Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Monday, November 5, 2012 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 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/UC9Jtpte5dmilZl9kySBJbVQ?
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

Corvallis
SCHOOL DISTRICT

Monday, November 5, 2012
6:30 PM

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

Meeting Details: Monday, November 5, 2012, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

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

I. CALL TO ORDER AND ROLL CALL
II. PLEDGE OF ALLEGIANCE
III. COMMITTEE/BOARD MEMBER ITEMS
IV. STUDENT REPRESENTATIVE REPORTS
V. SUPERINTENDENT'S REPORT
VI. PUBLIC TESTIMONY
VII. STAFF TESTIMONY
VIII. SPECIAL REPORTS
- VIII.A. PLC Report
- VIII.B. Student Achievement Data Update

Corvallis School District
2011-2012
Academic Achievement Results

November 5, 2012

2011-2012 Report Card

Priority, Focus, and Model School Designations

Adequate Yearly Progress

Reading Cut Scores

K-8 Scores Increased

Science Cut Scores

5TH & 8TH Grade Increased

Graduation Rating

Looks at 2 years of the 5-Year cohort Grad Rate

"Best rate" for both four-year & five-year

Achievement Index – No longer a bonus for "Exceed"

Participation Rating – Only in Math & Reading

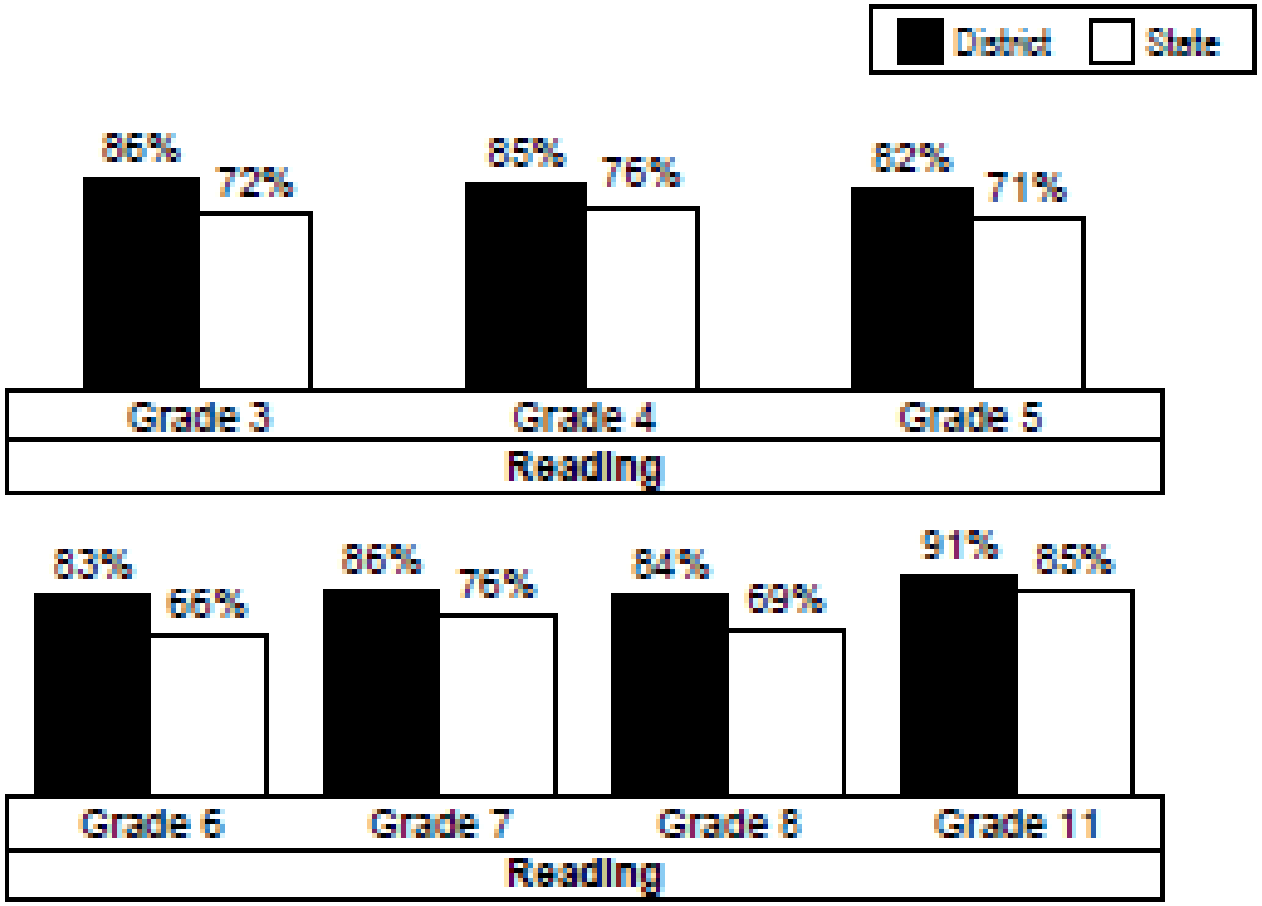
2011-2012 Report Card

How is the Corvallis School District Doing?

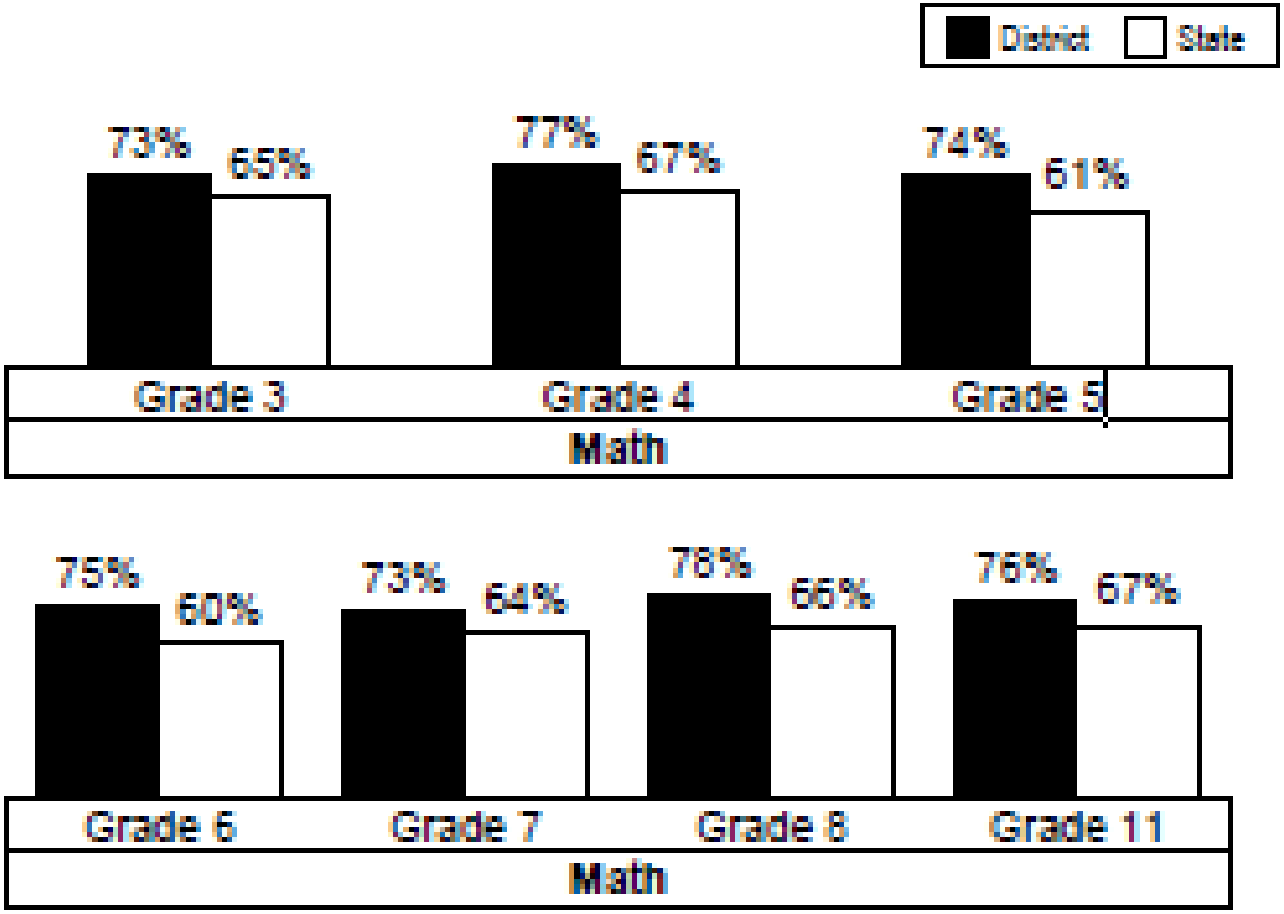
10 Schools Rated OUTSTANDING

3 Schools Rated SATISFACTORY

2011-2012 Report Card
READING



2011-2012 Report Card Mathematics



2011-2012 Report Card

STUDENT GROUP	STUDENT ACHIEVEMENT								
	ENGLISH/ LANGUAGE ARTS			MATHEMATICS			SCIENCE		
Race/Ethnicity	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %
American Indian/Alaskan Native	20.0	56.0	24.0	4.0	28.0	68.0	8.3	66.7	25.0
Asian/Pacific Islander	43.6	48.0	8.3	58.5	32.2	9.3	39.2	47.1	13.7
Black (not of Hispanic origin)	23.9	45.7	30.4	4.3	39.1	56.5	4.2	50.0	45.8
Hispanic	15.8	51.4	32.7	12.7	40.0	47.3	16.4	32.7	50.9
White (not of Hispanic origin)	41.9	44.6	13.4	33.7	43.1	23.1	30.7	49.6	19.7
Multi-Racial/Multi-Ethnic	46.0	41.4	12.6	38.4	44.4	17.1	30.9	50.0	19.1
Male	35.7	46.1	18.2	32.9	41.2	25.9	32.7	47.5	19.8
Female	41.1	45.2	13.7	31.2	42.7	26.0	25.2	47.7	27.0
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0
Students with Disabilities	11.4	37.8	50.8	11.0	27.5	61.5	12.7	30.6	56.6
Migrant	--	--	--	--	--	--	--	--	--
Limited English Proficient	0.7	41.9	57.4	9.3	27.3	63.3	2.3	23.3	74.4
Economically Disadvantaged	17.5	51.9	30.6	12.9	41.0	46.2	13.4	42.5	44.2
All Students	38.4	45.7	16.0	32.1	42.0	25.9	29.0	47.6	23.4

* Not displayed to protect student confidentiality.

— No data available

English Language Learners

Elementary

Assessment	2008-2009	2009-2010	2010-2011	2011-2012
OAKS-Reading	72.36%	67.39%	77.62%	56.93%
OAKS-Math	63.41%	71.74%	55.96%	50.35%
Growth in Language Proficiency(AMAO 1)	48.76%	58.37%	62.28%	53.52%
% Proficient (AMAO 2A)	12.21% (est.)*	18.88%	16.18%	17.67%
% Proficient with 5+ years in ELL (AMAO 2B)	49.41%	53.57%	60.00%	29.41%

Middle School

Assessment	2008-2009	2009-2010	2010-2011	2011-2012
OAKS-Reading	42.99%	55.77%	48.35%	54.37%
OAKS-Math	44.86%	47.12%	34.41%	45.19%
Growth in Language Proficiency(AMAO 1)	49.23%	70.89%	78.08%	46.67%
% Proficient (AMAO 2A)	18.00% (est.)*	24.73%	36.67%	37.04%
% Proficient with 5+ years in ELL (AMAO 2B)	21.88%	33.90%	37.14%	30.77%

English Language Learners

High School

Assessment	2008-2009	2009-2010	2010-2011	2011-2012
OAKS-Reading	8.33%	10.34%	56.25%	60.00%
OAKS-Math	23.08%	13.79%	31.25%	36.84%
Growth in Language Proficiency(AMAO 1)	38.81%	42.68%	54.17%	39.47%
% Proficient (AMAO 2A)	17.24% (est.)*	20.79%	22.73%	22.22%
% Proficient with 5+ years in ELL (AMAO 2B)	24.00%	21.28%	27.50%	30.30%

How have we responded to the data?

- Implement explicit ELD instruction in elementary magnet schools and strengthen explicit ELD instruction at all elementary schools.

- Implement academic language instruction in core content classes at magnet schools.

- Implement sheltered instruction strategies at magnet schools that meet the needs of struggling ELLs in core content courses

How have we responded to the data?

- Implement secondary math and reading interventions that will meet the needs of struggling ELLs
- Implement explicit study skill instruction at secondary magnet schools.
- Implement explicit phonemic awareness and phonics instruction in English and Spanish literacy at the Elementary magnet schools.
- Plan also includes Professional Development to support the action items & Parental Involvement

How are students in Advanced Placement performing?

284 Students took AP Exams (305 in 2011)

476 Total Exams given (247 @ CHS & 253 @ CVHS)

6 Content Areas

- English Language/Literature & Composition
- Foreign Language (Spanish)
- Mathematics (Calculus, Computer Science, Statistics)
- Science (Biology, Chemistry, Env. Science, Physics)
- Social Studies (Gov't & Politics, Macroeconomics, US History, World History, Psychology)
- Studio Art: 3-D & 2-D Design Portfolio

88% students received a score of 3 or higher

(Score of 3,4,or 5 to earn college credit)

- 171 Exams in US History
- Average Score – 3.6

How did students perform on the SAT?

2012 SAT
Overall Mean Scores

	CHS	CVHS	Corvallis		
Total Tested	158	169	327		
Participation Rate	61.5%	82.4%	70.8%	**Oregon ***	**Nation ***
Critical Reading	558	584	571	518	491
Math	564	577	571	521	505
Writing	532	567	550	494	481

** Public high schools only*

SAT data reflects full cohort of college-bound senior test-takers through June, 2012.

How did students perform on the ACT?

2012 ACT
Overall Mean Scores

	CHS	CVHS	Corvallis	Oregon	Nation
Total tested	68	44	112		
Participation Rate**	26.5%	21.5%	24.2%		
English	25.6	26.8	26.1	20.6	20.5
Math	26.4	25.9	26.2	21.6	21.1
Reading	26.7	26.0	26.4	21.8	21.3
Science	25.1	25.0	25.1	21.3	20.9
Composite	26.1	26.1	26.1	21.4	21.1

*** ACT participation rates are approximate percentages based on total student counts associated with SAT data.*

ACT – Students Ready for College-Level Coursework

Percent of Students Ready for College-Level Coursework***

*(Percentages are based on **students who took the ACT subject-area tests**; values do not represent total student population.)*

	CHS	CVHS	Corvallis	Oregon	Nation
English Composition	94%	89%	92%	66%	67%
College Algebra	82%	84%	83%	49%	46%
College Social Science	84%	82%	83%	55%	52%
College Biology	62%	66%	63%	35%	31%
Meeting All Four ACT Benchmark Scores	59%	64%	61%	29%	25%

****Based on percent of students meeting specific benchmark scores on ACT subject-area tests.*

Questions???

ELL/Title III Corvallis Improvement Plan

Needs Assessment

Purpose: A comprehensive needs assessment was conducted to determine the needs of English Language Learners (ELLs) at each level. Student assessment data in the areas of academic achievement and language proficiency was analyzed. Student demographic data was reviewed. Anecdotal and survey data about the district's and schools' work with ELLs was analyzed.

Where are we now? - Student Assessment Data

Elementary

Assessment	2008-2009	2009-2010	2010-2011	2011-2012
OAKS-Reading	72.36%	67.39%	77.62%	56.93%
OAKS-Math	63.41%	71.74%	55.96%	50.35%
Growth in Language Proficiency(AMAO 1)	48.76%	58.37%	62.28%	53.52%
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Middle School

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OAKS-Math	44.86%	47.12%	34.41%	45.19%
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*Calculated with available information within the district.

Comparison of Magnet and Non-Magnet Schools

Based on evaluation of last year's improvement plan, it was determined that discrepancies between magnet ELL and non-magnet ELL schools may be a factor to consider when determining what issues should be addressed in the district.

District

Assessment	Magnet ELL Schools	Non-Magnet ELL Schools
Growth in Language Proficiency(AMAO 1)	45.93%	66.13%
% Proficient (AMAO 2A)	14.66%	29.63%
% Proficient with 5+ years in ELL (AMAO 2B)	30.56%	20.00%

Elementary

Assessment	Magnet ELL Schools	Non-Magnet ELL Schools
Growth in Language Proficiency(AMAO 1)	47.77%	69.23%
% Proficient (AMAO 2A)	10.24%	28.70%
% Proficient with 5+ years in ELL (AMAO 2B)	32.43%	100%

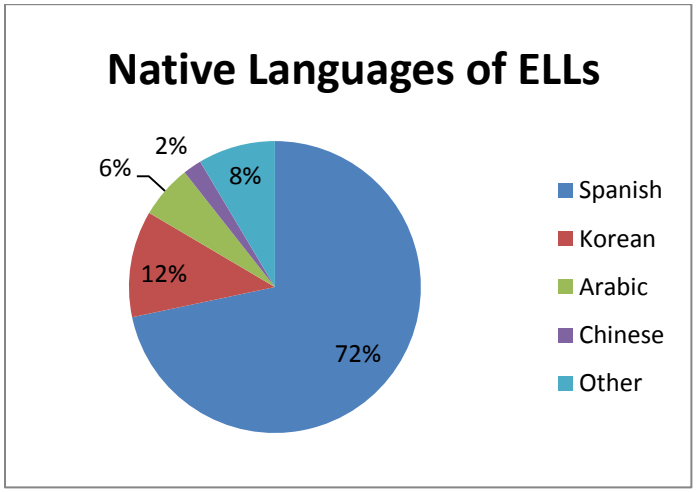
Secondary

Assessment	Magnet ELL Schools	Non-Magnet ELL Schools
Growth in Language Proficiency(AMAO 1)	40.38%	66.13%
% Proficient (AMAO 2A)	29.51%	29.63%
% Proficient with 5+ years in ELL (AMAO 2B)	28.57%	20.00%

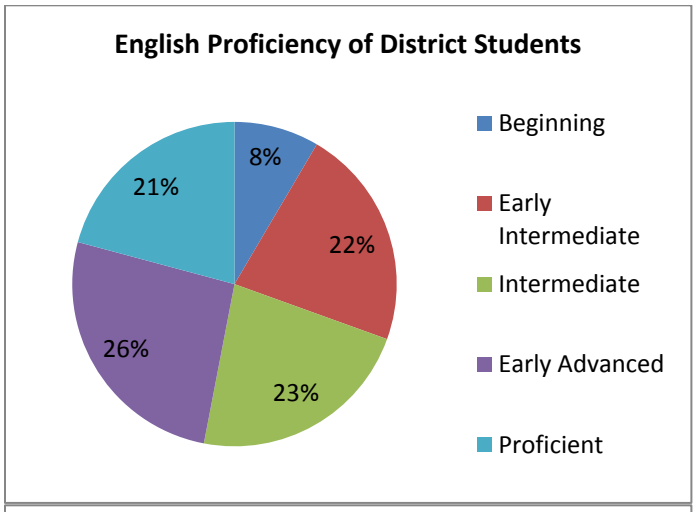
Who are we? - Student Demographic Data

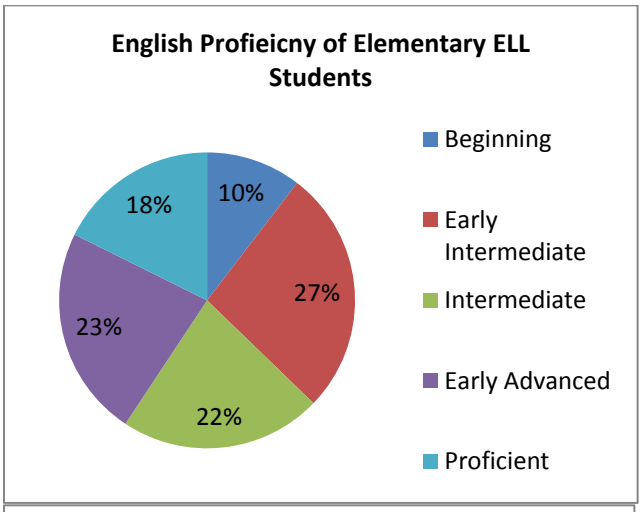
Corvallis School District has approximately 350 ELLs. There are 20 native languages spoken among these students.

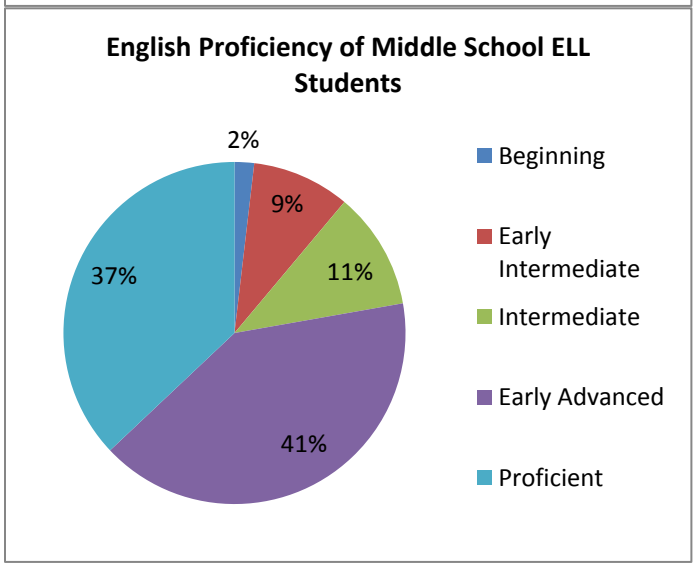
Languages Spoken

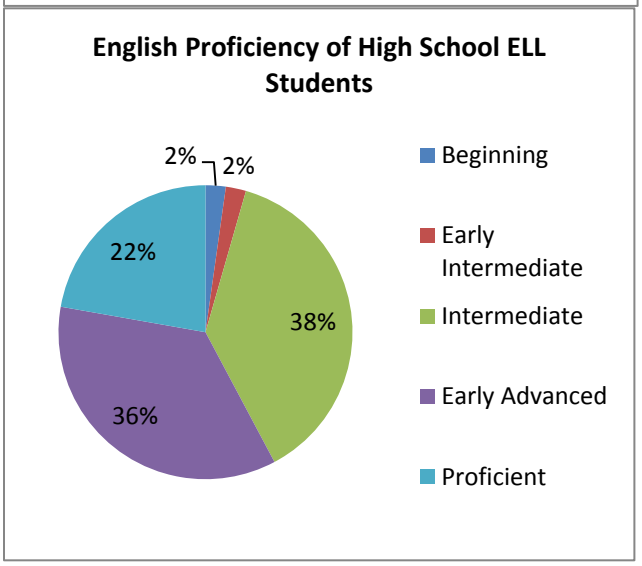


Proficiency Levels of ELLs in Corvallis









How do we do business? – Interview Data

Administrators and staff from each magnet ELL school were interviewed to collect data about the current reality for ELLs in our schools.

What are the barriers to ELL success in your school?

Elementary School

- ELD instruction is not targeted to specific student needs.
- ELD instruction is not consistently aligned to language scope and sequence.
- ELD instruction does not consistently include instruction of language forms, functions, and vocabulary.
- ELD instruction uses a curriculum that is adapted from the district's literacy curriculum.
- Schools have limited supplemental resources to teach language.
- Literacy instruction does not include consistent explicit, systematic phonemic awareness and phonics skills instruction for all students in English or Spanish.
- Students do not consistently practice expressive language skills during ELD and content instruction.
- Students do not have automaticity with mathematical computation skills.

Middle School

- Students do not have access to supplemental math interventions.
- Students do not consistently have access to supplemental reading interventions.
- Teachers are not consistently implementing sheltered instruction teaching strategies into their classes.
- Students do not have automaticity with mathematical computation skills.
- Students do not have a solid understanding of fractions.
- Students struggle with independent student skills.

High School

- Students do not consistently have access to supplemental reading interventions.
- Students do not consistently have access to supplemental math interventions.
- Students struggle with independent student skills.
- Students do not have automaticity with mathematical computation skills.
- Students struggle with the academic language (vocabulary and functions) of content classes.
- Some students are not engaged in school.

What would you like to see for ELL students in your school?

Elementary School

- Students gaining language proficiency in all language domains.
- Many opportunities for students to practice academic language.

Middle School

- Interventions for all students who need it in math and reading.
- Sheltered instruction support for all teachers.
- Students coming to middle schools with grade-level writing skills.
- Students having strong study skills and study habits.

High School

- All students achieving at grade level.
- All students having strong math skills.

- All students having an attitude of competence.
- Students engaged in all aspects of school.

What does our current reality look like? - Strengths and Challenges based on data review

Middle School and High School ELL students have shown growth in the areas of math and reading. Based on preliminary data, high school ELL students exceeded the SMART goals for both reading and math articulated in the 2011-2012 ELL improvement plan. Although middle school ELL students did not meet the SMART goals they did show significant growth in both areas. As a result, middle school ELL students met the AYP targets in reading and math.

At all levels ELL students have not shown adequate growth of language proficiency. This lack of growth is especially significant when this data is disaggregated by school program (magnet vs. non-magnet). Until this year all levels were showing an adequate level of language proficiency growth and an increase in this growth. Elementary ELL students did not make adequate yearly progress in the areas of math and reading. When this data is disaggregated by school, Garfield has a decrease in the percent of ELLs meeting reading and math benchmarks. Although middle and high school ELL students have shown growth with both reading and math it is important to continue the focus in order for significant growth to continue.

Inquiry Process

Where do we want to be?

The Corvallis School District ELL Department's mission statement is to ensure that students gain the skills to be academically proficient in English in all language domains (reading, writing, listening, and speaking) and to ensure equal access to core content and access and understanding of the mainstream culture in an inclusive school community. In order to determine gaps in achieving the department's mission a number of questions were addressed when conducting the needs assessment.

What are the gaps?

Questions to address through inquiry of needs assessment:

- Where are ELLs experiencing success?
- What are the district's strengths?
- Where do ELLs need more support?
- Where does the district face challenges in meeting the needs of ELLs?
- What are the barriers currently in place in Corvallis schools that inhibit the success of ELLs

What are the steps in problem solving? - Possible cause and effect relationships

Through the review of student achievement data, demographic data, and interview data, it was determined that there is a significant lack of growth of ELLs in language proficiency. There are a number of possible causes for this lack of growth. Based on interview results, ELD instruction, especially at the elementary level, is not targeted to specific student needs, it is not consistently aligned to language scope and sequence, it does not consistently include instruction of language forms, functions, and vocabulary and the magnet schools use a curriculum that is adapted from the district's literacy curriculum rather than a curriculum specifically designed for language development.

In addition to a lack of language proficiency growth, there is a lack of achievement of Elementary ELL students in reading and math and there is a need to continue focus of the achievement of middle and high school students. There are a number of possible causes for this lack of growth. Based on interview results, students at the secondary level do not have consistent access to supplemental math and reading interventions, teachers are not consistently implementing sheltered instruction teaching strategies, students lack strong study skills, and students struggle with the academic language (vocabulary and functions) of content classes. At the elementary level, literacy instruction does not include consistent explicit, systematic phonemic awareness and phonics skills instruction for all students in English or Spanish.

Based on the possible causes, a plan has been designed to address the needs of ELLs with language proficiency and core content areas. The plan will focus on the successful implementation of explicit ELD, sheltered instruction, academic interventions, and high expectations of all staff for all ELLs.

SMART goals

How can we get to where we want to be?

At the elementary level, SMART goals will focus on the increase of English language proficiency.

Elementary School:
By the end of the 2012-13 school year, 61% of elementary LEP students will gain at least one language proficiency level as measured by ELPA assessment results.
By the end of the 2013-14 school year, 66% of elementary LEP students will gain at least one language proficiency level as measured by ELPA assessment results.
By the end of the 2014-15 school year, 70% of elementary LEP students will gain at least one language proficiency level as measured by Oregon State supported English Language Proficiency assessment results.
At the secondary level, SMART goals will continue to focus on academic achievement to ensure that growth will continue.

Middle School:
By the end of the 2012-13 school year, 60% of middle school LEP students will meet or exceed standards in math as measured by OAKS assessment results.
By the end of the 2012-13 school year, 70% of middle school LEP students will meet or exceed standards in reading as measured by OAKS assessment results.
By the end of the 2013-14 school year, 70% of middle school LEP students will meet or exceed standards in math as measured by SMARTER assessment results.
By the end of the 2013-14 school year, 80% of middle school LEP students will meet or exceed standards in reading as measured by SMARTER assessment results.
By the end of the 2014-15 school year, 80% of middle school LEP students will meet or exceed standards in math as measured by SMARTER assessment results.
By the end of the 2014-15 school year, 85% of middle school LEP students will meet or exceed standards in reading as measured by SMARTER assessment results.

High School:
By the end of the 2012-13 school year, 54% of high school LEP students will meet or exceed standards in math as measured by OAKS assessment results.
By the end of the 2012-13 school year, 65% of high school LEP students will meet or exceed standards in reading as measured by OAKS assessment results.
By the end of the 2013-14 school year, 74% of high school LEP students will meet or exceed standards in math as measured by SMARTER assessment results.
By the end of the 2013-14 school year, 75% of high school LEP students will meet or exceed standards in reading as measured by SMARTER assessment results.
By the end of the 2014-15 school year, 90% of high school LEP students will meet or exceed standards in math as measured by SMARTER assessment results.
By the end of the 2014-15 school year, 90% of high school LEP students will meet or exceed standards in reading as measured by SMARTER assessment results.

Plan Design - How will we implement?

Master Plan Design

Strategies/action	Person responsible	Formative summative measurement	Resources needed	Timeline
Implement explicit ELD instruction in elementary magnet schools and strengthen explicit ELD instruction at all elementary schools.	ELL Coordinator	Common Formative Assessments (CFAs), curriculum based measures, ELPA	District Systematic ELD implementation team trained	Summer 2012
			Time allotted for initial school training	August 2012
			Time allotted throughout the school-year to refine and improve implementation	On-going
			Explicit ELD curriculum	On-going
			Administration time to monitor implementation	On-going
Implement academic language instruction in core content classes at magnet schools.	Building Administrators	CFAs, OAKS	Time allotted for initial training	August 2012
			On-going collaboration time for teachers to refine implementation	On-going
Implement sheltered instruction strategies at magnet schools that meet the needs of struggling ELLs in core content courses	Building Administrators	CFAs, CBMs, OAKS	Time allotted for initial training	Fall 2012
			Time allotted for peer observations	Winter2012 – Spring 2013
			Time for attending PLC's for support	On-going
			Instructional coach at secondary level	On-going
Implement secondary math and reading interventions that will meet the needs of	Building Administrators	CFAs, CBMs, OAKS	Interventions	On-going

struggling ELLs			Time allotted to train staff	Fall 2012
			Schedule structures to enable students access to interventions	Spring 2012
			Time for PBIS meetings to analyze data	On-going
			Administration time to monitor implementation	On-going
Implement explicit study skill instruction at secondary magnet schools.	Building Administrators	CFAs, OAKS	Schedule structures to enable students access to instruction	Spring 2012
			Intervention materials	Spring 2012
Implement explicit phonemic awareness and phonics instruction in English and Spanish literacy at the Elementary magnet schools.	Building Administrators	CFAs, CBMs, OAKS	Time allotted to initial training	June 2012, August 2012
			Time for attending PLCs	On-going
			Time for PBIS meetings to analyze data	Fall, winter, spring 2012-2013
			Administration time to monitor implementation	On-going

Professional Development

Professional learning activity	Person responsible	Data showing evidence of implementation	Predicted impact on student learning	Funding
Train all elementary magnet classroom teachers on explicit ELD instruction.				
Train all elementary magnet classroom teachers on academic language instruction in core content				
Visit model schools known for addressing needs of ELLs	Secondary Curriculum Coordinator	Principals track one ELL student and share analysis at monthly leadership meetings Instructional Services Department review data on LEP students at each school 3 times per year Principals conduct walk-through observations and track data	Growth data DIBELS, CBM, attendance and grades	Title IIa
Support implementation of instructional strategies using coaching model	ELL Coordinator (Secondary Curriculum Coordinator)	Principals conduct walk-through observations designed to focus on use of instructional strategies Based on walk-through data, schools will determine future focus on additional instructional strategies to be implemented throughout the 4- year plan	DIBELS, CBM,OAKS, grades	Title II a ELL general
Train cohort of 1 representative from each school to train others in sheltered instruction strategies	Secondary Curriculum Coordinator (ELL Coordinator)	Principals conduct walk-through observations designed to focus on use of instructional strategies Based on walk-through data, schools will determine future focus on additional instructional strategies to be implemented throughout the 4- year plan	DIBELS, CBM,OAKS, grades	Title II a
Train all teachers in sheltered instruction strategies at building level	Building level principal	Principals conduct walk-through observations designed to focus on use of instructional strategies	DIBELS, CBM,OAKS, grades	Embedded in available time

		Based on walk-through data, schools will determine future focus on additional instructional strategies to be implemented throughout the 4- year plan		
Provide embedded professional development using feedback from PLCs	Secondary Curriculum Coordinator	Anecdotal evidence from PLC cohort, and anecdotal evidence from PLC coordinators and principals	DIBELS, CBM, OAKS, grades, CFAs	Title IIa
Train ELD teachers regarding their role in working with PLCs	Secondary Curriculum Coordinator	Anecdotal evidence from PLC meetings	DIBELS, CBM, OAKS, grades, CFAs	Title IIa
Train PLC coaches in how to incorporate ELL staff in PLC work	Secondary Curriculum Coordinator	Anecdotal evidence from PLC meetings	DIBELS, CBM, OAKS, grades, CFAs	Title IIa
Train counselors, secondary department chairs, PLC coaches, ELL teachers in effective placement of ELL students in content classes	Assistant Superintendent	Biannual review of ELL student schedules Based upon the review of the ELL student schedules and the effective placement of the students, future trainings will be scheduled as required throughout the 4-year plan	Class schedules for ELLs	

Parental Involvement

Action	Person Responsible	Formative/Summative	Resources	Timeline
Interview families to document the experiences of current and former ELLs and their families in Corvallis Schools to gain feedback about current experiences and input for future program design	ELL Coordinator	Student and Parent Surveys	Video technology resources to record parent interviews Stipend for teacher work to interview and edit video	Summer and Fall 2011
Schools implement an explanation of sheltered instruction school program in back to school nights, conferences, and open houses	School Principals	Parent sign-in sheets		Fall 2011
All parents will be contacted concerning student placement in core content classes. They will be informed about sheltered instruction courses and interventions that are appropriate for their student.	ELL Coordinator Elementary and Secondary Curriculum Coordinators	Surveys Counselor and Teacher documentation of communication		On-going
At magnet schools parent informational meetings designed specifically for ELL families will be conducted to inform parents about instructional programs, intervention support, and school expectations.	ELL Coordinator Principals	Parent Sign In Sheets Surveys	CPS Units to survey groups orally	September 2011-April 2012
District level parent feedback meetings will be conducted collect feedback on current support and input for future support.	ELL Coordinator	Surveys	CPS Units to Survey Groups Orally	September 2011-June 2012

Monitoring/Evaluation

How will we monitor progress and evaluate our efforts?

Action	Person	Data	Resources needed	Timeline	Process for Mid-Course Corrections
Principals track 1 ELL student and share the analysis at the leadership meetings	Building principal(s)	Anecdotal, CFA results, progress monitoring, formal and informal teacher assessments		Monthly	Discussion during leadership team meetings will guide future implementation and adjustments of this process
Review and analyze data on LEP students at each school	Instructional Services Team	CBM, DIBELS, grades, OAKS, MAP, attendance, behavior		3 times per school year	Analysis will be used to modify interventions, give feedback to PLC groups and plan future course offerings
Principals conduct walk-through observations designed to focus upon the effective use of sheltered instructional strategies	Assistant Superintendent	Walk-through data	Provide professional development to principals on conducting walk-throughs Ecove	Weekly	Walk-through data will be used for the implementation of future instructional strategy use
Review randomly selected LEP student schedules	ELL Coordinator	Schedules		Biannually	Data will be used to modify course offerings annually
Building data teams will review implementation data of district-supported math and reading interventions	Principal(s)	Progress monitor data	Time allotted for team meetings	Quarterly (at grading periods)	Data will be used to modify intervention implementation and guide future intervention adoption
Building data teams will review LEP student progress in core classes	Principal(s)	Progress monitor data, CFAs, course grades	Time allotted for team meetings	Quarterly (at grading periods)	Data will be used to inform PLC groups about specific student needs so that PLC teams can adjust instruction

Corvallis
SCHOOL DISTRICT

VIII.C. Calendar Process

VIII.D. 509J By The Numbers

509J BY THE NUMBERS

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

November, 2012

This document is the second year of a combination of three key reports previously reported individually: A Budget Guide for our Community (The ABC Guide), Class Size Reports by level, and the Vital Signs Report.

The ABC Guide was produced in conjunction with the district's budgeting process, published as a "pull-out" section of the budget document, and provided an overview of district demographics and budget. This document, first included in the FY2006-07 budget document, was last printed in the FY2009-10 budget document.

Class Size Reports aimed at providing information regarding class sizes at the elementary and secondary level were previously provided to the board each fall.

The Vital Signs Report was started in FY2005-06 at the request of the school board and upon the recommendation of the Program and Resources Review (PR2) Committee. This report focused on key indicators regarding facilities usage and subsequent distribution of students and budget among schools. Factors identified within this report were intended to prompt discussion in the areas of school boundaries, reconfiguration, and the opening or closing of schools, as well as inform annual budget prioritizations.

Due to the overlapping nature of these individual reports, these reports are combined to create a more comprehensive overview of the district's demographics, facility utilization, and budget. Suggestions regarding the format and content of this report are welcomed by the Business Services Department.

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STUDENT DEMOGRAPHICS

WHO ARE OUR STUDENTS?

ENROLLMENT STATISTICS & TRENDS

The Corvallis School District's overall enrollment has been declining for the past eleven years, with total enrollment dropping by 11 percent since FY2002-03. The table below shows actual enrollment totals by level as of September 30, 2012, as well as the past ten years.

Table 1: District Enrollment by Level as of September 30, 2012 and last 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
FY2002-03	2,887	1,642	2,545	7,074	(1.8%)
FY2003-04	2,856	1,596	2,481	6,933	(2%)
FY2004-05	2,814	1,547	2,481	6,842	(1.3%)
FY2005-06	2,816	1,518	2,408	6,742	(1.5%)
FY2006-07	2,857	1,504	2,399	6,760	0.3%
FY2007-08	2,853	1,506	2,367	6,726	(0.5%)
FY2008-09	2,794	1,560	2,309	6,663	(0.9%)
FY2009-10	2,757	1,521	2,268	6,546	(1.8%)
FY2010-11	2,728	1,479	2,242	6,449	(1.5%)
FY2011-12	2,650	1,413	2,215	6,278	(2.7%)
FY2012-13	2,631	1,448	2,220	6,299	0.3%
3-year change	**(4.6%)**	**(4.8%)**	**(2.1%)**	**(3.8%)**	
10-year change	**(8.9%)**	**(11.8%)**	**(12.8%)**	**(11%)**	

✓ VITAL SIGN: *District-wide by grade level cumulative change in students over a 3-year period did not exceed +/-10%.*

In addition to district-wide enrollment by level, it can be useful to track individual grade cohorts as they move from kindergarten through twelfth grade. When this information is viewed (as in Table 2), an increase can be observed between the 8th and 9th grades across the FY2002-03 to FY2012-13 timeframe. This is likely due to students entering the Corvallis school system from local private K-8 options.

Since FY2009-10, there is an additional increase seen between kindergarten and first grade. District staff believe this is likely due to local families choosing all-day kindergarten options instead of half-day kindergarten programs within the district.

Table 2: Enrollment history by grade cohort FY2002-03 to FY2012-13 (September 30)

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
K	456	436	449	435	446	428	442	422	418	392	420
1	496	496	457	482	458	483	463	459	454	460	432
2	455	491	498	462	477	453	476	462	458	442	450
3	471	463	478	502	471	496	474	475	460	454	424
4	481	486	466	472	523	465	483	468	475	442	462
5	528	484	466	463	482	528	456	471	463	460	443
6	545	506	503	482	488	502	530	471	478	471	482
7	545	536	513	504	495	500	512	526	473	476	466
8	552	554	531	532	521	504	518	524	528	466	500
9	660	643	654	614	657	636	637	661	672	645	557
10	678	622	603	598	573	604	587	554	587	577	590
11	607	612	608	590	584	572	542	520	479	507	520
12	600	604	616	606	585	555	543	533	504	486	553
Total	**7,074**	**6,933**	**6,842**	**6,742**	**6,760**	**6,726**	**6,663**	**6,546**	**6,449**	**6,278**	**6,299**

In addition to data for actual enrollment, the difference between projected enrollment and actual 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 (September 30, 2012)

	Projected	Actual	Difference	Percent Difference
Elementary (K-5)	2,646	2,631	(15)	(0.6%)
Middle (6-8)	1,436	1,448	12	0.8%
High (9-12)	2,141	2,220	79	3.7%
Total	**6,223**	**6,299**	**76**	**1.2%**

✓ VITAL SIGN: *District-wide actual enrollment by grade level did not change between budget forecast and actual by more than 5%.*

Another view of FY2012-13 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.

Table 4: FY2012-13 Projected and Actual Enrollments by School as of September 2012, not including Muddy Creek Charter School and YES House

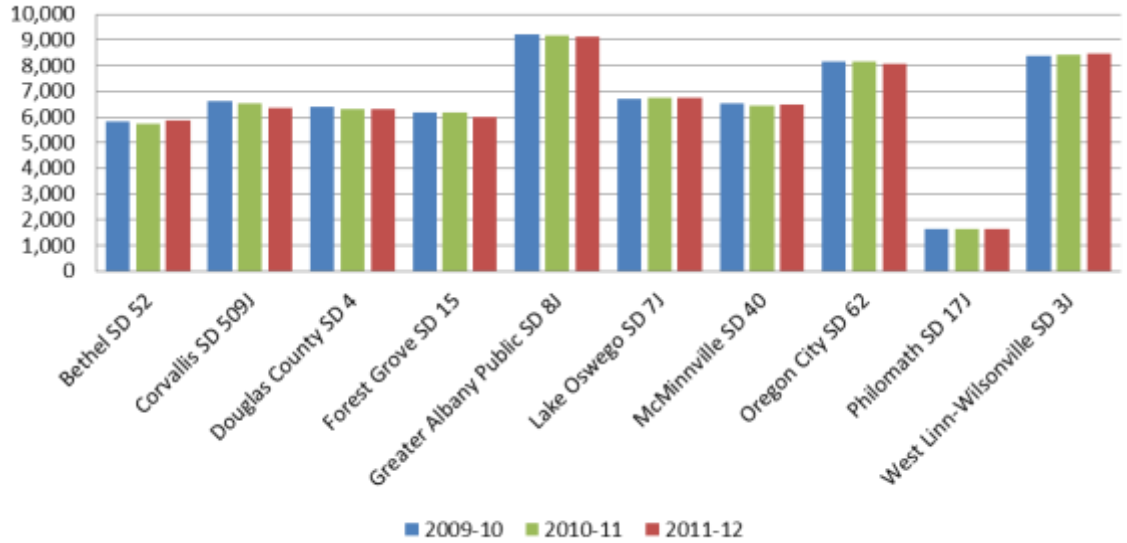
	FY2009-10 Actual	FY2010-11 Actual	FY2011-12 Actual	FY2012-13 Projected	FY2012-13 Actual	3-yr Change
Adams Elementary School	411	390	363	355	353	(14.1%)
Garfield Elementary School	369	380	385	384	394	6.8%
Hoover Elementary School	405	419	413	422	395	(2.5%)
Jefferson Elementary School	331	329	313	316	330	(0.3%)
Lincoln Elementary School*	388	325	348	340	361	(7%)
Mt. View Elementary School	362	344	313	300	287	(20.7%)
Wilson Elementary School	379	369	345	359	341	(10%)
Franklin K-8 School	320	329	343	358	354	10.6%
Cheldelin Middle School	615	598	543	554	563	(8.5%)
Linus Pauling Middle School	698	724	697	694	701	0.4%
Corvallis High School	1,216	1,154	1,196	1,009	1,235	1.6%
Crescent Valley High School	1,052	1,088	1,019	1,132	985	(6.4%)
Total	**6,546**	**6,449**	**6,278**	**6,223**	**6,299**	**(3.8%)**

*Lincoln's FY2009-10 Enrollment includes 6-8 students

✘ VITAL SIGN: *School-specific cumulative changes in students over a three-year period exceeded +/- 10 percent at Adams and Mt. View elementary schools. The overall elementary and K-8 enrollment decreased by 5.1 percent over three years, the overall middle school enrollment decreased by 3.7 percent, and high school enrollment decreased overall by 2.1 percent.*

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 2009-10 to 2011-12



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[1], 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 that reported state-wide.

Table 5: District-Wide Student Race/Ethnicity as of September 30, 2011 and 2012 Compared to 2010 State-Wide All Ages Census Data

	September 30, 2011		September 30, 2012		
Race/Ethnicity as Reported	District-Wide Number*	District-Wide Percentage of Total*	District-Wide Number*	District-Wide Percentage of Total*	2010 State-Wide Percentage**
Hispanic	879	14.0%	933	14.3%	11.7%
Asian	626	10.0%	643	9.8%	3.7%
American Indian	622	9.9%	642	9.8%	1.4%
Black /African American	201	3.2%	220	3.4%	1.8%
Hawaiian /Pacific Islander	158	2.5%	152	2.3%	3.0%
White	5,357	85.3%	5,426	82.9%	83.6%

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

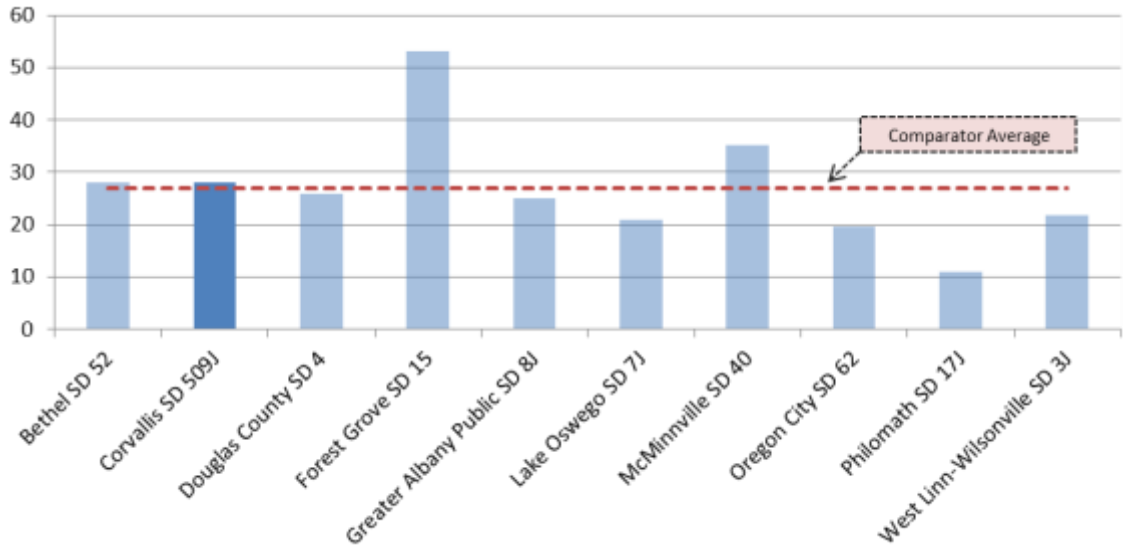
**2010 US Census Data

Figure 2: Oct. 14, 2011 - Oregon State population by race, http://2010.census.gov/2010census/data/



[1] 2010 US Census data was downloaded on Oct. 14, 2011, from http://2010.census.gov/2010census/data/.

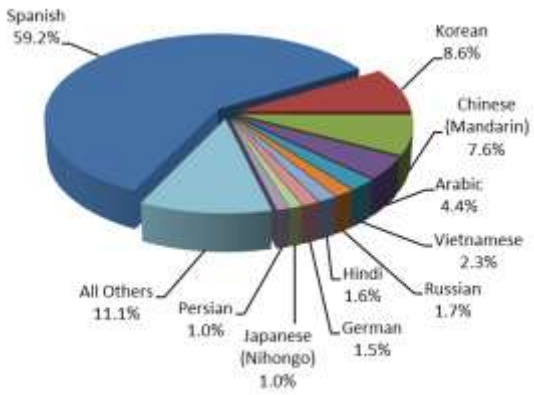
Figure 3: FY2011-12 Percent of Total Enrollment Identified as Minority for Comparator Districts (ODE Data)



Among district comparators, Corvallis ranked as the third most diverse population based on FY2011-12 data compiled by the Oregon Department of Education (ODE), with a total minority population of just over 28 percent, slightly over the comparator group average of nearly 27 percent. Philomath's minority population of just under 11 percent was the least, while Forest Grove's population of just over 53 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 September 30, 2012, 956 students indicated that their primary language is one other than English, up from 931 reported in 2011, representing 15.2 percent of the total student body. Forty-eight unique languages other than English are spoken in the homes of our students. The 2010 US Census reports an estimated 11.2% of individuals within the Corvallis, Oregon metropolitan area speak a language other than English.[2]

Figure 4: Ten Most Popular Non-English Primary Languages, with All Others, as a Percentage of Total Non-English Languages Reported by Corvallis District Students (October, 2012)



[2] 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, October 14, 2011.

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).

Table 6: Students Participating in Specialized Learning Programs by Level, as of October 2012

	TAG		ELL		IEP	
Academic Level	Number	Percent of Total by Level	Number	Percent of Total by Level	Number	Percent of Total by Level
Elementary (K-5)	102	3.9%	323	12.3%	253	9.6%
Middle (6-8)	389	26.9%	39	2.7%	178	12.3%
High (9-12)	653	29.4%	56	2.5%	244	11.0%
All grades (K-12)	**1,144**	**18.2%**	**418**	**6.6%**	**675**	**10.7%**

The charts below compare Corvallis to the state average as well as to comparator districts for overall percentages of students with IEPs and ELL participation. Data for these charts was provided by ODE for FY2011-12.

Figure 5: Percentage of IEP Students for Comparator Districts FY2011-12 (ODE Data)

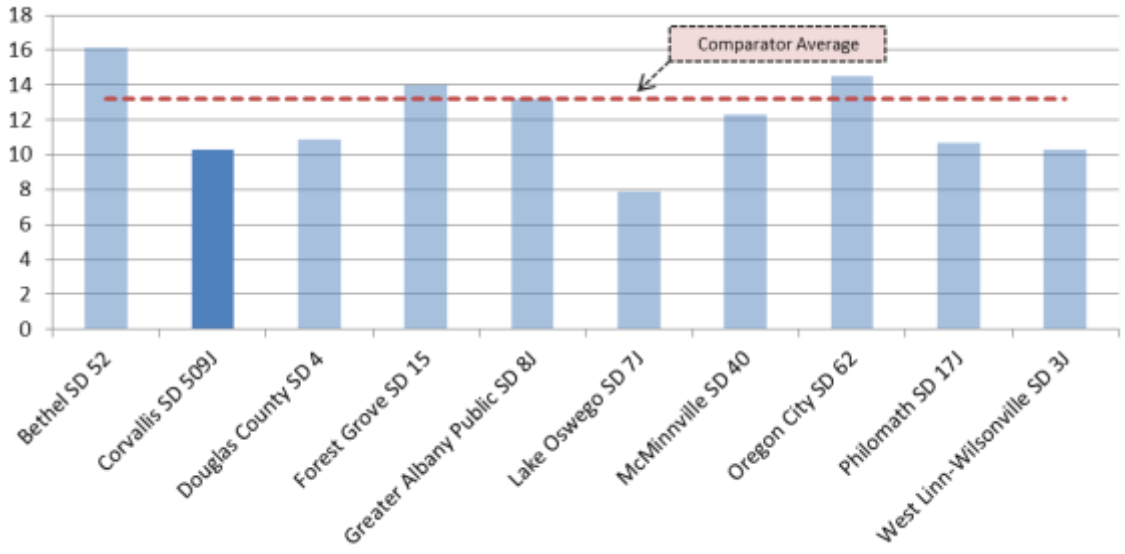
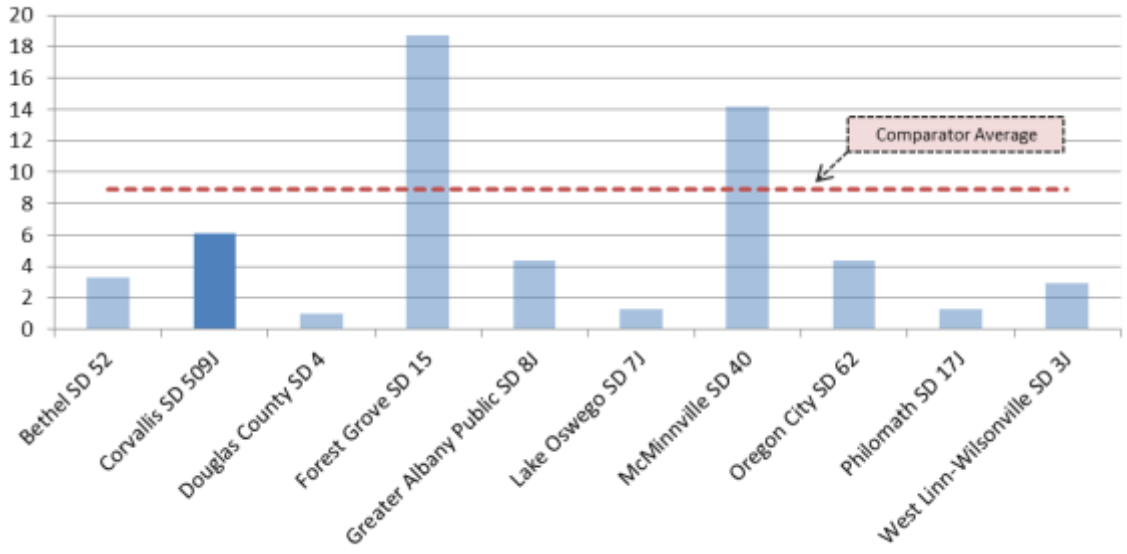


Figure 6: Percentage of ELL Students for Comparator Districts FY2011-12 (ODE Data)



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.

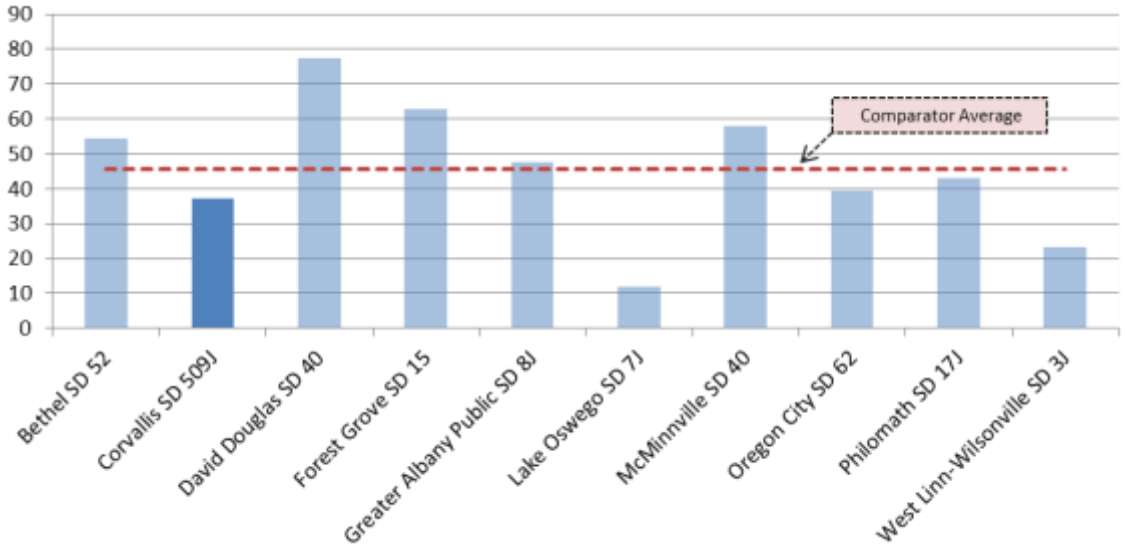
Children from households that meet federal income guidelines are determined eligible for either free or reduced-priced meals. Thanks to the Oregon State Legislature, students who qualify for reduced-priced meals can have breakfast for free. This program provides children the opportunity for a nutritious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

Overall, participation in this program has increased in Corvallis over the past ten years from almost 32 percent in FY2005-06 to nearly 39 percent in FY2011-12. The district's current average, however, is still less than that of the average of our comparator districts at 45.5 percent.

Table 7: Corvallis School District (CSD) Free and Reduced Lunch Program Participation, CSD Food Service Data FY2006-07 to FY2011-12

School	FY2006-07	FY2007-08	FY2008-09	FY2009-10	FY2010-11	FY2011-12
Adams Elementary	19.7%	24.0%	20.2%	19.7%	21.2%	22.6%
Garfield Elementary	70.8%	76.8%	71.1%	72.5%	75.1%	77.7%
Hoover Elementary	16.5%	14.4%	12.6%	18.8%	17.8%	18.2%
Jefferson Elementary	25.3%	24.7%	19.8%	17.6%	20.9%	25.5%
Lincoln Elemenetary	68.1%	74.7%	66.5%	70.8%	68.2%	69.3%
Mt. View Elementary	45.7%	45.7%	45.4%	51.9%	49.7%	53.4%
Wilson Elementary	45.7%	51.6%	45.7%	52.8%	51.8%	53.5%
Franklin K-8	12.2%	13.5%	15.7%	23.9%	23.7%	23.4%
Cheldelin Middle	23.6%	27.3%	25.2%	31.9%	31.3%	32.7%
Linus Pauling Middle	42.5%	45.9%	41.1%	43.0%	42.5%	43.3%
Corvallis High	27.5%	28.6%	28.4%	38.2%	34.9%	38.7%
Crescent Valley High	20.0%	24.3%	21.7%	26.6%	24.8%	26.7%
District Average	**32.4%**	**35.4%**	**32.6%**	**37.8%**	**36.5%**	**38.8%**

Figure 7: Comparator District Free and Reduced Lunch Participants as a Percentage of Total Enrollment (ODE Data, FY2011-12)



HOW ARE OUR STUDENTS PERFORMING?

OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS (OAKS) RESULTS

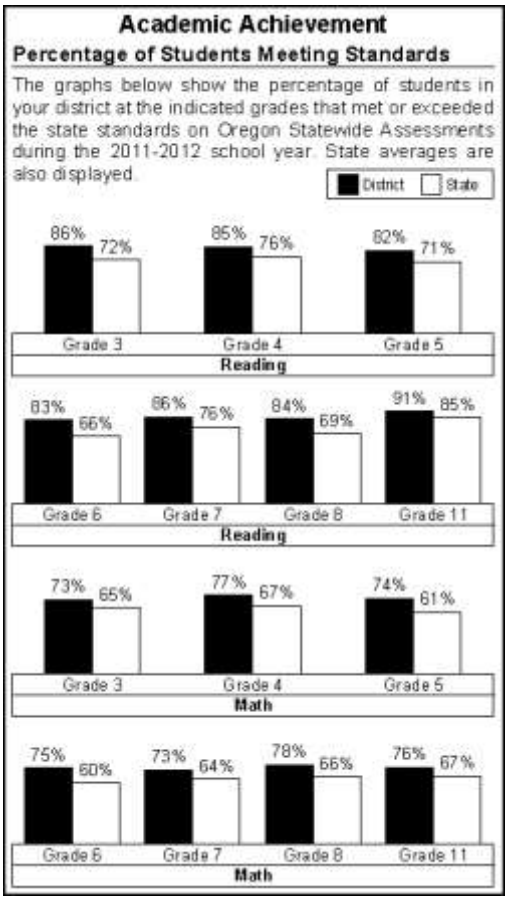
All Oregon students in grades 3-8 and 11 are required to be tested with the Oregon Assessment of Knowledge and Skills (OAKS). The test results are used annually to determine whether schools, districts, and the state are meeting, or making sufficient progress toward meeting, rigorous state academic standards by FY2013-14.

Due to a new flexibility waiver agreement between the state and the federal government, Oregon is no longer using Adequate Yearly Progress (AYP) reports as its accountability measure. Instead, Oregon is in the process of transforming its school report cards for this purpose. The school report cards use designations of Outstanding, Satisfactory, and In Need of Improvement. For FY2011-12, ten schools were rated as Outstanding, and three schools (Corvallis High School, Garfield Elementary School, and Linus Pauling Middle School) were rated as Satisfactory. No Corvallis schools were considered In Need of Improvement.

Another component of Oregon's "Next Generation of Accountability" system is to evaluate high poverty schools that receive federal Title I funds and rank them according to a formula that incorporates academic achievement, academic growth, subgroup growth, graduation rates, and subgroup graduation. This system identifies a certain number of Title I schools as Priority, Focus, and Model schools. Priority and Focus schools make up the 15-20 percent at the bottom of the list and are those most in need of assistance in turning around student achievement and growth. Model schools represent the top 5 percent of Title I schools in the state exhibiting successful outcomes for students, and will serve as models and mentors to other schools around the state. Of 27 Model schools in the state, Corvallis has two: Lincoln Elementary and Mt. View Elementary.

Figure 8 at right, from the Oregon school report card, illustrates the percentage of Corvallis district students meeting or exceeding state standards at each test level for reading and mathematics.

Figure 8: FY2011-12 OAKS results in percentage of students meeting or exceeding state standards



SAT SCORES

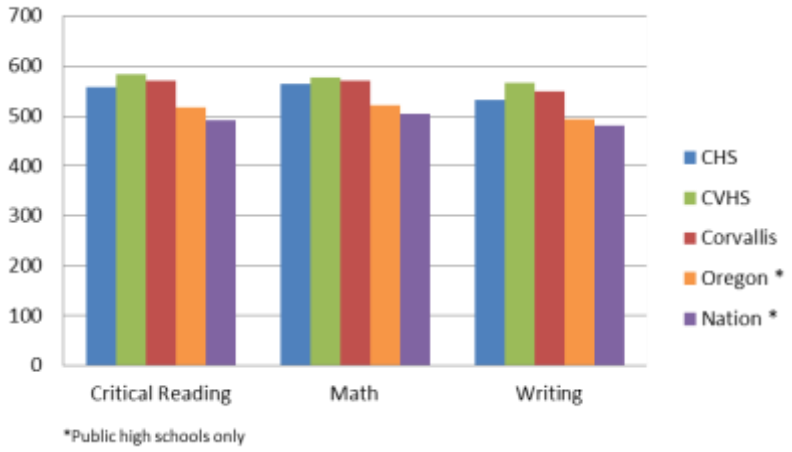
FY2011-12 SAT data reflects the full cohort of college-bound senior test-takers and includes data for public high schools at the state and national level. Mean scores reported from prior years may not be comparable to FY2011-12 results due to some cut-off periods used to determine which senior results would be included as well as the inclusion/exclusion of private school data.

Table 8: SAT Participation Rates FY2010-11 to FY2011-12

	FY2010-11		FY2011-12		
	Total Tested	Participation Rate	Total Tested	Participation Rate	Change in Participation Rate
Corvallis High School	157	56.9%	158	61.5%	7.5%
Crescent Valley High School	184	80.0%	169	82.4%	2.9%
District-wide	341	64.0%	327	70.8%	9.6%

*Public high schools only

Figure 9: SAT Mean Scores FY2011-12



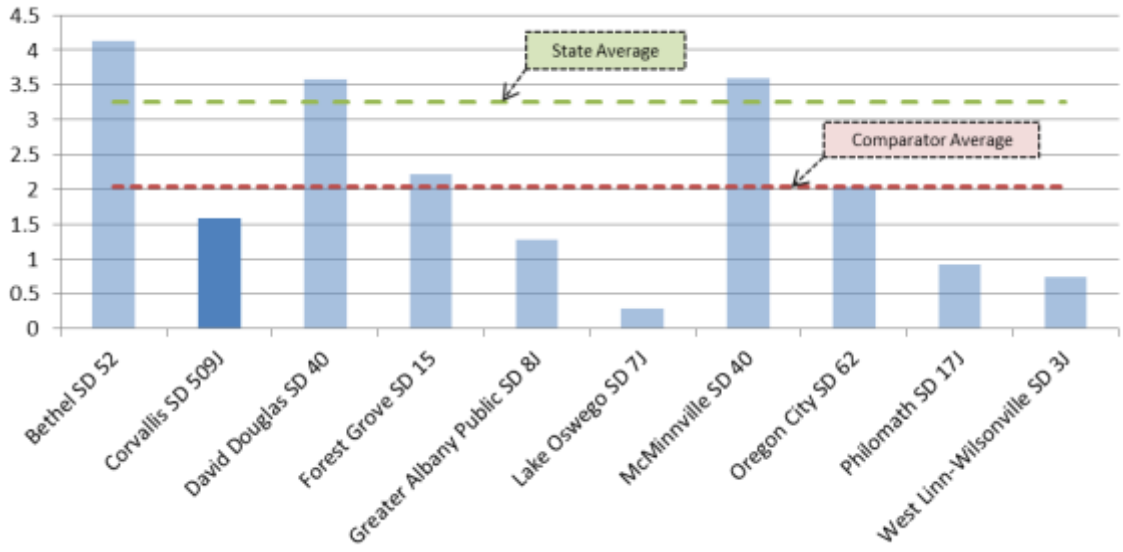
GRADUATION RATES

Corvallis schools consistently exceed the state average when measuring the number of drop-outs each academic year. The Oregon Department of Education defines a drop-out as a student who withdrew from school without transferring or receiving a diploma, modified diploma, or GED. The most recent data available at the time of printing is FY2010-11.

Table 9: Dropout Rates FY2006-07 to FY2010-11

	FY2006-07	FY2007-08	FY2008-09	FY2009-10	FY2010-11
Corvallis High	3.8%	3.3%	0.8%	1.2%	2.1%
Crescent Valley High	2.6%	2.0%	2.1%	0.2%	0.5%
State of Oregon	4.2%	3.7%	3.4%	3.4%	3.3%

Figure 10: Comparator Group Dropout Percentages FY2010-11



WHERE DO OUR STUDENTS GO TO SCHOOL?

ELEMENTARY CLASS SIZES

The school board has consistently made lower class size a budget priority since at least FY1999-2000. This focus on class size is in response to teacher testimony, community feedback, the Visioning process adopted by the board in November 2007, and online surveys, all of which stated class size as the number one priority for Corvallis. Smaller classes allow more attention to be focused on each student to enhance improved learning and classroom behaviors. While there is no specific board policy setting district-wide elementary class sizes for the district, work dealing with transfer approvals and school capacities operate with a range of 22 to 25 students at the kindergarten to 3rd grade level, and 25 to 28 students in the 4th and 5th grades.

Prior to FY2011-12, schools received two major allocations during the budget process: basic school support and discretionary. In this model, individual school locations were responsible for budgeting classroom teacher full-time equivalency (FTE) as well as supplies, materials, and other operational expenditures. To assist school leadership in the budgeting process, allocations were further defined since the FY2011-12 budget to include three categories: basic school support, classroom teacher FTE, and discretionary.

To allocate classroom teacher FTE, targeted class sizes were identified for each grade. These targets, shown below, narrow the class size ranges previously utilized in reports to the board regarding class sizes and vital signs.

Table 10: FY2012-13 Adopted Budget Class Sizes used for Classroom Teacher FTE Allocation

		FY2012-13	
Grade Level	FY2011-12 Targeted Class Size	Targeted Class Size	Maximum Class Size
Kindergarten	22	24	26
First - Second	23	26	28
Third	25	27	28
Fourth - Fifth	28	31	32

The Local Option Levy adds between 1.5 and 2.0 FTE teachers at each elementary school, and 1.66 FTE at Franklin K-8. Local option funds have been used to minimize class size increases over the last few volatile budget years. Further information regarding the Local Option Levy is available in the financial section of this document.

ELEMENTARY SCHOOL ENROLLMENT

Since the district has experienced an overall decrease in enrollment over the years, it is expected that overall school sizes at the elementary school level would follow this trend. 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. Two elementary schools fall below that size at 330 and 287 students: Jefferson and Mt. View Elementary Schools, respectively.

DISTRICT-WIDE ELEMENTARY CLASS SIZES

The average district-wide elementary class size is 24.5 students per classroom, as of September 28, 2012. In FY2011-12, the average was 24.0 students per classroom.

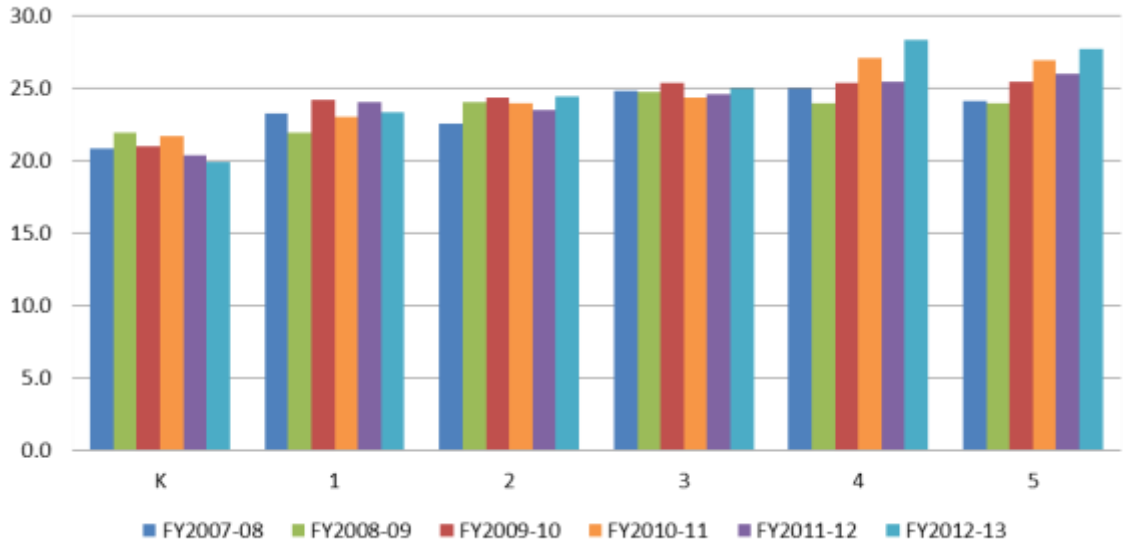
✓ VITAL SIGN: *As of September 28, 2012, district-wide average elementary class size does not exceed 25.*

Average elementary class sizes for each grade are shown below from FY2006-07 to FY2012-13. The drop in class size seen between FY2006-07 and FY2007-08 is a direct result of the Local Option Levy and School Improvement Fund.

Table 11: District-Wide Average Class Sizes by Grade

Grade	FY2006-07	FY2007-08	FY2008-09	FY2009-10	FY2010-11	FY2011-12	FY2012-13
K	23.5	20.8	21.9	21.0	21.7	20.3	19.9
1	24.0	23.2	21.9	24.1	23.0	24.0	23.3
2	24.4	22.5	24.0	24.3	24.0	23.4	24.4
3	26.6	24.8	24.7	25.3	24.4	24.5	24.9
4	28.1	24.9	23.9	25.3	27.1	25.4	28.3
5	29.8	24.1	23.9	25.4	26.9	26.0	27.7

Figure 11: District-Wide Average Class Sizes by Grade FY2007-08 to FY2012-13

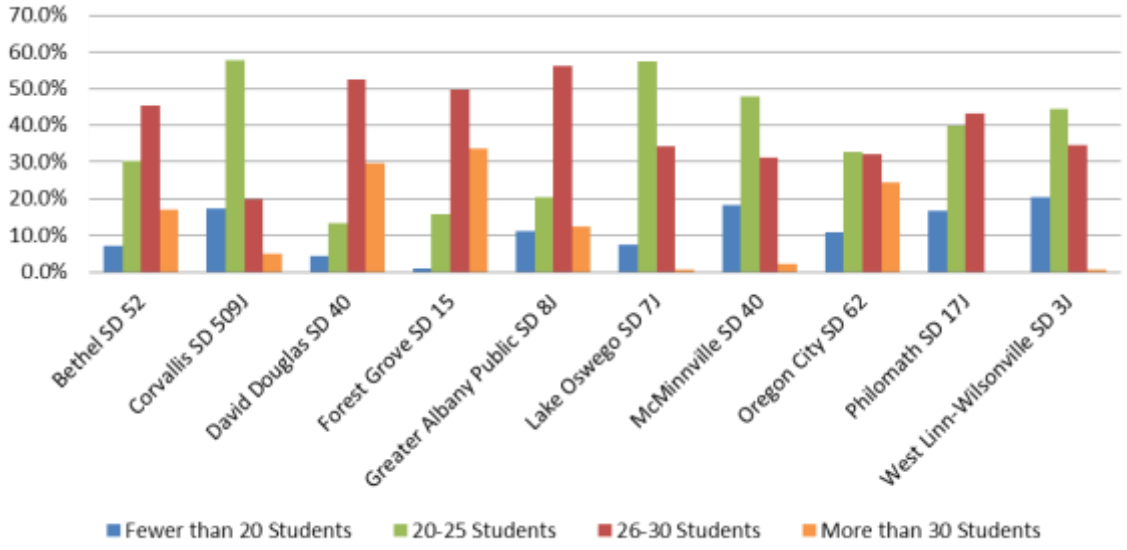


✓ VITAL SIGN: *The FY2012-13 General Fund allocation of FTE per student did not change the average class sizes more than +/- 2 students compared to FY2011-12.*

ODE collects information regarding class size at the elementary level in four categories: classes with fewer than 20 students, 21 to 25 students, 26 to 30 students, and greater than 30 students.

✓ VITAL SIGN: *For FY2011-12, Corvallis ranked favorably beside comparator districts, with 75 percent of all elementary level classes reporting enrollments of either less than 20 or 21 to 25 students. This was the highest percentage among the competitor group, with McMinnville, at 65 percent, the next greatest, and David Douglas, at 18 percent, the least.*

Figure 12: Elementary Class Sizes by Comparator District as Reported by ODE FY2011-12



ELEMENTARY SCHOOL SPECIFIC CLASS SIZE AVERAGES

The following table compares this year's class size averages at each elementary school to their FY2011-12 averages. In FY2012-13, the majority of the schools increased class size averages.

Table 12: Elementary School Average Class Sizes Current and Previous FY Comparison

School	FY2011-12	FY2012-13	Difference
Adams Elementary	24.2	27.2	3.0
Franklin (K-5 only)	28.3	28.3	0.0
Garfield Elementary	22.3	23.2	0.9
Hoover Elementary	24.4	23.2	(1.2)
Jefferson Elementary	26.0	26.7	0.7
Lincoln Elementary	24.9	22.4	(2.5)
Mt. View Elementary	24.0	23.9	(0.1)
Wilson Elementary	21.4	24.4	3.0

✘ VITAL SIGN: *As of September 30, 2012, school specific class size averages changed by more than +/-2 at Adams , Lincoln, and Wilson elementary schools.*

✓ VITAL SIGN: *School specific staffing allocations are sufficient to maintain educational programs. Fund raising is only being used to add art and music instruction (1.36 FTE) and 2.0 hours of classified time per day.*

SECONDARY CLASS SIZES

Class sizes at the secondary school level have traditionally been examined specifically by core subject: language arts, mathematics, science, and social studies. Two additional categories were included beginning last year: foreign languages and health-related activities. As with elementary class size, there is no specific board policy regarding class sizes at the secondary level. For FY2012-13, the targeted size used to allocate FTE was set at 32 students per class, up from 29 used in FY2011-12.

Table 13: First Quarter Middle School Class Sizes, Fall 2012

School/Subject	FY2011-12 Average	FY2012-13 Average	FY2012-13 Maximum	FY2012-13 Minimum
Cheldelin Middle School				
Foreign Languages	30.7	30.7	37	26
Language Arts	22.2	27.2	37	11
Science	28.6	31.8	38	22
Mathematics	27.0	27.0	36	15
Health-Related Activities	33.7	37.5	41	31
Social Studies	27.9	30.5	37	20
Linus Pauling Middle School				
Foreign Languages	31.0	32.3	36	26
Language Arts	24.3	25.3	39	7
Science	29.7	31.7	35	27
Mathematics	26.5	26.9	36	12
Health-Related Activities	36.7	37.6	46	14
Social Studies	28.3	29.7	39	20
Franklin Middle School				
Language Arts	24.4	26.3	32	6
Science	28.3	30.7	32	28
Mathematics	24.5	26.0	33	13
Health-Related Activities	28.8	30.1	32	27
Social Studies	27.8	30.7	32	27

✘ VITAL SIGN: *As of September 28, 2012 district-wide average class size for middle school grades is 29.4, exceeding the vital sign maximum of 28.*

Table 14: First Quarter High School Class Sizes, Fall 2012

School/Subject	FY2011-12 Average	FY2012-13 Average	FY2012-13 Maximum	FY2012-13 Minimum
Corvallis High School				
Foreign Languages	26.2	30.9	43	19
Language Arts	28.5	27.1	35	13
Science	28.7	27.6	36	11
Mathematics	28.0	26.1	44	6
Health Related Activities	32.6	33.6	50	23
Social Studies	29.3	29.4	39	13
Crescent Valley High School				
Foreign Languages	25.2	29.4	36	19
Language Arts	26.3	28.2	42	9
Science	27.7	29.7	43	12
Mathematics	26.2	28.6	39	10
Health Related Activities	30.2	30.6	40	16
Social Studies	29.3	31.9	39	16

✓ VITAL SIGN: *As of September 28, 2012, the district-wide average class size for high school grades is 28.8 and does not exceed the vital signs target of 30.*

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 intra-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 reports from the private schools, overall enrollment has increased for FY2012-13 over FY2011-12. However, the number of Corvallis-area resident students attending local private schools decreased by more than 5 percent in FY2011-12 compared to FY2010-11. Overall, private school students as a percentage of 509J total enrollment has held relatively steady at around 10 percent over the past five years.

Table 15: Private School Enrollment FY2008-09 to FY2012-13 as Reported by Schools

School	FY2008-09	FY2009-10	FY2010-11	FY2011-12	FY2012-13
Ashbrook Independent School (K-8, Corvallis)	125	129	132	119	158
Central Valley Christian School (K-8, Tangent)	14	15	11	12	11
Christian Leadership Academy* (K-12, Philomath)	12	2	-	-	n/a
Corvallis Montessori (K-6, Corvallis)	13	19	50	45	33
Corvallis Waldorf School (K-8, Corvallis)	84	84	110	110	116
Good Samaritan School (K-5, Corvallis)	22	26	30	39	40
Marist High School (9-12, Eugene)	-	2	4	3	3
OSU Beaver Beginnings (K, Corvallis)	8	13	17	15	18
Philomath Montessori (K-1, Philomath)	3	2	2	6	2
Santiam Christian School (K-12, Adair Village)	277	273	220	191	186
St. Mary's School (K-8, Albany)	7	4	9	9	9
Stepping Stones Preschool (K, Corvallis)	-	-	5	-	n/a
Sundborn Children's House (K, Albany)	-	-	2	3	3
Zion Lutheran School (K-8, Corvallis)	160	109	99	100	100
Total	**725**	**678**	**691**	**652**	**679**
Percent change over previous year	4.6%	(6.5%)	1.9%	(5.6%)	4.1%
Corvallis School District 509J Total	6,676	6,546	6,588	6,387	6,299
Private as a percentage of 509J Total	10.9%	10.4%	10.5%	10.2%	10.8%

*formerly Nazarene Christian School

"n/a" indicates either no response or no information available

HOME SCHOOL STUDENTS

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. As of September 28, 2012, there were 27 home school students taking classes at district schools.

Table 16: Corvallis Students Registered as Home School FY2008-09 to FY2012-13, per LBL ESD (each September)

	FY2008-09	FY2009-10	FY2010-11	FY2011-12	FY2012-13
Count of Students Registered Home School	209	192	197	195	190
Percent Change from Prior Year	(9.5%)	(8.1%)	2.6%	(1%)	(2.6%)

Table 17: Corvallis Students Enrolled in Home School or Private School FY2012-13 by Level

Corvallis Residents Enrolled	Kindergarten	Grades 1-8	Grades 9-12	Total
Home School	3	130	57	190
Private School	98	461	120	679

STUDENTS ON INTER- AND INTRA-DISTRICT TRANSFERS

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.

HB 3681 was enacted by the 2011 legislature and provides an additional method of school choice for Oregon students. In February, 2012, the board determined that the Corvallis School District would not be participating, instead opting to continue traditional methods of inter-district transfer as allowed by law. Six Corvallis area students were granted transfers to Oregon districts under HB 3681 effective FY2012-13. One of these students has subsequently enrolled in Corvallis.

The district conducts an "early admittance" transfer process with an online application for students expecting to enter grades 1-12 from November to mid-January, and during the spring for those entering kindergarten in the fall. Additionally, transfers may be requested during the school year to be effective at the quarters for elementary-aged students and at semesters for secondary students.

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.

INTER-DISTRICT TRANSFERS

The district has not traditionally prohibited or limited transfer requests to other districts. In cases where the student may require additional services, the Student Services Department contracts with the receiving/home district to ensure funds are exchanged in support of the student.

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. Additionally, students from other districts attending Muddy Creek Charter School (23 as of September 28, 2012) are not included in Table 18 as transfers into the district.

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, 113 students from GAPS and 38 students from Philomath School District transferred into Corvallis District schools, while 15 Corvallis residents transferred to GAPS and 105 transferred to Philomath School District.

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

	FY2008-09	FY2009-10	FY2010-11	FY2011-12	FY2012-13
Transfers Into Corvallis	151	173	168	164	203
Transfers Out of Corvallis	104	155	150	157	139
Enrollment Gain (Loss)	47	18	18	7	64

INTRA-DISTRICT TRANSFERS

Intra-district (within 509J) transfers are often impacted by school boundary changes, school reconfigurations, 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.

The impact of the expansion of the Dual Language Immersion (DLI) programs at Lincoln and Garfield Elementary schools may explain some of the transfer trends seen at the elementary school level.

Table 19: Number of Intra-District (within 509J) Transfers by School, September 30 each year

	FY2010-11			FY2011-12			FY2012-13		
School	In	Out	Net	In	Out	Net	In	Out	Net
Adams Elementary	68	85	(17)	56	72	(16)	55	65	(10)
Garfield Elementary	144	97	47	112	86	26	117	74	43
Hoover Elementary	93	44	49	76	40	36	70	45	25
Jefferson Elementary	50	77	(27)	48	58	(10)	57	54	3
Lincoln Elementary	24	89	(65)	39	65	(26)	37	82	(45)
Mt View Elementary	16	116	(100)	16	94	(78)	9	86	(77)
Wilson Elementary	69	149	(80)	53	136	(83)	46	152	(106)
Franklin K-8*	318	-	318	285	-	285	340	-	340
Franklin K-5							*167*	-	*167*
Franklin 6-8							*173*	-	*173*
Cheldelin Middle	23	85	(62)	20	76	(56)	19	79	(60)
Linus Pauling Middle**	29	92	(63)	21	91	(70)	13	126	(113)
Corvallis High***	69	60	9	98	44	54	161	43	118
Crescent Valley High	60	69	(9)	44	97	(53)	43	161	(118)

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) September 30 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 transfers FY2011-12 and FY2012-13

***Corvallis High closed to transfers FY2010-11; open FY2011-12 and FY2012-13

At the secondary level, Corvallis High School was open to transfers in FY2012-13 for a second year, explaining an increase in transfer activity from FY2010-11. The school has been declared closed to additional transfers for the remainder of FY2012-13 and will likely remain closed due to the seven percent rule for FY2013-14.

In contrast, FY2012-13 is the second year that Linus Pauling Middle School has been closed to transfers due to the seven percent rule. Since students may still enter Linus Pauling due to the Jefferson Option[3], to follow siblings currently attending Linus Pauling, or to participate in magnet programs including Life Skills and Dual Language Immersion the full impact of closing the school to transfers may not be seen for several years.

Closely related to the closure of secondary schools to transfers due to the seven percent rule is the review of school boundaries. Table 20 compares actual school enrollments as of September 28, 2012 to a count of school residents attending any Corvallis school (excluding MCCS and YES House).

Table 20: Comparison of Resident Student Counts to Actual Enrollment as of September 28, 2012

School	Residents Attending	Actual Enrollment	Difference
Adams Elementary	361	351	(10)
Garfield Elementary	345	388	43
Hoover Elementary	369	394	25
Jefferson Elementary	321	324	3
Lincoln Elementary	396	351	(45)
Mt View Elementary	339	262	(77)
Wilson Elementary	439	333	(106)
Franklin K-8	-	340	340
Cheldelin Middle	601	541	(60)
Linus Pauling Middle	801	688	(113)
Corvallis High	1,074	1,192	118
Crescent Valley High	1,050	932	(118)
District Wide	6,096	6,096	-

*Excludes Inter-District Transfers (IDT)

[3] Due to a November 2007 board decision, the "Jefferson Option" applies as described in JC-AR: "Students living within the Jefferson Elementary School boundary north of Circle Boulevard who attend Jefferson through completion of fifth grade may choose which middle and high school to attend. This is a one-time option, which is available only at the fifth to sixth grade transition."

FACILITY DEMOGRAPHICS

BUILDINGS

The Corvallis School District operates 13 school locations: seven elementary schools, one K-8 school, two middle schools, two high schools, and one alternative school. 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 2012 are shown below. Recent upgrades to facilities include seismic retrofitting, lighting enhancements, boiler replacements, and roof repairs/replacements. These upgrades were performed to increase the safety and efficiency of the district's older buildings.

Table 21: Average Ages of District Schools as of 2012

Category	Average Age in Years	Maximum Age	Minimum Age
Elementary Schools*	54.9	65	44
Middle Schools*	26.5	65	8
High Schools	24.0	41	7

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

Other facilities owned by the district include: Dixie, Fairplay, and Inavale schools, which are all rented to other educational entities, and Osborn Aquatic Center, operated by the City of Corvallis. Dixie Elementary School is utilized by HeadStart as well as LBL ESD. Muddy Creek Charter School is operating at the Inavale location. Fairplay Elementary has been leased to the Corvallis Waldorf School for several years, and the district entered into a sales agreement with them to be executed in June, 2013.

UTILIZATION

Utilization as reported in the Vital Signs report is 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.

Table 22: FY2012-13 School Building Utilization

Schools	Classrooms	Modular Classrooms	Planning Capacity	09/30/2012 Enrollment	Utilization
Elementary					
Adams	20	3	489	353	72.2%
Garfield	17	3	425	394	92.7%
Hoover	14	5	404	395	97.8%
Jefferson	14	2	340	330	97.1%
Lincoln	18	4	468	361	77.2%
Mt. View	17	4	446	287	64.3%
Wilson	19	-	404	341	84.5%
Total Elementary	**119**	**21**	**2,975**	**2,461**	**82.7%**
K-8 School					
Franklin K-8 School	**17**	**-**	**379**	**354**	**93.4%**
Middle School					
Cheldelin	34	-	809	563	69.6%
Linus Pauling	34	-	809	701	86.6%
Total Middle Schools	**68**	**-**	**1,618**	**1,264**	**78.1%**
High School					
CHS	72	-	1,714	1,235	72.1%
CVHS	65	-	1,547	985	63.7%
Total High Schools	**137**	**-**	**3,261**	**2,220**	**68.1%**
Total District Capacity	**341**	**21**	**8,233**	**6,299**	**76.5%**

✘ VITAL SIGN: *By level, the elementary and middle schools fall within the targeted 75 percent to 90 percent capacity range. Franklin K-8 is above 90 percent capacity at 93.4 percent, and the high schools are below the 75 percent capacity range. By school, Adams and Mt. View elementary schools are below 75 percent capacity, and Garfield, Hoover, and Jefferson elementary schools and Franklin K-8 are above 90 percent capacity. Cheldelin Middle School and both high schools are below 75 percent capacity.*

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 FY2012-13

School	Enrollment 9/30/12	Site Administration*	Site Admin Cost per Student	Difference to Average by Level	Site Custodial and Utilities**	Custodial and Utilities per Student	Difference to Average by Level
Elementary & K-8 Schools							
Adams	353	$ 373,917	$ 1,059	(3.8%)	$ 151,307	$ 429	11.9%
Franklin	354	413,089	1,167	6.0%	124,630	352	(8.1%)
Garfield	394	395,646	1,004	(8.8%)	124,129	315	(17.7%)
Hoover	395	375,640	951	(13.6%)	122,356	310	(19.1%)
Jefferson	330	382,020	1,158	5.2%	142,117	431	12.5%
Lincoln	361	379,591	1,051	(4.5%)	140,328	389	1.5%
Mt View	287	377,663	1,316	19.6%	131,697	459	19.8%
Wilson	341	400,772	1,175	6.8%	141,455	415	8.3%
Elementary & K-8 Total	**2,815**	**$ 3,098,338**	**$ 1,101**		**$ 1,078,018**	**$ 383**	
Middle Schools							
Cheldelin	563	$ 731,072	$ 1,299	6.0%	$ 254,530	$ 452	8.3%
Linus Pauling	701	817,564	1,166	(4.8%)	273,263	390	(6.6%)
Middle School Total	**1,264**	**$ 1,548,636**	**$ 1,225**		**$ 527,793**	**$ 418**	
High Schools							
CHS	1,235	$ 1,264,896	$ 1,024	(9.6%)	$ 586,421	$ 475	(8.0%)
CVHS	981	1,245,542	1,270	12.1%	557,459	568	10.1%
High School Total	**2,216**	**$ 2,510,438**	**$ 1,133**		**$ 1,143,880**	**$ 516**	

*Site Administration is the sum of the principal(s), head secretary, and centrally-funded building staff. The number of centrally-funded positions was increased for FY2012-13 for all levels.

** Site Custodial and Utilites is the sum of all custodial staff plus utilities for the site. Utilities are actuals from FY2011-12.

✘ VITAL SIGN: *School-specific costs for maintenance exceed +/- 10 percent variance of average at Adams, Garfield, Hoover, Jefferson, and Mt. View Elementary Schools, and at Crescent Valley High School. Both middle schools and Corvallis High School, however, are within the stated allowable 10 percent variance of average. The cost-effectiveness of larger elementary schools is illustrated by the lower cost-per-student of Hoover and Garfield. Conversely, smaller schools, particularly Jefferson and Mt. View, cost more to run per student. For instance, Hoover's site administration cost is 97 percent of the average site administration cost, but the school's large enrollment reduces the per student cost to 13.6 percent below average.*

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 and federal timber receipts, and distributions from the state. The SSF is 84 percent of 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 disabled students).

Figure 13 FY2012-13 Adopted Budget Resources

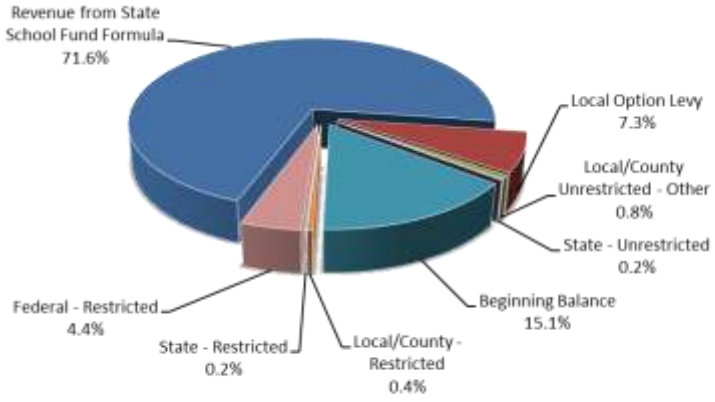


Table 24: FY2012-13 Adopted Budget Resources

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.	$ 44,316,685
Local Option Levy	Local Option Tax Levy, 5 years beginning FY2007-08, ending FY2011-12	4,541,500
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.	466,000
State - Unrestricted	Unrestricted state revenue, including grants for food service.	100,000
Beginning Balance	Committed, Nonspendable and Assigned beginning balance	9,338,351
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.	240,000
State - Restricted	Restricted grants that must be used for specified purpose only.	100,000
Federal - Restricted	Restricted grants that must be used for specified purpose only.	2,750,000
Grand Total		**$ 61,852,536**

LOCAL OPTION LEVY

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

Over the life of the levy, the additional revenue has been targeted to enhance reading and math instruction for kindergarten through fifth grade, to strengthen middle and high school academic instruction in literature, math, science, and social studies, to improve vocational and technical education, to promote wellness and physical fitness for all students, to enhance music instruction for elementary students, and to sustain current classroom academic programs. The renewal authorized the district to levy up to $1.50 per $1,000 assessed value each year beginning July 1, 2012 for five consecutive years. An adopted levy rate of $1.50 is estimated to provide $4,541,500 in resources, estimated to provide the FY2012-13 services below in full-time equivalents (FTE) and dollars.

Table 25: FY2012-13 Adopted Budget Local Option Levy Expenditure Plan

Description	FTE	Amount
Use of Current Resources		
Continues lower class sizes in core subjects		
Additional teachers at the middle schools: 2 FTE in each of science, math, humanities and .33 FTE for math at Franklin	6.33	$ 572,465
Additional teachers at the high schools: 2 FTE for each of language arts, humanities, math and science, prorated by student population	8.00	723,495
Continues lower class sizes		
Additional teachers for elementary grades 3-5	8.00	723,495
Continues focus on literacy		
Literacy instruction, grades K - 5: 4.0 FTE Literacy Coaches at elementary schools, plus supplies and staff development	2.00	180,875
Continues additional elementary PE & Music		
Music & Physical Education, grades K - 6	5.64	510,065
Continues focus on Vocational Education		
Vocational Education/Service Learning teachers at high school level ($125,000 per high school)		250,000
Continues additional support		
Activities and athletics at the high schools ($157,500 at each)		315,000
Lower class sizes district wide		
Lower class sizes with additional revenue	14.00	1,266,105
Total Use of Current Resources	**43.97**	**$ 4,541,500**

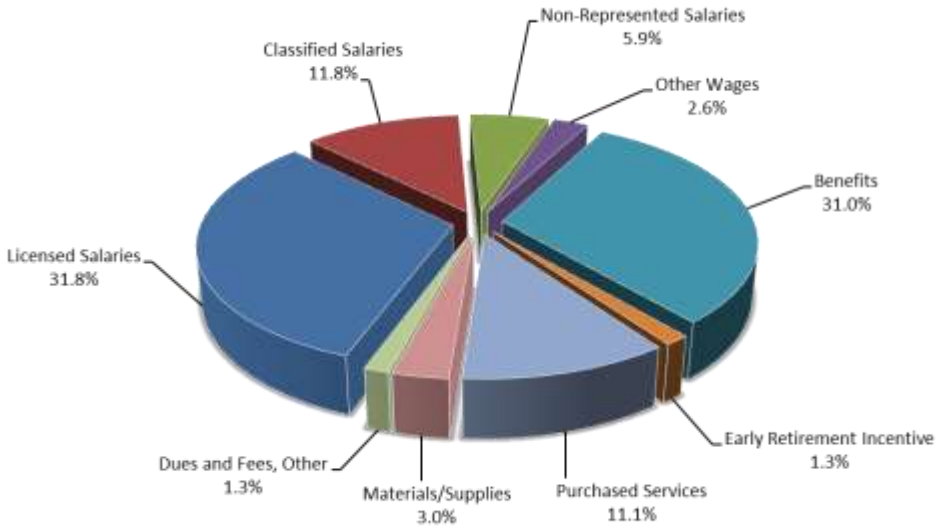
GENERAL FUND

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 FY2012-13 Adopted Budget allocates a total of $51,134,078 in expenditures from the General Fund in the categories described in Table 26.

Table 26: FY2012-13 Adopted Budget - General Fund Expenditures by Category

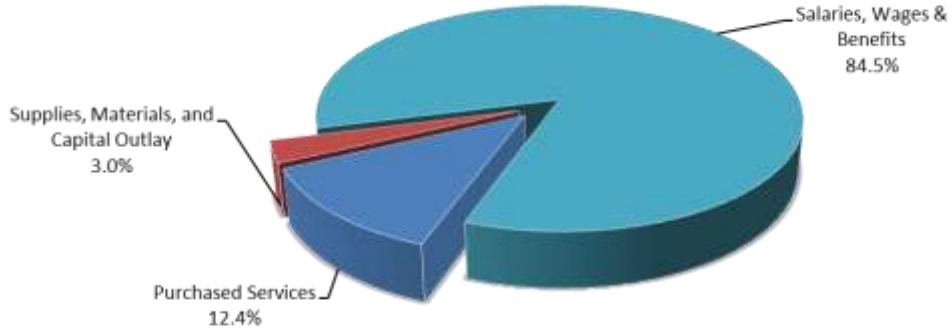
Category	Description	Amount
Licensed Salaries	Salaries for licensed teachers, counselors and specialists.	$ 16,283,978
Classified Salaries	Salaries for classified staff including classroom assistants, custodians, secretaries and other related costs.	6,041,511
Non-Represented Salaries	Salaries for all other staff including principals, administrators, supervisors, and other professionals.	3,030,347
Other Wages	Wages for timecard and substitutes, including extra duty stipends for coaching.	1,330,821
Benefits	Benefits for all staff including PERS, social security, health insurance, worker's compensation coverage and related costs.	15,856,560
Early Retirement Incentive	The district is phasing out an early retirement incentive plan created in the early 1980's. Payments to retired teachers will continue to be paid for the next several years. This includes $143,000 for the 2012-13 Early Exit Stipends.	683,650
Purchased Services	Includes utilities, legal services, transportation, contracted work, and other services the district does not provideand must purchase from outside agencies.	5,689,447
Materials/Supplies	Materials and supplies including equipment and instructional materials.	1,533,543
Dues and Fees, Other	Includes dues and fees, cash donations made to other agencies, and insurance.	684,221
Grand Total		**$ 51,134,078**

Figure 14: FY2012-13 Adopted Budget - General Fund Expenditures by Category



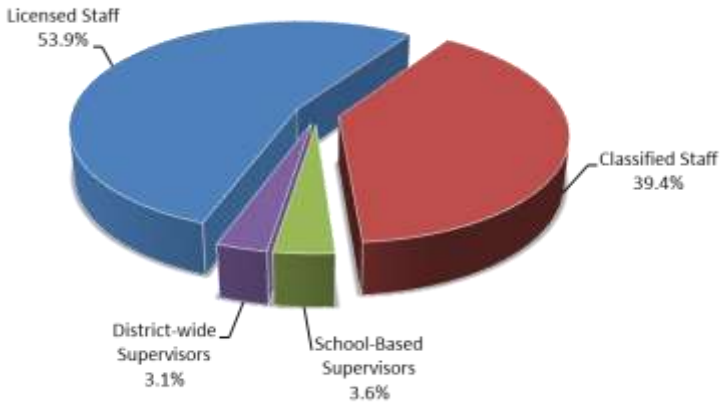
Another, more simplified, version of expenditures expected from the General Fund can be reviewed by collapsing the multiple categories shown above into three main groups: purchased services; supplies, materials, and capital outlay; and labor costs.

Figure 15: FY2012-13 Adopted Budget General Fund Expenditures - Simplified



As noted above, the largest portion of anticipated FY2012-13 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 16: FY2012-13 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 AND BEYOND

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.

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 17: Average Costs for Corvallis School District Schools by Level and Open Books Project Category (FY2012-13 Adopted Budget Data)

Elementary School



Average Annual Cost for an Elementary School		=	$2,908,530
73.7%	Teaching & Student Resources		$2,143,377
14.1%	Buses, Buildings & Food		$410,300
7.3%	Principal's Office		$212,089
1.0%	Central Administration		$28,180
3.9%	Business Services & Technology		$114,584
	Average annual cost per student	=	$8,962

Middle School



Average Annual Cost for a Middle School		=	$4,510,919
70.2%	Teaching & Student Resources		$3,166,832
16.0%	Buses, Buildings & Food		$720,744
8.3%	Principal's Office		$372,560
1.1%	Central Administration		$49,502
4.5%	Business Services & Technology		$201,281
	Average annual cost per student	=	$7,913

High School



Average Annual Cost for a High School		=	$8,989,353
70.9%	Teaching & Student Resources		$6,376,998
15.6%	Buses, Buildings & Food		$1,400,831
8.1%	Principal's Office		$724,104
1.1%	Central Administration		$96,212
4.4%	Business Services & Technology		$391,207
	Average annual cost per student	=	$8,113

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

In addition to the Open Books Project information available online, additional comparator categories are provided here. All data represented in this section is based on data collected by the Oregon Department of Education (ODE) for FY2010-11. This information compares the Corvallis School District's expenditures to other similar districts in Oregon in specific areas. For instance, the first three charts compare the average amount spent in the Teaching and Student Resources category for each district's students by level. For all grade levels, the district spent more per student than the average of the comparator districts.

Figure 18: Elementary School Direct Instruction, Dollars per K-5 Student FY2010-11

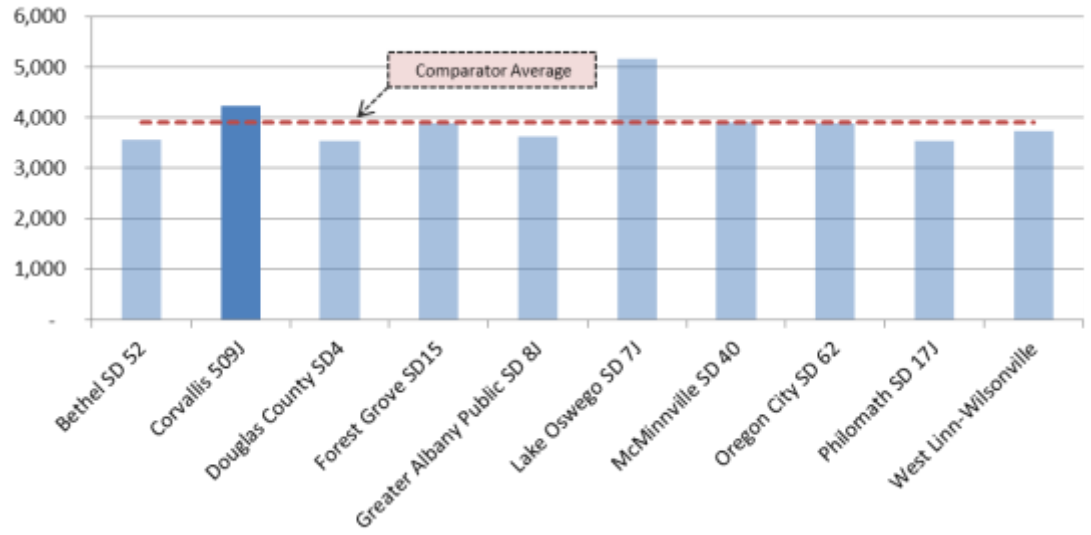


Figure 19: Middle School Direct Instruction, Dollars per 6-8 Student FY2010-11

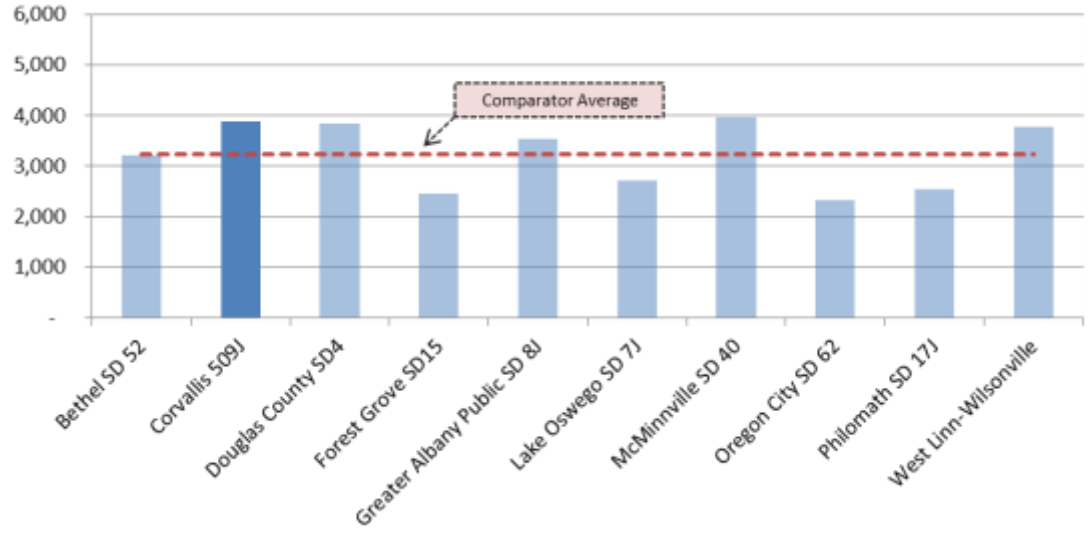


Figure 20: High School Direct Instruction, Dollars per 9-12 Student FY2010-11

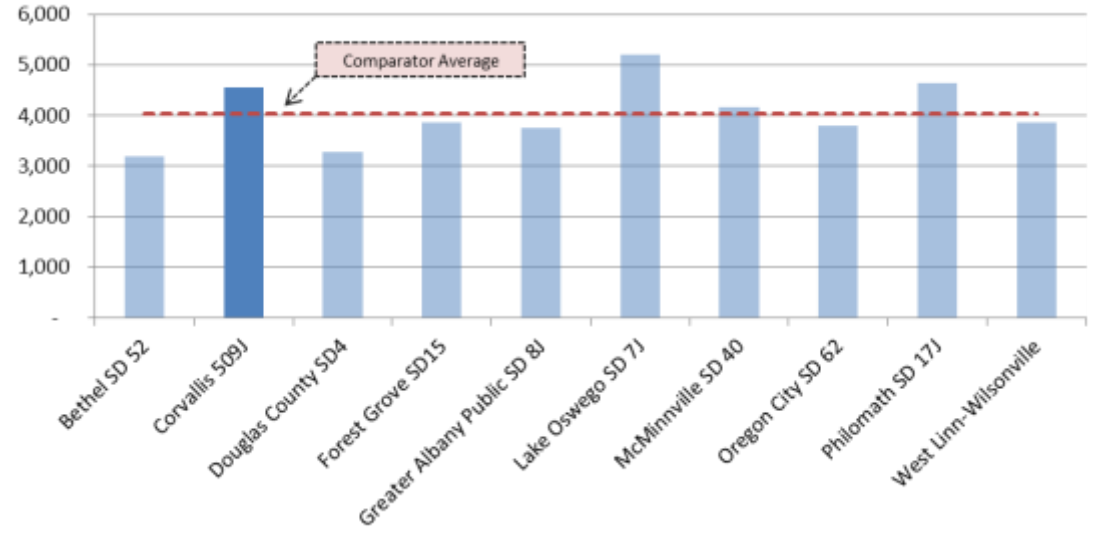


Figure 21: School-Based Administration & Support Services, Dollars per K-12 Student FY2010-11

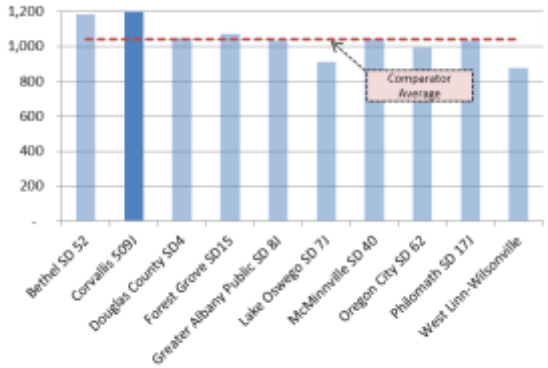


Figure 22: District Administration & Operations, Dollars per K-12 Student FY2010-11

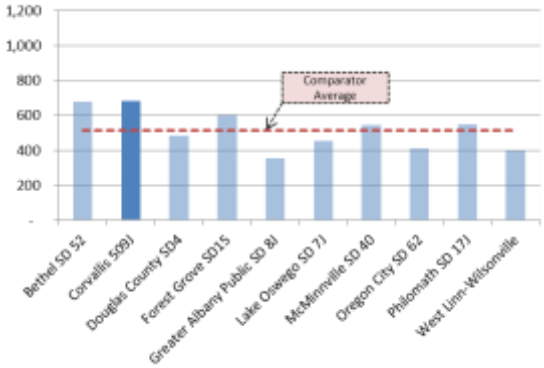


Figure 23: Facility Services, Building Operations, & Capital Projects, Dollars per K-12 Student FY2010-11

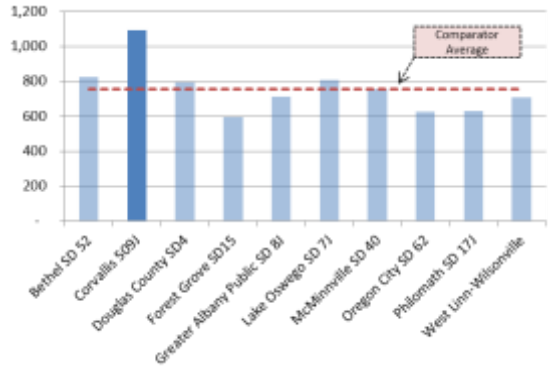
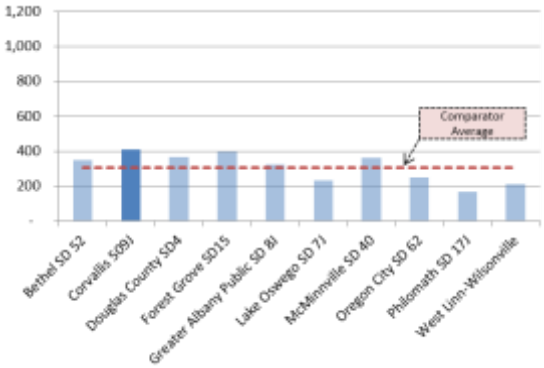


Figure 24: Food Service, Dollars per K-12 Student FY2010-11



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Corvallis School District Website
www.csd509j.net

Corvallis
SCHOOL DISTRICT

VIII.E. Budget Process and Parameters

VIII.F. Long Range Facilities Master Planning

IX. CONSOLIDATED ACTION

IX.A. Minutes

IX.A.1. September 24, 2012

MINUTES
Regular Meeting of the
B O A R D O F D I R E C T O R S
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:35 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Anne Schuster, Chair	Dr. Erin Prince, Superintendent
Tom Sauret, Vice Chair	Kevin Bogatin, Assistant Superintendent
Judy Ball	Steve Nielsen, Business Services Director
Lisa Corrigan	Jennifer Duvall, Human Resources Director
Matt Donohue	
Chris Rochester	STUDENT REPRESENTATIVES PRESENT
	Victoria Jansen, CVHS
BOARD MEMBERS ABSENT	Joe Potts, CHS
Blake Rodman	Keene Corbin, CHS
	Katelynn Monroe, College Hill High School
	STUDENT REPRESENTATIVES ABSENT
	Kevin Takamori, CVHS

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Schuster led the group in the Pledge of Allegiance.

III. COMMITTEE/BOARD MEMBER ITEMS

Director Corrigan provided information about the recent meeting of the Corvallis Public Schools Foundation Board. She recommended inviting Executive Director Brenda VanDevelder to present to the Board at a future date. Director Corrigan provided highlights from the CHS college planning night.

Unadopted Minutes

Director Rochester reported on the first meeting of the District's Finance Committee. He complimented the preparation and foresight of Business Services Director Steve Nielsen.

Chair Schuster noted that she attended CHS's college planning night. She provided information about recent field trips undertaken by Cheldelin Middle School students. She reported on the recent Oregon School Boards Association board meeting, noting that the board will take on the PERS issue due to the large impact on districts' general funds.

IV. STUDENT REPRESENTATIVE REPORTS

A. Introduce 2012-13 Student Representatives from CHS, CHHS, CVHS

The Board welcomed this year's student representatives from Corvallis High School, Crescent Valley High School, and College Hill High School (CHHS). It was noted that last year's presentation by CHHS students prompted Board members to request a CHHS student representative to the Board.

The student representatives shared various information including: the start of school for their fellow students had a relaxed atmosphere; a Club Fair was held to provide information about options for student clubs; upcoming Pep Rally and Homecoming; upcoming Site Council meeting, and; the increased acceptance of freshman by their fellow students at CHS as a result of the elimination of 8th period.

V. SUPERINTENDENT'S REPORT

Dr. Prince touched on the following topics: the start of school; the CLASS Project grant; the TeachOregon grant; her job shadow of a custodian; a new support program through Old Mill Center for Children and Families; her keynote address to CHHS students, and; the Achievement Compact Advisory Committee. Her complete report is on the District's home Web page.

VI. SPECIAL REPORTS

A. Muddy Creek Charter School Annual Presentation

Executive Director Dan Hays provided highlights from the annual report that the Board had received under separate cover. (Filed as Supplemental Item #V-1 in the Official 2012-13 Board Minutes.) The broad topics he touched on included: academics and student achievement; enrollment demographics and classroom configuration; art integration across all academics; finances; staffing; transportation; expansion to middle school, and; facilities.

Unadopted Minutes

Assistant Superintendent Bogatin provide a brief overview of the positive relationship between the District and MCCS, adding that maintaining open lines of communication and easy access to information by both parties have been key components to that success. He noted that the charter school has a positive ending fund balance due to fiscal responsibility, and that an audit will give a clear picture of the school's financial situation. He commended MCCS on its partnerships with the community around environmental work.

Dr. Prince added that the relationship with Mr. Hays has been phenomenal; his leadership is appreciated. Mr. Hays said the feeling is mutual.

MCCS Board Chair Erik Swartzendruber said the school feels a lot of support from the district; regardless of the inherent tension, it is really a cooperative process.

Mr. Bogatin noted that the school's contract is up for renewal next school year, at which time the issues, including expansion, will be discussed. He expressed a desire for feedback from Board members between now and the time contract discussions commence.

In response to a question from Director Rochester, Mr. Hays said the school has enough capacity for 100 students, with an extra classroom left over for other uses.

Director Ball complimented Mr. Hays on his report. She asked whether the implementation of Common Core State Standards (CCSS) poses any special challenges for the school's place- and project-based approach. Mr. Hays responded in the affirmative, adding that the school utilizes coaches in all academic areas; those coaches will be used to help the school match up with CCSS. He added that he hasn't seen anything yet that troubles him.

Mr. Bogatin noted that MCCS is not required to do anything with CCSS, although their students must take the assessments. He pointed out that the school's charter agreement stipulates commensurate achievement with the rest of the district.

Mr. Hays shared that he continues to seek data regarding MCCS students' performance in middle school; a priority for the school is that its students achieve and excel.

Chair Schuster complimented the school for its art component. Student Representative Monroe echoed the sentiment.

In response to a question from Student Representative Jansen, Mr. Hays replied that CVHS teacher Keith Moses helped interview for MCCS art teachers but is not actually teaching for the school. Ms. Jansen noted that Mr. Moses is seeking students who wish to assist at MCCS.

Unadopted Minutes

B. Enrollment Update and Class Size

Business Services Director Nielsen provided a PowerPoint presentation covering enrollment data, class size data, transfer data, and data regarding enrollment in the District's Dual Language Immersion (DLI) programs. (Filed as Supplemental Item #V-2 in the Official 2012-13 Board Minutes.)

Comments/discussion included:

- We have more students than we had projected.
- We started this school year with a higher enrollment than the prior September, which has only happened once before in the last 10 years.
- We started this year with 109 more students than we had at the end of 2011-12.
- A fourth kindergarten class was added to both Lincoln and Garfield, due to high demand for Dual Language Immersion (DLI).
- Due to the disparate enrollment between CV and CHS, a recommendation has been made to close the mid-year transfer opportunity between the two high schools.
- Class size target maximums are: K = 26; 1st–3rd = 28; 4th – 6th = 32.
- A 2nd grade class at Franklin and a 5th grade DLI class at Lincoln were the only two to fall outside the class size parameters for those grades.
- Twenty-three non-509J students attend MCCS, which means that at least 25%-30% are going to MCCS from outside 509J.
- Transfers to Philomath are usually due to the desire for a smaller high school.
- We have a net loss in transfers to Lebanon, due to the 5th year program that Lebanon High School offers. Discussions are underway about this issue.
- Although CV is losing more students to CHS than vice versa, there are more out of district transfers into CV.
- Cheldelin takes in more out of district students than does Linus Pauling.
- Transfers into Franklin from outside the district are most likely due to families that have moved out of 509J but still want to attend Franklin.
- The largest number of in-district transfers into Garfield are from the Wilson boundary, which is due to the demographics of the area.
- There were some Spanish speaking families that wanted out of DLI; they transferred to Wilson.

In response to a question from Director Ball as to how much DLI causes the transfers out of Garfield and Lincoln, Mr. Nielsen said he believes the reason the numbers have *increased* at those schools is due to DLI. He committed to putting together some numbers for comparison purposes.

Director Rochester commented that, apart from the 5th grade class, it appears that Lincoln's English-only classes are quite small; he asked for the FTE allocation. Mr. Bogatin noted that staff will watch for changes as the 5th grade English-only class leaves this year and no English-only 1st graders enter next year. He noted that we're ahead of schedule for DLI implementation.

Unadopted Minutes

Director Corrigan expressed concern about the enrollment levels at Wilson and Mt. View and asked if a Vital Signs Report as well as a boundary study would be prepared. Mr. Nielsen noted that vital signs are one part of the 509J by the Numbers report, which is currently being prepared. He said that boundaries will be discussed this year as part of the work on the Long Range Facilities Master Plan (LRFMP) Committee. Mr. Nielsen reported that nearly 60% of our enrollment is in schools that feed into LPMS and CHS; those schools also house the Life Skills and DLI programs for the District.

In response to a question from Vice Chair Sauret, Mr. Nielsen explained how ADM is reported to the State throughout the year, and how the State uses those figures to calculate funding.

In response to a question from Chair Schuster about why overall enrollment is up, Mr. Nielsen pointed to the increase in kindergarten enrollment, adding that the increase could have to do with the availability of DLI. He opined that many small factors contribute to the higher enrollment at the beginning of the year vs. the ending of last year, and provided examples, including increased inter-district transfers and a smaller than normal graduating class in 2012.

Mr. Nielsen reported that data from the LBL ESD regarding home school students should arrive in about two weeks.

C. Transfers Update

Presentation highlights and discussion are recorded in item B, above. The PowerPoint is filed as Supplemental Item #V-2 in the Official 2012-13 Board Minutes.

D. Dual Language Immersion Enrollment Update

Presentation highlights and discussion are recorded in item B, above. The PowerPoint is filed as Supplemental Item #V-2 in the Official 2012-13 Board Minutes.

VII. FACILITY USAGE RULES AND PROCEDURES (ADMIN. REG. KG-AR)

Mr. Bogatin provided an overview of the issues that high schools and other entities are addressing to create a consistently applied, enforceable fee schedule. He reported that usage numbers are high and that the biggest issue for high schools is usage by middle school age students. He said he will seek Board input in the future as to how facilities are to be utilized and how costs are to be recouped.

Unadopted Minutes

VIII. ACHIEVEMENT COMPACT

A. Adopt Revisions to Achievement Compact

Dr. Prince reported that the State had approved the Achievement Compact the District had submitted in June; however, now that the District has the current achievement data from the State, updating the Achievement Compact is important.

MOTION #2:
It was moved by Director Corrigan and seconded by Director Donohue to approve the revised Achievement Compact as proposed by Dr. Prince. **The motion was voted on and passed unanimously.**

B. Appoint Members of the Achievement Compact Advisory Committee

(Filed as Supplemental Item #III-1 in the Official 2012-13 Board Minutes.)

MOTION #3:
It was moved by Vice Chair Sauret and seconded by Director Corrigan to appoint the members of the Achievement Compact Advisory Committee as proposed by Dr. Prince.

Dr. Prince provided the following in response to questions from Board members:

- People to fill the two vacant teacher positions on the committee will be determined by the end of the week; the time commitment is a factor in finding members for those positions.
- The committee will discuss the type of communication it will provide to the Board; however, it will likely be in the form of monthly updates.
- Committee members are appointed by the Board and report directly to the Board.
- Meeting minutes will be provided to the Board.
- Approximately three meetings will be needed.
- The law stipulates collaboration with teachers. Marsha Lincoln had asked to participate on the committee; she also happens to be CEA President.
- Dr. Prince will not be a voting member of the committee.

Motion #3 was voted on and passed unanimously.

IX. PUBLIC TESTIMONY

No one testified.

Unadopted Minutes

X. STAFF TESTIMONY

No one testified.

XI. CONSOLIDATED ACTION

MOTION #4:
It was moved by Director Donohue and seconded by Director Corrigan to approve the consolidated action agenda.

In response to a question from Director Rochester, Mr. Bogatin provided information about the Intensive Treatment Services contract in item XI-E – "Agreements With Old Mill Center…."

Mr. Bogatin's comments included:

- There is a carryover in the Student Services Department budget of approximately $100,000 in Medicaid funds that may be used only in very specific ways, including mental health.
- Conversations took place regarding student needs district-wide and how to address them.
- Old Mill Center mainly serves ages 3-6; as those students transition into public school, Old Mill serves them in a transition program.
- With student behavior issues, we are limited to tutoring and expulsion. This agreement is a new way to try to get support for our schools.
- We're reconfiguring Student Services to have someone directly oversee behavior district-wide.
- The contract represents a one year commitment to address some serious concerns we have with some of our elementary students who are exhibiting serious behaviors.
- We will have to figure out how to pay for these services beyond this amount of resources.
- The contract is not meant to be a permanent support; the goal is to build the capacity of our adults to deal with the behaviors.
- If the contract is continued into the future, the services would be reimbursable under Medicaid; however, the cost to submit a reimbursement request is cost prohibitive, so we haven't done so. A time study is done for a select number of staff across the District, which results in reimbursement.
- Training is embedded within classrooms to allow immediate intervention with students when necessary but also to allow collaborating with staff about behavior plans. Training for specific topics would be contracted for separately.
- We are working to create a continuum of services for severe behavior concerns.
- Sometimes we'd have to place kids in non-public-school settings; those costs would be much higher than what we see in this contract.
- Benton County is the gatekeeper to residential and day treatment; connecting all the pieces together is essential.

Unadopted Minutes

- There's a mistaken belief that there aren't any behavior issues in Corvallis; however, we have some kids who are really struggling and we need to figure out how to best serve them.

Motion #3 was voted on and passed unanimously.

The following items were approved:

A. Minutes

- August 20, 2012 Board Meeting.

B. Licensed Personnel Recommendations

Recommendation to Hire

- Jennifer Carpenter: Kindergarten Teacher, 1.0 FTE, Lincoln Elementary School, effective September 4, 2012 (Temporary).
- Kyle Gordon: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective September 10, 2012 (Temporary).
- Armida Guerrero-Gilliam: Physical Education Teacher, 0.70 FTE, Lincoln Elementary School, effective August 29, 2012 (Probationary).
- Celia Magistrale: Physical Education Teacher, 0.50 FTE, Crescent Valley High School, effective September 7, 2012 (Temporary).
- Ron Sather: Physical Education Teacher, 0.17 FTE, Corvallis High School, effective August 29, 2012 (Temporary).
- Jon Strowbridge: Adapted Physical Education Teacher, 0.17 FTE, Corvallis High School, effective September 17, 2012 (Temporary).
- Berina Tuttle: Fourth/Fifth Grade Teacher – Bilingual, 1.0 FTE, Lincoln Elementary School, effective August 29, 2012 (Temporary).
- Anna Zachariah: Mathematics Teacher, 0.17 FTE, Corvallis High School, effective September 7, 2012 (Temporary).
- Meg Grear: Special Education Teacher, 0.16 FTE, YES House, effective September 18, 2012 (Temporary).

C. Employment Contract - Business Services Director

D. Agreement With Milestones Family Recovery Program/YES House (Filed as Supplemental Item #I-2 in the Official 2012-13 Board Minutes.)

E. Agreements With Old Mill Center for District-wide Therapeutic Counseling, Therapeutic Counseling for the CLASS Program, and Intensive Treatment Services (Filed as Supplemental Item #I-3 in the Official 2012-13 Board Minutes.)

Unadopted Minutes

F. Resolution No. 12-0901 - Supplemental Budget (less than 10%) for Fund 100 - General Fund - Increase Appropriations for School and Department Carryover Balances from FY2011-12 (Filed as Supplemental Item #II-2 in the Official 2012-13 Board Minutes.)

G. Resolution No. 12-0902 - Supplemental Budget (less than 10%) for Fund 100 - General Fund - Increase Appropriation for Muddy Creek Charter School Payments (Filed as Supplemental Item #II-3 in the Official 2012-13 Board Minutes.)

H. Appointment of Budget Committee Members (Filed as Supplemental Item #III-2 in the Official 2012-13 Board Minutes.)

XII. CONSOLIDATED INFORMATION

The Board received the following information:

A. Non-Licensed Personnel Information

Recommendation to Hire

- Thea Appleton: Educational Assistant 2, 6.5 hours, Wilson Elementary School; effective August 29, 2012 (Regular).
- Sonya Bacheller: Educational Assistant 2 – Bilingual, 5.5 hours, Garfield Elementary School; effective September 5, 2012 (Limited Term).
- Claudia Betancourt: Educational Assistant 2 – Bilingual, 4.5 hours, Garfield Elementary School; effective September 5, 2012 (Limited Term).
- Amanda Bustos: Educational Assistant 2 – Life Skills, 7.0 hours, Linus Pauling Middle School; effective September 4, 2012 (Regular).
- Deb Bynum: Educational Assistant 2, 4.25 hours, Wilson Elementary School; effective August 29, 2012 (Regular).
- Shana Haid: Educational Assistant 2 – Life Skills, 7.0 hours, Linus Pauling Middle School; effective September 4, 2012 (Regular).
- Allison Handley: Human Resources Specialist, 1.0 FTE, District Office; effective September 24, 2012 (Regular).
- Sara Mohler: Educational Assistant 2, 6.5 hours, Wilson Elementary School; effective August 29, 2012 (Regular).
- Dania Morales: Administrative Assistant 2, 4.0 hours, Corvallis High School; effective August 29, 2012 (Regular).
- Jamie Nelson: Educational Assistant 2 – Life Skills, 7.0 hours, Linus Pauling Middle School; effective August 29, 2012 (Regular).
- Liana Ruiz: Food Service Assistant, 4.75 hours, Linus Pauling Middle School; effective August 30, 2012 (Regular).
- Karen Russell: Child Care Provider, 6.0 hours per week, Corvallis High School; effective August 29, 2012 (Limited Term).
- Jon Strowbridge: Educational Assistant 2 – Life Skills, 5.75 hours, Corvallis High School; effective August 29, 2012 (Limited Term).

Unadopted Minutes

- Rebecca Sauret: Library Media Assistant 2, 4.25 hours, Wilson Elementary School; effective August 29, 2012 (Regular).
- Janet Swensen: Educational Assistant 2, 7.0 hours, Crescent Valley High School; effective August 29, 2012 (Regular).
- Amoreena Treff: Food Service Assistant, 3.25 hours, Linus Pauling Middle School; effective September 5, 2012 (Regular).
- Kelli Boom: Educational Assistant 2, 6.0 hours, Linus Pauling Middle School; effective August 29, 2012 (Regular).
- Erin Hyde: Administrative Assistant 2, 5.0 hours, Corvallis High School; effective September 25, 2012 (Regular).
- Ruben Sandoval: Educational Assistant 2 – Bilingual, 6.0 hours, Garfield Elementary School; effective September 17, 2012 (Limited Term).

Termination/Resignation/Layoff

- Dania Morales: Administrative Assistant 2, 4.0 hours, Corvallis High School; effective September 21, 2012 (Resignation).

B. Unaudited Financial Statements - August 31, 2012 (Filed as Supplemental Item #VI-2 in the Official 2012-13 Board Minutes.)

C. Board Policy IGDA - Student Organizations - Revised - First Reading

In response to a question from Director Corrigan as to the implications of the policy change for student groups, policy coordinator Kerry Richey noted that these revisions cause no changes for current clubs. No administrative regulation (AR) had existed for this policy; the new AR implements an application for what student groups are already doing.

Ms. Richey went on to say that new language in the policy affects community-sponsored groups, such as Rugby, Future Spartans and Future Raiders that aren't 509J funded but are still an important part of the schools; it puts in place an application process.

D. Administrative Regulation IGDA-AR - Student Organizations - New - For Information

In response to a question from Director Corrigan regarding the use of the District's name for non-school sponsored groups, Mr. Bogatin explained that the language in the AR is to clearly identify for parents which groups are non-district sponsored; the language was added due to existing case law regarding the wearing of district shirts by non-district sponsored groups.

E. Board Policy IGDJB - Community Sponsored Club Sports - New - First Reading

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F. Administrative Regulation IGDJB-AR - Community Sponsored Club Sports – New – For Information

XIII. ADJOURNMENT

There being no further business before the Board, Chair Schuster adjourned the meeting at 8:15 p.m.

_____ _____

Anne Schuster, Board Chair Dr. Erin Prince, Superintendent

Prepared By: Julie Catala
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Corvallis
SCHOOL DISTRICT

IX.A.2. October 8, 2012

MINUTES
Regular Meeting of the
B O A R D O F D I R E C T O R S
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:35 PM in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Anne Schuster, Chair	Dr. Erin Prince, Superintendent
Tom Sauret, Vice Chair	Kevin Bogatin, Assistant Superintendent
Blake Rodman	Steve Nielsen, Business Services Director
Judy Ball	Jennifer Duvall, Human Resources Director
Matt Donohue	
Chris Rochester	STUDENT REPRESENTATIVES PRESENT
	Kevin Takamori, CVHS
BOARD MEMBERS EXCUSED	Joe Potts, CHS
Lisa Corrigan	
	STUDENT REPRESENTATIVES EXCUSED
	Katelynn Monroe, CHHS
	Victoria Janssen, CVHS
	Keene Corbin, CHS

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Schuster led the group in the Pledge of Allegiance.

III. COMMITTEE/BOARD MEMBER ITEMS

Vice Chair Sauret and Director Ball provided highlights from the recent meeting of the Special Education Advisory Committee (SEAC). They conveyed compliments to Mr. Bogatin for his excellent presentation to the committee.

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Chair Schuster shared information about: a recent meeting of representatives from Benton County taxing jurisdictions and the presentation given there regarding the Governor's 10 Year Plan; the start of the CLASS Grant project, and; the art class she taught to Hoover first graders.

IV. STUDENT REPRESENTATIVE REPORTS

Mr. Takamori was introduced and welcomed. He shared information about CVHS's pep assemblies and about the upcoming annual blood drive.

Mr. Potts shared information about a bonfire held before the CV/CHS football game; the impact of the power outage on students, and; the upcoming production of Alice in Wonderland.

V. SUPERINTENDENT'S REPORT

Dr. Prince talked about the following topics: expanded options partnerships with LBCC and OSU; proficiency-based learning; CLASS Grant project; TeachOregon Grant project, and; power outages at several schools.

A. Recognize Love INC for School Supply Drive

Dr. Prince invited the following representatives of Love INC to come forward: Katy Weber, John Stone, Shannon Hartley, and Jack Glubrecht. Dr. Prince conveyed heartfelt thanks on behalf of 509J students and staff for the hundreds of hours of work done by Love INC for this year's school supply drive for teachers. The donations of supplies equaling more than $199,000 made this the highest amount collected since the advent of the event 10 years ago. Chair Schuster gave each representative a token of the District's appreciation.

Ms. Hartley noted that Hewlett Packard and CH2M Hill had contributed quite a few supplies this year. She commended the work of Kerry Richey, the District's coordinator for the event, and expressed appreciation for the use of Linus Pauling Middle School to stage the giveaway.

Cheldelin Middle School teacher and CEA President Marsha Lincoln shared her personal experience with the supply giveaway, noting that she had already distributed many supplies to kids who didn't have them. Ms. Lincoln described the relief expressed by a new teacher when she realized she wouldn't have to purchase the supplies for her empty classroom out of her own pocket.

VI. Presentation by Citizens for a Safe & Healthy Benton County PAC

Benton County Sheriff Diana Simpson provided information regarding the County's local option levy renewal slated for the November ballot. She provided a fact sheet about the levy and

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commented on the benefit to 509J from levy funds. She responded to questions from Board members.

A. Resolution No. 12-1001 Endorsing Benton County Levy Renewal

MOTION #5:
It was moved by Director Rodman and seconded by Director Donohue to approve Resolution No. 12-1001 in support of Benton County's Local Option Levy renewal #02-79. (Filed as Supplemental Item #II-4 in the Official 2012-13 Board Minutes.)

Director Rochester said that although there can't be much discussion about the merit of the levy, he feels it's inappropriate for the Board to take a position on a political measure. He added that Board members are elected at large and represent all citizens, not just those in favor of the levy. He indicated his intention to vote against the motion, not based on the substance of the levy but due to his opinion that it is inappropriate for the Board to take an official position on a matter that will be submitted to the voters.

Director Rodman responded that Benton County is the District's partner and helps our students. He pointed out that when the District wanted to go out for its local option levy renewal, Benton County waited to put its levy on the ballot to give the District's levy a better chance.

Director Donohue said supporting this levy is within the Board's purview because it is a very salient piece of the District's endeavors to provide services to students. He referred to several levy-funded services that directly affect Corvallis' students in the classroom and noted that if funding were to be eliminated, the District would have to take on those costs and teachers would bear the burden.

Vice Chair Sauret said he is comfortable supporting the levy because it directly impacts the health and safety of the children in this district, including those at Muddy Creek Charter School.

Chair Schuster opined that the levy is an important factor in making our community strong.

Director Ball said she has concerns similar to those of Director Rochester, adding that the potential exists for such a resolution to have a detrimental effect on the District's ability to pass a levy in the future. She remarked that many people are extremely concerned about these tough economic times.

Director Donohue pointed out that the levy is a renewal, not an increase in any tax rate, and that the Board would be approving a status quo.

Motion #5 was voted on. Chair Schuster, Vice Chair Sauret, and Directors Donohue and Rodman voted in favor of the motion; Directors Ball and Rochester voted in opposition to it. The motion passed.

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Dr. Prince extended thanks to Sheriff Simpson for her work, adding that the partnership between the Sheriff's Office and the District, and the care and concern her staff takes for the District's students is phenomenal.

Sheriff Simpson extended her thanks to the District, adding that although most people think deputies just like to make arrests, the Benton County deputies who are assigned to 509J schools really like kids.

Mr. Takamori noted that a Sheriff's Office School Resource Officer visited his class at Crescent Valley High School last year to talk with students and answer their questions. He added that a lot of his friends have enjoyed being able to talk with a law enforcement officer; a few are even interested in doing an internship or participating in a ride-along with a deputy.

VII. PUBLIC TESTIMONY

Chair Schuster read aloud the rules for public testimony.

Denise Cardinali, 6017 SW Grand Oaks, Corvallis. Ms. Cardinali urged the Board to begin consideration of next year's school calendar now, saying that the dates of middle and high school conferences are held almost too late this year to be of help to families. She suggested using the recent multi-school power outage as a learning experience regarding the District's emergency preparedness. She noted that FlashAlert, the company the District uses to notify parents about District emergencies, had discontinued its texting service but hadn't been comprehensive in notifying affected users. Ms. Cardinali pointed out that she had been reminded during a school nurses conference that schools would be a low priority in disasters because they are filled with healthy, young children.

Jerry Jackson, 580 Canberra Drive, Philomath. Mr. Jackson opined that it was inappropriate for the Board to have passed Resolution No. 12-1001 because it sets up the dynamic, "If you support our levy, we'll support yours." He added that it is inappropriate for governmental agencies to fund their budgets on levies.

VIII. STAFF TESTIMONY

No one offered any testimony.

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IX. SPECIAL REPORTS

A. PERS Rate Update

Business Services Director Nielsen provided information about PERS rates, including the rate increases for each tier of the retirement system.

Points made included:

- Rates for 2013-15 are up dramatically, as expected. Rates are up from 9.48% to 16.81% on Tier I/II and from 7.97% to 14.81% on OPSRP.
- Rates are based on 2010 and 2011 investment performance valuation.
- The Board was sent a link to the valuation report.
- PERS rates can differ from district to district, depending on if and when a district bonded.
- The rate increase represents a $1.8 million hit to the District's General Fund budget, which is close to 4%.
- New PERS reforms potentially will be presented to the legislative assembly in January; the Oregon School Boards Association is taking time to test how those reforms would hold up in court.
- More reform is needed to help reduce costs because the increases just take money out of the classroom.
- The District will continue to be a leader in supporting reforms.
- The economic forecast is fairly positive at this time, in that per-student funding is not expected to be reduced.
- Revenue growth for 2013-15 is currently forecast at 11% in Oregon.
- Caution is prudent because some economists say we're in for another crash.
- November 29 is when the next quarterly economic forecast will be released.
- The Governor's recommended budget is due to the legislature on 12/1/12, as mandated by law.
- PERS rates are locked in for two years; however, the District made an extra payment 1½ years ago to pay down the bond, which could affect 509J's rates in upcoming years.

Mr. Nielsen spoke briefly about the Governor's 10-Year Plan, adding that the Governor wants to craft his budget on this new model. The Governor plans to provide two versions of his budget: one created under the existing model and one created under the new model. As a result, districts have no way of knowing what the educational allocation will be.

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B. Student Services Restructure Update

Mr. Bogatin provided information including:

- The Response to Intervention (RTI) model is about catching students early; special education teachers are reaching in early to assist kids who are not responding to interventions.
- The District's special education staff is very well trained, knowledgeable and capable but RTI has added another burden on them and increased their stress.
- The level of medical and behavior needs of our students is increasing at a time when our enrollment is decreasing.
- Special education teachers are the first line of defense; the District and principals rely on their expertise.
- Design Lab concepts were reviewed during a recent meeting of the Special Education Advisory Committee (SEAC); discussion took place regarding the elements of the Special Education Task Force and how that committee would be rolled out.
- The hope for SEAC is that it is a support for the District in advocacy and assistance for parents, as well as in disseminating information to parents and schools.
- SEAC will provide the names and contact information of schools' special education liaisons to parents and students.
- The District will send a letter to all families with special education students.
- SEAC will meet monthly during the school year.
- Great strides have already been made in the collaborative relationship between SEAC and the District.
- The Special Education Task Force is a short term, focused group with the sole purpose of pulling out those elements from last year's Special Education Review that need to be responded to. Life Skills, behavior, curriculum, assistive technology and RTI are the five broad categories; subcommittees for these categories are working to address the corresponding issues identified in the review.
- Elements include improving communication to parents and teachers, and helping increase principals' knowledge about special education.
- Appreciation has been expressed and celebrated for areas including responsiveness for staffing during crises, iPads in schools, having principals as the point persons in schools, and for the District's response time.
- We have to determine how to use our resources efficiently. Staff meets almost daily to identify the hot spots district-wide and how to address them.

Mr. Bogatin led review of a document that outlined technical changes recommended by the Special Education Task Force that have already been addressed. (Filed as Supplemental Item #V-3 in the Official 2012-13 Board Minutes.)

Director Rodman said Mr. Bogatin's presentation was very refreshing; he expressed appreciation for the straight talk.

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Director Rochester commented that the District is getting smaller but more capital intensive.

Director Donohue complimented Mr. Bogatin on the breadth of the information in his report and expressed a desire for regular reports of this kind. Director Donohue said he is hearing from the Legislature that special education should be modernized; therefore, it would be helpful for him to receive data including current needs and costs, and an estimate for the costs to move in that direction. He added that the District is getting more students with extreme needs but he hasn't heard how that's redirecting the special education budget.

Mr. Bogatin replied that a percentage of our students have very severe behavior needs and there are costs associated with having building principals spend their entire day with one student.

Director Ball referred to the expanding scope of special education teachers' responsibilities and asked if the Task Force is looking into ways to allocate a greater percentage of teachers' time to teaching vs. work that could be delegated, such as scheduling meetings. Mr. Bogatin said he is trying to avoid creating more work for people; some work has been done around automation. He added that the District is looking at how to best use trained staff so they can be with kids, not sitting at a computer; District staff is meeting with state leaders to get help doing that.

In response to a question from Director Donohue regarding conversations with teachers about "outside the box" approaches, such as having teachers dictate their notes to be transcribed by a medical transcriptionist, Mr. Bogatin said he hasn't initiated anything at this point because he is still collecting information. He said he has heard a few recommendations such as addressing situations where parents push for things to be in IEPs that aren't required by law but which require a lot more monitoring and reporting by staff; although some of those things are valuable and would be done anyway, perhaps some can be eliminated.

Mr. Potts commented that his friends with a developmental disability enjoy being around general education students; it helps everyone come together. He said student leadership is actively seeking general education students who could spend time with special education students during their off-blocks.

Mr. Takamori said the CVHS Leadership Class mentors elementary school students who have trouble socializing or getting along with other kids in their grade.

Mr. Bogatin said the District is pushing for the inclusion model; however, there are staff implications that become cost prohibitive, such as Life Skills students who need 1:1 assistance. He added that there is always a fine line around "exceptional" vs. "appropriate" services; it's quite a balancing act.

In response to a question from Director Donohue as to how wide the scope of the Task Force is, Mr. Bogatin replied that the Task Force has a very narrow scope but the issues are wide; we need the leadership to be district-wide, rather than just district office. We are seeing some great things in schools as well as some great challenges.

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Dr. Prince said that from a statewide perspective, the District feels very isolated; when she and Mr. Bogatin met with Secretary of State Kate Brown to learn more about the Design Lab work, and articulated what the District is seeking, they learned that no other pockets of effort were found anywhere in the state. Dr. Prince added that our work is getting the ears of people who are trying to innovate.

Director Donohue asked whether the District's process includes a mechanism to allow "flaming idea balls" to reach people working on innovation outside of the Task Force. Mr. Bogatin outlined the timeline for Task Force subcommittee work, including reports to the full Task Force with short- and long-term recommendations. A presentation to the Board is scheduled for December 10, 2012 and will include the status of the process and initial outcomes.

Vice Chair Sauret pointed to the need to ensure a connection with all of the teaching staff in the district to communicate things such as the resources teachers can use to address challenges in their classrooms. Mr. Bogatin replied that all of the documents will be shared with staff via Google Docs. He commented that issues relating to the gap around special education are not just special education; results come when all groups are working collaboratively instead of separately.

In response to a question from Director Ball as to whether Ms. Brown had looked outside the state for other pockets of innovation, Dr. Prince answered in the affirmative but added that there aren't many nationwide. Mr. Bogatin referenced a well-known speaker from Arizona who is pushing inclusion, adding that staff will need to attend out-of-state conferences to find leaders who are working on the broader policy.

C. Long Range Facilities Planning Process

Mr. Nielsen said the District is ready to move forward on the process. Staff have just begun meeting with potential vendors that could help with the facilitation and planning process, and are identifying staff and community members that could help us in that process.

Additional information Mr. Nielsen provided included:

- Last time there was a boundary committee offshoot from the Long Range Facilities Master Plan (LRFMP) Committee; something like that will have to happen this time because our enrollment numbers are out of balance and we need to take a fresh look at boundaries and services.
- The last LRFMP report gave a comprehensive overview of all of the occupied buildings, vacant buildings, and land and, the recommendations for each.
- Our elementary schools are aging; this year's LRFMP process will include consideration of another building bond in a few years.

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- We need to look at what we're offering and how to have the biggest impact on student achievement.
- The last time this was done, the LRFMP Committee piggy-backed onto the 2001-02 process; this time, we need to take a fresh look, starting from the beginning and looking at each building.
- The analysis will be able to accomplish a great deal in terms of looking at the potential and actual operational efficiency of the buildings.
- An analysis is needed regarding the technological capacities for each building to support the teaching and learning strategies of each.
- An official timeline will likely be presented to the Board in November.
- The work of the committee will encompass all space in the District, including fields, and what it is being used for.
- A report will be provided to the Board regarding the impact on the construction excise tax fund from residential and commercial construction throughout the District.

Vice Chair Sauret pointed out that the previous committee had looked at the real estate valuation of the buildings, the designs, the add-ons, the capacity of each building, etc. He opined that the District will need to consider how to position itself for the future use of its buildings.

Director Rodman urged Mr. Nielsen to involve in the planning process those who have institutional memory regarding past upgrades to District facilities.

X. CONSOLIDATED ACTION

MOTION #6:
It was moved by Director Donohue and seconded by Director Rodman to approve the consolidated action agenda. The motion was voted on and passed unanimously.

The following items were approved:

A. Licensed Personnel Recommendations

Recommendation to Hire

- David Milner: Chemistry Teacher, 1.0 FTE, Corvallis High School, effective September 28, 2012 (Temporary).

Termination/Resignation/Layoff

- Viktoria Haddan: Spanish Teacher, 0.67 FTE, Cheldelin Middle School, effective October 5, 2012 (Resignation).
- Meghan Martins: Chemistry Teacher, 1.0 FTE, Corvallis High School, effective September 28, 2012 (Resignation).

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B. **Board Policies.** The Board approved the following policies. (Both are filed as Supplemental Item #VII-2 in the Official 2012-13 Board Minutes.)

- Board Policy IGDA - Student Organizations - Revised - Second Reading
- Board Policy IGDJB - Community Sponsored Club Sports - New - Second Reading

XI. CONSOLIDATED INFORMATION

A. Non-Licensed Personnel Information

Recommendation to Hire

- Margaret Leinenweber: Educational Assistant 2 – Life Skills, 7.0 hours, Corvallis High School; effective October 1, 2012 (Limited Term).

XII. ADJOURNMENT

There being no further business before the Board, Chair Schuster adjourned the meeting at 8:35 p.m.

_____ _____

Anne Schuster, Board Chair Dr. Erin Prince, Superintendent

Prepared By: Julie Catala
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Corvallis
SCHOOL DISTRICT

IX.B. Licensed Personnel Recommendations

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 5, 2012 **FOR ACTION**

SUBJECT: Licensed Personnel Action

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1. Issue: Information on licensed-personnel recommendations

   a. Recommendation to Hire:
   Amy Wright: Spanish/Elective Teacher, 0.67 FTE, Cheldelin Middle School, effective October 22, 2012 (Temporary).

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 5, 2012 **FOR ACTION-ADDENDUM**

SUBJECT: Licensed Personnel Action

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1. Issue: Information on licensed-personnel recommendations

   a. Recommendation to Hire:
   Cody Hansen: Special Education Teacher, 0.70 FTE, Adams Elementary School, effective November 5, 2012 (Temporary).

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall

Corvallis
SCHOOL DISTRICT

X. CONSOLIDATED INFORMATION

X.A. Non-Licensed Personnel Information

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 5, 2012 **FOR INFORMATION ONLY**

SUBJECT: Non-licensed Personnel Information

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1. Issue: Information on non-licensed-personnel

    a. Recommendation to Hire:
    Adams, William Scott: Electrician Specialist, 8.0 hours, District Office; effective October 22, 2012 (Regular).

    Breder-Albright, Stephanie: Educational Assistant 2, 1.7 hours, Corvallis High School; effective October 16, 2012 (Limited Term).

    Doyle, Carol: School to Career Transition Specialist, 5.5 hours, Crescent Valley High School; effective October 10, 2012 (Regular).

    Wilson, Laura: Educational Assistant 2, 2.5 hours, Wilson Elementary School; effective October 15, 2012 (Limited Term).

CONTACT PERSON: Jennifer Duvall

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 5, 2012 **FOR INFORMATION ONLY-ADDENDUM**

SUBJECT: Non-licensed Personnel Information

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1. Issue: Information on non-licensed-personnel

    a. Recommendation to Hire:
    Lorie Kerstin Colon Casey: Administrative Assistant 1, 6.0 hours, Linus Pauling Middle School; effective October 30, 2012 (Limited Term).

    Otte, Marti: Educational Assistant 2, 3.75 hours, Wilson Elementary School; effective October 15, 2012 (Regular).

    b. Termination/Resignation/Layoff:
    Lorie Kerstin Colon Casey: Administrative Assistant 1, 6.0 hours, Linus Pauling Middle School; effective November 16, 2012 (Resignation).

CONTACT PERSON: Jennifer Duvall

Corvallis
SCHOOL DISTRICT

X.B. Unaudited Financial Statements - September 30, 2012

Corvallis School District 509J
Board of Directors

FOR INFORMATION

BOARD MEETING DATE: November 5, 2012

SUBJECT: September 30, 2012 Financial Statements (Unaudited)

The General Fund is reported on a monthly basis and other funds on a quarterly or semi-annual basis. As September is the end of the first 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 Incentive, and Grants.

General Fund highlights are included below while other fund highlights are reported on the individual fund statement.

General Fund

The Statement of Revenues and Expenditures for the period ending September 30, 2011 and 2012 follows this report. FY2012-13 year to date revenues total $6.8 million or 13.8 percent of total revenue budgeted as compared to FY2011-12 of 17.0 percent. September 2011 revenues include the receipt of $1.392 million from the state for the 2011-12 School Year Subaccount (SYS Fund). The SYS Fund was a one-time appropriation last year by the state legislature of $100 million from the Education Stability Fund for the purpose of supporting smaller class sizes or for the enhancement of learning opportunities. The SYS Funds were distributed to school districts in a lump sum in September rather than spread over the school year and we will not receive any SYS funds this year.

State revenues for general support for FY2012-13 are $6.7 million as compared to $7.1 million for the prior year. This reflects the adjustment for decreased enrollment for the prior year incorporated into the state funding formula. The district planned the FY2012-13 budget accordingly and the revenue is on track with budgeted expectations at 32.5% as of end of the first quarter.

The district has received the county assessors' Notification of Property Taxes Imposed for FY2012-13. The Local Option Levy continues to be impacted by compression due to decreases in the gap between real market values and assessed values. The district budgeted $4,541,500 for Local Option Levy, and the imposed amount is $4,211,840. This is $384,000 less than last year's imposed amount, and $330,000 less than budgeted. This will be watched closely throughout the year and into the future as it impacts the next fiscal year.

General Fund expenditures through September are higher than the prior year by $428,000 which would typically not be expected with a smaller budget. The significant portion of the increase is due to timing differences including the change of paycheck distribution from 12 checks per year to 10 as bargained for Certified and most Classified staff ($260,000) as well as the purchase of textbooks ($80,000).

The Schedule of Investments and Cash Disbursements for September 2012 are included as part of this report. If you have any questions or would like additional information please contact me.

Presenter: **Steve Nielsen, Business Services Director**

Supplementary Materials:

1. Statement of Revenue and Expenditures, Fiscal year to date as of September 30, 2011 and 2012

2. Schedule of Investments as of September 30, 2012

3. Schedule of Cash Disbursements greater than or equal to $1,000 for the period of September 1 - 30, 2012.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2011 and 2012 Respectively (Unaudited)

General Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources						
Property Taxes	$ 22,500,000	$ 83,390	0.4%	$ 23,055,300	$ 84,743	0.4%
Local Option Taxes	4,775,000	18,799	0.4%	4,541,500	19,114	0.4%
Earnings on Investments	50,000	10,880	21.8%	100,000	19,030	19.0%
Other	316,000	25,182	8.0%	316,000	29,223	9.2%
Intermediate Sources	240,000	-	0.0%	230,000	-	0.0%
State Sources						
General Support	22,460,965	7,144,761	31.8%	20,560,265	6,691,823	32.5%
State School Fund - Subaccount	-	1,392,731	-	-	-	-
Common School Fund	546,857	-	0.0%	603,120	-	0.0%
Other	100,000	-	-	100,000	-	0.0%
Federal Sources	55,315	-	0.0%	8,000	-	0.0%
Total Revenue	$ 51,044,137	$ 8,675,743	17.0%	$ 49,514,185	$ 6,843,933	13.8%
Expenditures:						
Instruction	$ 32,615,269	$ 2,922,543	9.0%	$ 30,924,859	$ 3,306,746	10.7%
Supporting Services	21,675,384	4,398,378	20.3%	20,718,041	4,420,377	21.3%
Community Services	92,800	2,669	2.9%	124,300	24,834	20.0%
Facilities Improvements	1	-	0.0%	1	-	0.0%
Transfers to Other Funds	5	-	0.0%	2	-	0.0%
Total Expenditures	$ 54,383,459	$ 7,323,590	13.5%	$ 51,767,203	$ 7,751,957	15.0%
Excess of Revenues over Expenditures	$ (3,339,322)	$ 1,352,153		$ (2,253,018)	$ (908,024)	
Beginning Fund Balance	9,711,863	10,171,758	104.7%	7,971,475	8,249,911	103.5%
Budgeted Contingencies	3,820,341	-		3,242,747	-	
Unappropriated Ending Fund Balance	2,552,200	-		2,475,710	-	
Fund Balance, September 30	$ -	$ 11,523,911		$ -	$ 7,341,887	

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2011 and 2012 Respectively (Unaudited)

Food Service Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources	$ 1,087,300	$ 130,433	12.0%	$ 1,075,200	$ 129,047	12.0%
State Sources	23,000	2,680	11.7%	17,000	-	0.0%
Federal Sources (incl. commodities)	1,711,100	91,041	5.3%	1,682,180	97,204	5.8%
Interest on Investments	6,499	1,335	20.5%	-	972	n/a
Interfund Transfer	1	-	0.0%	1	-	0.0%
Total Revenue	$ 2,827,900	$ 225,489	8.0%	$ 2,774,381	$ 227,223	8.2%
Expenditures:						
Salaries & Benefits	$ 1,632,595	$ 235,639	14.4%	$ 1,652,579	$ 251,614	15.2%
Food	950,000	82,045	8.6%	920,500	83,680	9.1%
Supplies & Services	220,305	30,059	13.6%	206,301	35,875	17.4%
Capital Outlay	25,000	-	0.0%	5,000	-	0.0%
Total Expenditures	$ 2,827,900	$ 347,743	12.3%	$ 2,784,380	$ 371,169	13.3%
Excess of Revenues over Expenditures	$ -	$ (122,254)		$ (9,999)	$ (143,946)	
Beginning Fund Balance	645,100	1,064,721	165.0%	645,000	866,668	134.4%
Fund Balance, September 30	$ 645,100	$ 942,467		$ 635,001	$ 722,722	

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.

Food Service manager, Sharon Gibson, reviews operations to evaluate where costs can be reduced to match revenues. Staff actively promote the federally subsidized free and reduced lunch program to increase participation and revenues received from the program.

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

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2011 and 2012 Respectively (Unaudited)

District Donation Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Contributions from Foundation	$ 700,000	$ 86,800	12.4%	$ 600,000	$ 65,500	10.9%
Total Revenue	$ 700,000	$ 86,800	12.4%	$ 600,000	$ 65,500	10.9%
Expenditures:						
Instruction	$ 450,000	$ 44,179	9.8%	$ 440,000	$ 24,528	5.6%
Support Services	150,000	2,556	1.7%	75,000	2,467	3.3%
Community Services	99,999	2,390	2.4%	84,999	20,776	24.4%
Facility Playground Improvements	1	-	0.0%	1	-	0.0%
Total Expenditures	$ 700,000	$ 49,125	7.0%	$ 600,000	$ 47,771	8.0%
Excess of Revenues over Expenditures	$ -	$ 37,675		$ -	$ 17,729	
Beginning Fund Balance	-	-		-	-	
Fund Balance, September 30	$ -	$ 37,675		$ -	$ 17,729	

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 (204) to cover expenditures.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2011 and 2012 Respectively (Unaudited)

Designated Facilities Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Construction Excise Tax	$ 250,000	$ -	0.0%	$ 125,000	$ -	0.0%
SB 1149	-	-	-	108,000	16,562	15.3%
Proceeds From Sale of Land	-	-	-	400,000	-	0.0%
Interest on Investments	502	346	68.9%	13,000	648	5.0%
Interfund Transfers	475,000	-	0.0%	-	-	0.0%
Total Revenue	$ 725,502	$ 346	0.0%	$ 646,000	$ 17,210	2.7%
Expenditures:						
Support Services	$ 226,001	$ -	0.0%	$ 346,000	$ -	0.0%
Facility Acquisition & Construction	799,001	-	0.0%	923,500	-	0.0%
CVHS Boiler Upgrade	-	287,971	0.0%	-	-	-
Mountain View Water Storage Tank	-	25,202	-	-	-	-
Cheldelin Boiler	-	-	-	150,000	321,819	214.5%
Cheldelin Exterior Paint	-	-		-	34,719	-
Hoover Roof Repairs	-	-		-	1,400	-
Total Expenditures	$ 1,025,002	$ 313,173	30.6%	$ 1,419,500	$ 357,938	25.2%
Excess of Revenues over Expenditures	$ (299,500)	$ (312,827)		$ (773,500)	$ (340,728)	
Beginning Fund Balance	299,500	378,827	126.5%	773,500	773,470	100.0%
Planned Reserves	-	-		-	-	
Fund Balance, September 30	$ -	$ 66,000		$ -	$ 432,742	

Notes:

This fund accounts for the revenues and expenditures related to the construction excise tax, land sales and purchases, and as of FY 2012, includes other facilities projects undertaken with funds that are restricted or committed for the specific facilities related purpose.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2011 and 2012 Respectively (Unaudited)

Student Body Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Revenues	$ 1,150,000	$ 245,835	21.4%	$ 1,050,000	$ 254,347	24.2%
Total Revenue	$ 1,150,000	$ 245,835	21.4%	$ 1,050,000	$ 254,347	24.2%
Expenditures:						
Instructional Services	$ 1,300,000	$ 95,460	7.3%	$ 1,230,000	$ 106,507	8.7%
Support Services	100,000	375	0.4%	70,000	2,225	3.2%
Total Expenditures	$ 1,400,000	$ 95,835	6.8%	$ 1,300,000	$ 108,732	8.4%
Excess of Revenues over Expenditures	$ (250,000)	$ 150,000		$ (250,000)	$ 145,615	
Beginning Fund Balance	250,000	375,873	150.3%	250,000	496,181	198.5%
Fund Balance, September 30	$ -	$ 525,873		$ -	$ 641,796	

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 September 30, 2011 and 2012 Respectively (Unaudited)

Designated Revenue Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources	$ 1,037,999	$ 110,436	10.6%	$ 1,000,000	$ 80,255	8.0%
State Sources	-	-	0.0%	-	-	0.0%
Sale from Surplus Assets	-	-	0.0%	-	-	0.0%
Interfund Transfer	$ 1	$ -	0.0%	$ -	$ -	0.0%
Total Revenue	$ 1,038,000	$ 110,436	10.6%	$ 1,000,000	$ 80,255	8.0%
Expenditures:						
Instruction	$ 963,500	$ 76,071	7.9%	$ 1,000,000	$ 67,913	6.8%
Support Services	240,800	27,621	11.5%	375,000	20,917	5.6%
Community Services	157,700	34,805	22.1%	99,999	29,627	29.6%
Facility Acquisition & Construction	1,000	2,661	266.1%	1	-	0.0%
Interfund Transfers	100,000	-	0.0%	-	-	0.0%
Total Expenditures	$ 1,463,000	$ 141,158	9.6%	$ 1,475,000	$ 118,457	8.0%
Excess of Revenues over Expenditures	$ (425,000)	$ (30,722)		$ (475,000)	$ (38,202)	
Beginning Fund Balance	$ 425,000	$ 1,056,603	248.6%	475,000	752,944	158.5%
Unappropriated Ending Fund Balance	$ -	$ -		$ -	$ -	
Fund Balance, September 30	$ -	$ 1,025,881		$ -	$ 714,742	

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 2012-13 beginning fund balance is comprised of numerous accounts designated for special purposes. Representative examples include DHS Medicaid Funds (147,390): Facilities sales of surplus and misc items (66,509): Technology online classes program (33,480): Franklin Wash DC trip (32,109): and the Coastwide piggyback agreement (34,071).

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2011 and 2012 Respectively (Unaudited)

Early Retirement Incentive Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Early Retirement	$ 540,650	$ 540,650	100.0%	$ 540,650	$ 540,650	100.0%
Interest on Investment	5,000	1,824	36.5%	10,000	2,017	20.2%
Total Revenue	$ 545,650	$ 542,474	99.4%	$ 550,650	$ 542,667	98.6%
Expenditures:						
Retiree Stipends	1,083,000	351,710	32.5%	765,665	208,711	27.3%
Total Expenditures	$ 1,083,000	$ 351,710	32.5%	$ 765,665	$ 208,711	27.3%
Excess of Revenues over Expenditures	$ (537,350)	$ 190,764		$ (215,015)	$ 333,956	
Beginning Fund Balance	1,350,000	1,882,429	139.4%	1,490,000	1,497,703	100.5%
Budgeted Contingency	200,000	-		634,985	-	
Unappropriated Ending Fund Balance	612,650	-		640,000	-	
Fund Balance, September 30	$ -	$ 2,073,193		$ -	$ 1,831,659	

Notes:

This fund pays for supplemental retirement benefits provided to retired teachers, both stipends and insurance.

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, 2009 there were 92 eligible retired teachers receiving benefits.

Retiree stipend 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.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2011 and 2012 Respectively (Unaudited)

Grant Funds

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Revenues	$ 50,000	$ 807	1.6%	$ 50,000	$ -	0.0%
Intermediate revenues	100,000	-	0.0%	100,000	-	0.0%
State Revenues	100,000	-	0.0%	100,000	-	0.0%
Federal Revenues	3,500,000	199,456	5.7%	2,750,000	178,510	6.5%
Total Revenue	$ 3,750,000	$ 200,263	5.3%	$ 3,000,000	$ 178,510	6.0%
Expenditures:						
Instruction	$ 4,750,000	$ 135,492	2.9%	$ 2,925,000	$ 101,909	3.5%
Support Services	1,150,000	466,666	40.6%	2,012,999	69,266	3.4%
Community Services	50,000	20,938	41.9%	62,000	7,335	11.8%
Facility Acquisition & Construction	50,000	-	0.0%	1	-	0.0%
Total Expenditures	$ 6,000,000	$ 623,096	10.4%	$ 5,000,000	$ 178,510	3.6%
Excess of Revenues over Expenditures	$ (2,250,000)	$ (422,833)		$ (2,000,000)	$ -	
Beginning Fund Balance	2,250,000	2,364,088	-	2,000,000	1,951,404	97.6%
Budgeted Contingency	-	-		-	-	
Fund Balance, September 30	$ -	$ 1,941,255		$ -	$ 1,951,404	

Notes:

In FY 2011-12, the District had approximately 30 grant awards from federal, state, and private sources estimated at $3.75 million. The larger awards typically span a several year time period. Information on key awards for FY 2012-13 are typically available during the second quarter of the year.

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 20 12-13 increased to 5.63% from 4.56% in the prior year.

Corvallis School District 509J
Schedule of Investments
September 30, 2012

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
Commercial Paper						
US Bancorp 2.125%	08/26/11	02/15/13	539	0.543%	$ 2,762,149	$ 2,700,000 [3]
Subtotal Commercial Paper					$ 2,762,149	$ 2,700,000

Local Government Investment Pool:	Average Annualized Rate	
General Account	0.6000%	$ 19,030,067
Debt Service Account	0.6000%	46
Subtotal LGIP [1]		$ 19,030,112

Local Government Investment Pool - Pension Bond Debt Service:		
Pension Bond Debt Service Account: [2]	0.6000%	$ 722,856
Total Investments		$ 22,452,968

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is $44,999,213.
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.
3. This investment was purchased at a premium to (or in excess of) the par (maturity) value. The investment includes semi-annual coupon payments, that together with the par values exceed their purchase price and yield the Bond Equivalent Yield displayed.

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%	88.0%
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%	12.0%
US Bancorp 2.125% 2/15/13	12.0%	
TOTAL		100.00%

Benchmarks as of 9/30/12:

3-Month U. S. T-Bill bond equivalent yield:	0.09%
3-Mo. Jumbo CDs	0.08%

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of September 1, 2012 - September 30, 2012

Fund, Object, Vendor	Amount
100 - General Fund	**$ 529,078.81**
Charter School Payments	
INAVALE COMMUNITY PARTNERS	$ 43,989.51
Computer Software	**$ 44,808.55**
ALEKS CORPORATION	$ 2,625.00
ARS NOVA SOFTWARE, LLC	$ 1,050.00
OETC	$ 31,493.55
SCHOLASTIC LIBRARY PUBLISHING	$ 3,940.00
UNIVERSITY OF OREGON	$ 2,200.00
ZOHO CORPORATION	$ 3,500.00
Consumable Supplies and Materials	**$ 68,604.47**
CDW GOVERNMENT INC	$ 7,356.44
COASTWIDE LABORATORIES	$ 7,532.27
E-FILLIATE INC	$ 1,619.49
FREESTYLE	$ 1,125.07
HOME DEPOT CREDIT SERVICES	$ 1,819.23
MILLER PAINT COMPANY	$ 3,505.84
OETC	$ 3,497.00
OFFICE MAX	$ 6,387.58
PLATT ELECTRIC SUPPLY CO	$ 1,439.40
RAPID REFILL INK	$ 1,057.97
SAXTON BRADLEY	$ 3,473.00
SCHOOL SPECIALTY	$ 1,278.18
SEARING ELECTRIC & PLUMBING	$ 2,036.73
THE BARK PLACE	$ 1,974.00
TREMCO	$ 21,821.61
WELLS FARGO REMITTANCE CENTER	$ 2,680.66
Dues and Fees	
ADVANCE EDUCATION, INC.	$ 1,276.55
Electricity	
PACIFIC POWER AND LIGHT	$ 29,129.06
Fuel	
BENTON COUNTY PUBLIC WORKS	$ 2,936.49
Garbage	
ALLIED WASTE SERVICES	$ 2,941.37
Non-reimbursable Student Transportation	
FIRST STUDENT INC	$ 2,765.45
Other Communication Services	
CENTURYLINK	$ 1,328.40
Other Non-instructional Prof. and Tech.	
AMERICAN RED CROSS OREGON TRAII	$ 9,100.00
Printing and Binding	
HENDERSON'S COPYTRONIX	$ 5,387.65
Reimbursable Student Transportation	**$ 138,424.67**
FIRST STUDENT INC	$ 137,032.17
GO GET'EM TAXI AND TRANSPORT	$ 1,392.50
Rentals	
CORVALLIS RENTAL INC	$ 1,051.27
Repairs and Maintenance Services	**$ 56,018.11**
BENSON'S INTERIORS, INC	$ 3,298.00
BENTON COUNTY PUBLIC WORKS	$ 1,079.66
FIRETECH LLC	$ 2,820.00
GRACEWINDS MUSIC	$ 1,978.50
OMLID & SWINNEY	$ 3,410.00
PACIFIC ENVIRONMENTAL GROUP	$ 6,650.00
PROGRESSIVE DESIGN BUILDERS	$ 6,580.00
REYNOLD ELECTRIC INC	$ 12,051.95
TIM BREWER TREE & STUMP SERVICE	$ 18,150.00
Technology Equip $1,000 - $4,999	
APPLE, INC	$ 4,645.00
Telephone	**$ 5,048.06**
AT&T MOBILITY-ACCT#837370420	$ 2,019.11
CENTURYLINK	$ 3,028.95
Textbooks	**$ 79,265.91**
FOLLETT EDUCATIONAL SERVICES	$ 4,693.26
NORTHWEST TEXTBOOK DEPOSITORY	$ 35,778.90
PEARSON EDUCATION	$ 23,093.75
TEXTBOOK WAREHOUSE	$ 15,700.00
Water and Sewage	
CITY OF CORVALLIS	$ 32,358.29
203 - Food Service Fund	**$ 71,776.65**
Consumable Supplies and Materials	**$ 7,148.40**
JENNIE-O TURKEY STORE SALES	
STANDARD RESTAURANT EQUIPMENT	
Food - Food Service Only	**$ 26,450.76**
DUCK DELIVERY PRODUCE INC	$ 9,279.50
FRANZ FAMILY BAKERIES	$ 3,722.84
LOCHMEAD DAIRY	$ 9,677.16
PEPSI-COLA	$ 2,595.20
SYSCO FOOD SERVICE	$ 1,176.06
Inventories	**$ 38,177.49**
FOOD SERVICE OF AMERICA	$ 2,418.92
MCDONALD WHOLESALE CO	$ 33,845.11
STANDARD RESTAURANT EQUIPMENT	$ 1,913.46
204 - District Donation Fund	**$ 1,601.21**
Travel, Student Out of District	
RIVERHOUSE HOTEL	$ 1,601.21
208 - Construction Excise Tax & Land Fund	**$ 136,524.61**
Buildings Acquisition	
GLUMAC	$ 1,850.00
LYNCH MECHANICAL CONSTRUCTION	$ 134,674.61
296 - Grants Fund	**$ 3,589.40**
Travel, Out of District	
HILTON PORTLAND	$ 1,053.40
NORTHWEST DISTRICT LCMS	$ 1,071.00
NORTHWIND VACATION RENTALS	$ 1,465.00

Fund, Object, Vendor	Amount
297 - Student Body Funds	**$ 48,268.76**
Consumable Supplies and Materials	$ 21,360.79
ADRENALINE FUNDRAISING	$ 1,048.00
CORVALLIS SPORTS PARK	$ 3,859.00
COSTCO-ALBANY	$ 1,537.83
NO DINX INC	$ 4,797.42
PEPSI-COLA	$ 1,629.30
SCHOOL DATEBOOKS	$ 3,207.40
SHIRT CIRCUIT	$ 2,389.30
WELLS FARGO REMITTANCE CENTER	$ 2,892.54
Dues and Fees	
SILVERTON HIGH SCHOOL ATHLETICS	$ 6,000.00
Other Curricular Activities	
OSAA FOUNDATION	$ 1,066.00
Other Non-instructional Professional and	$ 18,469.74
BILL VANDEHEY	$ 2,106.80
MID-VALLEY SOCCER REFEREES	$ 8,802.60
MID-WESTERN FOOTBALL OFFICIALS	$ 7,560.34
Repairs and Maintenance Services	
FIRST STUDENT INC	$ 1,372.23
298 - Designated Revenue Fund	**$ 18,805.10**
Consumable Supplies and Materials	
ELEMENT GRAPHICS, INC	$ 3,173.10
Instructional, Professional and Technical Service	
PLATO LEARNING	$ 7,960.00
Travel, Student Out of District	
DOUBLETREE WASHINGTON DC	$ 7,672.00
601 - Insurance Fund	**$ 1,197,303.73**
Buildings Acquisition	**$ 1,179,887.83**
2G, INC., DBA 2G CONSTRUCTION	$ 1,161,441.00
FEI TESTING & INSPECTION, INC	$ 5,258.50
PBS ENGINEERING & ENVIRONMENTA	$ 4,065.00
ROWELL BROKAW ARCHITECTS, P.C.	$ 9,123.33
Consumable Supplies and Materials	
GOPHER SPORT	$ 1,796.40
Group Insurance	
WILLAMETTE DENTAL GROUP	$ 8,977.50
Other Non-instructional Prof. and Tech.	**$ 6,642.00**
BARKER-UERLINGS INSURANCE, INC	$ 5,292.00
CPR WORKS, LLC	$ 1,350.00
Grand Total	**$ 2,006,948.27**

Corvallis
SCHOOL DISTRICT

XI. ADJOURNMENT

*All times are approximate.

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

Corvallis
SCHOOL DISTRICT

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

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

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

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

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

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 or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

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

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