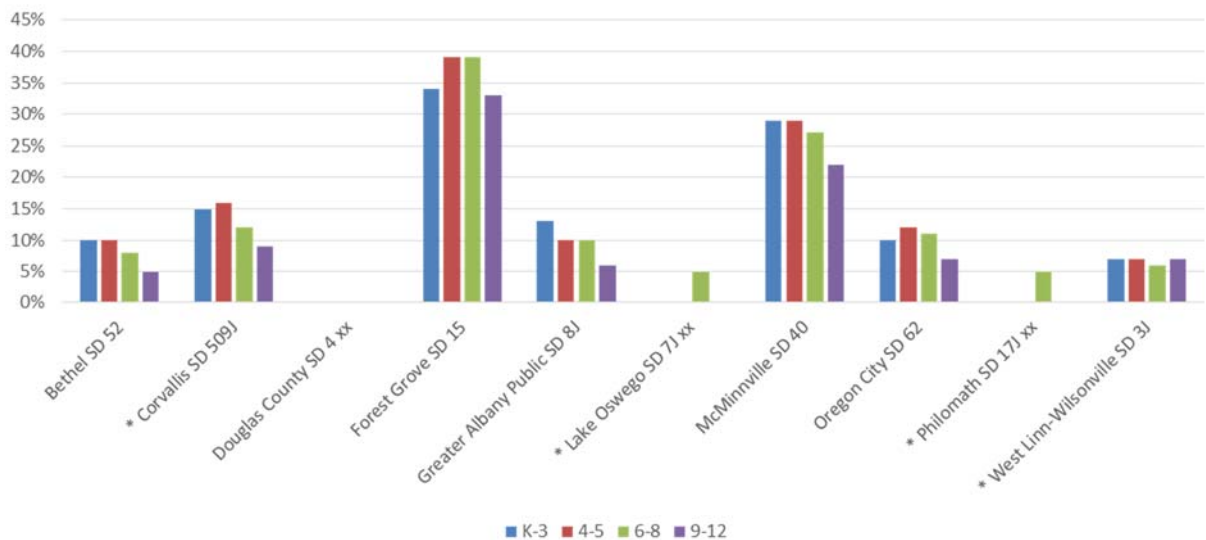


Figure 5, below, shows ODE data for 2013-14, comparing Corvallis to district-designated comparator districts for overall percentages of Ever Language Learners. For the purposes of this figure, Ever Language Learners include students identified as requiring language supports at some point in their academic 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.

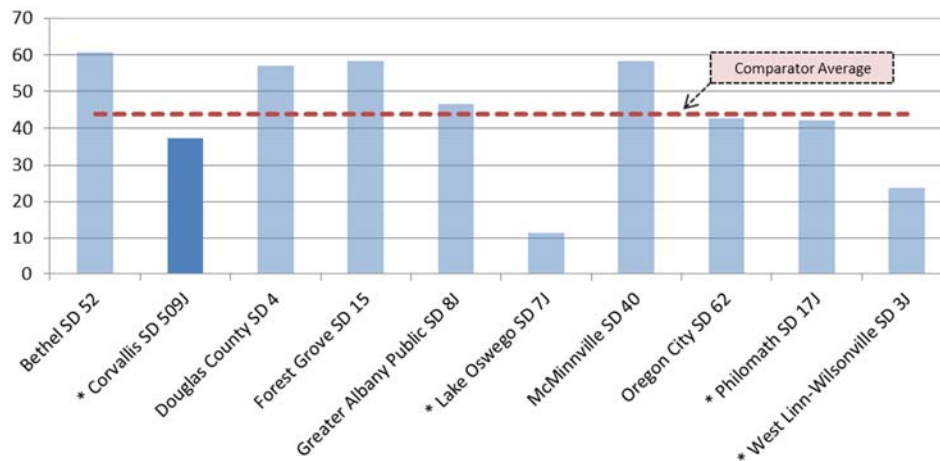
Children from households that meet federal income guidelines are determined eligible for either free or reduced-priced meals. Thanks to the Oregon State Legislature, students who qualify for reduced-priced meals can have breakfast for free. This program provides children the opportunity for a nutritious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

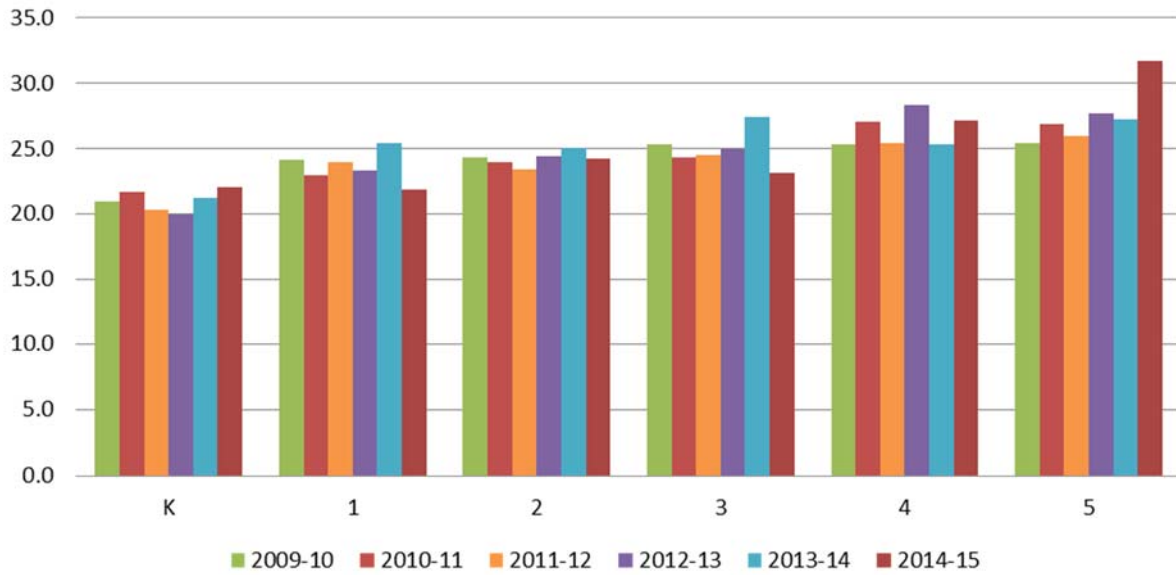
The average district-wide elementary class size is 26.1 students per classroom as of October 1, 2014. In 2013-14, the average was 25.5 students per classroom.

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.

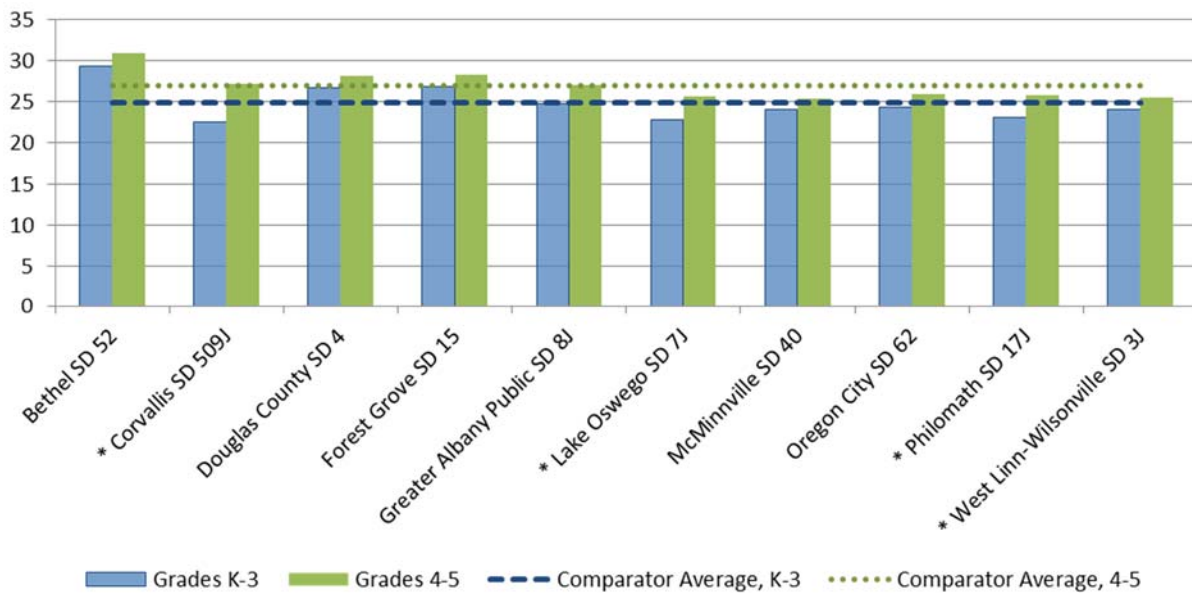
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
K	21.9	21.0	21.7	20.3	19.9	21.2	22.0
1	21.9	24.1	23.0	24.0	23.3	25.4	21.9
2	24.0	24.3	24.0	23.4	24.4	25.0	24.3
3	24.7	25.3	24.4	24.5	24.9	27.4	23.1
4	23.9	25.3	27.1	25.4	28.3	25.3	27.1
5	23.9	25.4	26.9	26.0	27.7	27.2	31.6

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 Residents 2010-11	Corvallis Residents 2011-12	Corvallis Residents 2012-13	Corvallis Residents 2013-14	Corvallis Residents 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

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

## 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)
<b>District Wide</b>	<b>6,242</b>	<b>5,205</b>	<b>(1,037)</b>

\*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 Classrooms	Planning Capacity	10/1/2014 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 10/1/14	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
<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

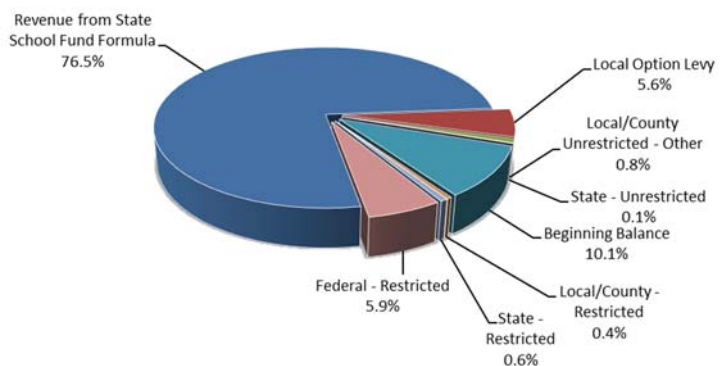


Table 24: 2014-15 Selected Adopted Budget Resources

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 Adopted Budget	2014-15 Adopted Budget	2013-14 Adopted FTE	2014-15 Adopted 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>

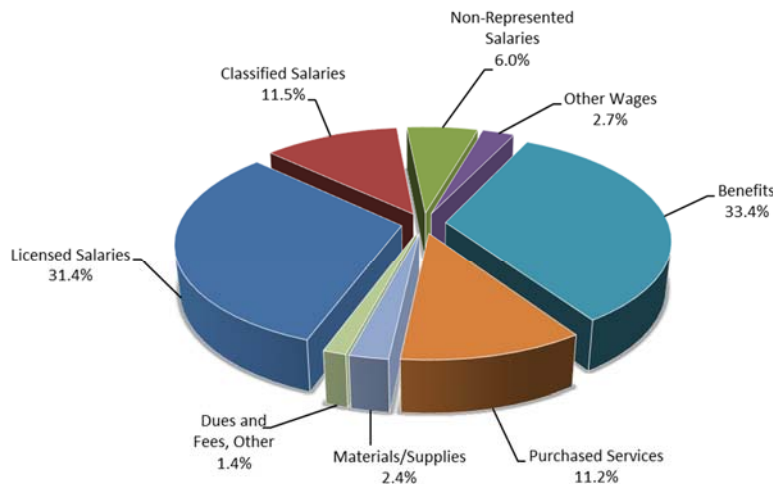
## GENERAL FUND

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

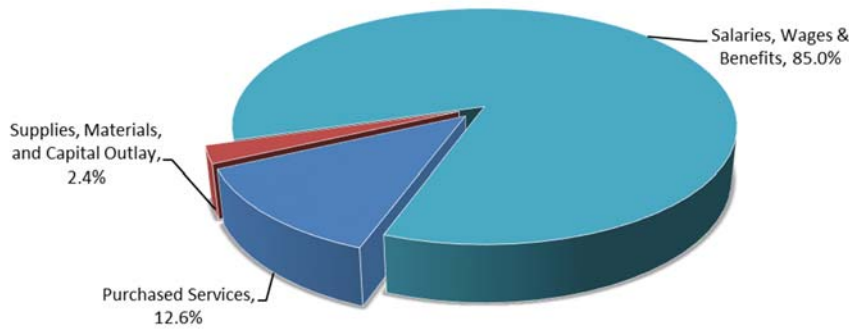
Category	Description	Amount	FTE
Licensed Salaries	Salaries for licensed teachers, counselors and specialists.	\$ 17,810,754	318.76
Classified Salaries	Salaries for classified staff including classroom assistants, custodians, secretaries and other related costs.	6,530,163	223.89
Non-Represented Salaries	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



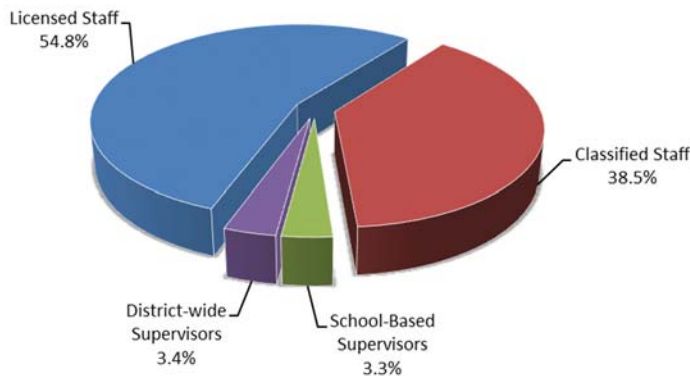
Another, more simplified, version of expenditures expected from the General Fund can be reviewed by collapsing the multiple categories shown above into three main groups: purchased services; supplies, materials, and capital outlay; and labor costs.

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



## 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)

<b>Elementary School</b>	<b>Average Annual Cost for an Elementary School</b>		<b>=</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>=</b>
<b>Middle School</b>	<b>Average Annual Cost for a Middle School</b>		<b>=</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>=</b>
<b>High School</b>	<b>Average Annual Cost for a High School</b>		<b>=</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>=</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**

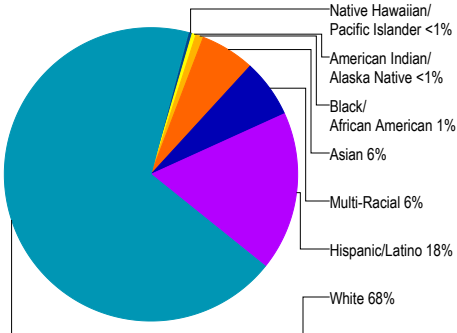
	2013-14
Percentage of highly qualified teachers (as defined by the federal government)	100%

**RACIAL EQUITY IN HIRING**

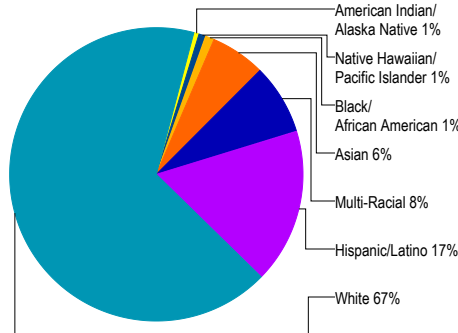
The school district values the diversity and worth of all individuals and groups and is an equal opportunity educator and employer. The district shall promote a climate of civility and inclusiveness and an environment free of discrimination. The district also strives to remove discrimination in employment,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

**DISTRICT PROFILE (CONTINUED)**

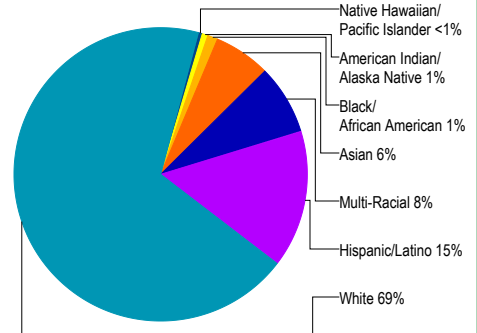
**GRADES K - 3 STUDENTS**



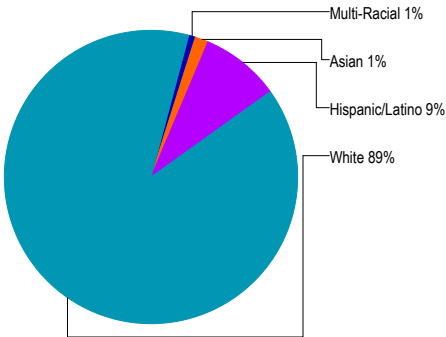
**GRADES 4 - 5 STUDENTS**



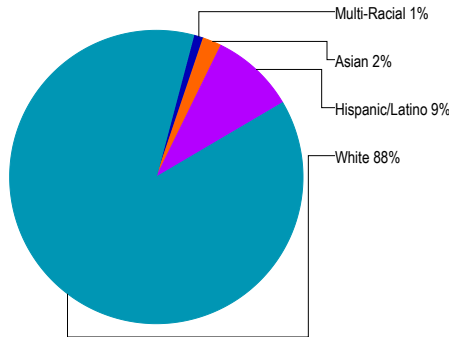
**GRADES 6 - 8 STUDENTS**



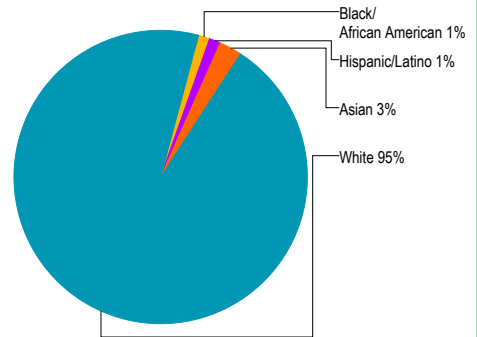
**GRADES K - 3 STAFF**



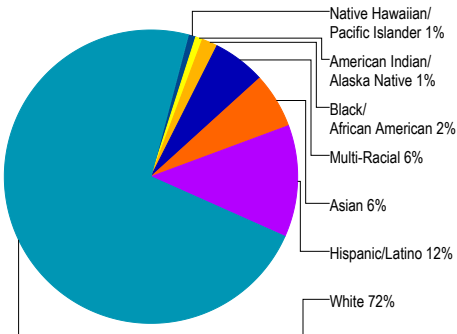
**GRADES 4 - 5 STAFF**



**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**

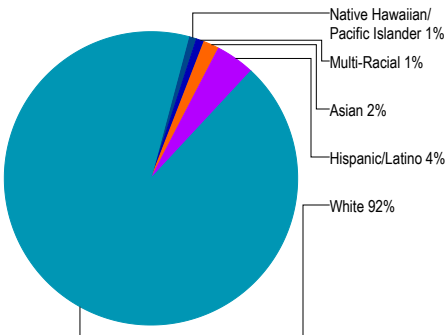
For a detailed report for each school, please visit:  
<http://www.oregongeology.org/sub/projects/rvs/activity-updates/status.html>

**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**



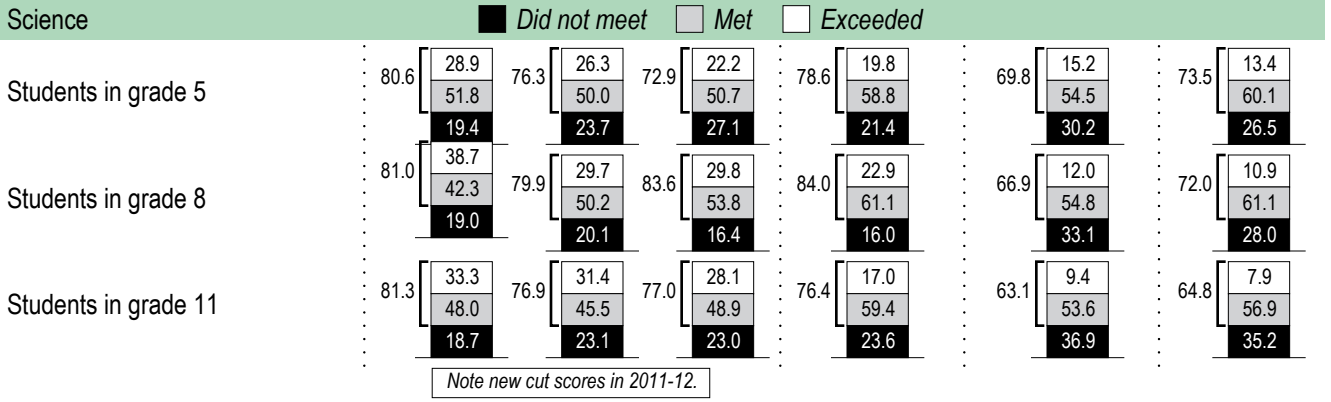
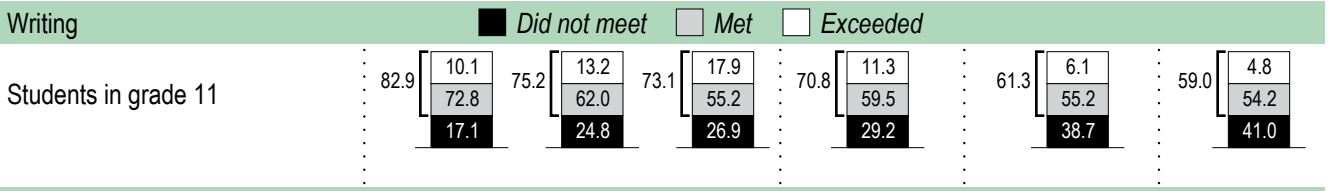
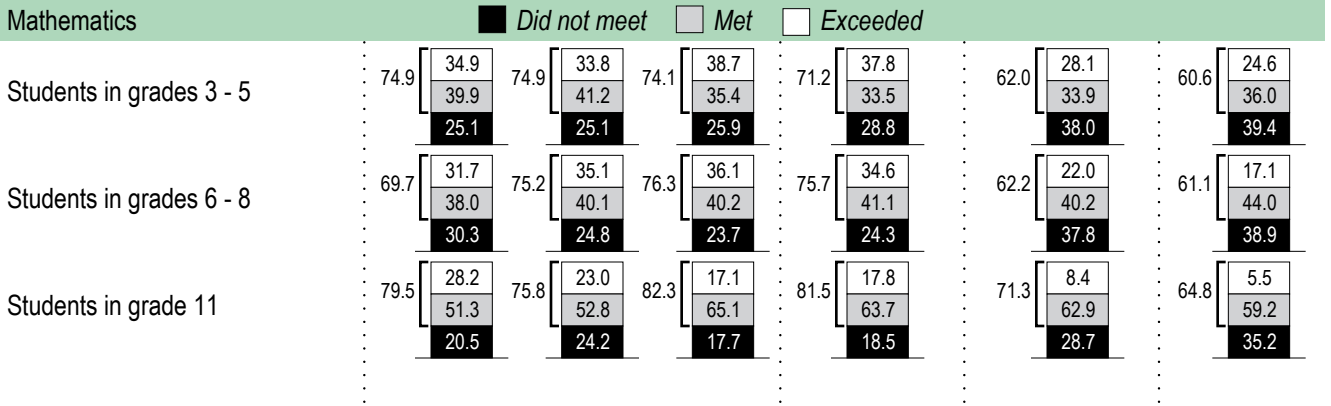
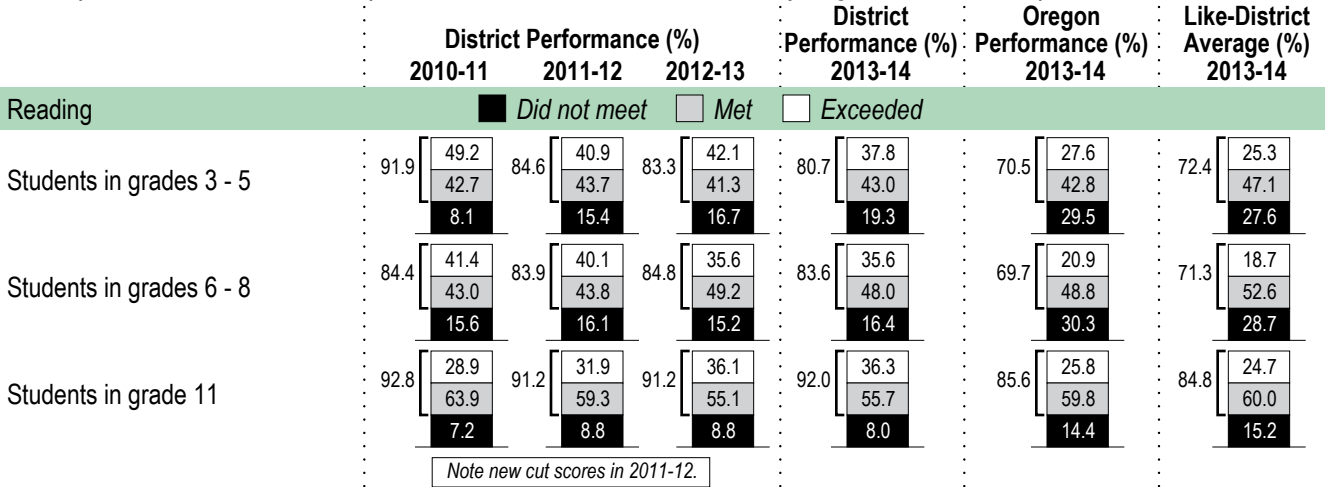
**PROGRESS** ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

Students in the district meeting or exceeding state standards on exams

Did at least 95% of students in this district take state exams?  Yes  No

Participation rate criteria are in place to ensure schools test as many eligible students as possible

**DISTRICT PERFORMANCE**



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?

	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2010-11	2011-12	2012-13	2013-14	2013-14	2013-14
<b>COLLEGE AND CAREER READINESS</b>	Students preparing for college and careers.					
Freshmen on track to graduate within 4 years	NA	NA	NA	85.0	78.5	77.8
Students taking SAT	67.3	66.9	60.6	54.9	33.3	34.4
	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2009-10	2010-11	2011-12	2012-13	2012-13	2012-13
<b>GRADUATION RATE</b>	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
<b>COMPLETION RATE</b>	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
<b>DROPOUT RATE</b>	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
<i>Note: Dropout methodology change in 2012-13.</i>						
	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2008-09	2009-10	2010-11	2011-12	2011-12	2011-12
<b>CONTINUING EDUCATION</b>	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>							
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				

*On-Track data is based on the 2013-14 school year; all other data is based on the 2012-13 school year.*

*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 . . .**

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

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

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:** 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 Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth 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 Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth 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

- Included in the Underserved Races/Ethnicities subgroup.
- 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 Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth 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 Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth 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

- Included in the Underserved Races/Ethnicities subgroup.
- 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

- Included in the Underserved Races/Ethnicities subgroup.
- 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



**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%**

Reading	Status	Participants		Non-Participants		Participation Rate			Applied Rate <sup>2</sup>
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
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

Math	Status	Participants		Non-Participants		Participation Rate			Applied Rate <sup>2</sup>
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
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%**

Reading	Status	Participants		Non-Participants		Participation Rate			Applied Rate <sup>2</sup>
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
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

Math	Status	Participants		Non-Participants		Participation Rate			Applied Rate <sup>2</sup>
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
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%**

Reading	Status	Participants		Non-Participants		Participation Rate			Applied Rate <sup>2</sup>
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
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

Math	Status	Participants		Non-Participants		Participation Rate			Applied Rate <sup>2</sup>
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
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.**

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

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

\_\_\_\_\_  
**Jan Doerfler**  
**LBL ESD Board Chair**

\_\_\_\_\_  
**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.

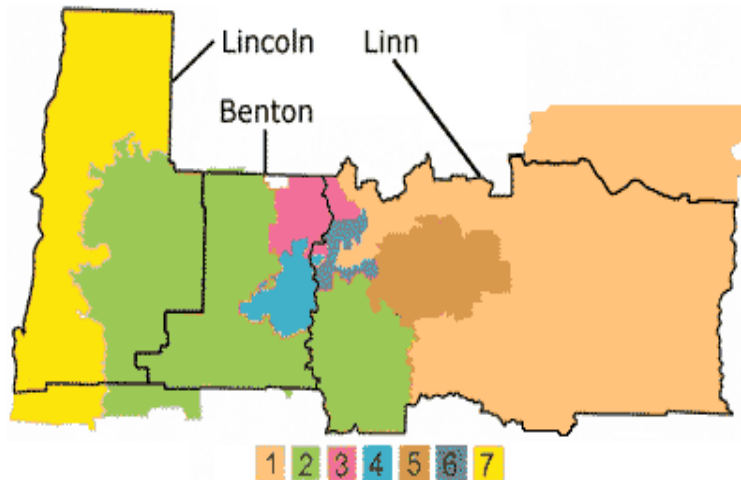
# LBL Governance

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
Alesa 7J P O Box B 301 S 3rd Alesa, OR 97324	Marc Thielman 541-487-4305
Central Linn 552C 331 East Blakely Brownsville, OR 97327	Brian Gardner 541-369-2813 ext. 3222
Corvallis 509 J 1555 SW 35 <sup>th</sup> Street Corvallis, OR 97333-1130	Erin Prince 541-757-5841
Greater Albany 8J 718 Seventh Avenue SW Albany, OR 97321-2399	Maria Delapoer 541-967-4511
Harrisburg #7 P O Box 208 865 LaSalle Street Harrisburg, OR 97446-9549	Brian Wolf 541-995-6626 ext. 1
Lebanon Community #9 485 S Fifth Street Lebanon, OR 97355	Rob Hess 541-451-8458
Lincoln County 459 SW Coast Hwy Newport, OR 97365-4931	Steve Boynton 541-265-4403
Monroe 1J 365 N 5 <sup>th</sup> Street Monroe, OR 97456	Russ Pickett 541-847-6292
Philomath 17J 535 South 19 <sup>th</sup> Street Philomath, OR 97370-9328	Dan Forbess 541-929-3169
Santiam Canyon 129J P O Box 197 150 SW Evergreen Street Mill City, OR 97360-0197	Todd Miller 503-897-2321
Scio 95 38875 NW First Avenue Scio, OR 97374-9501	Gary Tempel 503-394-3261
Sweet Home 55 1920 Long Street Sweet Home, OR 97386	Don Schrader 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 Board and Superintendent</b>	
<b>Service Description</b>	<b>Funding Source</b>
<b>Board of Directors</b> 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> Generated from 10% of State School Fund and Indirect Fees on Services.
<b>Office of the Superintendent</b> Provide LBL and regional leadership; support districts in meeting educational needs. Provide conference space and training labs.	<b>Non-Resolution Funds</b> Generated from 10% of State School Fund and Indirect Fees on Services.
<b>Human Resources Program</b> Deliver effective strategies in supporting LBL employees including recruitment, personnel management, benefit management and contract management.	<b>Non-Resolution Funds</b> Generated from 10% of State School Fund and Indirect Fees on Services.
<b>Web Design and Maintenance - LBL</b> Specialized web development services; LBL intranet content management.	<b>Non-Resolution Funds</b> 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.

**Administrative Services**  
**Business Services**

**LBL ESD Business Services Program provides services to assist schools, districts and LBL in day-to-day business operations**

<b>Service Description</b>	<b>Funding Source</b>																		
<p><b>Business Services</b> Delivery and support of Infinite Visions business information system software (including help desk) and all business functions to LBL.</p>	<p><b>Non-Resolution Funds</b> Generated from 10% of State School Fund and Indirect Fees on Services</p>																		
<p><b>Courier Service</b> Delivery of goods and equipment to component districts via a twice-weekly schedule.</p>	<p><b>Non-Resolution Funds and Tier 1 Resolution Service</b></p>																		
<p><b>Business Information System (BIS)</b> Delivery and Support of Infinite Visions business information system software (including help desk) to component school districts.</p>	<p><b>Tier 1 Resolution Service</b></p>																		
<p><b>Business Information System</b> Delivery and Support of Infinite Visions business information system software (including help desk) to the following non-component school districts</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Athena Weston</td> <td style="width: 33%;">Condon</td> <td style="width: 33%;">Eddyville Charter</td> </tr> <tr> <td>Falls City</td> <td>Gervais</td> <td>Jefferson</td> </tr> <tr> <td>Klamath Falls</td> <td>Milton Freewater</td> <td>Morrow County</td> </tr> <tr> <td>Mt Angel</td> <td>Pilot Rock</td> <td>Pleasant Hill</td> </tr> <tr> <td>North Central ESD</td> <td>Siletz Charter</td> <td>Springfield</td> </tr> <tr> <td>St. Paul</td> <td></td> <td></td> </tr> </table>	Athena Weston	Condon	Eddyville Charter	Falls City	Gervais	Jefferson	Klamath Falls	Milton Freewater	Morrow County	Mt Angel	Pilot Rock	Pleasant Hill	North Central ESD	Siletz Charter	Springfield	St. Paul			<p><b>Non-Component District Contracts</b></p>
Athena Weston	Condon	Eddyville Charter																	
Falls City	Gervais	Jefferson																	
Klamath Falls	Milton Freewater	Morrow County																	
Mt Angel	Pilot Rock	Pleasant Hill																	
North Central ESD	Siletz Charter	Springfield																	
St. Paul																			
<p><b>Business Administration Services</b> 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.</p> <p><b>Component Districts:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Alsea</td> <td style="width: 33%;">Monroe</td> <td style="width: 33%;">Philomath</td> </tr> <tr> <td>Santiam Canyon</td> <td>Sweet Home</td> <td></td> </tr> </table> <p><b>Non-Component Districts:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Eddyville Charter</td> <td style="width: 33%;">Siletz Charter</td> <td style="width: 33%;"></td> </tr> </table>	Alsea	Monroe	Philomath	Santiam Canyon	Sweet Home		Eddyville Charter	Siletz Charter		<p><b>Tier 2 Resolution Agreements or Contracts</b></p>									
Alsea	Monroe	Philomath																	
Santiam Canyon	Sweet Home																		
Eddyville Charter	Siletz Charter																		
<p><b>Administration Services</b> Tier 2 contracts for services that are not provided by LBL.</p>	<p><b>Tier 2 Resolution Agreements</b></p>																		

<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> 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> 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. 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>
<p><b>Early Intervention/Early Childhood Special Education (EI/ECSE)</b>            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.</p>	<p><b>Oregon Department of Education Contract</b></p>
<b>EI/ECSE Performance Measures</b>	
<p><b>LBL Agency Goal #1</b></p>	<p>Support success for all students by delivering excellent, equitable, efficient and cost effective services.</p>
<p><b>EI/ECSE Performance Measure #1</b></p>	<p>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.</p>
<p><b>EI/ECSE Performance Measure #2</b></p>	<p>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.</p>

<b>Information Systems</b>	
<b>Supporting Instructional Improvement through Technology</b>	
<b>Service Description</b>	<b>Funding Source</b>
<p><b>LBL Student Information System (SIS)</b> 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.</p>	<b>Tier 1 Resolution Service</b>
<p><b>LBL Student Information System</b> 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, <i>Non-Component Districts:</i> Amity                      Athena Weston              Eddyville Charter Falls City                  Four Rivers                      Jefferson Lake County                Mt. Angel                        Pilot Rock Pleasant Hill                Prospect                            Siletz Charter Silver Falls Four Rivers State Charter LBL Long Term Care and Treatment Program Lincoln City Career Technical High School</p>	<b>Non-Component Contracts</b>
<p><b>Special Education Records Management (TIENet)</b> Software license, Help Desk support, training and state reporting for Special Education records.</p>	<b>Tier 1 Resolution Service</b>
<p><b>Special Education Records Management (TIENet)</b> Software license, Help Desk support, training and state reporting for Special Education and/or Section 504 records. <i>Non-Component Districts:</i> Amity                      Athena Weston              Baker Bethel                      Creswell Crow-Applegate-Lorane                      Culver Estacada                  Falls City                        Gervais Harney County              Harney ESD                      Jefferson Co. Lake Co.                      Lake ESD                        Lowell Marcola                      McKenzie                        Mt. Angel Oakland                      Oakridge OR Dept. of Corrections Pilot Rock                  Pleasant Hill                      Riddle Sheridan                      Silver Falls                        South Lane South Umpqua                St. Paul                            Yamhill-Carlton</p>	<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> System analysts support all information systems, legacy systems, network, and state reporting requirements.	<b>Tier 1 Resolution Service</b>
<b>Help Desk Service</b> 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> 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> 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> 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> Supports students in day treatment.	

<b>Long Term Care and Treatment Education 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>Long Term Care and Treatment Education Services 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 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> 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> 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>
<p><b>Component District Technology Support</b>            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.            All LBL component districts use a variety of these services, based on individual district needs.</p>	<p><b>Tier 2 Resolution Agreements and Contracts</b></p>
<p><b>Support Local Area Networks and Computer Support Technicians</b>            Hire and support staff to meet network/computer needs of individual districts.  <b>Component Districts</b>            Alsea                                      Albany                                      Central Linn            Harrisburg                                      Monroe                                      Philomath            Santiam Canyon  <b>Non-Component Districts</b>            Jefferson                                      Eddyville Charter                                      Sandridge Charter</p>	<p><b>Tier 2 Resolution Agreements and Contracts</b></p>
<p><b>Facility Management</b>            Maintain the LBL Facility and Conference Center for use by employees and other educators throughout the region.</p>	<p><b>Non-Resolution Funds</b>            Generated from 10% of State School Fund and Indirect Fees on Services.</p>
<b>Network and Facilities Services Performance Measures</b>	
<p><b>LBL Agency Goal #1</b></p>	<p>Support success for all students by delivering excellent, equitable, efficient and cost effective services.</p>
<p><b>Network and Facilities Performance Measure #1</b></p>	<p>Increase network availability to 99.9%, excluding scheduled outages.</p>
<p><b>LBL Agency Goal #2</b></p>	<p>Foster positive relationships by strengthening communication within the agency, with component school districts, other organizations and communities.</p>
<p><b>Network and Facilities Performance Measure #2</b></p>	<p>Provide regular reports to districts that include technical hours used/remaining and updates on specific projects and services.</p>

<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>
<p><b>Special Education Evaluation Services</b> 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.</p> <p>Includes Response to Intervention and interpreter/translator support.</p>	<b>Tier 1 Resolution Service</b>
<p><b>Services to Students with Severe Disabilities</b> Provides funds and consultation for students with severe disabilities.</p>	<b>Tier 1 Resolution Service</b>
<p><b>Support Services to Special Needs Students</b> Provides services specific to individual district program needs. Services include school psychologists and speech language pathologists.</p>	<b>Tier 2 Resolution Agreements and Contracts</b>
<p><b>Talented and Gifted Test Support</b> Distribute and score assessments to assist districts in determining TAG eligibility.</p>	<b>Tier 2 Resolution Agreements and Contracts</b>
<p><b>Additional supports and services that assist districts in meeting student needs.</b> Services include facilitating IDEA Consortium and Community Connections Network, Transition Network Facilitator, Youth Transition Assistant, and Traumatic Brain Injury consultation.</p>	<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 Performance Measure #1</b>	Increase training/support for progress monitoring/tiered intervention systems from 8% to 25%.
<b>Special Education and Evaluation Services 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>
<p><b>Home School Support</b> LBL registers and provides support for home school students residing in the LBL region.</p>	<b>Tier 1 Resolution Service</b>
<p><b>Attendance Services</b> 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.</p>	<b>Tier 2 Resolution Agreements and Contracts</b>
<p><b>Behavior Consultant Services</b> 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.</p>	<b>Tier 2 Resolution Agreements and Contracts</b>
<p><b>Family Support Liaison Services</b> 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).</p>	<b>Tier 2 Resolution Agreements and Contracts, Juvenile Crime Prevention Funds (Linn County), LBL Administrative Medicaid Funds</b>
<p><b>Positive Behavior and Instructional Support (PBIS)</b> Work with district and building level teams to support implementation of PBIS.</p>	<b>Oregon Department of Education Grant</b>
<p><b>Oregon Health Authority (OHA) Medicaid Administrative Claiming (MAC)</b> 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.</p>	<b>Tier 2 Resolution Agreements and Contracts</b> Contracted Services

<b>Student and Family Support 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>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

**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	
<b>Revenues:</b>						
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%
<b>Total Revenue</b>	<b>\$ 52,899,900</b>	<b>\$ 38,536,829</b>	<b>72.8%</b>	<b>\$ 56,487,796</b>	<b>\$ 41,937,730</b>	<b>74.2%</b>
<b>Expenditures:</b>						
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%
<b>Total Expenditures</b>	<b>\$ 54,261,560</b>	<b>\$ 22,897,599</b>	<b>42.2%</b>	<b>\$ 58,045,599</b>	<b>\$ 24,760,262</b>	<b>42.7%</b>
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	2,639,995	-		2,824,390	-	
<b>Fund Balance, December 31</b>	<b>\$ -</b>	<b>\$ 22,269,186</b>		<b>\$ -</b>	<b>\$ 24,179,302</b>	

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	
<b>Revenues:</b>						
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%
<b>Total Revenue</b>	<b>\$ 2,792,923</b>	<b>\$ 906,713</b>	<b>32.5%</b>	<b>\$ 2,799,783</b>	<b>\$ 866,545</b>	<b>31.0%</b>
<b>Expenditures:</b>						
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%
<b>Total Expenditures</b>	<b>\$ 2,992,923</b>	<b>\$ 1,293,631</b>	<b>43.2%</b>	<b>\$ 2,899,783</b>	<b>\$ 1,325,769</b>	<b>45.7%</b>
Excess of Revenues over Expenditures	\$ (200,000)	\$ (386,918)		\$ (100,000)	\$ (459,224)	
Beginning Fund Balance	645,000	680,003	105.4%	445,000	487,082	109.5%
Budgeted Contingency	445,000	-		345,000	-	
Fund Balance, December 31	\$ -	\$ 293,085		\$ -	\$ 27,858	

**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	\$ 600,000	\$ 250,000	41.7%	\$ 600,000	\$ 300,000	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	1	-	0.0%	1	-	0.0%
Total Expenditures	\$ 600,000	\$ 205,220	34.2%	\$ 600,000	\$ 258,835	43.1%
Excess of Revenues over Expenditures	\$ -	\$ 44,780		\$ -	\$ 41,165	
Beginning Fund Balance	-	-		-	-	
Fund Balance, December 31	\$ -	\$ 44,780		\$ -	\$ 41,165	

**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	
<b>Revenues:</b>						
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%
<b>Total Revenue</b>	<b>\$ 746,000</b>	<b>\$ 547,968</b>	<b>73.5%</b>	<b>\$ 304,000</b>	<b>\$ 403,514</b>	<b>132.7%</b>
<b>Expenditures:</b>						
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	-	-
<b>Total Expenditures</b>	<b>\$ 1,519,500</b>	<b>\$ 190,092</b>	<b>12.5%</b>	<b>\$ 1,778,000</b>	<b>\$ 81,314</b>	<b>4.6%</b>
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	-	-		-	-	
<b>Fund Balance, December 31</b>	<b>\$ -</b>	<b>\$ 916,983</b>		<b>\$ -</b>	<b>\$ 1,908,286</b>	

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

**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  
Fiscal Year to Date as of December 31, 2013 and 2014 Respectively (Unaudited)

**Designated Revenue Fund**

	FY 2013-14			FY 2014-15		
	Budget	Actual		Budget	Actual	
<b>Revenues:</b>						
Local Sources	\$ 1,000,000	\$ 438,349	43.8%	\$ 1,000,000	\$ 424,140	42.4%
<b>Total Revenue</b>	<b>\$ 1,000,000</b>	<b>\$ 438,349</b>	<b>43.8%</b>	<b>\$ 1,000,000</b>	<b>\$ 424,140</b>	<b>42.4%</b>
<b>Expenditures:</b>						
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%
<b>Total Expenditures</b>	<b>\$ 1,475,000</b>	<b>\$ 415,292</b>	<b>28.2%</b>	<b>\$ 1,475,000</b>	<b>\$ 371,335</b>	<b>25.2%</b>
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	
<b>Revenues:</b>						
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%
<b>Total Revenue</b>	<b>\$ 3,000,000</b>	<b>\$ 1,412,577</b>	<b>47.09%</b>	<b>\$ 4,560,000</b>	<b>\$ 1,596,072</b>	<b>35.00%</b>
<b>Expenditures:</b>						
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	1	-	0.00%	1	-	0.00%
<b>Total Expenditures</b>	<b>\$ 4,800,000</b>	<b>\$ 1,895,726</b>	<b>39.49%</b>	<b>\$ 5,420,000</b>	<b>\$ 1,887,902</b>	<b>34.83%</b>
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	-	-		-	-	
<b>Fund Balance, December 31</b>	<b>\$ -</b>	<b>\$ 1,109,100</b>		<b>\$ -</b>	<b>\$ 659,471</b>	

**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	
<b>Revenues:</b>						
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%
<b>Expenditures:</b>						
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	
<b>Revenues:</b>						
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%
<b>Total Revenue</b>	<b>\$ 8,637,000</b>	<b>\$ 7,360,485</b>	<b>85.2%</b>	<b>\$ 9,469,750</b>	<b>\$ 8,878,683</b>	<b>93.8%</b>
<b>Expenditures:</b>						
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%
<b>Total Expenditures</b>	<b>\$ 8,837,000</b>	<b>\$ 1,196,000</b>	<b>13.5%</b>	<b>\$ 9,572,450</b>	<b>\$ 1,035,566</b>	<b>10.8%</b>
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></u>	<u><u>\$ 6,509,392</u></u>		<u><u>\$ -</u></u>	<u><u>\$ 7,436,687</u></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  
Fiscal Year to Date as of December 31, 2013 and 2014 Respectively (Unaudited)

**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	<u>15,000</u>	<u>6,179</u>	41.2%	<u>13,000</u>	<u>6,291</u>	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	<u>1,319,849</u>	<u>465,363</u>	35.3%	<u>1,388,370</u>	<u>460,280</u>	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	
<b>Revenues:</b>					
Interfund Transfer	\$ -	\$ -	\$ 1,100,000	\$ 1,100,000	100.0%
Miscellaneous	\$ -	\$ -	\$ 44,000	\$ -	0.0%
Interest on Investments	-	-	6,000	932	15.5%
<b>Total Revenue</b>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,150,000</u>	<u>\$ 1,100,932</u>	<b>95.7%</b>
<b>Expenditures:</b>					
Property Services	\$ -	\$ -	\$ 300,000	\$ -	0.0%
Support Services	-	-	65,000	-	0.0%
Building Acquisition	-	-	785,000	-	0.0%
<b>Total Expenditures</b>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,150,000</u>	<u>\$ -</u>	<b>0.0%</b>
<b>Excess of Revenues over Expenditures</b>	\$ -	\$ -	\$ -	\$ 1,100,932	
<b>Beginning Fund Balance</b>	-	-	-	-	-
<b>Budgeted Contingency</b>	-	-	-	-	
<b>Fund Balance, December 31</b>	<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 ASSOCIATION	\$ 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 HEALTH	\$ 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 - PORTLAND	\$ 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 CENTER	\$ 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 (DUII)
- 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.

<b>SCHOOL BOARD MEMBERS</b>			
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		

<b>EXECUTIVE STAFF MEMBERS</b>	
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