



# 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>
Thursday, December 5, 2019 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

Thursday, December 5, 2019  
6:30 PM

**AGENDA**  
Work Session of the  
**BOARD OF DIRECTORS**  
Corvallis School District 509J

Meeting Details: Thursday, December 5, 2019, 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 (6:30 p.m.)\*
- II. PLEDGE OF ALLEGIANCE
- III. DISCUSSION WITH CORVALLIS PUBLIC SCHOOLS FOUNDATION BOARD OF TRUSTEES REGARDING PRIORITY ALIGNMENT AND FUNDING
  - III.A. Attachments Provided by CPSF
    - III.A.1. CPSF 2019 Brochure



## Contact Us

Our office is located in the  
509J Administration Building:

Corvallis Public Schools Foundation  
1555 SW 35th Street  
Corvallis, OR 97333

541-757-5857 (phone)  
541-757-5703 (fax)

[admin@cpsfoundation.org](mailto:admin@cpsfoundation.org)

[cpsfoundation.org](http://cpsfoundation.org)

# Investing in every student, every day.



## The Foundation

The Corvallis Public Schools Foundation was established in 1996 with a mission to support local schools and inspire learning for a lifetime.

Join us in expanding excellence and ensuring that all students graduate as engaged citizens ready to navigate the world's complexities.

Your gift makes a difference!



Since our founding, we have contributed over *ten million dollars* to projects and programs in Corvallis schools.



The Corvallis Public Schools Foundation is a registered 501(c) 3 with the IRS and State of Oregon. All donations are tax deductible. Our federal tax id number is 93-1208608.





## Educational Access

Academic success hinges on the well-being of the whole child. Your donations address pressing needs, from suicide prevention to support for students navigating poverty.

**Over 230 students in our school district are experiencing homelessness.**

Your gifts ensure that even kids with insufficient food or housing can participate fully in school. Donations cover school supplies, clothing, shoes, glasses, hygiene supplies, food, after-school care, transportation, and more.

Contributions also support initiatives that promote a culture of wellness in our schools and help students thrive.

## Learning Enrichment

Your donations encourage innovation and enhance students' experiences in the classroom and beyond. Each fall, we award Learning Enrichment Grants to expand learning opportunities in literacy, the arts, science, technology, engineering, math, service projects, and more.

**Donations have funded nearly \$700,000 in grants to educators with creative ideas.**

From musical instruments to hands-on science opportunities, these awards foster deeper learning and make a difference to kids.

## Graduation Rates

We believe every student can succeed. Your contributions support targeted interventions that enable students to build skills and confidence through summer programs, real-world learning, and preparatory programs for college and career.

**Since 2013, high school graduation rates in Corvallis have risen by 20 percent — and counting.**

Examples include Kindergarten Academy, elementary skill-building camps, middle school math camp, and high school summer credit recovery. These programs serve hundreds of students each year.

## Ways to Get Involved

### Volunteer

Joining our Board of Trustees or volunteering to assist with projects are great ways to get involved and support education in our community.

### Support a Fund

Join with other donors to make a substantial difference for students in our schools. Some funds are targeted at specific programs or needs; others are more general.

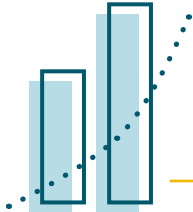
### Plan for the Long Term

Bequests, trusts, gift annuities, securities, real estate, CDs, life insurance, and retirement assets — we're happy to discuss a variety of options with you. Thank you for investing in Corvallis kids!

*Your involvement fuels positive momentum in our schools!*

In addition to our board-driven fundraising initiatives, we serve as a partner in fundraising for *all* schools and school-sponsored programs.

For more information on fiscal sponsorship, please contact our office.





# Corvallis

SCHOOL DISTRICT

III.A.2. CPSF 2019 Annual Report

## Our Finances in 2019

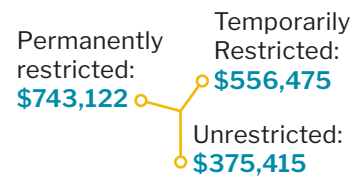
**\$1,675,012** net assets

**\$681,744** in cash contributions

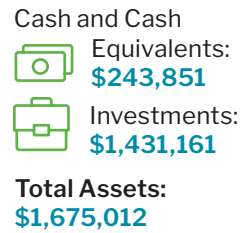
**\$743,122** in endowments



### Distribution of Assets

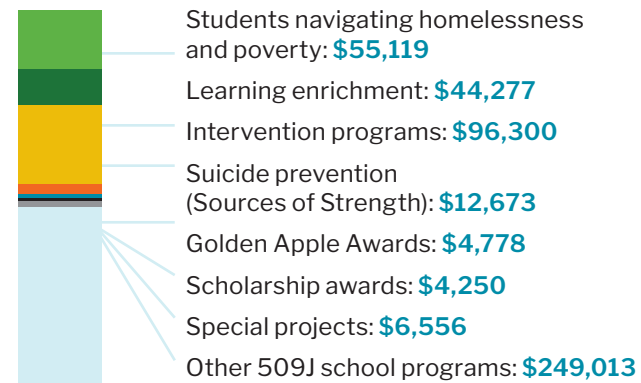


### Assets



- Foundations and other nonprofits: **\$155,550**
- Households and individuals: **\$298,043**
- Business and government: **\$145,298**
- Fundraising event: **\$82,853**

### Program Expenditures — \$472,966



For a full financial statement, please contact us at (541) 757-5857. Thank you!

## Board of Trustees

Mike Sheets, *President*  
Becca Gose, *Secretary*  
Tammy Jaquith, *Treasurer*  
Ashlee Chavez  
Kevin Dougherty  
Bronwyn Evans  
Bechir Hamdaoui

Mindy Hamlin  
Angela Hibbard  
Steve Kunke  
Gretchen Morris  
Ken Pastega  
Kyle Tegner  
Sunita Vasdev

## Ex-Officio

Ryan Noss, *Superintendent*  
Sami Al-AbdRabbuh, *School Board Liaison*

## Executive Director

Liv Gifford, *MPH*



### JOIN US!

## Hands Across Corvallis Benefit Breakfast

Thursday, January 30, 2020  
7:30 - 8:30 a.m.  
Corvallis High School

Call (541) 757-5857 to register

1555 SW 35<sup>th</sup> Street  
Corvallis, OR 97333

541-757-5857 (phone)  
541-757-5703 (fax)  
admin@cpsfoundation.org

cpsfoundation.org



Corvallis  
Public Schools  
FOUNDATION

## Supporting Schools. Investing in our Future.

2019 Annual Report

Our mission to support local schools and inspire learning for a lifetime is built on the generosity of passionate people. In the past year, you enabled us to fund dozens of projects and programs that changed lives and created new possibilities.

*Thanks to you, we reached more kids than ever before.*



2019 ANNUAL REPORT

Thank you from the bottom of my heart. Everything you are doing to help us means more to our family than you can possibly know and I'm profoundly grateful.



**230** students experiencing homelessness received support

—Parent

**2,200** students on free and reduced-price meals had access to assistance

## Educational Access

Your donations reduced barriers to education by addressing mental health and physiological needs.

This year, your gifts:

- » stocked pantries where students could access emergency food supplies
- » supplied winter clothing for students without jackets or warm gear
- » enabled students to participate in extracurricular activities
- » provided caps and gowns to seniors who could not otherwise afford them

Items and services were as varied as the students who used them, but in all cases funds allowed students to focus on being students, and to feel successful and valued.

### Highlight

**40 students received training to be peer leaders** in Sources of Strength, a suicide prevention program designed to build socioecological protective influences around youth.

» For a full listing of grants, please visit [cpsfoundation.org](http://cpsfoundation.org)



## Learning Enrichment

This year, your donations funded innovative projects in a variety of areas:

- » literacy
- » the arts
- » health and wellness
- » real-world learning
- » science, technology, engineering, and math

Instructor: *"What did you learn about yourself in the course of playing the World Peace Game?"*

Lincoln Elementary Student: *"I learned that when I am older I can change the world."*

*"Thank you for donating money so we could build a school chicken coop for our chickens. My favorite part was getting to watch the chickens grow from chick to chicken."*

—Mountain View Student

**21** enrichment grants

**6,284** students benefited



**12** summer programs

**463** students enrolled

**120** half-credits earned toward graduation

## Graduation Rates

This summer, your donations provided opportunities for students from kindergarten through 12<sup>th</sup> grade to prepare for the next step. Programs were free of charge, which is critically important: **57% of participants were eligible for free or reduced-price meals.** Students at all levels made great strides:

- » **98 incoming kindergartners** completed a three-week program focused on social and emotional learning
- » **109 middle schoolers** boosted their science, technology, engineering, and math skills
- » **114 high schoolers** made critical progress toward a diploma

*"I can get so much finished because every day people want to know how I'm doing. People really care."*

—Summer Program Student



*"My children feel more confident in their math skills and are more excited for middle school than before. They were scared of starting middle school and had a fear of not being able to catch up. If weren't for the math camp then I feel as though my kids would have continued this fear."*

—Parent of incoming sixth graders

## Endowments in 2019

Golden Apple Awards Endowment, \$33,596

Harold & Alma Moldenke Outdoor School Endowment, \$26,045

Doris L. Meyers Endowment, \$118,836

Zel S. Brook Art Endowment, \$18,981

Olaf "Ole" Hedstrom Memorial Fund, \$11,392

Susan Small Hall Scholarship Endowment, \$27,771

Mid-Valley Bicycle Club Bike Safety Endowment, \$42,104

Barbara E. Fry Endowment, \$104,404

Lynn Lahey Somos El Futuro Scholarship, \$14,512

David Zajicek Golf Scholarship Endowment, \$20,691

Eric Gorski Multimedia Scholarship Endowed Fund, \$17,793

Midge Mueller Fund, \$50,594

Better World Endowment for Equity and Inclusion, \$105,423

CHS Class of 1966 Student Participation Fund, \$22,410

Corvallis High Schools Golf Committee Fund, \$82,549

Anna J. H. Fang Scholarship for Journalism and Communications, \$23,383

Anna J. H. Fang Scholarship for STEM, \$22,636

## Congratulations

to our 2019 Golden Apple Award winners!



**Claudia Bouvier**  
Garfield office manager



**Jefferson Peak**  
College Hill teacher



**Ruben Sandoval**  
Garfield teacher



**Jennifer Davis**  
Cheldelin teacher





# Corvallis

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### III.A.3. CPSF 2019 Summer Program Grants and 2019-20 Learning Enrichment Grants



## 2019-20 Learning Enrichment Grants 20 Grants for \$51,345

### All Schools

- **Down with the Dude Wall! (Dow Yeh) - \$560**  
To provide 40 posters for every school that showcase a diverse set of composers representing musical contributions made by women and people of color.

### Multiple Elementary Schools

- **Outdoor Learning Opportunities (Bailey Payne) - \$5,000**  
In partnership with the Corvallis Environmental Center, to bring environmental literacy programming to students in grades three through five. Students will learn about local produce and sustainable agriculture through hands-on cooking opportunities and farm field trips.

### Garfield Elementary

- **Amp up! Obstacle course (Veronica Lepe-Gonzalez) - \$5,000**  
To purchase equipment for a versatile obstacle course that will engage students in challenging and fun physical activities, promoting motor skills, cardiovascular endurance, and a lifetime of physical activity.

### Hoover Elementary

- **1:1 Ukuleles (Jaclyn Moses) - \$500**  
To purchase a set of thirty ukuleles to support fourth and fifth grade music education and a twice weekly "Uke Club."

### Lincoln Elementary

- **Global Dance Festival (Naomi Bristow) - \$2,000**  
To provide supplies and materials for a multicultural dance program incorporating Baile Folkloric (Mexico), Hip Hop (USA), Rumbanana (Cuba), and Celtic dance (Ireland).

### Lincoln and Garfield Elementaries

- **Willamette-Laja Youth Migratory Bird Program (Mayra Juarez-Hernandez) - \$4,000**  
To support a cultural and scientific exchange program between students, teachers, and conservation organizations in the Willamette Valley and Rio Laja Watershed in Guanajuato, Mexico. With support from high school volunteers and the Institute for Applied Ecology, this bi-national partnership focuses on shared migratory species.



### **Jefferson Elementary**

- **Graphic novels (Kristin Erickson) - \$1,000**  
To acquire a variety of fiction and nonfiction graphic novels designed to expand literacy options and engage struggling readers and emerging bilingual students.

### **Wilson Elementary**

- **Wildcat Runners (Eric Beasley) - \$1,000**  
To revitalize a running club aimed at having fun, building social connections, and supporting school-wide health and wellness.
- **2nds & Seniors (Janelle Moss) - \$290**  
To support an experiential, service-learning program pairing second graders with residents at the Regent Retirement Community. 2nds & Seniors fosters intergenerational relationships, respect, and empathy, and culminates with a garden party in June.

### **Cheldelin Middle School**

- **Arduinos, Rocketry and Solar Panel Cars Project (Katleyn Burwell) - \$2,000**  
To enrich science, technology, engineering, and math (STEM) education through a variety of hands-on learning opportunities surrounding circuitry, coding, and design. Students will explore contemporary applications such as space exploration, climate change, and alternative energy options.
- **Cheldelin Middle School Stage Light and Sound Upgrade (Elizabeth Wieland) - \$3,000**  
To support the growing Theater Arts program at Cheldelin Middle School. Currently the program serves more than 250 students and promotes skills in a variety of areas, including improvisation, public speaking, acting, and set development. Updated lighting and sound systems will allow students to fully benefit from this opportunity.

### **Linus Pauling Middle School**

- **Juntos (Angela Mendoza) - \$3,500**  
To provide culturally relevant workshops designed to equip eighth through twelfth grade Latinx students and their parents with knowledge, skills and resources to continue their education after graduating from high school.
- **Linus Pauling Fitness Room (Catherine Corkery) - \$5,000**  
To transform unused space into a fitness room dedicated to physical education for students during school hours and staff wellness activities after hours.



- **Linus Pauling Middle School STEM Enhancements (Amanda McBride) - \$2,000**

To enhance science, technology, engineering and math (STEM) classes by acquiring additional safety equipment and LittleBits Workshop Sets for electronics and circuitry instruction.

### **Cheldelin and Linus Pauling Middle Schools**

- **WOW - Women of the Woods (McBride/Burwell) - \$6,200**

To offer a one-week after-school experience for sixth graders who are interested in learning about the process of woodworking, from the beginning idea to the finishing touch. While everyone is welcome, this class is intended to nurture girls' interest in science, technology, engineering, and math (STEM) opportunities.

### **Corvallis High School**

- **Libros Para CHS (Claudia Argo) - \$2,000**

To facilitate biliteracy by expanding the Spanish library book collection for students in the dual language immersion program. This grant will give students more reading options by increasing the number of grade-level Spanish books in the library.

- **Peace Literacy (Kathy Zimbrick, Cathy Wright, KC Perley) - \$1,500**

To provide high school seniors with the knowledge and skills to navigate real-world conflict. Students will learn how to more fully develop their human capacity for empathy, conscience, reason and realistic hope.

### **College Hill Program**

- **College Hill Choir (Bethany Peterson) - \$1,300**

To launch a choir class and build a music library. This will be the first music class offered at College Hill, and will provide an alternative to typical classroom learning while building teamwork and healthy relationships.

- **Standing Desks Promote Alert Students (Susan Petty) - \$4,800**

To equip College Hill with 16 standing desks to increase the focus, attention and engagement of students during classroom activities.

### **Crescent Valley High School**

- **Field Gear for All (Eva Riedlecker-Wolfe) - \$695**

To equip students of Environmental Science with rain boots and rain jackets so that they are prepared to participate in engaging, hands-on, outdoor field research and field trips throughout the year.



## **2019 Summer Program Grants 12 Grants for \$90,000**

### **Elementary**

#### **Multiple Sites: Kindergarten Academy — \$34,000**

A free, invitation-only summer program focused on social and emotional learning for students entering kindergarten. During this three-week camp, students will practice school routines like how to line up with other kids, how to ask for help, and how to share, and rules of the playground to help prepare them for their upcoming year.

#### **Garfield “Pasaportes” Spanish Booster — \$7,800**

A two-week class for incoming 4th and 5th graders in the Garfield Dual Immersion program who need to boost their Spanish proficiency: Comprehension, production, and/or literacy.

#### **Lincoln Salsa con Salsa — \$7,800**

A two-week program to promote growth in Spanish conversation and literacy skills through bailefolklorico (traditional dance) and cooking activities.

#### **Mountain View Summer Reading Program — \$2,164**

A twice-a-week summer reading program located at the Lancaster Bridge Club House, where families can also benefit from the Corvallis School District Summer Lunch program, Willamette Housing Services Summer Lunch Club, and the Corvallis Public Library Bookmobile.

### **Middle School**

#### **Cheldelin and Linus Pauling Math Camp — \$9,884**

A two-week summer boost for incoming 6th graders to help prepare them for a successful start to their middle school math experience. In addition to honing their academic skills, students will practice organizational strategies and time management, meet key staff, and understand the expectations of 6th graders.

#### **Women of the Woods (WOW) Woodshop Camp — \$7,887**

A one-week after-school experience for 6th and 7th graders who are interested in learning about the process of woodworking, from the beginning idea to the finishing touch. While everyone is welcome, this class is intended to nurture girls’ interest in science, technology, engineering, and math (STEM) opportunities.

### **High School**

#### **Corvallis High School English Acceleration — \$2,280**



A three-week program for 10th through 12th graders who are deficient in English credit. Students are required to complete four credits of English in order to graduate with a regular diploma. Geared toward emerging bilingual students, this class will allow students to earn .5 credit of English and get one step closer to graduation.

**Corvallis High School English Credit Recovery — \$2,235**

This four-week intensive course is for students who failed a semester of language arts. We acknowledge that online English courses do not adequately replace the experience of taking a course in a classroom with a teacher. A crucial component to increasing graduation rates, this course allows students to complete reading and writing tasks meant to build skills and supplement work they completed over the course of the year.

**Crescent Valley High School Writing Essential Skills — \$1,290**

This is a two-day class for juniors who have not yet shown proficiency in Writing Essential Skills, which is a graduation requirement.

**PATHS Summer Team Building — \$1,560**

PATHS is a class offered during the school year for female students with disabilities at both CHS and CVHS. In PATHS students learn about social thinking, executive functioning, and communication, as well as how to advocate for themselves in higher education and their careers. This half-day, team-building field trip in late summer will build a sense of belonging, which in turn will boost learning outcomes during the school year.

**Summer Field Ecology Camp — \$5,000**

This two-week camp is for sophomores and juniors at CHS and CVHS who are science deficient. The class will include field trips to different sites around Oregon where students can complete field studies. Successful participants will earn .5 credits in science.

**Credit Recovery — \$8,000**

This program is designed to help students catch up on credits they missed during the school year. Courses are offered in an online format at Corvallis High School, with support from educational assistants.



# Corvallis

SCHOOL DISTRICT

## III.A.4. CPSF Summary of Mission, Priorities, and Strategic Goals



## **The Corvallis Public Schools Foundation Mission, Priorities, and Strategic Goals**

### **Mission**

The mission of the Corvallis Public Schools Foundation is to support local schools and inspire learning for a lifetime.

### **Priorities**

- Educational Access - Assistance for students navigating homelessness, poverty, mental health challenges, and other barriers.
- Learning Enrichment - Experiences, materials, and equipment designed to engage and inspire students in our 13 public schools.
- Graduation Rates – Academic interventions and real-world learning opportunities that help every student find success

### **Strategic Goals 2019-2022**

- Improved and effective communications with Corvallis School District employees, donors, and the community.
- Defined and clear vision for CPSF that aligns with Corvallis School District priorities.
- Improved systems and infrastructure to support sustainable growth.



# Corvallis

SCHOOL DISTRICT

## III.A.5. CPSF Overview of Endowed Funds

Permanently Restricted Fund	Date Est.	Corpus Value	Usual Payout	Purpose of Fund	Typical Use
<b>Mario D. Pastega Golden Apple Award</b>	2003	\$36,000.00	\$750 in 2018	This fund supports annual awards for outstanding 509J educators. Nominations are accepted in winter and awards are given in spring to one classified staff person and three teachers (elementary, middle, and high). Award amount increases by \$15 per year.	Golden Apple
<b>Harold &amp; Alma Moldenke Outdoor School Scholarship Fund</b>	2003	\$19,000.00	Variable	This fund supports Outdoor School, specifically for students with financial need. If no Outdoor School program, funds may be used for programs that train students in Natural History/Ecology, e.g. field trips to forest, marine center, etc. If none of these options exist proceeds should support programs like Foundation for Excellence.	Learning Enrichment Grants if they fit
<b>Doris L. Myers Endowment</b>	2003	Approx. \$111,000.00	Variable	This fund supports grants for teachers' special projects and programs that benefit students and would not normally be funded by the general budget.	Learning Enrichment Grants
<b>Zel S. Brook Art Project Endowment</b>	2004	\$14,293.55	Variable	This fund supports equipment and/or student projects/exhibitions in fine arts. Exclusions: Crafts, commercial art, dance, decorating, design, fiber/fabric arts, photo journalism, pottery, music, calligraphy, fiction or performance arts or technology.	Learning Enrichment Grants if they fit
<b>Olaf "Ole" Hedstrom Memorial Scholarship Fund</b>	2004	\$10,980.58	\$500	Scholarship for a graduating senior enrolling in a university in Pre-Veterinary Medicine, General Science, Animal Science, Zoology, Horticulture, or Agriculture. Graduate from CHS with 3.0 minimum GPA.	Scholarship
<b>Susan Small Hall Scholarship Fund</b>	2006	\$20,029.94	\$500	Scholarship for a graduating senior who demonstrates leadership and academic achievement. Preference given to students who have participated on a Corvallis golf team. Special consideration to community service and employed students with financial need. 3.25 minimum GPA.	Scholarship
<b>Bicycle Safety Education Fund</b>	2007	\$35,407.01	Variable	This fund pays expenses towards the youth bicycle safety education program.	Bike Ed
<b>Barbara Fry Elementary Art &amp; Music Fund</b>	2007	\$101,969.43	Variable	This fund supports K-5 classroom experiences in art, dance, music, and communication arts, or any activity that expands the horizons of children, e.g. camps, workshops, lessons, concerts, plays, field trips to art, science or historical museums. Funds may be used to rent musical instruments or purchase art supplies. May not be used for sports programs. Students and parents receiving assistance must be US citizens.	Learning Enrichment Grants
<b>Lynn Lahey "Somos el Future"</b>	2009	\$12,077.50	\$500	Scholarship for a bilingual graduating senior with plans to enroll in community college, college or university. Minimum two years of attendance at 509J schools. Must plan to enroll in college full time.	Scholarship
<b>David Zajicek Scholarship Fund</b>	2011	\$18,876.06	\$1,000	Scholarship for a graduating senior who has been a member of CHS Girls' Golf Team for a minimum of two years. Must have 3.25 GPA. If there is no qualifying golf team applicant, funds may be used to aid economically disadvantaged students, including but not limited to the SOS Fund.	Scholarship
<b>Eric Gorski Multimedia Scholarship</b>	2015	\$10,256.90	\$750	Scholarship for a graduating senior with a minimum GPA of 2.5. Plans to attend college, university, art school. Demonstrated passion for a field of study in multimedia design.	Scholarship
<b>Midge Mueller Middle School Math Fund</b>	2015	\$50,443.25	Variable	Support for middle school math students; priority given to students with financial need.	Summer Math Camp
<b>Better World Endowment for Equity and Inclusion</b>	2016	\$50,000.00	Variable	Support equity and inclusion in education by supporting projects and programs that benefit historically underserved and underrepresented students.	Learning Enrichment Grants, SOS, Homeless Ed, or special projects
<b>CHS Class of 1966 Student Participation Fund</b>	2017	\$15,195.00	Variable	To support the basic needs and educational and enrichment opportunities for students navigating poverty while at CHS; to encourage participation in school-sponsored endeavors and activities such as, but not limited to the arts, athletics, culture, and technology; and to provide any other assistance to enable students to have an enriching experience while at CHS.	SOS
<b>Corvallis High Schools Golf Committee Fund</b>	2017	\$70,000.00	Variable	To support both the Corvallis High School and Crescent Valley High School golf programs.	Golf programs
<b>Anna J. H. Fang Scholarship for Journalism and Communications</b>	2018	\$22,000.00	\$1,000	Scholarship for a student pursuing Journalisms, Communications, Public Relations, Advertising, or a related field.	Scholarship
<b>Anna J. H. Fang Scholarship for Science, Technology, Engineering, and Math</b>	2019	\$22,000.00	\$1,000	Scholarship for students pursuing degrees in Science, Technology, Engineering, Math, or a related field. Preference will be given to students from demographic groups that have been historically underrepresented in STEM.	Scholarship
<b>Mario and Alma Pastega Professional Development Fund</b>	TBD	TBD	Variable	TBD	PD Grants



# Corvallis

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## III.B. Attachments Provided by Corvallis School District

### III.B.1. CSD 2018-23 Board Goals and Strategies



## **2018-2023 Board Goals**

*(Adopted 12-13-18)*

### **Goal 1: Student Achievement**

All students will read grade level texts by 3rd grade and stay on grade level; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a post-secondary plan. Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategies:

1. Monitor students' reading progress in grades pre-K - 3rd grade using a system of sound instruction, assessment, and intervention so that all students are reading at grade level by 3rd grade.
2. Prepare students to successfully complete Algebra I by the end of 9th grade.
3. Develop a system that ensures each 9th grade student is on track to graduate.
4. All students graduate with a post-secondary plan.

### **Goal 2: Equitable Systems**

Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school. Disaggregated data will be used to measure progress on goal.

Strategies:

1. Recruit and retain racially and culturally diverse staff.
2. Increase and support student voice, empowerment, and leadership in our schools.
3. Expand parent and community partnerships.
4. Increase racial consciousness of staff through professional development focused on race, culture and culturally relevant instruction.

### **Goal 3: Real-World Learning**

All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future. Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategies:

1. Support cultural responsiveness and biliteracy in our students and staff.
2. Create additional learning pathways toward graduation and life beyond high school.
3. Integrate real-world, experiential learning in all grades.
4. Integrate communication, critical thinking, collaboration, creativity, and problem solving skills into learning experiences.
5. Integrate environmental, social, and economic-sustainability in learning experiences.

### **Goal 4: Health & Wellness**

Improve the health and wellness of district students and staff. Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategies:

1. Support and enhance programs that promote student mental wellness and safety.
2. Support and enhance programs that promote student physical wellness and safety.
3. Support a robust worksite wellness program for district staff.

### **Goal 5: Long Range Facility Planning**

Transform aging school facilities to provide safe, effective, efficient, innovative, and equitable learning opportunities for every student. Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategies:

1. Communicate the needs for improved infrastructure and facilities with the Corvallis community.
2. Engage staff, parents, students and community in execution of facility improvements consistent with the district's core values for educational design.
3. Complete construction projects through a voter-approved bond levy.



# Corvallis

SCHOOL DISTRICT

III.B.2. CSD Excerpts from 2018-23 Multi-Year Strategic Financial Plan



**Corvallis**  
SCHOOL DISTRICT

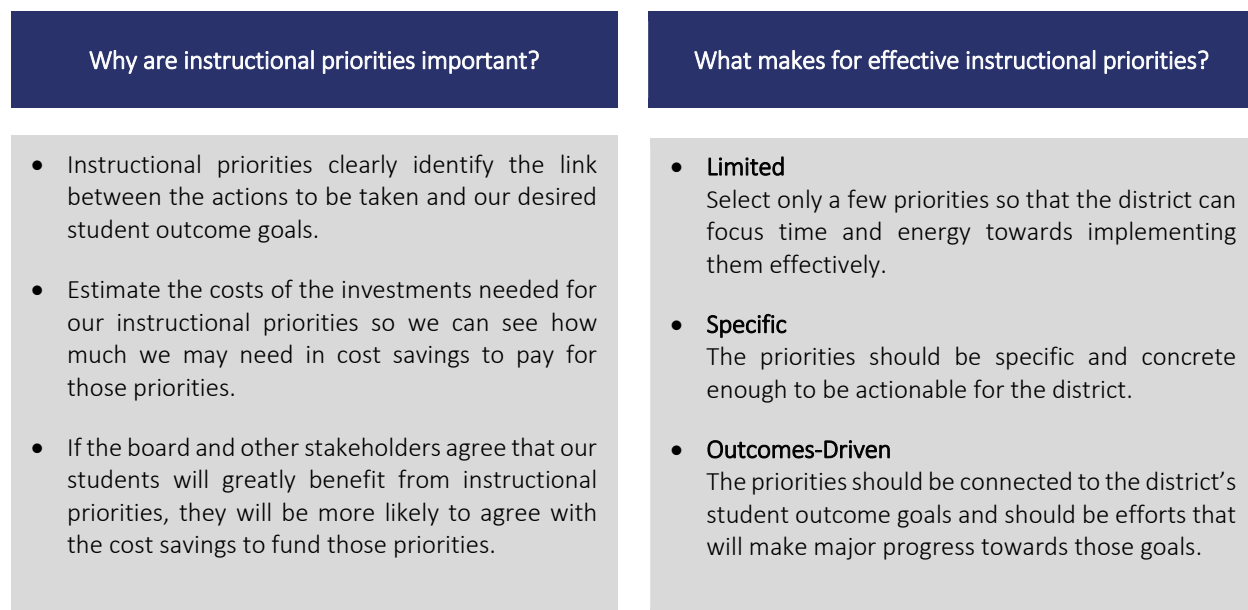
Board Meeting Date: December 5, 2019  
From: Superintendent Ryan Noss

**Excerpts From 2018-23 Multi-Year Strategic Financial Plan**

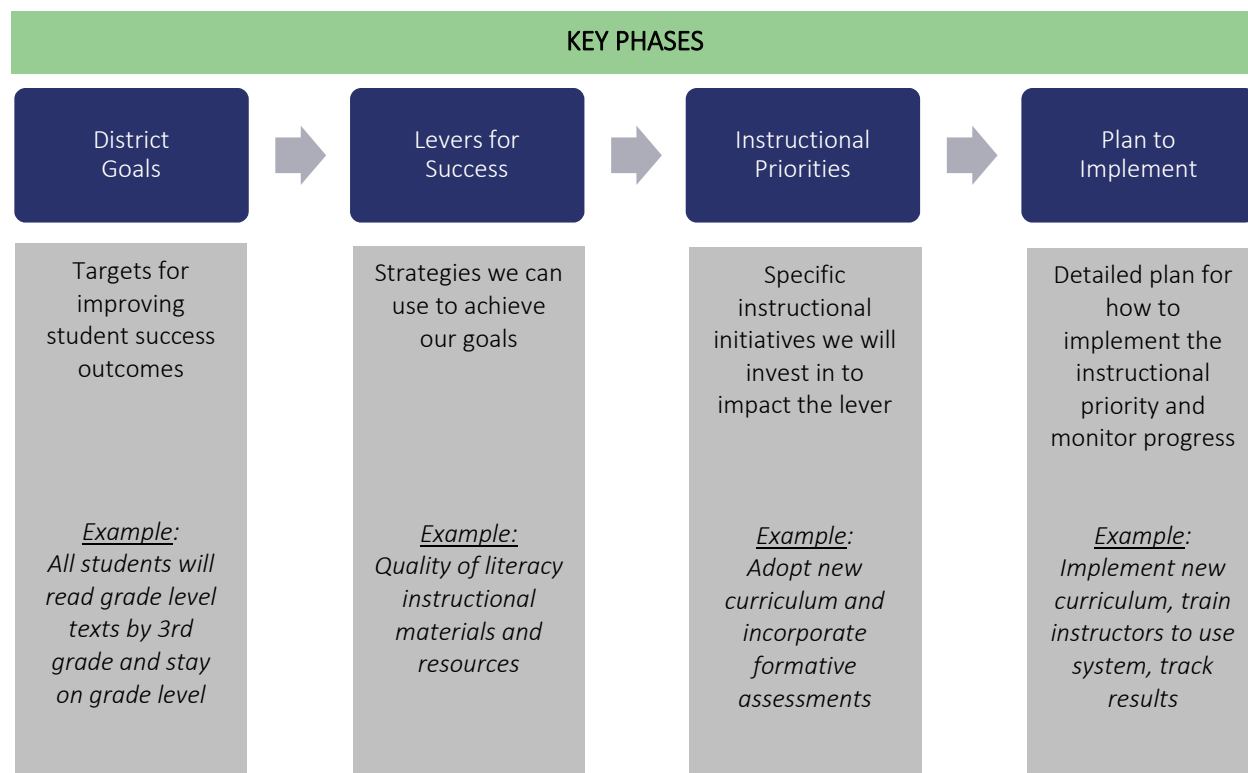
Attached are six pages from the 2018-23 Multi-Year Strategic Financial Plan.

## INSTRUCTIONAL PRIORITIES

An instructional priority is a program, model, or other instructional initiative the district will commit to implementing in order to achieve student outcome goals.



Instructional priorities are developed by identifying the district's goals for student achievement, determining which levers for success will impact progress towards those goals, selecting instructional priorities to invest in to move those levers, and creating a plan to implement those priorities.



Student Achievement

Equitable Systems

Real-World Learning

Health & Wellness

**Adopt Effective Instructional and Curriculum Programs**

**What is the need?**

- Standards-based instructional and curriculum programs that are aligned with appropriate assessments
- Systematic evaluation of student performance data focused on outcomes by student group

**Why this strategy?**

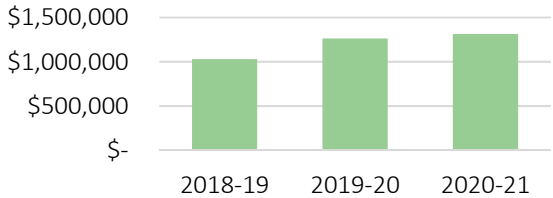
- A student’s ability to read at grade level by the third grade is the primary indicator of whether or not that student will graduate high school
- A student that finishes their freshman year on-track is four times more likely to graduate on time
- Implementation of new curriculum and instructional programming can contribute to student success because of collective teacher renewal, training, and commitment to best instructional practices
- Analysis and interpretation of student performance data can inform decision making that positively affects student outcomes

**What will the district do?**

- Adopt and implement culturally relevant curriculum aligned to standards
- Form school-based data teams and provide time for effective collaboration around student data
- Expand high school schedule to eight period rotating block (freshman success and 9<sup>th</sup> grade health classes)
- Deploy new high school student success coordinators to monitor student growth and progress
- Expand alternative education programming for students in grades 9-12
- Work to lower student-teacher ratio targets (class size) **COMMUNITY PRIORITY**

**What will it cost?**

2018-19	\$1,030,000
2019-20	\$1,263,000
2020-21	\$1,314,000



**What student gains does the district expect?**

	2017-18 Actual	2018-19 Target	2019-20 Target	2020-21 Target
Grade 3 English Language Arts Proficiency	54%	63%	66%	68%
Grade 9 Algebra I Success	80%	86%	88%	90%
Grade 9 On-Track to Graduate	92%	92%	93%	94%
	2016-17 Actual	2017-18 Target	2018-19 Target	2019-20 Target
Grade 12 On Time Graduation	85%	86%	88%	90%

**Develop Early Childhood Education Programs**

**What is the need?**

- Development of early learning programs so that more students enter our schools in kindergarten ready to learn and succeed
- Alignment of work recommended by the Joint Committee on Student Success to strengthen early learning partnerships and provide more opportunities for incoming kindergarten students

**Why this strategy?**

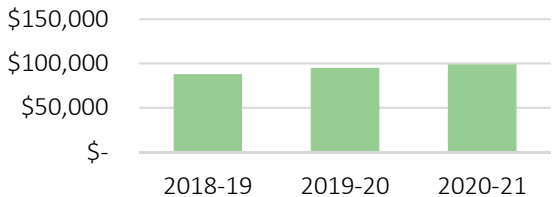
- Children with access to early learning programs are more likely to reach benchmarks throughout their school career, including increased graduation rates

**What will the district do?**

- Provide a summer kindergarten academy for students who have historically been underserved
- Give teachers time to make connections with every incoming kindergarten family
- Support kindergarten classrooms with additional staffing to provide strong, supportive start to students' educational career
- Increase partnerships and collaboration with early learning community

**What will it cost?**

2018-19	\$88,000
2019-20	\$95,000
2020-21	\$99,000



**What student gains does the district expect?**

	2017-18 Actual	2018-19 Target	2019-20 Target	2020-21 Target
Oregon Kindergarten Assessment: Approaches to Learning Total	3.7	3.9	4.1	4.3
Oregon Kindergarten Assessment: Early Literacy – English Letter Sound Recognition	11.9	15	18	20

### Grow and Mentor Effective Educators

**What is the need?**

- Recruitment and retention of high quality educators who are representative of our student population

**Why this strategy?**

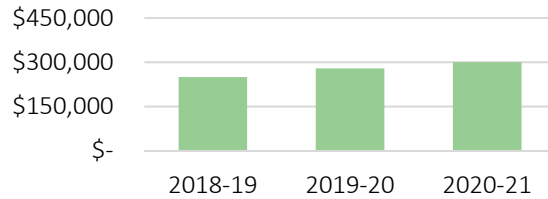
- Teachers are the most important element in a student’s learning experience at school
- Top talent is required to achieve the best possible gains in student achievement
- Quality mentoring for new teachers increases effectiveness and speeds movement up the learning curve

**What will the district do?**

- Expand recruitment strategies to increase racial and cultural diversity of teaching staff
- Restore quality teacher mentoring program to improve teacher retention
- Mentor and grow leaders of color

**What will it cost?**

2018-19	\$250,000
2019-20	\$279,000
2020-21	\$300,000



**What student gains does the district expect?**

	2017-18 Actual	2018-19 Target	2019-20 Target	2020-21 Target
Staff Hired through Grown Your Own Program	-	1	1	2
Staff Demographics (Non-White)	10%	10%	12%	14%
New Teacher Retention Rate	94%	95%	95%	95%

## Ensure All Students are Ready for College or Career

### What is the need?

- Multiple pathways for students to acquire the knowledge, skills and dispositions needed to pursue the future of their choosing

### Why this strategy?

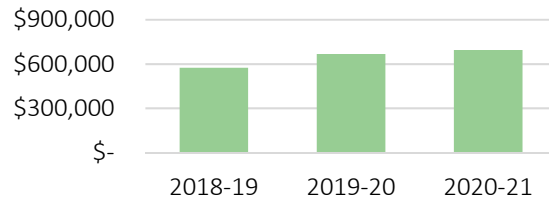
- All students should exit high school with a full understanding of the career opportunities available to them, the education necessary to be successful in their chosen pathway, and a plan to attain their goals

### What will the district do?

- Expand career and technical education (CTE) programming (grades 8-12) linked to regional workforce data projections and students' interests

### What will it cost?

2018-19	\$575,000
2019-20	\$668,000
2020-21	\$695,000



### What student gains does the district expect?

	2017-18 Actual	2018-19 Target	2019-20 Target	2020-21 Target
CTE Programs of Study	9	10	10	11
CTE Participation Rate	42%	50%	54%	58%
CTE Participants: Female	43%	45%	47%	50%
CTE Participants: Students Navigating Poverty	25%	27%	30%	33%
CTE Participants: Hispanic/Latino	12%	14%	15%	17%
	2016-17 Actual	2017-18 Target	2018-19 Target	2019-20 Target
Four Year Graduation Rate (CTE Participants)	93%	93%	94%	95%

### Enhance Programs that Support Student Social and Emotional Learning

#### What is the need?

- Focus on both the academic success and the well-being of the whole child

#### Why this strategy?

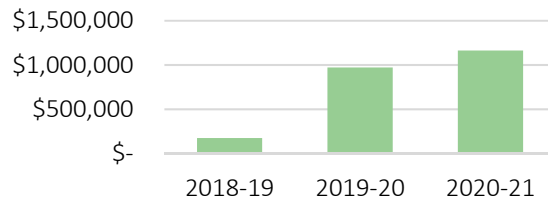
- Students who develop essential life skills including awareness of one’s own emotions, fostering respect and care for others, establishing strong relationships, making ethical and responsible decisions and handling adversity constructively are better able to adapt and be successful in and out of the classroom as well as in society

#### What will the district do?

- Create multi-tiered, school-based staffing models to support student social and emotional learning
- Provide staff with professional development focused on social emotional learning strategies
- Provide staff with professional development focused on suicide prevention

#### What will it cost?

2018-19	\$175,000
2019-20	\$971,000
2020-21	\$1,162,000



#### What student gains does the district expect?

	2017-18 Actual	2018-19 Target	2019-20 Target	2020-21 Target
Oregon Student Wellness Survey: Psychological Distress (Grade 6)	7%	-	-	-
Oregon Student Wellness Survey: Psychological Distress (Grade 8)	15%	-	-	-
Oregon Student Wellness Survey: Psychological Distress (Grade 11)	16%	-	-	-
Youth Truth Survey: Emotional & Mental Health	-	TBD	TBD	TBD



# Corvallis

SCHOOL DISTRICT

III.B.3. CSD Excerpts from 2019-20 Adopted Budget



**Corvallis**  
SCHOOL DISTRICT

Board Meeting Date: December 5, 2019  
From: Superintendent Ryan Noss

**Excerpts From 2019-20 Adopted Budget**

Attached are two pages from the 2019-20 adopted budget.

## BUDGET ALIGNMENT WITH SCHOOL BOARD GOALS

	STRATEGIC INVESTMENT	MEASUREMENT	2018-19 PRIOR YEAR INVESTMENT	2019-20 NEW INVESTMENT	TOTAL 2019-20 INVESTMENT
STUDENT ACHIEVEMENT	ADOPT EFFECTIVE INSTRUCTIONAL AND CURRICULUM PROGRAMS				
	Adopt and implement new elementary language arts curriculum aligned to common core state standards	Grade 3 English Language Arts Proficiency Grade 3 Spanish Language Arts Proficiency Grades 3-5 English Language Arts Growth	\$410,000	\$(385,000)	\$25,000
	Provide middle and high school-based data teams time for effective collaboration around student data	Grade 9 Algebra I Success Grade 9 On-Track to Graduate Grade 12 On Time Graduation	\$60,000	-	\$60,000
	Expand high school schedule to eight period rotating block (freshman success class)	Grade 9 Algebra I Success Grade 9 On-Track to Graduate Grade 12 On Time Graduation	\$250,000	-	\$250,000
	Expand alternative education programming (dropout prevention)	Grade 9 On-Track to Graduate Grade 12 On Time Graduation	\$125,000	\$35,000	\$160,000
	Deploy new high school student success coordinators to monitor student growth and progress.	Grade 9 On-Track to Graduate Grade 12 On Time Graduation	\$185,000	\$30,000	\$215,000
	DEVELOP EARLY CHILDHOOD EDUCATION PROGRAMS				
Establish kindergarten readiness programming	Oregon Kindergarten Assessment	-	\$42,000	\$42,000	
	<b>TOTAL</b>		\$1,030,000	\$(278,000)	\$752,000
EQUITABLE SYSTEMS	INCREASE EQUITY IN OPPORTUNITIES AND OUTCOMES THROUGH USE OF CULTURALLY RELEVANT PRACTICES				
	Expand dual language immersion programming	Grade 3 Spanish Language Arts Proficiency Grade 12 On Time Graduation (seal of biliteracy)	\$55,000	\$80,000	\$135,000
	Enhance AVID college and career readiness program	Grade 9 On-Track to Graduate Grade 12 On Time Graduation College Going (AVID)	\$20,000	-	\$20,000
	Provide professional development focused on race and culturally relevant instruction	SBAC Proficiency (grades 3-8) Grade 9 Algebra I Success Grade 9 On-Track to Graduate Grade 12 On Time Graduation (race/eth) Staff Survey	\$100,000	\$50,000	\$150,000
	Provide professional development focused on language acquisition and literacy (GLAD K-5)	ELPA21 Proficiency Staff Survey	\$60,000	\$(20,000)	\$40,000
	GROW AND MENTOR EFFECTIVE EDUCATORS				
	Expand recruitment strategies to increase racial and cultural diversity of teaching staff	Staff Demographics (race/ethnicity)	\$100,000	\$34,000	\$134,000
Restore quality teacher mentoring program to improve teacher retention	Teacher Retention Rate	\$150,000	\$50,000	\$200,000	
	<b>TOTAL</b>		\$485,000	\$194,000	\$679,000

	STRATEGIC INVESTMENT	MEASUREMENT	2018-19 PRIOR YEAR INVESTMENT	2019-20 NEW INVESTMENT	TOTAL 2019-20 INVESTMENT
REAL-WORLD LEARNING	ENSURE ALL STUDENTS ARE READY FOR COLLEGE OR CAREER				
	Expand career and technical education programming	Number of CTE Programs/Courses CTE participants (demographics) Grade 12 On Time Graduation (CTE participants, concentrators)	\$575,000	\$(125,000)	\$450,000
	CREATE MORE OPPORTUNITIES FOR STUDENTS TO LEARN THROUGH EXPERIENCE				
	Increase school-based elementary library staffing	Grade 3 English Language Arts Proficiency Grade 3 Spanish Language Arts Proficiency Grades 3-5 English Language Arts Growth	-	\$180,000	\$180,000
	Increase student engagement and integrate sustainability principles into educational models	Grade 5 Oregon Science Proficiency Grade 8 Oregon Science Proficiency	-	\$75,000	\$75,000
	<b>TOTAL</b>		\$575,000	\$130,000	\$705,000
	HEALTH & WELLNESS	ADOPT EFFECTIVE INSTRUCTIONAL AND CURRICULUM PROGRAMS			
Adopt and implement new K-8 health curriculum		Youth Truth Survey	\$115,000	\$(100,000)	\$15,000
Expand high school schedule to eight period rotating block (freshman health class)		Youth Truth Survey	\$250,000	-	\$250,000
ENHANCE PROGRAMS THAT SUPPORT STUDENT SOCIAL AND EMOTIONAL LEARNING					
Increase level of student behavior support at elementary schools		Youth Truth Survey	\$150,000	-	\$150,000
Professional development focused on SEL strategies		Youth Truth Survey Staff Survey	\$25,000	\$(9,000)	\$16,000
Expand existing multi-tiered, school-based staffing models (mental health)		Youth Truth Survey	-	\$340,000	\$340,000
<b>TOTAL</b>		\$540,000	\$231,000	\$771,000	
<b>GRAND TOTAL</b>		\$2,630,000	\$277,000	\$2,907,000	

## BUDGET PARAMETERS

*Budget parameters are general guidelines that the district intends to honor through its budget process. They set forth the ideals that the district's decision makers will adhere to as they develop the budget, and can help counteract the tendency to induct short-term emotion into decisions that have long-term consequences. Budget parameters are important for creating a shared understanding of the overarching values that underpin budget development. Unlike the district's fiscal policies, which tend to be more technical, budget parameters can be understood and appreciated by all stakeholders, including the public.*

### GOALS FOR STUDENT OUTCOMES SHOULD DRIVE THE BUDGET PROCESS

Clear goals for student outcomes should guide how resources are allocated, how progress is tracked, and how budget decisions are made to prioritize programs and strategies.

### PROVIDE EVERY STUDENT WITH EQUITABLE ACCESS AND OPPORTUNITIES

The district is committed to educational equity by recognizing institutional barriers and creating access and opportunities that benefit each student. In order to achieve educational equity for each and every student, the



# Corvallis

SCHOOL DISTRICT

## IV. ADJOURNMENT (9:00 p.m.)\*

\*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