



Greater Albany Public School District 8J
Melissa Goff, Superintendent
718 Seventh Avenue SW
Albany, OR 97321-2399

Regular Budget Committee Meeting

June 10, 2020 7:00 p.m.- 9:00 p.m.

Agenda

A. CALL MEETING TO ORDER (7:00 p.m.) – Chris Norman – Budget Committee Chair

B. PLEDGE OF ALLEGIANCE (7:02 p.m.) – Chris Norman

C. BUDGET COMMITTEE OPERATIONAL TASKS (7:04 p.m.) – Chris Norman

1. Audible Roll Call of Committee Members present
2. Approval of Budget Committee Minutes for May 27, 2020 (approval via roll call)

D. RESPONSE TO BUDGET COMMITTEE QUESTIONS (7:10 p.m.) – Russ Allen

E. COMMENTS FROM THE PUBLIC (7:20) – Chris Norman

1. Time set aside for public testimony about the Proposed Budget *

Members of the public wanting to provide public comment or testimony about the Proposed Budget should send their comments by email to kathie.vosper@albany.k12.or.us. Comments must be received by noon on June 10, 2020.

Comments must be limited in length to be read in 3 minutes. Comments will be read in the order received and may not be read if the number of comments exceeds the amount of time available in the meeting. Comments will be read by the Budget Committee Chair or Board Chair during the "Comments from the Public" time on the agenda. The statement must include name and address

F. BUDGET COMMITTEE DISCUSSION OF PROPOSED BUDGET (8:00 p.m.) – Chris Norman

G. BUDGET COMMITTEE APPROVAL OF PROPOSED BUDGET (8:55 p.m.) – Chris Norman

H. ADJOURN (9:00 p.m.) – Chris Norman

DATES OF INTEREST TO THE COMMITTEE

June 22	Regular School Board Meeting, 7:00 p.m., Virtual via Google Meet
June 26	Pre-Planning Meeting, 8:00 am, Virtual via Google Meet*
July 13	Regular School Board Meeting, 7:00 pm, Virtual via Google Meet
July 16	Bond Oversight Committee, 6:30 pm
August 3	Regular School Board Meeting, 7:00 pm
August 17	Regular School Board Meeting, 7:00 pm
August 25	Graduation - South Albany High School
August 26	Graduation - Albany Options School
August 27	Graduation - West Albany High School

This meeting will be held via Google Meet. Members of the public may watch the meeting live on Facebook at facebook.com/greateralbanypublicschools or on Google Meets: <https://stream.meet.google.com/stream/58877bcf-8e22-4068-ac32-451dfa54640d?authuser=0> A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting to the Greater Albany Public School District, kathie.vosper@albany.k12.or.us.

Closed Captioning information is available at <https://albany.k12.or.us/about/closed-captioning>



Budget Committee Meeting

May 27, 2020

7:00 p.m.

MINUTES

CALL MEETING TO ORDER

Budget Committee Chair Chris Norman called the May 27, 2020, Budget Committee Meeting to order at 7:00 p.m.

PLEDGE OF ALLEGIANCE

Mr. Norman led the Pledge of Allegiance.

Mr. Norman took attendance by roll call. Present were:

Chris Norman	Budget Committee Chair
Jennifer Ward	Budget Committee Member
Eric Aguinaga	Budget Committee Member
Kim Butzner	Budget Committee Member
Heather Carmichael	Budget Committee Member
Seth Christensen	Budget Committee Member
Pat Eastman	Budget Committee Member
Jake Gabell	Budget Committee Member
Will Summers	Budget Committee Member
Michael Thomson	Budget Committee Member

Mr. Eastman logged on 7:15

Melissa Goff	Superintendent
Lisa Harlan	Assistant Superintendent
Russell Allen	Executive Director of Business & Operations
Randy Lary	Executive Director of Human Resources
Ashley Netzel	Controller
Andrew Tomsy	Communications Director

BUDGET COMMITTEE OPERATIONAL TASKS

Approval of Budget Committee Minutes from February 19, 2020.

Mr. Norman stated that the minutes from the February 19, 2020 meeting had been sent out in the packet and asked if there any changes. There were none. Committee Member Seth Christensen made a motion to accept the minutes as provided. Committee Member Michael Thomson seconded the motion. **MOTION CARRIED UNANIMOUSLY.** Jake Gabell abstained since this was his first meeting.

SUPERINTENDENT BUDGET MESSAGE

Ms. Goff shared that most of the year had been spent on the Strategic Planning process and getting well underway to building the plan itself when COVID hit. Racial and linguistic equity and the mental health of our students are areas of focus that our entire community agrees upon and where progress is planned for in the Student Investment Account. Regrettably funding is less certain now.

Ms. Goff shared that data points from the Healthy Teen and Wellness surveys had shown an increase in needs and with the impact of COVID it is anticipated that those needs are now increasing. From an equity standpoint, Ms. Goff stated that the district has heard over and over from the community, families, and students that treating all students the same as doesn't meet all needs the same.

Budget Committee Meeting

May 27, 2020

7:00 p.m.

Page 2

Ms. Goff stated that the District was building the budget at a \$9 Billion state school fund level; however, as a result COVID there could be significant reductions in state funds. All staff has agreed to furlough 8 or 9 days through the end of this school year to save approximately \$2 million to help offset shortfalls next year. She stated that to put things into perspective, our district makes up approximately 1.57% of the total state school fund so that for every \$100 million reduction in state level funding, our funding is reduced by \$1.567 million. Therefore, if the state funding was reduced by \$500 million our funding would be reduced by \$7.8 million.

Ms. Goff shared that more than 90% of our General Fund budget is made up of labor costs and it costs the district about \$325,000 per day to operate schools; therefore, it would take an additional 15 furlough days or the layoff of 59 full time employees to make up another \$5 million reduction in state funding. This proposed budget relies on funds that the district would prefer not to touch and it is a time to consider where funds can be saved in order to ensure that we can provide what students and staff need next year.

Mr. Eastman joined the meeting at 7:15.

BUDGET HIGHLIGHTS

Mr. Allen began by stating that the Superintendent did a great job of outlining the big picture of the budget. He stated that the budget was available online for anyone who would like a copy of it. He shared that he would discuss the General Fund but also would have comments on some of the other funds. He stated that the Superintendent talked about the State School Fund and emphasized that it is the most important aspect of our revenue stream. Mr. Allen commented that it is anticipated that state controlled revenue will increase by 3.3% for our district next year but this budget also assumes significant volatility in other funding sources as a result of the ongoing coronavirus crisis. He shared that one of the themes throughout this budget has been that nothing we have done in the past has prepared for us to project the future.

Mr. Allen went through the rest of his Budget Highlights for the Committee. He added that in the past most of the grants had been lumped together and many have now been broken out.

BUDGET COMMITTEE DISCUSSION OF BUDGET DOCUMENT

Mr. Norman asked for questions or discussion. Mr. Christensen asked if the 44 positions from the Student Success Act affected the basic budget. Ms. Goff stated that the budget keeps staffing stable, the Student Investment Account was a way to look at additional staff, such as counselors at the elementary level. Mr. Eastman asked about a reserve balance. Mr. Allen referred to Page 39 and stated that with resources from this year's furloughs, the ending fund balance would be at \$10.9 million with the budget as presented using \$2.9 million, it would leave \$8 million for the end of next fiscal year.

Mr. Aguinaga asked if staff was able to provide a list of unfunded or Division 22 mandates that the district would not be able to meet next year. Assistant Superintendent Lisa Harlan responded that we wouldn't know until we received guidance and information from ODE in conjunction with CDC and OHA. Since we have no idea as to what next fall will look like it would be impossible to do. She stated that in regards to Division 22 it would be approximate half of them. Heather Carmichael stated that she was part of the Strategic Planning process and stated that there were some goals that were identified that they were hoping that the district would be able to address such as cultural training, mental health (additional counselors), etc.; and wanted to know that if the student success act was not funded, would some or any of those things discussed during strategic planning happen through the proposed budget. Ms. Goff responded that the district would continue to work towards those goals with the resources that we have and may use some resources like professional development a bit differently in order to achieve those goals. They will be minimal compared to the investment that the Student Success Act would have provided since that was expected to be funded at around \$7.8 million. She stated that depending on what actually gets funded, staff will be looking at non personnel items because of the instability of financials right now, so they would continue to look at equity training and how we are looking at our curricular materials and how we are investing differently in those curricular materials.

Mr. Summers asked if the proposed budget allows for any new curricular materials to be purchased in this budget cycle. Ms. Harlan responded that last year's funding for textbooks was cut by \$500,000 and this year it is restored to its prior level. She shared that next year is a language arts adoption year; however they are looking into funding curricular materials to allow for a hybrid model for the fall rather than adopting traditional curriculum.

Ms. Carmichael asked how staff anticipates all of this to affect the classroom. Ms. Goff responded that if the funds available fall below the \$9 billion level we will feel it in the classroom. She shared that staff will try to be as protective of instructional days and staff as possible, but when so much of the budget is made up of staff it will be necessary to either cut school days or cut staff.

Budget Committee Meeting

May 27, 2020

7:00 p.m.

Page 3

Either have an extremely negative impact. She shared that in the fall there may be some protocols in place that are very different than in the past. There was not enough time to train teachers for the hybrid environment before students were home. She shared that we need to invest more in that area. She also stated that there are a number of increased costs anticipated for next year that cannot be accurately captured as the budget is built because we have never been through this before and don't know what it will look like in the fall. Ms. Goff also stated that taking better care of our student's mental health needs and addressing equity takes additional funding to be able to do so; therefore, staff is looking how current funds are spent and relocate some to those needs. She further stated it is important to note that we are not able to gain the ground that needs to happen for those kids even at the \$9 billion.

Mr. Aguinaga asked if there was anything that the Committee Members could do to help. Ms. Goff thanked him and stated that what people could do is contact their state representatives and senators about how important funding is for schools and about having to make difficult decisions. She stated that each individual has access to the budget message discussing the fiscal impact and can be used for reference with discussions. She also shared that Sara Geisler serves on the Senate Education Committee which meets next week. Mr. Thomson stated that he would like to see the budget built with a \$10 billion framework anticipating the future as best we can. He suggested not only talking to elected officials but also to community members to discuss that any less than the \$9 billion funding, so they understand that there is no way to get around more furlough or missed school days.

Ms. Ward commented that the budget that is approved will probably not be the operating budget for 20/21 because we will not really find out the true amount coming to schools until the end of summer. She stated that the district has faced budgetary crisis before, but not where our finances could change so much after budget approval and asked what that would look like. Mr. Allen responded that the budget establishes spending authority and the district can always spend less than what the budget allows. If the resources are decreased significantly, the district can go through a process to establish a supplement budget to realign spending to meet those decreased resources. It is not required but a possible decision for the district to make at that time. Mr. Norman emphasized, because of the unknown, to reach out to state and federal levels with our needs. He asked about enrollment perspectives. Mr. Allen responded that enrollment shows a projected decline in the fall and then increasing in following years. He stated that everything that we traditionally base projections on have gone out the window and the big question is what will the enrollment be in the fall, we don't know. Ms. Goff shared that there is a 3% cap on the number of students that can transfer out of our district to charter online programs. She stated that we need to have a robust online option for families who make the decision to keep their children home.

Ms. Butzner pointed out that advocacy is crucial because everyone in the state is pushing for more funds and the earlier we can advocate from our kids' perspective can provide the legislators information to consider. She suggested collaborating an effort to provide and send out consistent information gleaned from other districts to have a consistent message and fruitful enough to make a difference. Mr. Christensen commented that there should be a possible discussion on how much more might need to be taken from the ending fund balance to help with the current difficulties. Mr. Allen responded that there was nothing in policy but it has informally been a 5% floor. The Board would need to grapple with how to come up with a policy limiting the amount that could be drawn against the ending fund balance. Ms. Goff commented that it was important to remember that when considering a floor, there is a \$2 billion shortfall that is anticipated in the next biennium and it is important to consider balancing everything out.

Mr. Norman asked Mr. Gabell had any questions. He asked about the 3% cap on students moving to online programs. Mr. Allen responded that ODE set that cap. Ms. Harlan stated that was for students leaving the district for other online programs not our own Albany Online. Mr. Gabell stated that the cost of moving more toward online instruction had to have had some cost and what it would look like if more students stayed learning online. Ms. Goff stated that more thought has to take place regarding a delivery model and what it would look like. She shared that we need to plan for multiple delivery models in the fall depending on comfort levels of parents sending students to school, what that would look like and need to have a hybrid model moving forward after COVID. She stated that this is a changing point in history where we can take the opportunity to look at how we can make teaching and learning better from what we have learned. Mr. Gabell asked if there would be any cost savings in the long term or would human capital remain the same. Ms. Goff responded that it would remain the same but used differently. An example would be that a teacher will still need to grade papers although they might meet with smaller groups at different times. She stated that the mental health of students and social emotions need interaction so it would not be a full step out of school. Mr. Gabell then asked when the last supplemental budget was prepared. Mr. Allen responded that there has only been one since 2003. He stated that it has been looked at only if something significant occurred. Mr. Gabell suggested looking at a budget with a greater contingency rather than maintain a larger unappropriated balance. Mr. Allen responded that a larger contingency would only help if the budget was smaller. It would be a staffing difficulty to add staffing later in the year where you might not get the highest quality of staff. Discussion ensued regarding the potential discussion for the Board to put a policy in place regarding the amount of reserves the District should keep in place for future needs.

Budget Committee Meeting

May 27, 2020

7:00 p.m.

Page 4

Mr. Allen shared that because of COVID all of the Budget Committee meetings had been pushed back and that the next meeting was scheduled for Wednesday, June 3 and requested that questions be sent to him sooner than later. It was determined that questions from the Committee would need to be provided to Mr. Allen via e-mail by Friday at noon for inclusion in the Budget Committee packet next week.

Mr. Norman commented that he talks with individuals from the community about the budget and asks them to provide their input as to what they feel is important and making an investment in our community.

COMMENTS FROM THE PUBLIC

There were no comments provided to read at the meeting.

NEXT MEETING

Mr. Norman reminded the Committee to please get their questions to Mr. Allen by Noon on Friday, 5/29. He then shared that the next meeting was scheduled for June 3, 2020.

ADJOURN

Mr. Norman adjourned the meeting at 8:23 p.m.

Chris Norman, Budget Committee Chair

Recorded by: Kathie Vosper

Response to Budget Committee Requests for Information

1. Can you explain the difference in administrative cost (Object Code 113) between 2019-2020 and 2020-2021 in Function 2230 (p. 15)?

When the 2019-2020 budget was adopted it was anticipated that we would have 2.3 administrative FTE coded to Function 2210 and 0.2 FTE coded to Function 2230. The actual distribution turned out to be 2.1 FTE in Function 2210 and 0.4 FTE in Function 2230. In other words, there is no additional FTE in Function 2230, just the correct reflection of how the split turned out to be between these two functions (2.5 FTE total FTE in both scenarios).

2. None of our other elementary schools (that I know of) have assistant principals. Are we funding one for Meadow Ridge because of the anticipated size of the student body?

Yes, on page 188 we show a projected fall enrollment for Meadow Ridge of 540 students.

3. Where will the additional school nurse be working?

The plan is to have the second general district nurse working out of the district Nurses' Office with the existing general nurse and the dedicated special needs nurse.

4. How is the district's TAG program is being administered?

The TAG program is overseen at the district level by the TAG Coordinator. Previously, this role was a 1.0 FTE position. Currently, the role is shared by Brian Baker (K-8 Math TOSA) and Jodi Dodd (District MTSS Coordinator). In addition, each of the elementary and middle schools has a staff member who serves as the building TAG Facilitator. This is an adjunct position in addition to their 1.0 FTE duties and each receives a stipend for that work. Also, each building has another staff member who serves as TAG Clerical support.

The Coordinator oversees the testing and identification process for all elementary and middle school sites (including AOL). This includes but is not limited to:

- Monitoring success of the program and modifying the testing and identification process to meet student needs
- Work with vendors to determine testing resource needs
- Determine and maintain TAG budget and related use of purchased resources
- Coordinating with ODE to ensure our protocols follow both the law as well as best practices
- Training TAG Facilitators on their responsibilities
- Communicating ongoingly with TAG Facilitators at each of the elementary and middle school sites to ensure all protocols are followed

- Administering universal screening testing of all second graders
- Administering follow-up testing for all qualified students in grades K-8
- Guiding TAG Facilitators through test data analysis
- Communicating with parents of students who have been identified or are in the process of being identified
- Working with building TAG Facilitators to collect and examine testing and other pieces of evidence in order to determine TAG identification for individual students

The building TAG Facilitators help implement the program at their site as directed by the TAG Coordinator. This includes but is not limited to:

- Coordinate testing schedule and protocol with classroom teachers and TAG Coordinator
- Analyze test data to determine which students have qualified for follow-up testing
- Disseminate information to classroom teachers
- Assist teachers in collection of evidence for students who are in identification process
- Aide Coordinator in examination of records for potential TAG identification
- Maintain working files and related documentation for identified students

The building TAG Clerical staff assist the TAG Facilitators as needed. This includes but is not limited to:

- Assist in maintenance of records
- Assist in data entry
- Assist in copy and disseminating required testing notifications for parents

In this season of COVID-19 closure, the TAG Coordinators saw a very clear need and opportunity for our TAG students to push their limits and grow a little bit. They designed an online Google Classroom which served as a landing pad for students to work on research projects of their choice, with guidance on their project proposal, rough draft, and final draft. They held weekly office hours for each grade group (K, 1-2, 3-5, 6-8) each day at 1pm. During office hours, they touched base with students, demonstrated certain tech upon request or need, reminded students how to create/document citations and works cited pages, and even played some games and logic puzzles. The office hours turned out to be an excellent way to push students further in their research, but it also served as a sweet moment for TAG students across the district to get to know one another. Once students turned in final drafts, the coordinators shared them with teachers/and/or invited teachers to the Google Classroom to see progress and help encourage students along the way. Of the 60 students who participated at various grade levels, many started TOTALLY OPTIONAL projects, 47% turned in completed projects, and 20% submitted multiple projects. Parents were incredibly thankful that their students had both a platform for exploration and research, as well as adult guidance and inspiration. Teachers were excited that these students were engaging in higher level thinking. Projects ranged from reports about polar bears, the history of dragon sightings, stop-motion animation, radiology, WW2, a play about cheetahs, and the habitat of sloths.

Guide to Identification

1. Initiate TAG Identification Process (if one of the following occurs):

- A. Academic: Score of 97% or higher on a district appointed assessment
- B. Intellectual: Score of 97% or higher on district appointed assessment
- C. Teacher Recommendation
- D. Parent Recommendation

2. Collect Body of Evidence for Identification: Complete the following when one or more of the above occurs:

- A. Teacher Survey- Kingore
- B. Teacher Rating Scales- SIGS
- C. Teacher TABS Observational Record (inventories)
- D. Classroom Work Samples
- E. Parent Survey- Kingore (optional)
- F. Parent Rating Scales - SIGS (optional)

3. Administer Further Testing (if 1 occurs and 2 shows sufficient evidence):

- A. Academic: Score of 97% or higher on **SBAC, OAKS, Woodcock Johnson III, or ITBS**
- B. Intellectual: Score of 97% or higher on **WISC IV, Stanford Binet, CogAT 7 Screener or CogAT7**

4. Meet with TAG Identification Services Team (after above is complete):

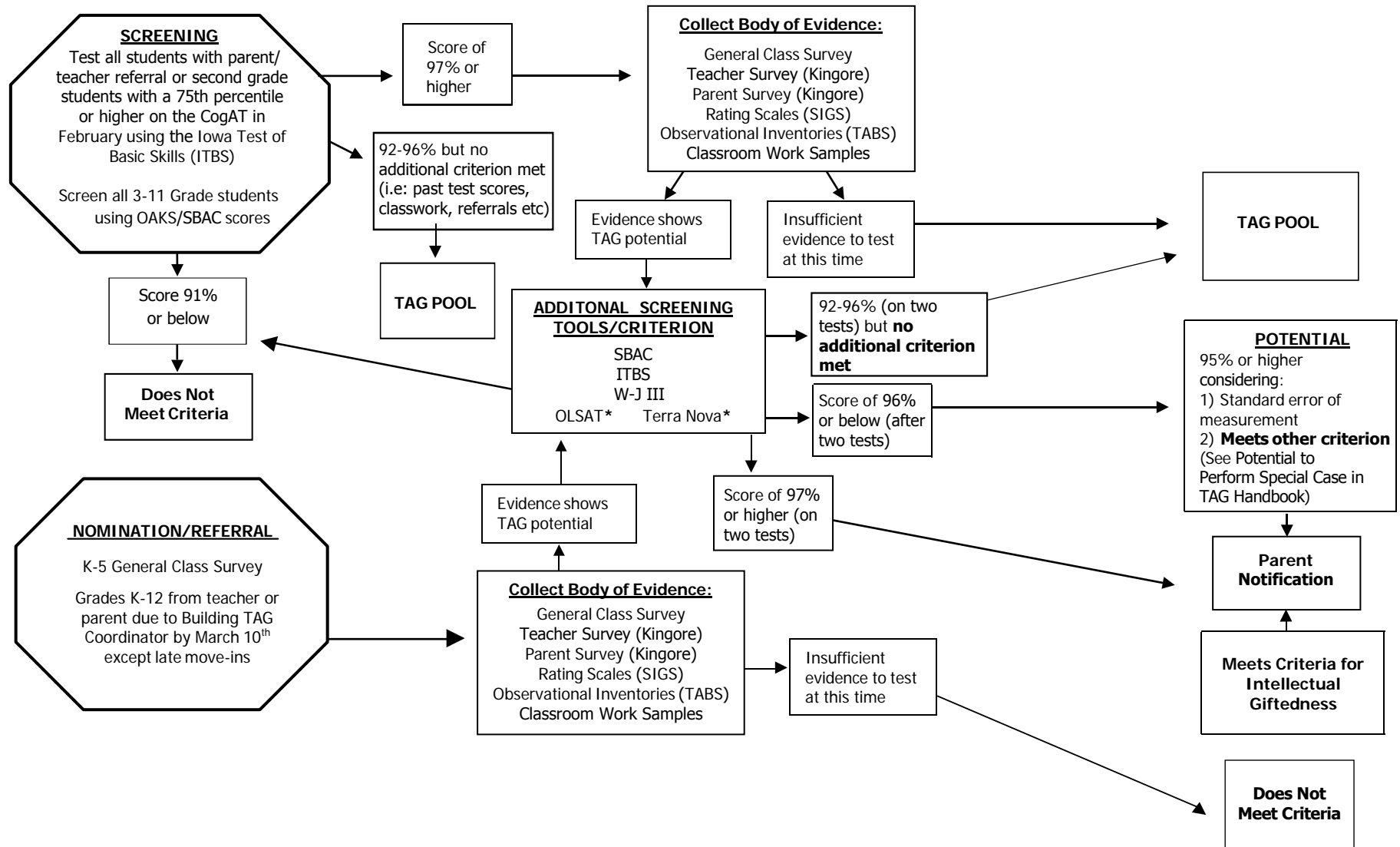
- A. Convene meeting
- B. Review Assessments
- C. Review Body of Evidence
- D. If more evidence is needed, complete the TAG Interventions Form
- E. If identified, (see number 5 below) complete TAG Interventions Form

5. Identify if:

- A. Two test scores at 97% or higher **identify TAG**
- B. One score of 97% + with sufficient BOE and second test score at 95-96% **TAG Potential**
- C. One score of 97% + with sufficient BOE and second test below 95% place in **TAG Pool**

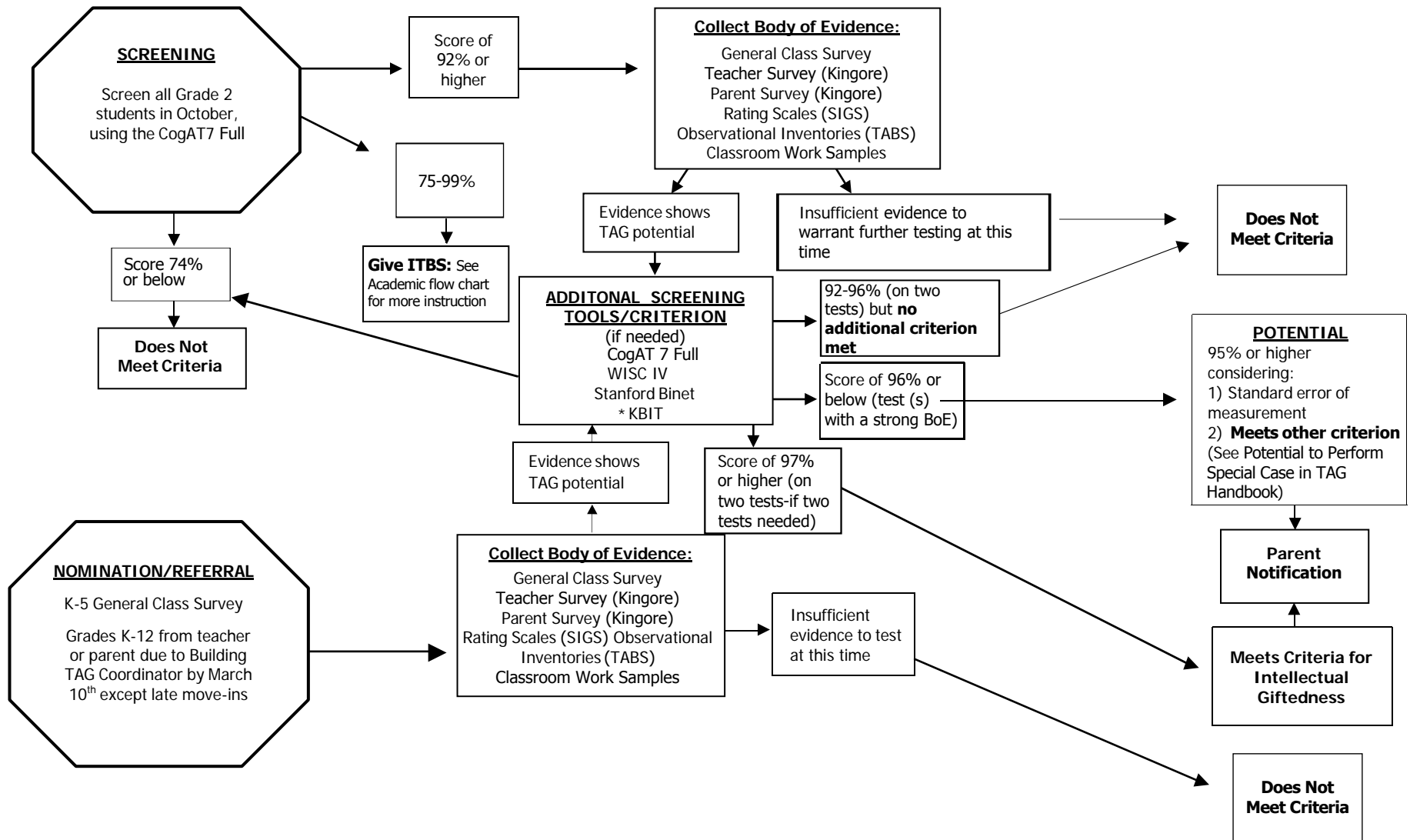
Greater Albany Public Schools Talented and Gifted Program

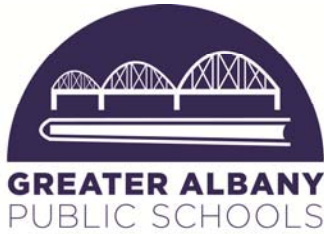
Assessment Flow Chart for **Academically Gifted** (Grades K - 12)



Greater Albany Public Schools Talented and Gifted Program

Assessment Flow Chart for **Intellectually Gifted** (Grades K - 12)





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718 Seventh Ave. SW
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541.967.4505
541.967.4587 (fax)

Memorandum

To: Budget Committee Members

From: Russ Allen/Executive Director of Business and Operations

Date: June 8, 2020

Re: Budget Changes

Staff is requesting the Budget Committee authorize modifying two funds in the proposed budget and add an additional fund that was inadvertently left out of the budget.

High School Graduation and College and Career Readiness (Fund 298)

The High School Graduation and College and Career Readiness Fund is budgeted at the full projected allocation of \$3,145,000. The budgeted Requirements were done in such a way to provide maximum flexibility in budgetary spending authority. In the creation of the proposed budget the cell that contains the total for Instructional Services Supplies and Materials (\$1,000,000) was not included in the formula that created the total for the overall fund. Had it not been inadvertently left out, the budget would have been modified so that the total Expenditures equaled \$3,145,000. In rebalancing the Fund staff took a close look at what best aligned with the anticipated spending plan for the fall and made several modifications to bring expenditures in balance with revenues. As part of approving the budget, staff requests that the Budget Committee authorize the modifications to the Proposed Budget as presented on the revised budget page.

Capital Projects – 2017 G.O. Bonds (Fund 412)

In the Capital Project Fund – 2017 G.O. Bond the total Resources for 2020-2021 did not include the \$25,000 expected from Local Government Sources. The total should have been \$65,275,000, not \$65,250,000. As part of approving the budget, staff requests that the Budget Committee authorize including the \$25,000 in revenue and increasing expenditures for Dues and Fees by the same amount to keep the budget in balance.

Capital Projects – WAHS Seismic Grant (Fund 415)

The Seismic Rehabilitation Grant Program is a state of Oregon competitive grant program that provides funding for the seismic rehabilitation of critical public buildings, particularly public schools and emergency services facilities. In late 2018 the District applied for and, in early 2019 received, a \$2.38M grant to improve the ability of the existing gymnasium at West Albany High

MEMORANDUM

Page 2

June 8, 2020

School to withstand a seismic event. The gymnasium was selected because of the barrel roof construction and concern that the roof, walls and footing connections needed greater reinforcement to meet the current seismic code and to provide a space that will provide immediate occupancy after an event. This fund was inadvertently left out of the Proposed Budget. Staff requests that it be included in the Approved Budget.

FINANCIAL SUMMARY

The following is an expenditure summary of the various funds comprising the 2020-2021 budget.

	2017-2018 <u>Actual</u>	2018-2019 <u>Actual</u>	2019-2020 <u>Budgeted</u>	2020-2021 <u>Proposed</u>	2020-2021 <u>Approved</u>	2020-2021 <u>Adopted</u>
General Fund	\$ 94,248,868	\$ 95,368,660	\$ 101,396,671	\$ 105,247,901	\$ 105,247,901	\$ 0
<u>Grant Funds</u>						
Title Grants	\$ 3,069,495	\$ 3,203,674	\$ 3,603,339	\$ 3,212,750	\$ 3,212,750	\$ 0
Carl Perkins	\$ 119,693	\$ 120,651	\$ 120,000	\$ 120,000	\$ 120,000	\$ 0
IDEA Grants	\$ 1,709,567	\$ 1,437,611	\$ 1,639,800	\$ 1,628,400	\$ 1,628,400	\$ 0
Youth Transition Program	\$ 112,400	\$ 151,726	\$ 125,000	\$ 164,847	\$ 164,847	\$ 0
LBL ESD Autism Grant	\$ 145,592	\$ 151,534	\$ 135,000	\$ 160,000	\$ 160,000	\$ 0
PEEK-8 Grant	\$ 313,814	\$ 313,814	\$ 313,500	\$ 0	\$ 0	\$ 0
Commission For The Blind	\$ 89,213	\$ 92,486	\$ 97,875	\$ 97,875	\$ 97,875	\$ 0
Transformation Grant	\$ 264,458	\$ 165,929	\$ 211,914	\$ 0	\$ 0	\$ 0
Early Learning Hub	\$ 85,870	\$ 81,467	\$ 92,900	\$ 83,205	\$ 83,205	\$ 0
ODE Facility Grant	\$ 195,929	\$ 128,423	\$ 128,500	\$ 128,500	\$ 128,500	\$ 0
Oregon Seismic Grant	\$ 0	\$ 0	\$ 0	\$ 0	\$ 2,383,575	\$ 0
Miscellaneous Grants	\$ 231,691	\$ 233,782	\$ 757,686	\$ 396,635	\$ 396,635	\$ 0
<u>Special Revenue Funds</u>						
Student Investment Account	\$ 0	\$ 0	\$ 0	\$ 7,634,472	\$ 7,634,472	\$ 0
CARES Act ESSER Allocation	\$ 0	\$ 0	\$ 0	\$ 1,686,309	\$ 1,686,309	\$ 0
Verizon Cell Towers	\$ 0	\$ 49,563	\$ 0	\$ 50,000	\$ 50,000	\$ 0
Medicaid	\$ 45,532	\$ 81,626	\$ 114,250	\$ 172,169	\$ 172,169	\$ 0
Families & Community Together	\$ 447,850	\$ 565,052	\$ 1,154,270	\$ 1,494,875	\$ 1,494,875	\$ 0
Student Activity	\$ 2,107,891	\$ 2,297,775	\$ 2,469,750	\$ 2,096,550	\$ 2,096,550	\$ 0
Bus Replacement	\$ 1,608,517	\$ 1,412,069	\$ 1,683,000	\$ 1,507,600	\$ 1,507,600	\$ 0
SB 1149 Energy Conservation	\$ 289,814	\$ 289,814	\$ 335,000	\$ 452,000	\$ 452,000	\$ 0
E-Rate	\$ 187,045	\$ 92,883	\$ 652,500	\$ 692,500	\$ 692,500	\$ 0
School Nutrition Services	\$ 3,649,611	\$ 3,851,351	\$ 4,062,767	\$ 4,336,735	\$ 4,336,735	\$ 0
HS Grad. and College and Career	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Outdoor School	\$ 45,843	\$ 174,393	\$ 225,000	\$ 298,375	\$ 298,375	\$ 0
<u>Debt Service Funds</u>						
Debt Service	\$ 11,688,222	\$ 12,430,896	\$ 12,945,700	\$ 13,924,304	\$ 13,924,304	\$ 0
PERS Refinance	\$ 3,980,726	\$ 4,149,922	\$ 4,327,816	\$ 4,513,759	\$ 4,513,759	\$ 0
<u>Capital Projects Funds</u>						
Capital Projects #1	\$ 0	\$ 0	\$ 200,000	\$ 318,000	\$ 318,000	\$ 0
New Transportation Facility	\$ 0	\$ 0	\$ 10,025,000	\$ 15,025,000	\$ 15,025,000	\$ 0
Capital Projects - 2017 Bond	\$ 16,057,814	\$ 57,038,127	\$ 103,131,500	\$ 65,250,000	\$ 65,275,000	\$ 0
Construction Excise Tax	\$ 39,051	\$ 45,834	\$ 3,625,000	\$ 5,125,000	\$ 5,125,000	\$ 0
SAHS All Weather Turf Field	\$ 29,965	\$ 29,965	\$ 29,965	\$ 29,965	\$ 29,965	\$ 0
WAHS All Weather Turf Field	\$ 51,212	\$ 51,212	\$ 51,212	\$ 51,212	\$ 51,212	\$ 0
SAHS Fire Reconstruction	\$ 0	\$ 0	\$ 0	\$ 431,000	\$ 431,000	\$ 0
Total All Funds	\$ 140,815,684	\$ 184,010,240	\$ 253,654,915	\$ 236,329,936	\$ 238,738,511	\$ -

Actuals (2017-18 and 2018-19) include only funds expended while budgeted funds include contingency.

Figures do not include unappropriated fund balances.

HS GRADUATION and COLLEGE and CAREER READINESS FUND

Fund 298

In 2016 Oregon voters approved a separate fund for drop-out prevention and college readiness activities.

Resources	2017-2018 <u>Actual</u>	2018-2019 <u>Actual</u>	2019-2020 <u>Budgeted</u>	2020-2021 <u>Proposed</u>	2020-2021 <u>Approved</u>	2020-2021 <u>Adopted</u>
3299 State Funding	\$ 811,842	\$ 1,735,625	\$ 1,980,000	\$ 3,145,000	\$ 3,145,000	
Total Resources	\$ 811,842	\$ 1,735,625	\$ 1,980,000	\$ 3,145,000	\$ 3,145,000	\$ 0

Requirements	2017-2018 <u>Actual</u>	2018-2019 <u>Actual</u>	2019-2020 <u>Budgeted</u>	2020-2021 <u>Proposed</u>	2020-2021 <u>Approved</u>	2020-2021 <u>Adopted</u>
1000--Instructional Services						
111 Licensed Salaries	\$ 0	\$ 194,950	\$ 180,000	\$ 360,000	\$ 732,000	
112 Classified Salaries	\$ 13,821	\$ 58,631	\$ 40,000	\$ 70,000	\$ 80,000	
121 Substitutes - Licensed	\$ 0	\$ 604	\$ 0	\$ 1,000	\$ 1,000	
122 Substitutes - Classified	\$ 0	\$ 651	\$ 0	\$ 1,000	\$ 1,000	
123 Temporary - Licensed	\$ 0	\$ 0	\$ 0	\$ 30,000	\$ 30,000	
124 Temporary - Classified	\$ 0	\$ 0	\$ 0	\$ 0	\$ 30,000	
131 Additional Salary - Licensed	\$ 0	\$ 106	\$ 0	\$ 0	\$ 500	
141 Unused Leave - Licensed	\$ 0	\$ 792	\$ 500	\$ 1,000	\$ 1,000	
142 Unused Leave - Classified	\$ 148	\$ 105	\$ 250	\$ 500	\$ 500	
Total Salaries	\$ 13,969	\$ 255,840	\$ 220,750	\$ 463,500	\$ 876,000	\$ 0
210 Public Employees Retirement Sys	\$ 835	\$ 25,998	\$ 39,735	\$ 85,560	\$ 156,612	
212 Employee Contribution Pick-Up	\$ 525	\$ 9,466	\$ 10,830	\$ 23,400	\$ 45,720	
213 PERS UAL Contribution	\$ 0	\$ 15,934	\$ 17,660	\$ 34,960	\$ 63,992	
220 Social Security Administration	\$ 1,048	\$ 19,105	\$ 16,556	\$ 35,458	\$ 66,576	
231 Worker's Compensation	\$ 243	\$ 930	\$ 883	\$ 1,854	\$ 3,334	
240 Health Insurance	\$ 2,842	\$ 81,800	\$ 73,840	\$ 135,000	\$ 246,960	
243 Other Contractual Benefits	\$ 0	\$ 775	\$ 500	\$ 2,000	\$ 2,000	
Total Benefits	\$ 5,493	\$ 154,008	\$ 160,004	\$ 318,232	\$ 585,194	\$ 0
310 Instruct., Prof. and Tech. Services	\$ 20,000	\$ 0	\$ 20,000	\$ 200,000	\$ 0	
341 Mileage Reimbursement	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	
345 Staff Development	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	
389 Other Non-Instructional Professional	\$ 0	\$ 6,400	\$ 0	\$ 0	\$ 0	
Total Purchased Services	\$ 20,000	\$ 6,400	\$ 20,000	\$ 200,000	\$ 0	\$ 0
410 Supplies and Materials	\$ 0	\$ 37,515	\$ 50,000	\$ 100,000	\$ 50,000	
460 New Equipment-Under 5K	\$ 130,146	\$ 353,847	\$ 200,000	\$ 400,000	\$ 240,000	
470 Computer Software	\$ 13,875	\$ 22,479	\$ 0	\$ 200,000	\$ 100,000	
480 Computer Hardware	\$ 128,289	\$ 123,282	\$ 200,000	\$ 300,000	\$ 190,000	
Total Supplies & Materials	\$ 272,310	\$ 537,123	\$ 450,000	\$ 1,000,000	\$ 580,000	\$ 0
540 Depreciable Equipment	\$ 0	\$ 272,194	\$ 0	\$ 400,000	\$ 153,380	
Total Supplies & Materials	\$ 0	\$ 272,194	\$ 0	\$ 400,000	\$ 153,380	\$ 0
2000--Support Services						
111 Licensed Salaries	\$ 126,225	\$ 83,979	\$ 160,000	\$ 200,000	\$ 140,000	
112 Classified Salaries	\$ 29,020	\$ 93,235	\$ 140,000	\$ 170,000	\$ 115,000	
113 Administrative Salaries	\$ 55,080	\$ 57,305	\$ 59,425	\$ 80,000	\$ 62,500	
121 Substitutes - Licensed	\$ 1,025	\$ 1,216	\$ 1,200	\$ 1,500	\$ 1,500	
122 Substitutes - Classified	\$ 0	\$ 996	\$ 0	\$ 1,500	\$ 1,500	
123 Temporary - Licensed	\$ 0	\$ 0	\$ 0	\$ 25,000	\$ 0	
131 Additional Salary - Licensed	\$ 209	\$ 90	\$ 1,000	\$ 10,000	\$ 5,000	
132 Additional Salary - Classified	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	
133 Additional Salary - Admin	\$ 1,238	\$ 1,787	\$ 2,500	\$ 2,500	\$ 2,000	
141 Unused Leave - Licensed	\$ 370	\$ 90	\$ 500	\$ 500	\$ 500	
142 Unused Leave - Classified	\$ 0	\$ 446	\$ 250	\$ 500	\$ 500	
Total Salaries	\$ 213,167	\$ 239,142	\$ 364,875	\$ 491,500	\$ 328,500	\$ 0

HS GRADUATION and COLLEGE and CAREER READINESS FUND

Fund 298

Requirements	2017-2018 <u>Actual</u>	2018-2019 <u>Actual</u>	2019-2020 <u>Budgeted</u>	2020-2021 <u>Proposed</u>	2020-2021 <u>Proposed</u>	2020-2021 <u>Adopted</u>
2000--Support Services						
210 Public Employees Retirement System	\$ 30,464	\$ 35,773	\$ 51,083	\$ 90,675	\$ 60,357	
212 Employee Contribution Pick-Up	\$ 6,609	\$ 5,044	\$ 8,430	\$ 14,100	\$ 8,700	
213 PERS UAL Contribution	\$ 15,655	\$ 18,937	\$ 29,190	\$ 37,050	\$ 24,662	
220 Social Security Administration	\$ 15,736	\$ 17,933	\$ 27,366	\$ 37,600	\$ 24,966	
231 Worker's Compensation	\$ 751	\$ 879	\$ 1,460	\$ 1,966	\$ 1,250	
240 Health Insurance	\$ 44,714	\$ 69,013	\$ 92,400	\$ 110,150	\$ 100,800	
243 Other Contractual Benefits	\$ 1,425	\$ 1,290	\$ 0	\$ 2,250	\$ 1,500	
Total Benefits	\$ 115,354	\$ 148,869	\$ 209,928	\$ 293,791	\$ 222,235	\$ 0
310 Instruct., Prof. and Tech. Services	\$ 55,665	\$ 27,190	\$ 50,000	\$ 100,000	\$ 50,000	
312 Instructional Programs Improvement	\$ 0	\$ 23,000	\$ 0	\$ 0	\$ 0	
341 Mileage Reimbursement	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	
345 Staff Development	\$ 23,741	\$ 5,019	\$ 49,000	\$ 100,000	\$ 100,000	
Total Purchased Services	\$ 79,406	\$ 55,210	\$ 100,000	\$ 200,000	\$ 150,000	\$ 0
410 Supplies and Materials	\$ 74,158	\$ 22,818	\$ 50,000	\$ 100,000	\$ 50,000	
460 New Equipment-Under 5K	\$ 0	\$ 0	\$ 15,000	\$ 100,000	\$ 0	
470 Computer Software	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	
480 Computer Hardware	\$ 2,393	\$ 0	\$ 15,000	\$ 150,000	\$ 0	
Total Supplies & Materials	\$ 76,551	\$ 22,818	\$ 80,000	\$ 350,000	\$ 50,000	\$ 0
640 Dues and Fees	\$ 331	\$ 0	\$ 2,500	\$ 0	\$ 0	
690 Grant Indirect Charges	\$ 15,261	\$ 44,022	\$ 36,000	\$ 99,691	\$ 99,691	
Total Other Objects	\$ 15,592	\$ 44,022	\$ 38,500	\$ 99,691	\$ 99,691	\$ 0
4000--Facilities Acquisition/Construction						
500 Capital Outlay	\$ 0	\$ 0	\$ 280,000	\$ 200,000	\$ 100,000	
Total Capital Outlay	\$ 0	\$ 0	\$ 280,000	\$ 200,000	\$ 100,000	\$ 0
6000--Contingency						
810 Contingency	\$ 0	\$ 0	\$ 55,943	\$ 128,287	\$ 0	
Total Contingency	\$ 0	\$ 0	\$ 55,943	\$ 128,287	\$ 0	\$ 0
Total HS Grad And College/Career	\$ 811,842	\$ 1,735,625	\$ 1,980,000	\$ 3,145,000	\$ 3,145,000	\$ 0

CAPITAL PROJECTS - 2017 BOND FUND

Fund 412

This fund keeps track of revenue and expenditures for the 2017 General Obligation Bond Measure.

Resources	2017-2018 <u>Actual</u>	2018-2019 <u>Actual</u>	2019-2020 <u>Budgeted</u>	2020-2021 <u>Proposed</u>	2020-2021 <u>Approved</u>	2020-2021 <u>Adopted</u>
1200 Revenue from Local Government	\$ -	\$ 25,000	\$ -	\$ 25,000	\$ 25,000	\$ -
1510 Interest on Investments	\$ 1,973,846	\$ 2,556,465	\$ 1,000,000	\$ 300,000	\$ 300,000	\$ -
1530 Gain or Loss on Sale of Invest	\$ (1,258,644)	\$ 1,259,216	\$ -	\$ -	\$ -	\$ -
1990 Miscellaneous	\$ 9,200	\$ -	\$ -	\$ -	\$ -	\$ -
3299 State Facilities Grant	\$ -	\$ -	\$ -	\$ 250,000	\$ 250,000	\$ -
5110 Bond Proceeds	\$ 151,550,000	\$ -	\$ -	\$ -	\$ -	\$ -
5120 Bond Premium	\$ 28,449,373	\$ -	\$ -	\$ -	\$ -	\$ -
5400 Beginning Fund Balance	\$ (337,701)	\$ 164,328,260	\$ 120,000,000	\$ 64,700,000	\$ 64,700,000	\$ -
Total Resources	\$ 180,386,074	\$ 168,168,941	\$ 121,000,000	\$ 65,250,000	\$ 65,275,000	\$ -

Requirements	2017-2018 <u>Actual</u>	2018-2019 <u>Actual</u>	2019-2020 <u>Budgeted</u>	2020-2021 <u>Proposed</u>	2020-2021 <u>Approved</u>	2020-2021 <u>Adopted</u>
2000-100 Staff Salaries	\$ -	\$ -	\$ 22,000	\$ -	\$ -	\$ -
2000-200 Staff Benefits	\$ -	\$ -	\$ 14,500	\$ -	\$ -	\$ -
2000-300 Purchased Services	\$ -	\$ 550	\$ 500,000	\$ 15,000	\$ 15,000	\$ -
4150-100 Staff Salaries	\$ 302,575	\$ 254,342	\$ 375,000	\$ 400,000	\$ 400,000	\$ -
4150-200 Staff Benefits	\$ 144,738	\$ 137,901	\$ 220,000	\$ 250,000	\$ 250,000	\$ -
4150-300 Purchased Services	\$ 8,799,474	\$ 6,107,912	\$ 20,000,000	\$ 4,500,000	\$ 4,500,000	\$ -
4150-400 Supplies and Materials	\$ 385,385	\$ 313,057	\$ 500,000	\$ 200,000	\$ 200,000	\$ -
4150-500 Capital Improvements	\$ 4,943,702	\$ 49,462,196	\$ 80,000,000	\$ 59,385,000	\$ 59,385,000	\$ -
4150-600 Dues and Fees	\$ 1,481,939	\$ 762,169	\$ 1,500,000	\$ 500,000	\$ 525,000	\$ -
6100-810 Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditures	\$ 16,057,814	\$ 57,038,127	\$ 103,131,500	\$ 65,250,000	\$ 65,275,000	\$ -
Unappropriated Fund Balance	\$ 164,328,260	\$ 111,130,814	\$ 17,868,500	\$ -	\$ -	\$ -
Total Requirements	\$ 180,386,074	\$ 168,168,941	\$ 121,000,000	\$ 65,250,000	\$ 65,275,000	\$ -

CAPITAL PROJECTS - WAHS SEISMIC GRANT

Fund 415

This fund contains revenues and expenditures related to the grant received for seismic improvements at WAHS

Resources	2017-2018 <u>Actual</u>	2018-2019 <u>Actual</u>	2019-2020 <u>Budgeted</u>	2020-2021 <u>Proposed</u>	2020-2021 <u>Approved</u>	2020-2021 <u>Adopted</u>
3299 Restricted State Revenue	\$ -	\$ -	\$ -	\$ -	\$ 2,383,575	\$ -
Total Resources	\$ -	\$ -	\$ -	\$ -	\$ 2,383,575	\$ -

Requirements	2017-2018 <u>Actual</u>	2018-2019 <u>Actual</u>	2019-2020 <u>Budgeted</u>	2019-2020 <u>Proposed</u>	2019-2020 <u>Approved</u>	2019-2020 <u>Adopted</u>
4150-383 Architectural/Engineering	\$ -	\$ -	\$ -	\$ -	\$ 262,000	\$ -
4150-385 Construction Management	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ -
4150-389 Other Technical Services	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -
4150-500 Capital Improvements	\$ -	\$ -	\$ -	\$ -	\$ 2,026,575	\$ -
4150-640 Dues and Fees	\$ -	\$ -	\$ -	\$ -	\$ 25,000	\$ -
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ 2,383,575	\$ -
Total Requirements	\$ -	\$ -	\$ -	\$ -	\$ 2,383,575	\$ -

Approve The Budget

Sample Motion to Approve Proposed Changes

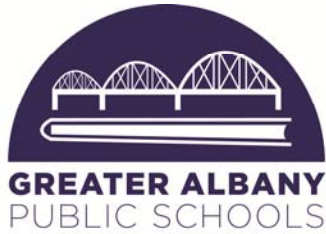
“I move to approved the changes to the High School Graduation and College and Career Readiness and the Capital Projects Bond Funds and the inclusion of the Seismic Grant Fund as presented.”

Sample Motion to Approve Budget

“I move that the Greater Albany Public School District 8J Budget Committee approve the budget for the 2020-2021 fiscal year in the amount **\$249,259,873**.

Sample Motion to Approve Taxes

“I move that the Greater Albany Public School District 8J Budget Committee approve property taxes for the 2020-2021 fiscal year at the rate of **\$4.5855** per \$1,000 of assessed value for the permanent rate tax levy, and in the amount of **\$13,688,065** for the general obligation bond levy.”



Business Office
718 Seventh Ave. SW
Albany, OR 97321
541.967.4505
541.967.4587 (fax)

Memorandum

To: Budget Committee

From: Russ Allen/Executive Director of Business and Operations

Date: June 8, 2020

Re: District Performance Measures – Replacement pages

The following pages will replace the District Performance Measures in the Adopted Budget.

2019 OREGON **HEALTHY TEENS** SURVEY

Helping all youth to be happy, healthy and resilient



Greater Albany Public School District 8J Report



Conducted by the Oregon Health Authority, Public Health Division

OREGON HEALTHY TEENS SURVEY

“No educational tool is more essential than good health.”

Council of Chief State School Officers

There is a strong, well-established link between health and learning. Students’ health impacts attendance, test scores, and the ability to pay attention in class. Emotional, social and physical health problems can become barriers to learning, making it more difficult for students to be academically or behaviorally successful in school. Addressing the health and well-being of the whole child can go a long way to support achievement in school.

This report provides a glimpse into the health and well-being of 8th and 11th graders in Oregon. Young people need the support of caring adults to help them navigate their expanding roles, relationships and responsibilities. Information from this report will help your schools and communities identify strengths and areas to work on to better meet the needs of your student population.

Good Health is Essential for Positive Academic Outcomes

Healthy kids learn better. Students who are happy, healthy and avoid risky behaviors are more likely to be successful in school. It is difficult for students to do well in school if they are depressed, anxious, tired, bullied, abused, stressed, sick, hungry, gambling, vaping or using alcohol or other drugs. Youth are less likely to engage in risky behaviors when they are connected to parents, family, school and the community.

Keeping students healthy involves engaging families, school administrators, school

nurses or school health staff, teachers, students, and communities to help create a healthy learning environment that promotes students’ physical, social and emotional well-being.

Background

The Oregon Healthy Teens (OHT) survey is Oregon’s effort to monitor the health and well-being of adolescents. An anonymous and voluntary research-based survey, OHT is conducted among 8th and 11th graders statewide in the spring of odd-numbered years. The OHT Survey is an anonymous and voluntary survey sponsored by the Oregon Health Authority (OHA) in collaboration with the Oregon Department of Education (ODE).

OHT is fundamental to ensuring that young people arrive at adulthood with the skills, interests, assets, and health habits needed to live healthy, happy, and productive lives in caring relationships with other people. The information gathered in the survey supports schools and communities in 1) understanding the strengths and challenges of their young people; and 2) assessing and improving the quality of their health and educational programs and supports for youth.

OHT was designed to assess a wide range of topics that include school climate, positive youth development, physical, sexual, mental and emotional health, substance use, problem gambling, safety, and other risky behaviors.

SOCIAL DETERMINANTS OF HEALTH

Health equity exists when all people can reach their full health potential and are not disadvantaged because of socially-determined circumstances.

Health equity exists when everyone has the opportunity to reach their full health potential and are not disadvantaged because of where they are born, grow, live, work, learn and age. Achieving health equity involves addressing factors that influence health, such as employment, income, housing, education, health care, public safety and access to food. Racism and oppression can dictate how these social determinants are distributed. Health equity differs from health disparities, which are the differences in health status between people related to social or demographic factors, such as race,

gender, income, or geographic location. Health disparities can be used to measure progress toward achieving health equity.⁴

Root causes of health inequity are collectively called the social determinants of health (SDOH), which include access to healthy food, safe neighborhoods and housing, transportation, and education. Social determinants and the places people live, work, learn and play, have the most significant effect on individual and population-level health. Poverty limits access to resources and results in worse health outcomes, poorer quality of life, and shorter lifespans.

Topic	Question Wording
Food Insecurity/ Hunger	In the past 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?
Housing Instability	During the past 30 days, where did you usually sleep? During the past 30 days, did you ever sleep away from your parents or guardians because you were kicked out, ran away, or were abandoned?

4 American Public Health Association (APHA). (n.d.). APHA > Topics and Issues > Health Equity. Available at: <https://www.apha.org/topics-and-issues/health-equity>

Topic	Question Wording
Access to Health Care	When did you last go to a doctor or nurse practitioner for a check-up or physical exam when you were not sick or injured?
	During the past 12 months, did you have any physical health care needs that were not met? (Count any situation where you thought you should see a doctor, nurse, or other health professional).
	During the past 12 months, did you have any emotional or mental health care needs that were not met? (Count any situation where you thought you should see a counselor, social worker, or other mental health professional).
	In the past 12 months, have you visited an emergency room or urgent care clinic for a physical or mental health care need? (Select one or more responses).
	When did you last go to a dentist or dental hygienist for a check-up, exam, teeth cleaning, or other dental work?
School-Based Health Centers (SBHCs)	Does your school have a School-Based Health Center?
	How many times have you used the School-Based Health Center at your school in the past 12 months?

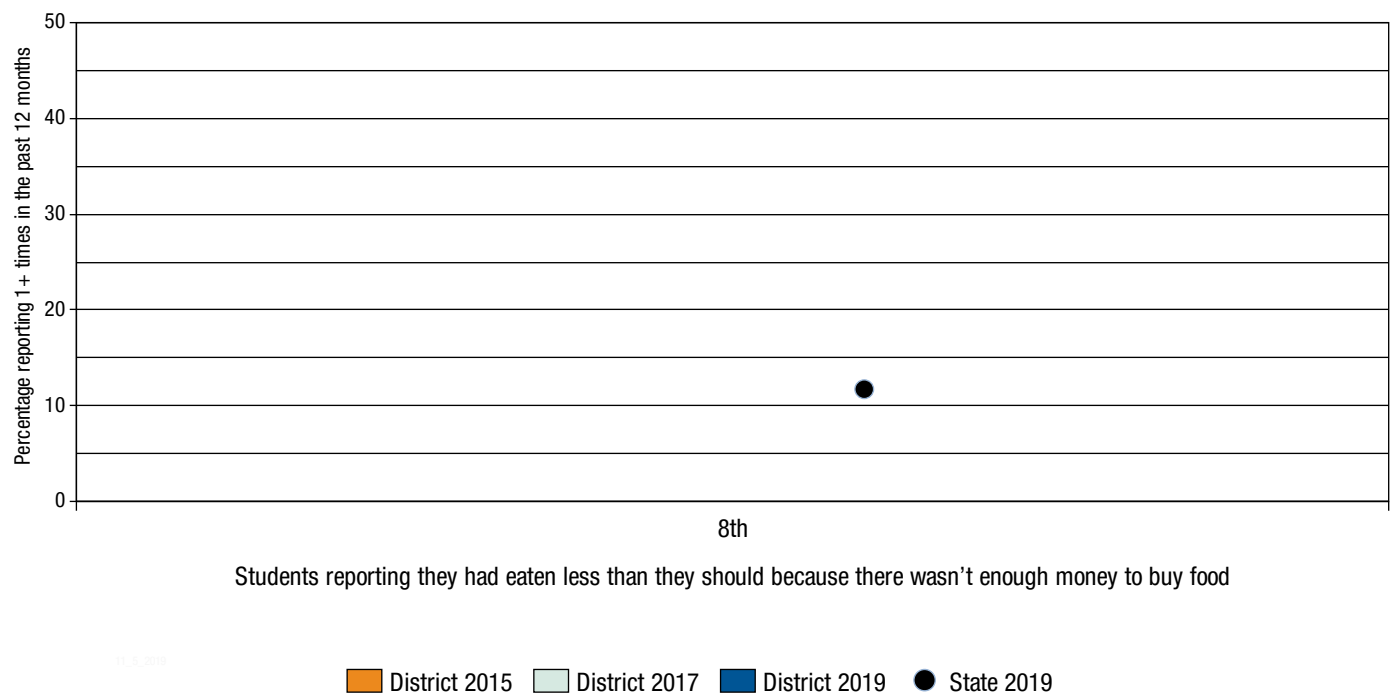
Food Insecurity/Hunger

In Oregon, 1 in 5 children struggle with food insecurity, meaning their families cannot always provide sufficient food.⁵

Food insecurity exists when people do not have access to enough nutritious food to support an active lifestyle. There is a link between food insecurity and cognitive, academic, and psychosocial measures. Children in food-insecure households are more likely to have poor health, behavior problems, poorer developmental outcomes, be less ready to learn in school, have greater difficulty getting along with other children, and are more likely to be suspended from school.^{6, 7}

Food and nutritional assistance programs are a key support for low-income families and individuals. According to Partners for a Hunger-free Oregon, over 315,000 Oregon youth are eligible for free or reduced-price meals through the School Breakfast Program and the National School Lunch Program. Yet, only about 205,000 (65%) participate, meaning that statewide, 37.0% of 8th graders and 36.7% of 11th graders receive free or reduced lunch prices at school.

Chart 1. Food insecurity



5 Oregon Food Bank: <https://www.oregonfoodbank.org/our-work/programs/food-access/child-hunger-programs/>
 6 Issue Two (April 2014) – Food Security, Health, and Well-Being at: <http://childrenshealthwatch.org/discussion/food-insecurity-new-research/>
 7 Issue Four (October 2014) – Food Insecurity among Adolescents and College Students at: <http://childrenshealthwatch.org/discussion/food-insecurity-new-research/>

Housing Instability

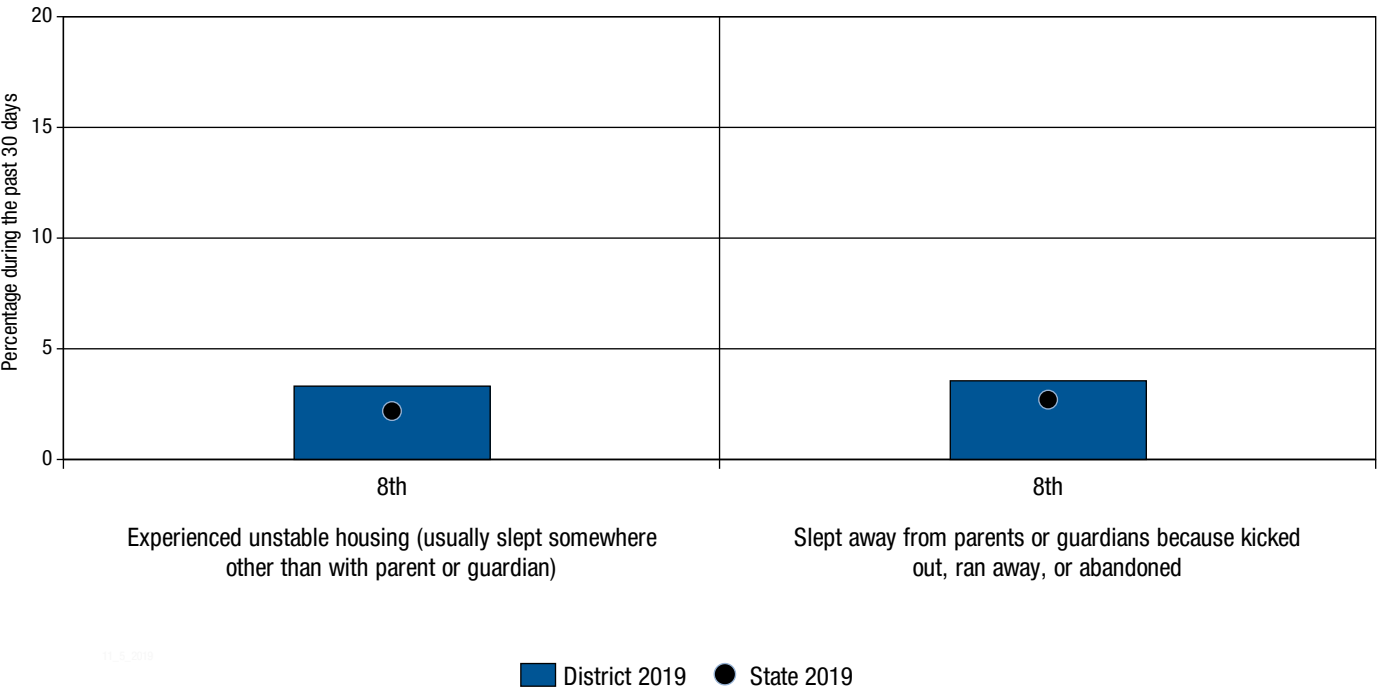
Unstable housing is a significant social determinant of health. People without homes experience increased mortality, chronic health conditions, mental illness, substance use, and risky behaviors.

2019 was the first time the OHT included questions pertaining to housing stability.

Statewide, results from the OHT survey indicate that 2.2% percent of 8th and 11th-graders report unstable housing

situations during the past 30 days. This is lower than the rates reported by the ODE in 2017-18 (3.2% and 3.9% respectively), possibly reflecting the 30 day time frame of the question.

Chart 2. Housing instability



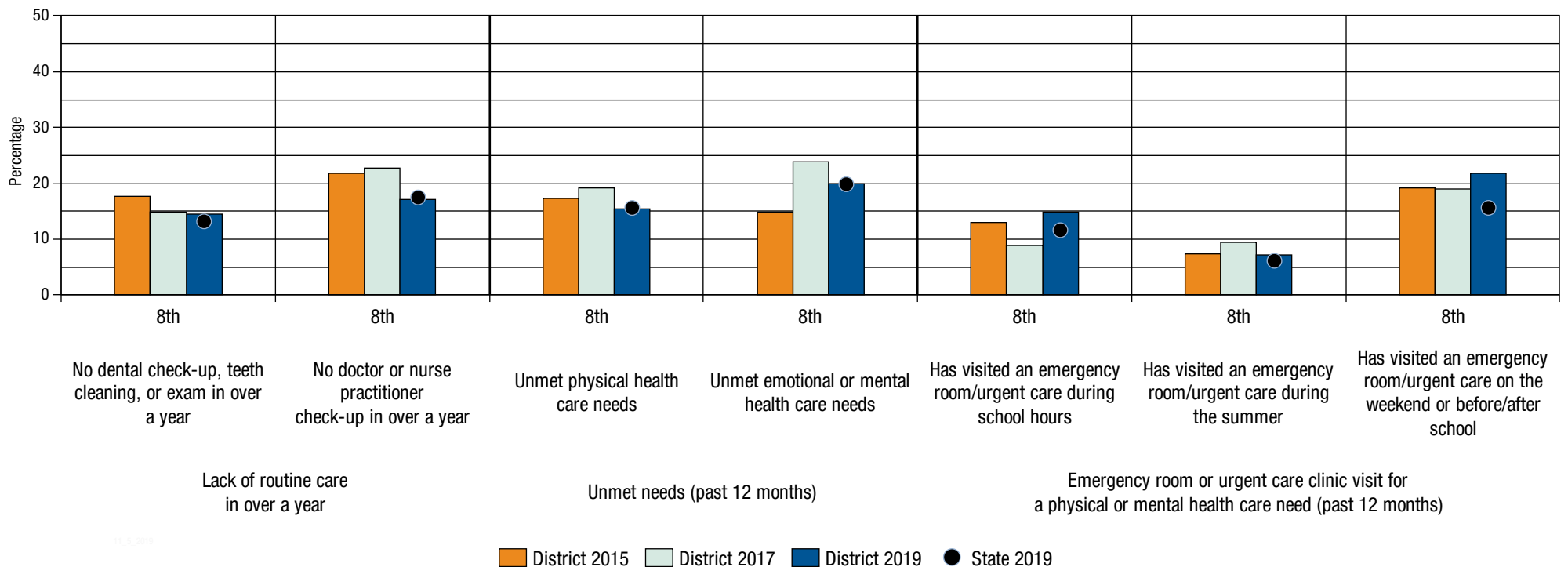
Access to Health Care

Access to high quality health care is crucial for all youth. Adolescents often experience greater barriers to accessing health care than younger children.

Inequities in access to health care include a lack of health care providers in the area, difficulty in scheduling or making it to appointments, and health care providers' lack of cultural competence. Emergency room/urgent care clinic visits can happen to anyone, but they are also tracked as a proxy measure of

unmanaged conditions and unmet needs (e.g. asthma, diabetes, suicidal behavior) being treated only after advancing to critical levels.

Chart 3. Access to health care

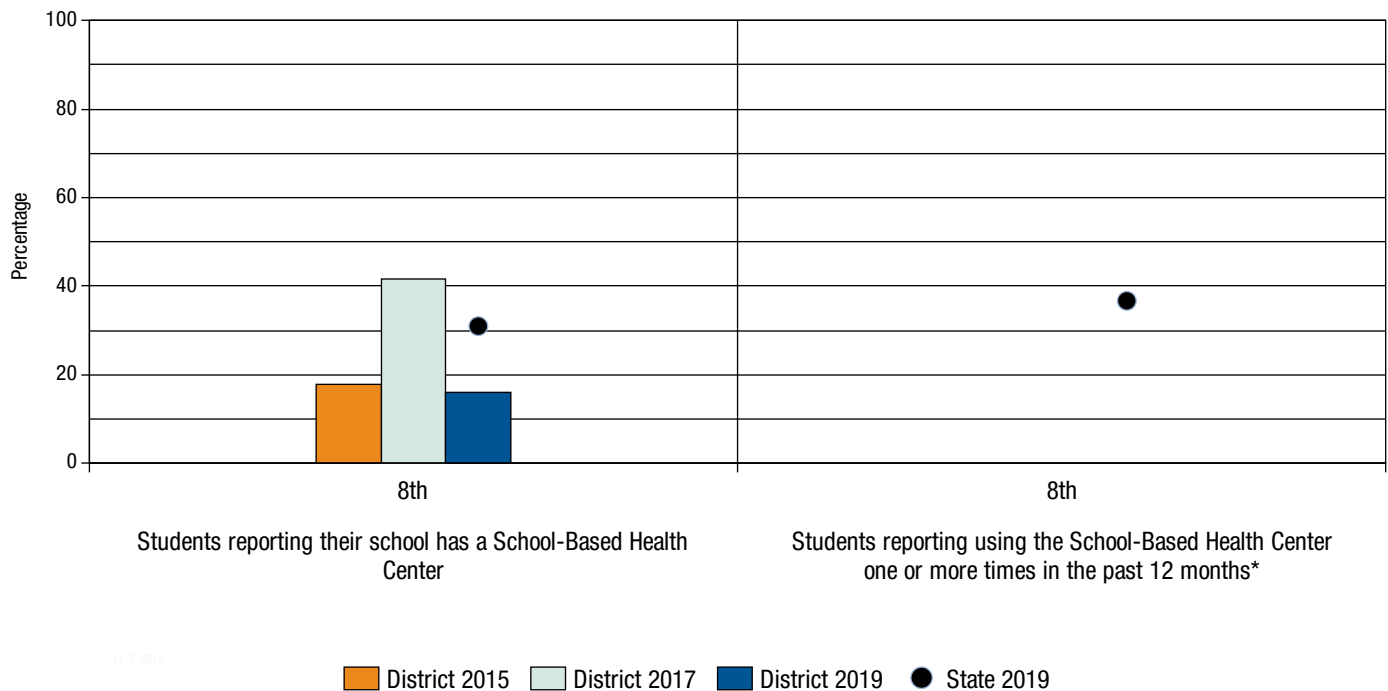


School-Based Health Centers (SBHCs)

Oregon's 78 School-Based Health Centers (SBHCs) offer a unique health care model in which comprehensive physical, mental and preventive health services are provided to youth in a school setting.

SBHCs see children who otherwise would not get care, help students get back to the classroom faster, lessen the demand on parents to take time off to take children to get well and urgent care needs, and improve students' health.

Chart 4. School-Based Health Centers (SBHCs)



* Out of students attending schools with school-based health centers.

ACADEMIC OUTCOMES

Academic outcomes emerge from the skills, knowledge and abilities that students develop during their time in school. Beyond the tangible measures of standardized testing, students must learn communication, critical thinking, self-management skills, and interpersonal skills to succeed in the world that awaits them.

Establishing benchmarks of success (referred to here as Positive Youth Development) as well as monitoring indicators of academic failure can give a sense of the extent to

which students, teachers and institutions have achieved their short and long-term educational goals.

Topic	Question Wording
Positive Youth Development (PYD)	Would you say that in general your physical health is excellent, very good, good, fair or poor?
	Would you say that in general your emotional and mental health is excellent, very good, good, fair or poor?
	I can do most things if I try.
	There is at least one teacher or other adult in my school that really cares about me.
	I volunteer to help other in my community.
	I can work out my problems.

Topic	Question Wording
Grades and absenteeism	During the past 12 months, how would you describe your grades in school?
	During the past 12 months, how many days of school did you miss for any reasons?
	During the past 12 months, how many days of school did you miss because of physical health reasons?
	During the past 12 months, how many days of school did you miss because of emotional or mental health reasons?
	During the past 12 months, how many days of school did you have unexcused absences (meaning you skipped or cut school)?
	During the past 12 months, did you miss one or more hours of school due to any of the following reasons? I had a toothache or painful tooth; My mouth was hurting; I had to go to the dentist because of tooth or mouth pain; I had to go to the hospital emergency room because of tooth or mouth pain; I had a mouth injury from playing sports.

Positive Youth Development

The Positive Youth Development (PYD) Benchmark is measure of the number of youth who have the physical, emotional and social supports to succeed in school and live happy, healthy and productive lives.

The Positive Youth Development (PYD) benchmark is calculated based on responses to six questions in the survey. A youth meets the PYD benchmark if they answer five out of six questions positively. The

PYD benchmark provides a measure of the number of teens reporting strong levels of individual health and confidence, adult support at school and helping others in the community.

Chart 5. Positive Youth Development (PYD) Benchmark

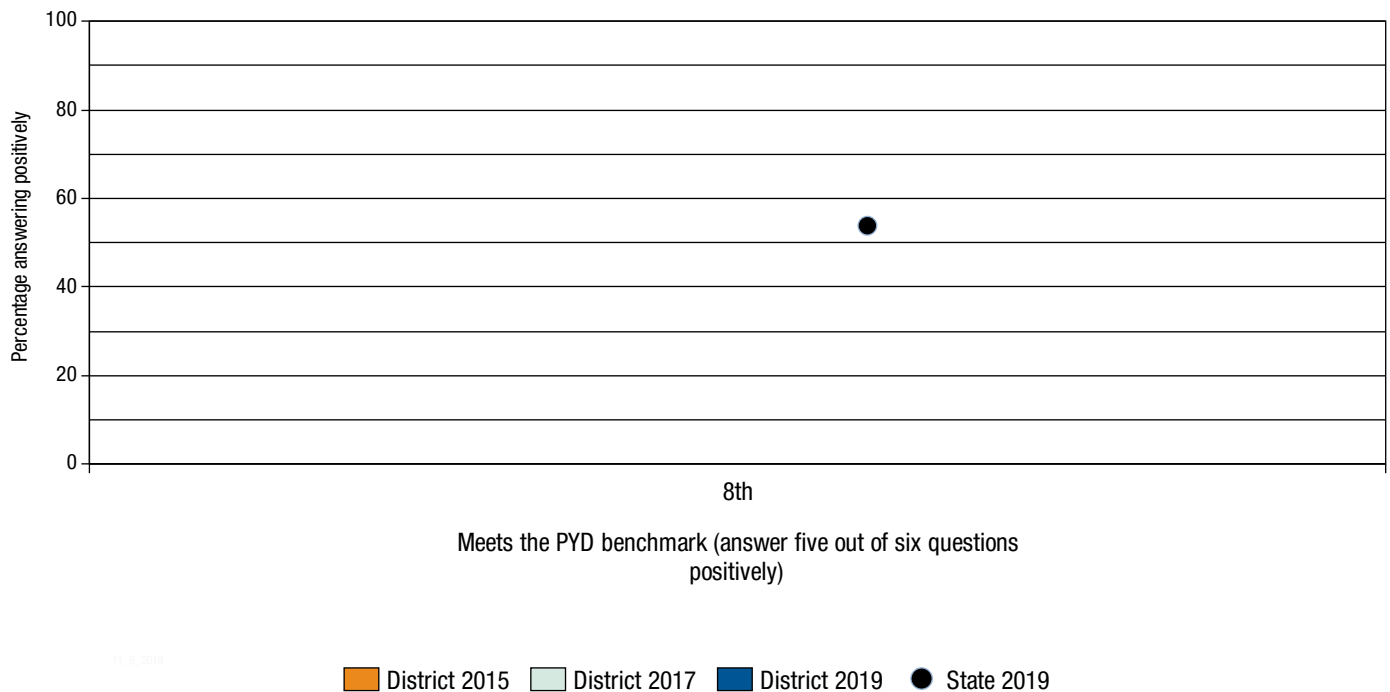
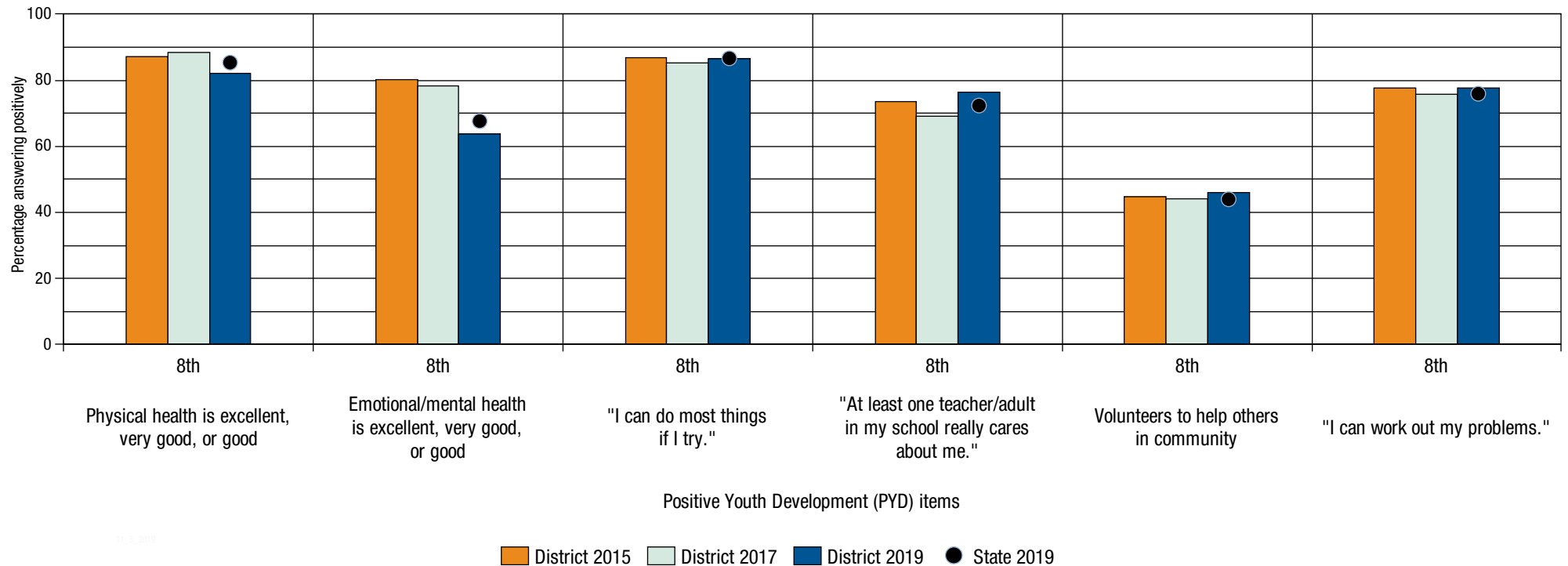


Chart 6. Individual PYD Scale Questions



Statewide, 53.8% of 8th grade participants and 56.9% of 11th grade participants met the PYD benchmark.

Positive Youth Development (PYD) framework is an approach that focuses on building strengths and attributes that can buffer the impact of stress and obstacles young people face. PYD is a term used to describe empowering and promoting youth confidence, competence, and resilience in ways that benefit both youth and the larger society. PYD theory recognizes that all youth have a vital stake in their future and a pivotal role to play in working

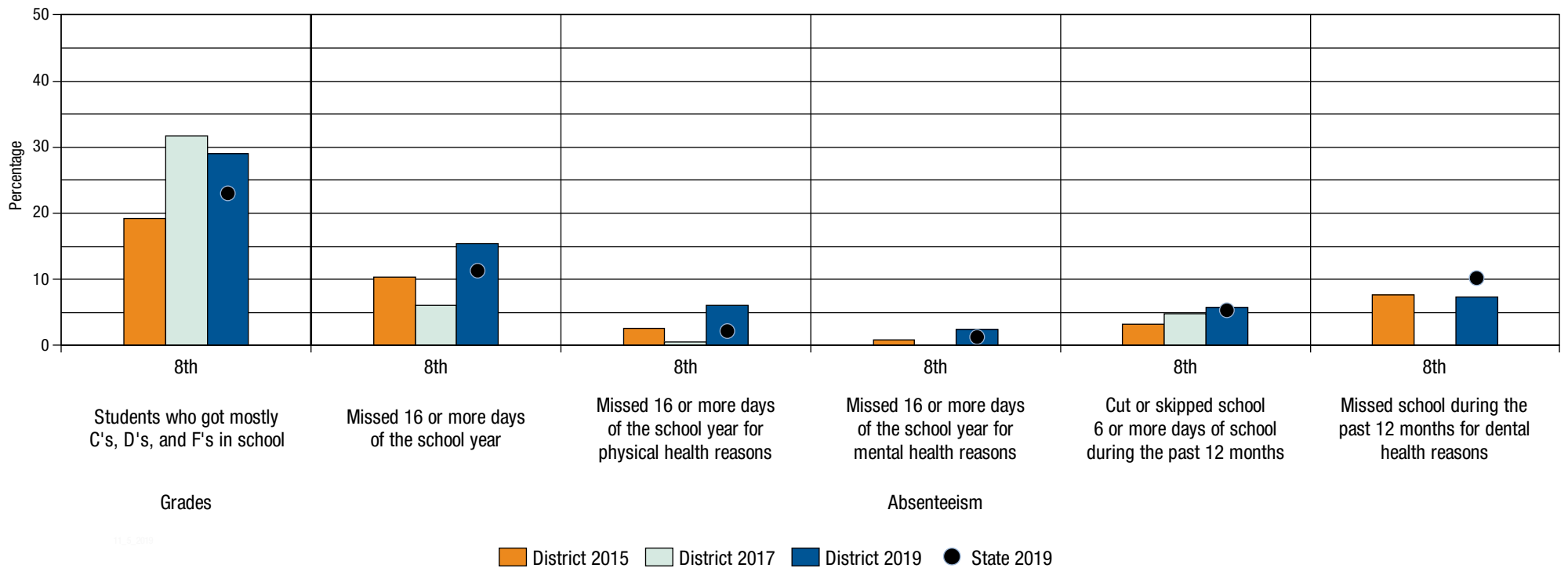
alongside adults to shape policies that affect them. Supporting PYD often requires a shift from viewing youth as troublemakers who exhibit risky behavior to seeing youth as positive change agents, willing and able to contribute to society. PYD focuses on viewing youth as partners with providers, policy makers, and researchers and on developing their skills for meaningful participation.

Grades and Absenteeism

Students who are chronically absent (missing 10% or more of school days in an academic year) are more likely to drop out of high school than their peers.

There are many health-related reasons why students miss school, including asthma, oral health problems, mental health challenges, substance abuse, pregnancy and obesity, homelessness and bullying.

Chart 7. Grades and absenteeism



SCHOOL CLIMATE

A safe school environment is necessary for students to learn and achieve high academic success. Feeling physically or emotionally unsafe at school disrupts a student's ability to learn and a school's ability to educate its students.

A caring school community in which students are challenged academically and supported by trusted adults can serve as a counter to the process by which victimization distances students from learning and contributes to other problems, including truancy and academic failure.⁸ Schools can create spaces where students feel safe, included, and authentically engaged.

In today's world where teens use social media, web-based video games and other technology, cyberbullying has become another channel for harassment. Harassment, intimidation or bullying means any act that substantially interferes with a student's education benefits, opportunities or performance, that takes place on or

immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:

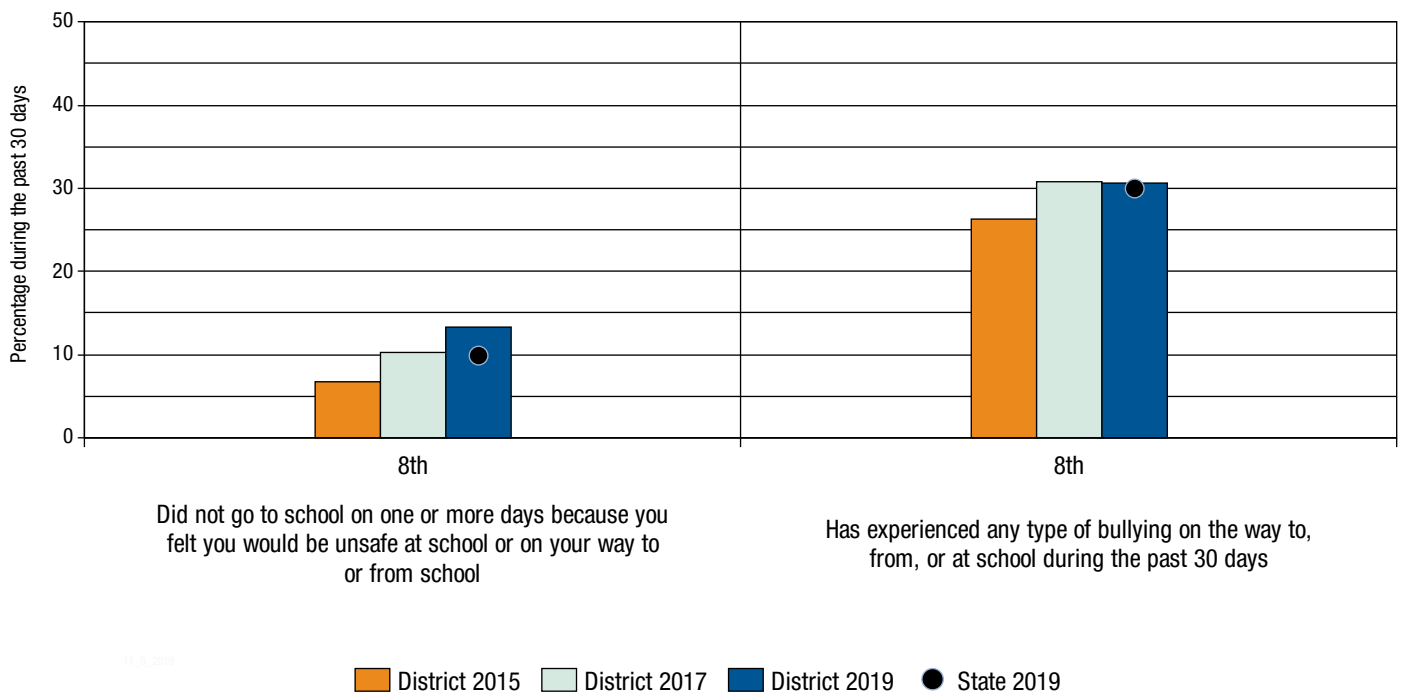
1. Physically harming a student or damaging a student's property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
3. Creating a hostile educational environment.

Students who are harassed, feel unsafe or otherwise victimized are more likely to cut classes, skip school, feel depressed or become involved in coping behaviors.

8 Office of Juvenile Justice and Delinquency Prevention News @ A Glance, November – December 2011: https://www.ojjdp.gov/archives/newsletter/236316/sf_4.html

Topic	Question Wording
School safety	During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?
Bullying	During the past 30 days, have you been bullied by someone using any kind of technology, such as through social media, cell phones, or video games? During the past 30 days, have you ever been bullied at school (including any school events, or on the way to or from school) in relation to any of the following issues? This includes in-person and cyberbullying. (Select one or more responses).

Chart 8. Overall school climate



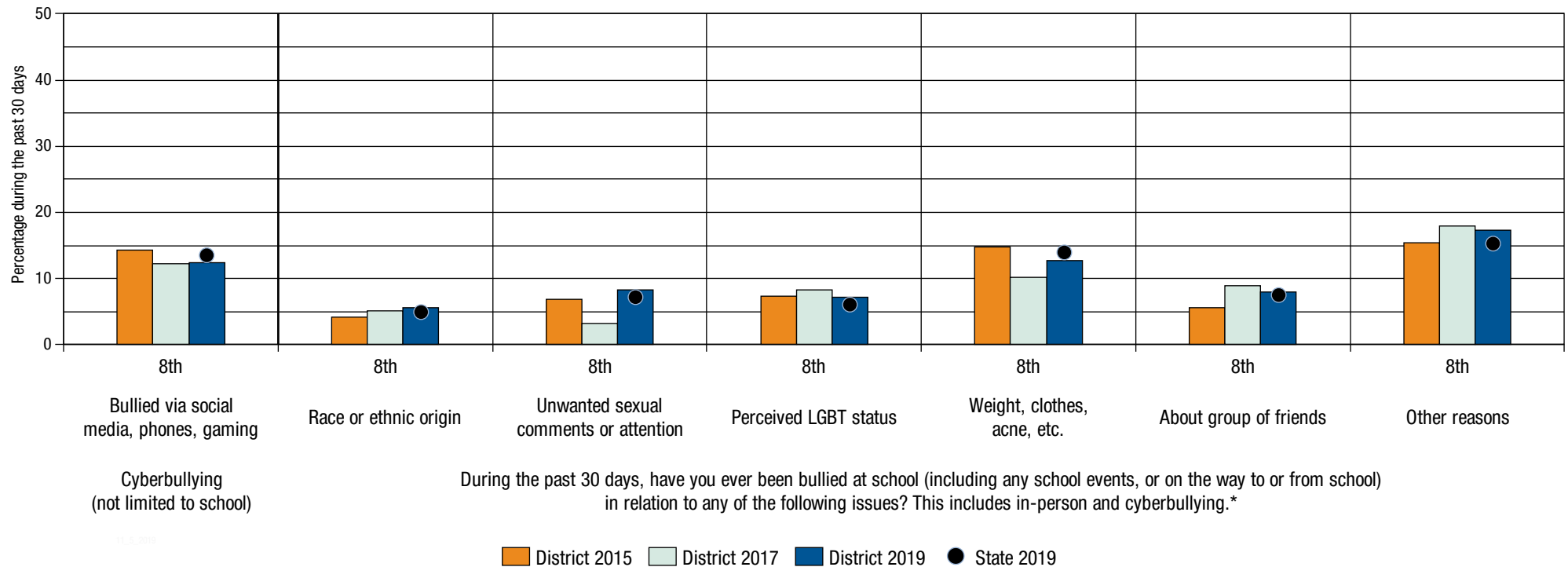
Bullying

Bullying behavior contributes to lower attendance rates, lower student achievement, low self-esteem, and depression, as well as higher rates of both juvenile and adult crime.

Although the problem of bullying is receiving increased public attention, actual incidences of bullying often go undetected by

teachers and parents. The most effective way to address bullying is through comprehensive, school-wide programs.

Chart 9. Student bullying



Statewide, 30.0% of 8th graders and 19.8% of 11th graders experienced bullying at school in the past 30 days.

* Students are instructed to “[s]elect one or more responses” so the total for this question may exceed 100%

Suicide Prevention

There is a mental health crisis among Oregon youth. In Oregon, suicide is the second leading cause of death among Oregonians aged 10 to 24.⁹

Suicide is one of Oregon's most persistent, yet largely preventable public health problems.

Firearms, suffocation (hanging) and poisoning are the most frequently observed mechanisms of injury in suicide deaths. Firearms alone accounted for more than half of deaths.¹⁰

Factors associated with an increased risk of suicide among youth include prior attempts, depression, family discord, substance abuse,

relationship problems, discipline or legal problems, and access to firearms.

Protective factors include inclusive environments, effective care for mental, physical and substance abuse disorders, access to mental health care, support for seeking help, reduced access to lethal means, discussing problems with friends or family, emotional health, strong connections to family and community, and life skills such as problem-solving, conflict resolution and anger management.

Topic	Question Wording
Depressive symptoms	During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?
Suicide	During the past 12 months, did you ever seriously consider attempting suicide?
	During the past 12 months, how many times did you actually attempt suicide?
Access to firearms	How long would it take you to get and be ready to fire a loaded gun?

9 Oregon Health Authority, Public Health Division, Injury and Violence Prevention, <https://www.oregon.gov/oha/ph/PreventionWellness/SafeLiving/SuicidePrevention/Pages/sdata.aspx>

10 Oregon Health Authority, Public Health Division, Injury and Violence Prevention Program, Youth Suicide Intervention and Prevention Plan, 2016-2020: <https://www.oregon.gov/oha/ph/preventionwellness/safeliving/suicideprevention/Documents/5-year-youth-suicide-prevention-plan.pdf>

Chart 10. Depression and suicide

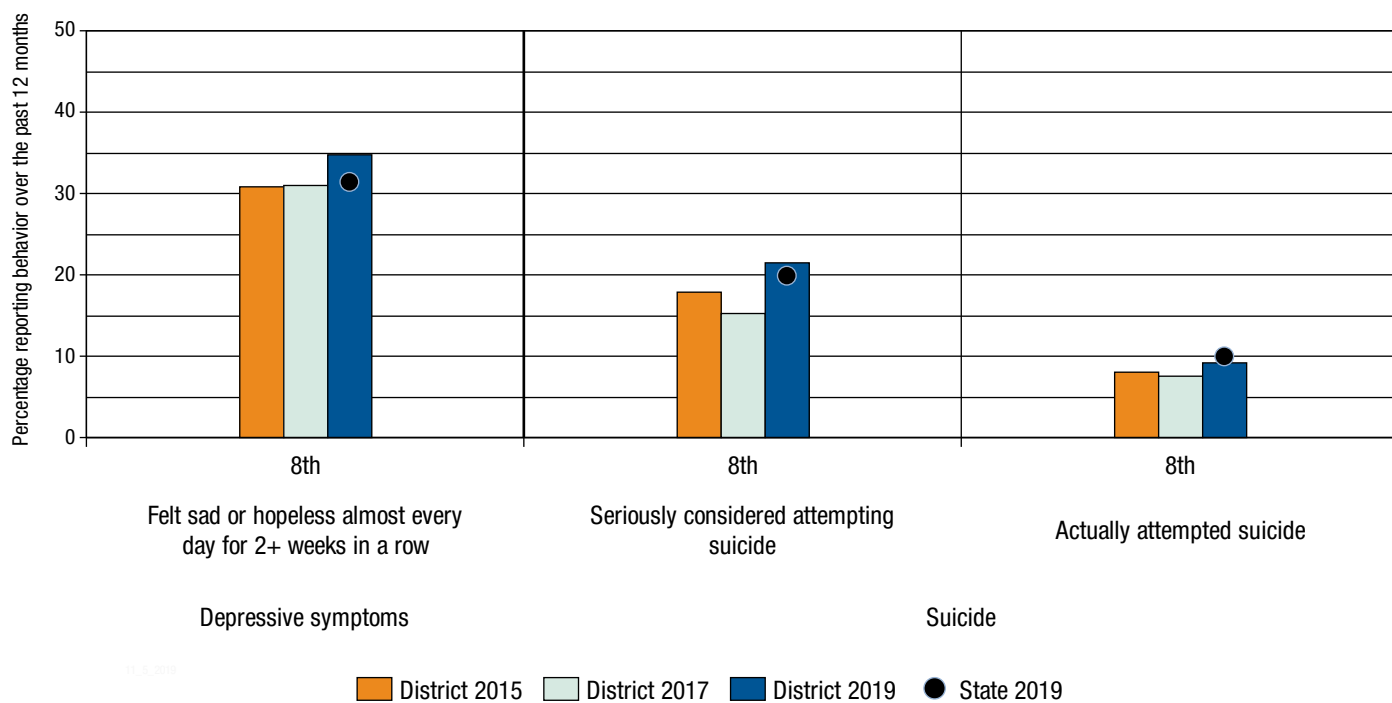
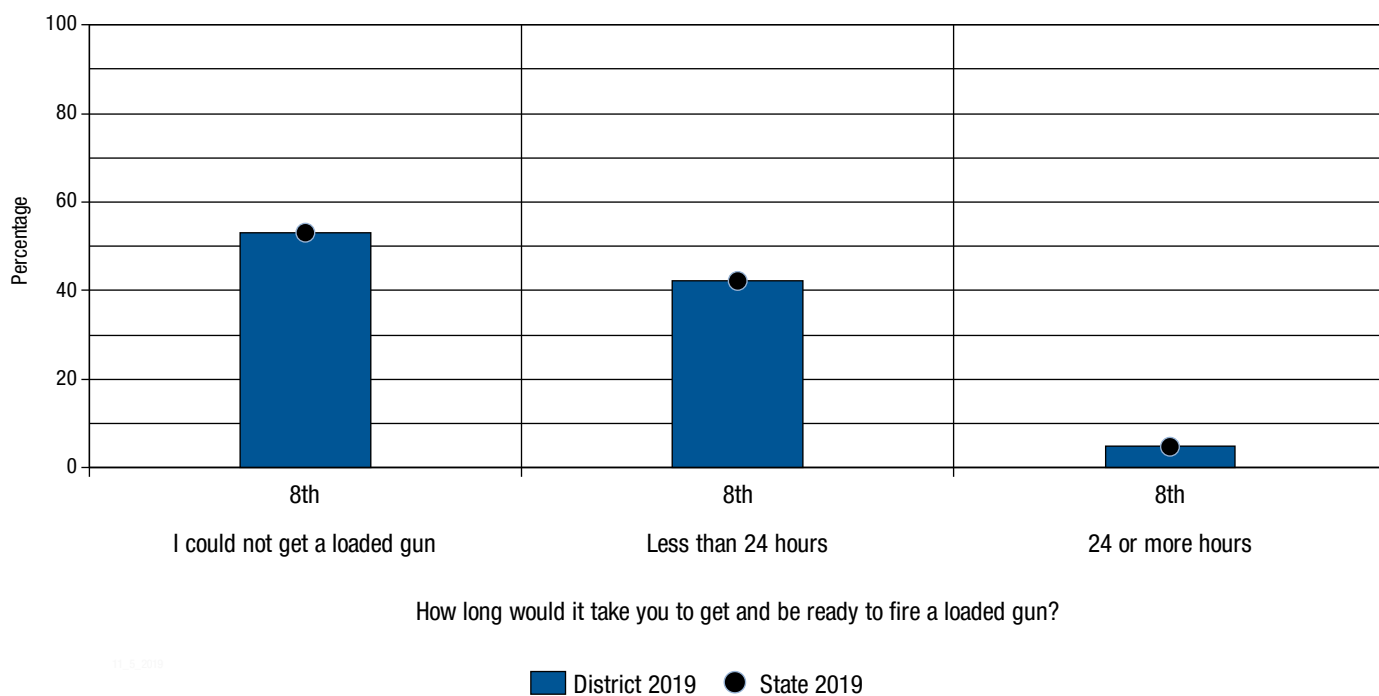


Chart 11. Firearms access





OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

Greater Albany Public SD 8J

2018-19

SUPERINTENDENT: Melissa Goff | 718 7th Ave SW Albany 97321 | 541-967-4501
DIRECTOR OF SPECIAL EDUCATION: Ryan Mattingly | 541-967-4518

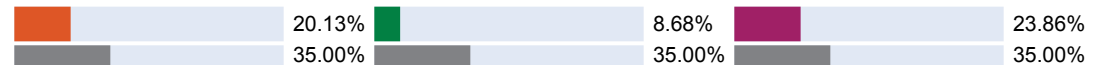
Academic Achievement

ENGLISH LANGUAGE ARTS (ELA)

District participation by students with IEPs
Oregon target

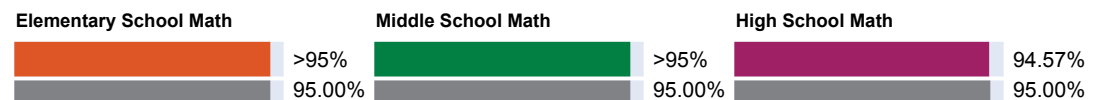


Students with IEPs meeting or exceeding standards
Oregon target



MATHEMATICS

District participation by students with IEPs
Oregon target



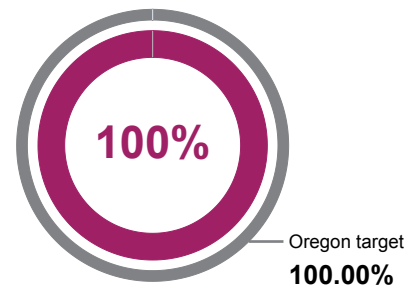
Students with IEPs meeting or exceeding standards
Oregon target



Eligibility Timeline

SPECIAL EDUCATION ELIGIBILITY

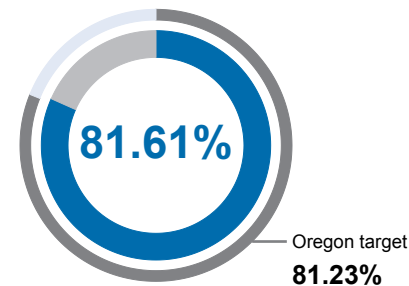
Students with parental consent to evaluate who were evaluated and had eligibility determined within 60 school days.



Improving Services

PARENT SURVEY RESULTS

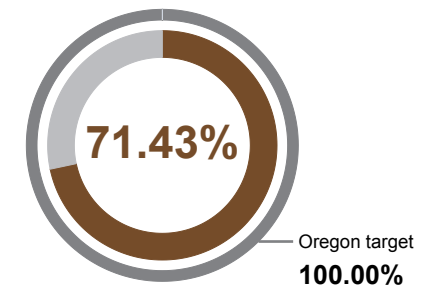
Parents who report schools facilitated parent involvement as means of improving services and results.



Transition

SECONDARY TRANSITION

IEPs in effect when a student turns 16 that include post-secondary goals, transition services, and district evidence of IEP team meeting.



Information Provided by District/Program

*Information was not submitted for this section.

Students We Serve



1,198

Total Students in the
Special Education
Child Count

REGULAR CLASS

Students placed inside regular class 80% or more of day.



74.79%

Students

Oregon target - **73.00% or more**

SEPARATE CLASS

Students placed inside regular class less than 40% of day.



9.35%

Students

Oregon target - **10.60% or less**

SEPARATE SETTINGS

Students served in separate public or private schools, residential placements, or homebound/hospital settings.



0.58%

Students

Oregon target - **1.80% or less**



OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

Greater Albany Public SD 8J

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2018-19

Equity and Disproportionality

DISTRICT IDENTIFICATION

Suspension/expulsion

Significant discrepancy in rate of suspension/expulsion for more than 10 days



NO
SIGNIFICANT
DISCREPANCY
FOUND

Significant discrepancy, by race or ethnicity, for more than 10 days; and, policies, procedures, or practices contributed and do not comply with requirements relating to IEP development and implementation.



NO
SIGNIFICANT
DISCREPANCY
FOUND

Students Receiving Special Education Services

Disproportionate representation of racial/ethnic groups in special education resulting from inappropriate identification



NO
DISPROPORTIONATE
REPRESENTATION
FOUND

Disproportionate representation of racial/ethnic groups in specific disability categories resulting from inappropriate identification

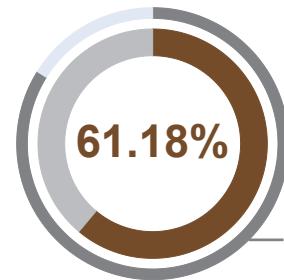


NO
DISPROPORTIONATE
REPRESENTATION
FOUND

Academic Success

FOUR-YEAR COHORT GRADUATION RATE

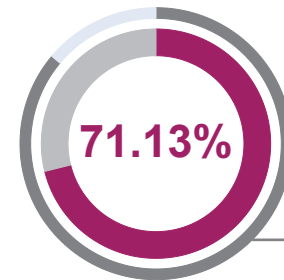
Students with IEPs earning a regular or modified diploma within four years.



Oregon target
84.0% or more

FIVE-YEAR COHORT GRADUATION RATE

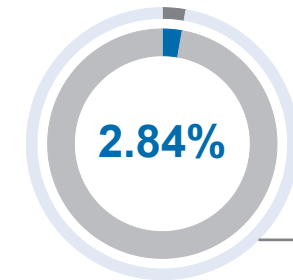
Students with IEPs earning a regular or modified diploma within five years.



Oregon target
86.0% or more

HIGH SCHOOL DROPOUT RATE

Students with IEPs who drop out.

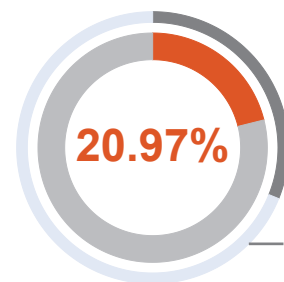


Oregon target
3.1% or less

Outcomes

HIGHER ED

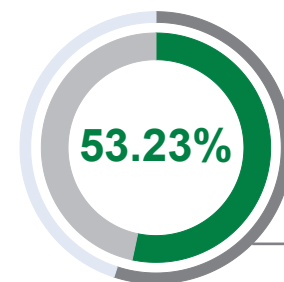
Students with an IEP who enrolled in higher education within one year of leaving high school.



Oregon target
31.00%

HIGHER ED/EMPLOYED

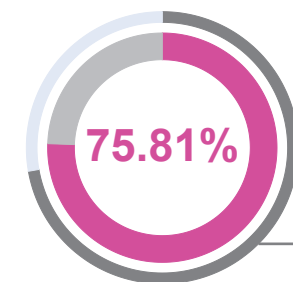
Students with an IEP who enrolled in higher education or were competitively employed within one year of leaving high school.



Oregon target
55.50%

HIGHER ED/TRAINING/EMPLOYED

Students with an IEP who enrolled in higher education, enrolled in post secondary education/training or were competitively employed or had other employment within one year of leaving high school.



Oregon target
72.00%

Individualized Education Program (IEP)

A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.

Special Education (SE)

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.



PERFIL DE EDUCACIÓN ESPECIAL AT-A-GLANCE DE OREGON

Greater Albany Public SD 8J

2018-19

SUPERINTENDENTE: Melissa Goff | 718 7th Ave SW Albany 97321 | 541-967-4501

DIRECTOR DE EDUCACIÓN ESPECIAL: Ryan Mattingly | 541-967-4518

Logros académicos

Estudiantes a quienes servimos



1,198

Estudiantes en total en el recuento de niños en educación especial

CLASE REGULAR

Estudiantes colocados dentro de la clase regular el 80% o más del día.



74.79%

Estudiantes

Objetivo de Oregón - **73.00% o más**

CLASE SEPARADA

Estudiantes colocados dentro de la clase regular por menos del 40% del día.



9.35%

Estudiantes

Objetivo de Oregón - **10.60% o menos**

AJUSTES SEPARADOS

Los estudiantes atendidos en escuelas públicas o privadas separadas, ubicaciones residenciales o entornos confinados en el hogar/hospital.



0.58%

Estudiantes

Objetivo de Oregón - **1.80% o menos**

ARTES DEL LENGUAJE INGLÉS (ELA)

Participación de los distritos según el número de estudiantes con IEP.
Objetivo de Oregón

Artes del Lenguaje Inglés de escuela primaria



Artes del Lenguaje Inglés de escuela intermedia



Artes del Lenguaje Inglés de escuela secundaria



Estudiantes con IEP que cumplen o exceden los estándares
Objetivo de Oregón



MATEMÁTICAS

Participación de los distritos según el número de estudiantes con IEP.
Objetivo de Oregón

Matemáticas de escuela primaria



Matemáticas de escuela intermedia



Matemáticas de escuela secundaria



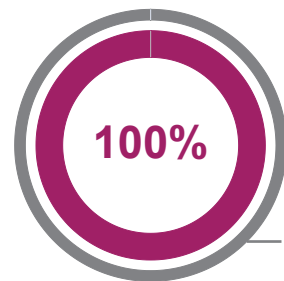
Estudiantes con IEP que cumplen o exceden los estándares
Objetivo de Oregón



Cronograma de elegibilidad

ELEGIBILIDAD PARA EDUCACIÓN ESPECIAL

Estudiantes con consentimiento de sus padres para evaluación que fueron evaluados y cuya elegibilidad se determinó en un plazo de 60 días escolares.

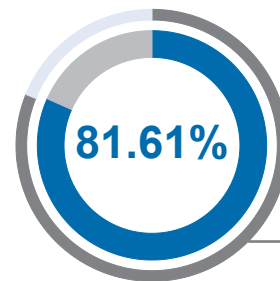


Objetivo de Oregón
100.00%

Servicios de Mejora

RESULTADOS DE LAS ENCUESTAS PARA PADRES

Padres que informa que las escuelas facilitaron su participación como un medio para mejorar los servicios y los resultados.

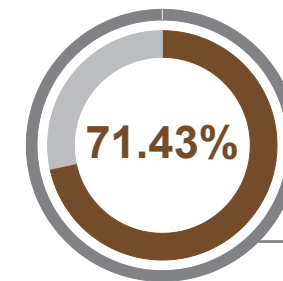


Objetivo de Oregón
81.23%

Transición

TRANSICIÓN SECUNDARIA

IEP vigentes cuando un estudiante cumple 16 años que incluyen metas postsecundarias, servicios de transición y evidencia del distrito de la reunión del equipo de IEP.



Objetivo de Oregón
100.00%

Información proporcionada por el distrito/programa

*La información no fue presentada para esta sección.



PERFIL DE EDUCACIÓN ESPECIAL AT-A-GLANCE DE OREGON

Greater Albany Public SD 8J

2018-19

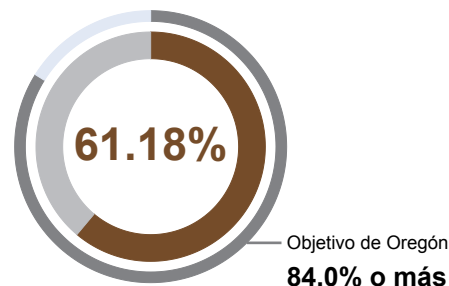
SUPERINTENDENTE: Melissa Goff | 718 7th Ave SW Albany 97321 | 541-967-4501

DIRECTOR DE EDUCACIÓN ESPECIAL: Ryan Mattingly | 541-967-4518

Éxito académico

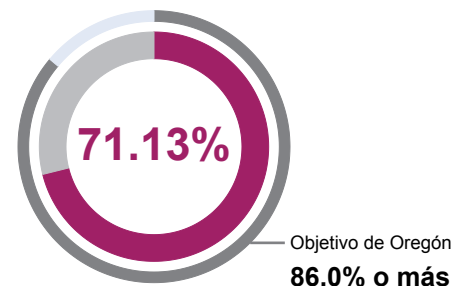
GRADUACIÓN DE COHORT DE CUATRO AÑOS

Estudiantes con IEP que obtienen un diploma regular o modificado dentro de los cuatro años.



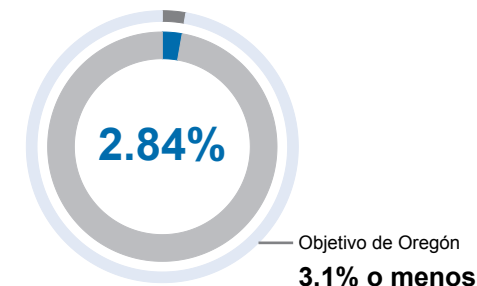
GRADUACIÓN DE COHORT DE CINCO AÑOS

Estudiantes con IEP que obtienen un diploma regular o modificado dentro de los cinco años.



TASA DE DESERCIÓN DE LA ESCUELA SECUNDARIA

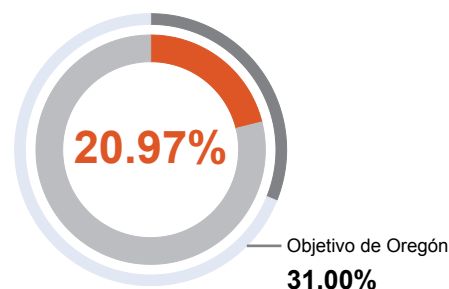
Estudiantes con IEP que abandonan.



Resultados

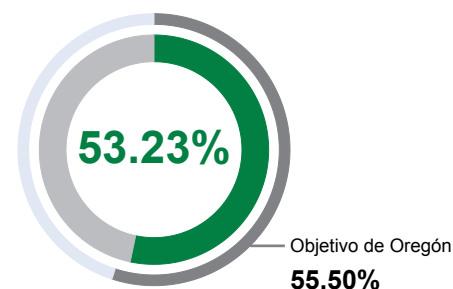
ED SUPERIOR

Estudiantes con un IEP que se matricularon en educación superior dentro de un año de haber dejado la escuela secundaria.



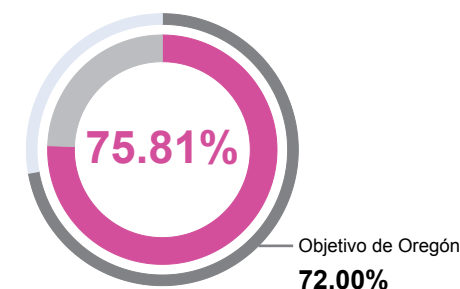
ED SUPERIOR/EMPLEADO

Estudiantes con un IEP que se matricularon en educación superior o fueron empleados de manera competitiva dentro de un año de haber dejado la escuela secundaria.



EDUCACIÓN SUPERIOR/ CAPACITACIÓN/ EMPLEADO

Estudiantes con un IEP que se matricularon en educación superior, se matricularon en educación/capacitación post secundaria o fueron empleados de manera competitiva o tuvieron otro empleo dentro de un año de haber dejado la escuela secundaria.



Programa de Educación Individualizada (IEP)

Una declaración escrita para un niño con una discapacidad que es desarrollada, revisada y examinada por un equipo de IEP.

Educación especial (SE)

Educación especial significa instrucción especialmente diseñada, sin costo para los padres, para satisfacer las necesidades únicas de un niño con una discapacidad.

Equidad y desproporcionalidad

IDENTIFICACIÓN DEL DISTRITO

Suspensión/expulsión

Discrepancia significativa en la tasa de suspensión/expulsión por más de 10 días.



NO SE ENCONTRARON DISCREPANCIAS SIGNIFICATIVAS

Discrepancia significativa, por raza u origen étnico, durante más de 10 días; y, las políticas, procedimientos o prácticas contribuyeron y no cumplen con los requisitos relacionados con el desarrollo y la implementación del IEP.



NO SE ENCONTRARON DISCREPANCIAS SIGNIFICATIVAS

Estudiantes que reciben servicios de educación especial

Representación desproporcionada de grupos raciales/étnicos en educación especial como resultado de una identificación inapropiada



NO SE ENCONTRÓ REPRESENTACIÓN DESPROPORCIONADA

Representación desproporcionada de grupos raciales/étnicos en categorías específicas de discapacidad como resultado de una identificación inapropiada



NO SE ENCONTRÓ REPRESENTACIÓN DESPROPORCIONADA



OREGON AT-A-GLANCE DISTRICT PROFILE

Greater Albany Public SD 8J

SUPERINTENDENT: Melissa Goff | 718 7th Ave SW, Albany 97321 | 541-967-4501

2018-19

Students We Serve

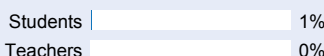


9,179

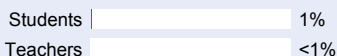
Student Enrollment

DEMOGRAPHICS

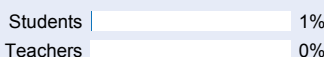
American Indian/Alaska Native



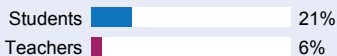
Asian



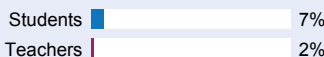
Black/African American



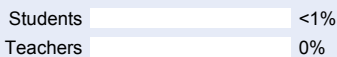
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



12%

Ever English
Learners



22

Languages
Spoken

14%

Students
with
Disabilities

13%

Mobile
Students

41%

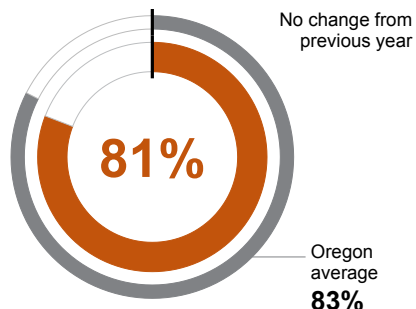
Free/
Reduced
Price Lunch

*<10 students or data unavailable

Start Strong

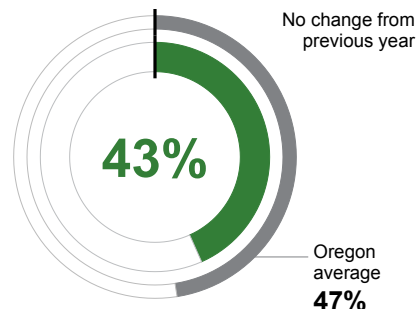
Grades K-2 REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



Grade 3 ENGLISH LANGUAGE ARTS

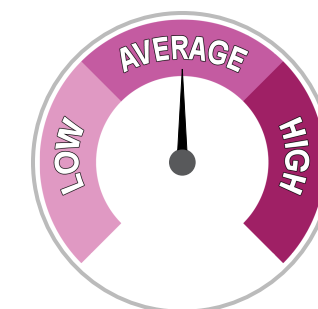
Students meeting state grade-level expectations.



Academic Progress

Grades 3-8 INDIVIDUAL STUDENT PROGRESS

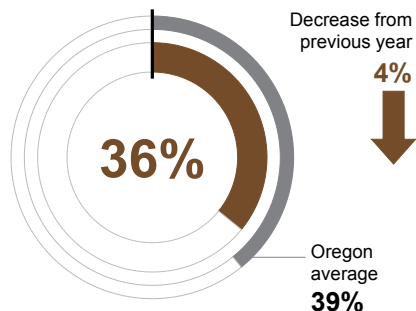
Year-to-year progress in English language arts and mathematics.



High School Success

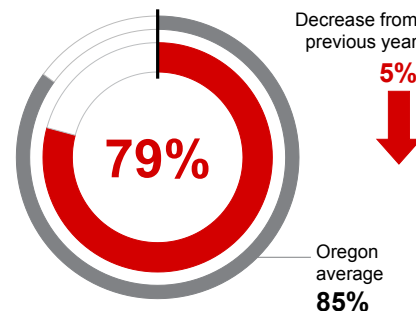
Grade 8 MATHEMATICS

Students meeting state grade-level expectations.



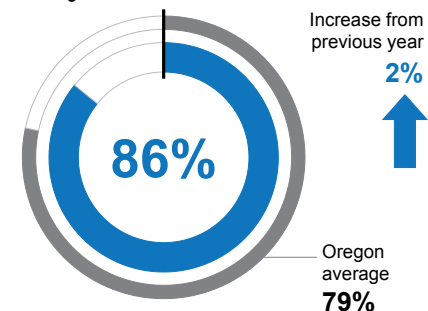
Grade 9 ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



Grade 12 ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2014-15.



District Goals

Greater Albany Public Schools strives to provide every student with a safe environment that promotes an inclusive, challenging and motivating learning experience that leads to continuous growth. Our core purpose is to educate and inspire all students to reach their full potential, equipped to be positive, contributing members of society.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.



OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Greater Albany Public SD 8J

SUPERINTENDENT: Melissa Goff | 718 7th Ave SW, Albany 97321 | 541-967-4501

2018-19

Our Staff (rounded FTE)



33

Administrators



470

Teachers



244

Educational assistants



18

Counselors



2

Licensed Librarians



2

Psychologists

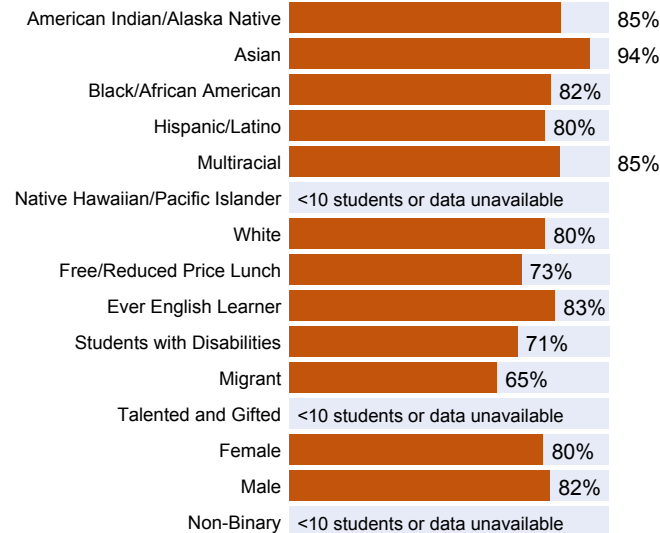


75%

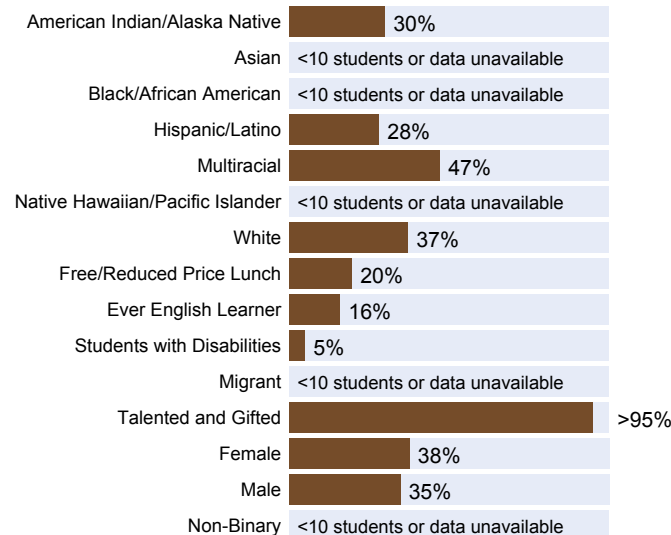
% of licensed teachers with more than 3 years of experience

Outcomes

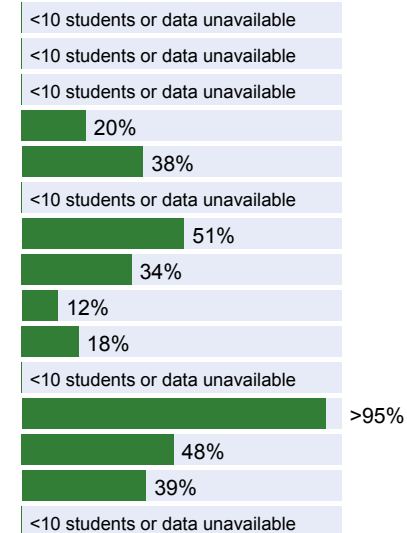
Grades K-2 REGULAR ATTENDERS



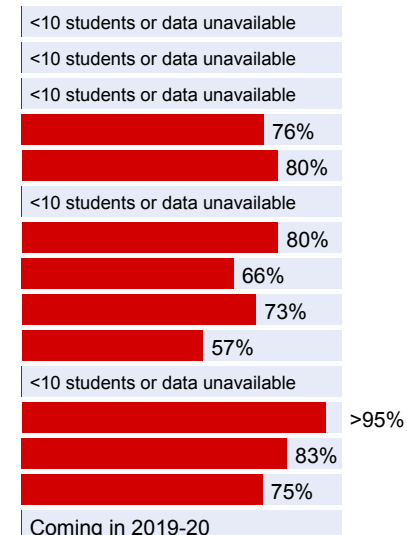
Grade 8 MATHEMATICS



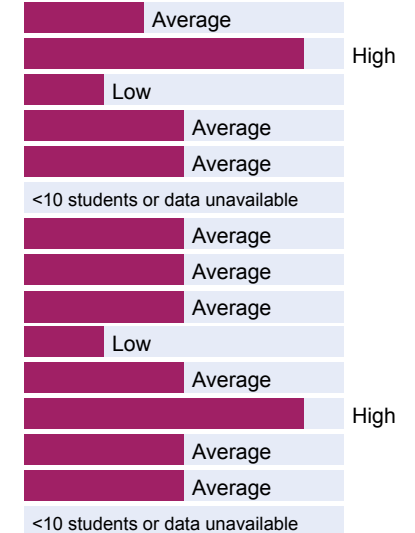
Grade 3 ENGLISH LANGUAGE ARTS



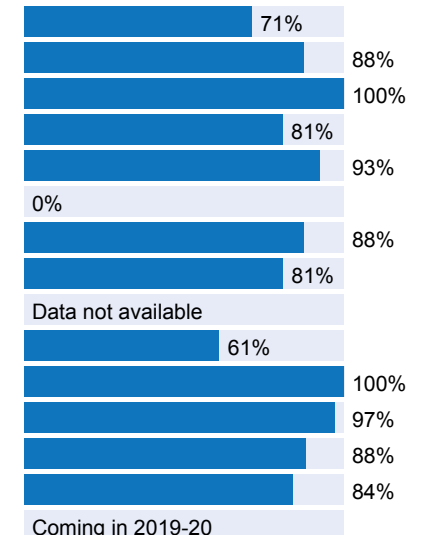
Grade 9 ON-TRACK TO GRADUATE



Grades 3-8 INDIVIDUAL STUDENT PROGRESS



Grade 12 ON-TIME GRADUATION





PERFIL DEL DISTRITO DE OREGÓN

Greater Albany Public SD 8J

SUPERINTENDENTE: Melissa Goff | 718 7th Ave SW, Albany 97321 | 541-967-4501

2018-19

Estudiantes que Servimos

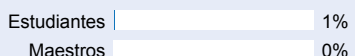


9,179

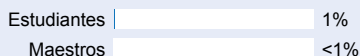
Estudiantes Inscritos

DEMOGRAFÍA

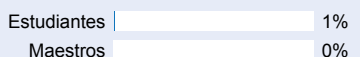
Nativo Americanos/Nativos de Alaska



Asiáticos



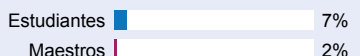
Negro/Afroamericano



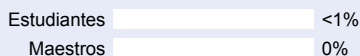
Hispano/Latino



Multirracia



Nativo de Hawaii/Islands del Pacifico



Blanco



12%

Estudiantes
del Inglés



22

Idiomas
Hablados

14%

Estudiantes
con
Discapacidades

13%

Estudiantes
Móviles

41%

Almuerzo
Gratuito/
Precio
Reducido

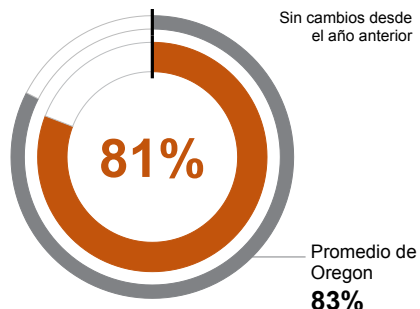
*<10 estudiantes o dato no disponible

Comienzo Fuerte

Grados K-2

ASISTENTES REGulares

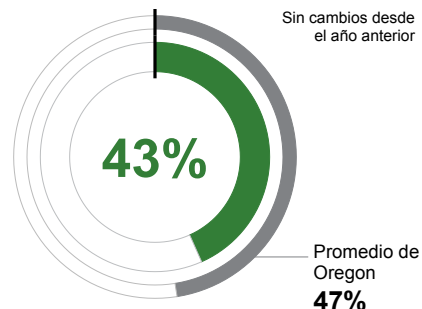
Estudiantes que asistieron el 90% o más de sus días escolares inscritos.



Grado 3

ARTES DE LENGUAJE DEL INGLÉS

Estudiante que cumplen con las expectativas estatales a nivel escolar.



Progreso Académico

Grados 3-8

PROGRESO INDIVIDUAL DEL ESTUDIANTE

Progreso de un año a otro en el arte del lenguaje inglés y matemáticas.

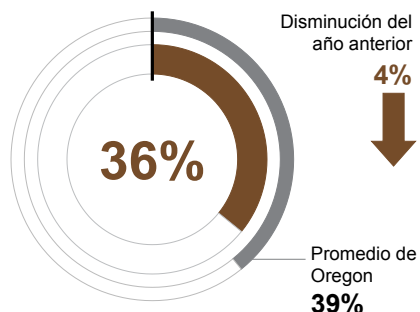


Éxito en la Preparatoria

Grado 8

MATEMÁTICAS

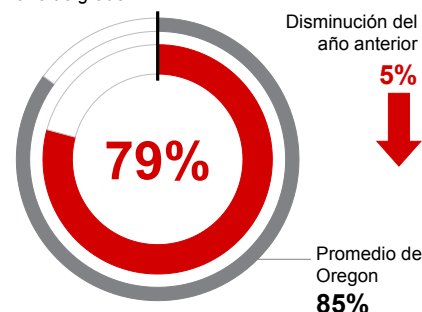
Estudiante que cumplen con las expectativas estatales a nivel escolar.



Grado 9

EN CAMINO A GRADUARSE

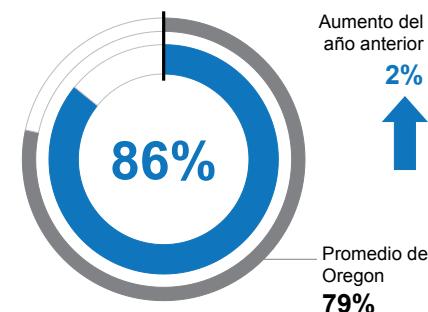
Los estudiantes que obtienen una cuarta parte de los créditos de graduación en su 9o año de grado.



Grado 12

GRADUACIÓN A TIEMPO

Estudiantes que obtienen un diploma en cuatro años. Esta generación incluye estudiantes que cursaron el noveno grado por primera vez en el 2014-15.



Metas del Distrito

Las Escuelas Públicas de Greater Albany, se esfuerza por proveer a cada estudiante un entorno seguro que promueva una experiencia de aprendizaje inclusiva, desafiante y motivadora, que lleve al crecimiento continuo. Nuestro objetivo principal es educar e inspirar a todos los estudiantes a alcanzar su máximo potencial, equipados para ser miembros positivos y contribuyentes de la sociedad.

Metas del Estado

El Departamento de Educación de Oregon esta colaborando con los distritos y las comunidades locales, para asegurar que en el 2025 el índice de graduación durante el periodo programado de 4 años sea del 90%. Para progresar hacia esta meta, el estado priorizará los esfuerzos para mejorar la asistencia escolar, en proveer una educación completa, invirtiendo en practicas culturales responsables y promoviendo mejoramiento continuo para cerrar la brecha de oportunidades y éxito para los estudiantes que históricamente y actualmente han sido marginados.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

CONTINUACIÓN DEL PERFIL DEL DISTRITO DE OREGÓN

Greater Albany Public SD 8J

SUPERINTENDENTE: Melissa Goff | 718 7th Ave SW, Albany 97321 | 541-967-4501

2018-19

Nuestro Personal (FTE redondeado)



33

Administradores



470

Maestros



244

Asistentes
educativos



18

Consejeros



2

Bibliotecarios con
licencia



2

Psicólogos

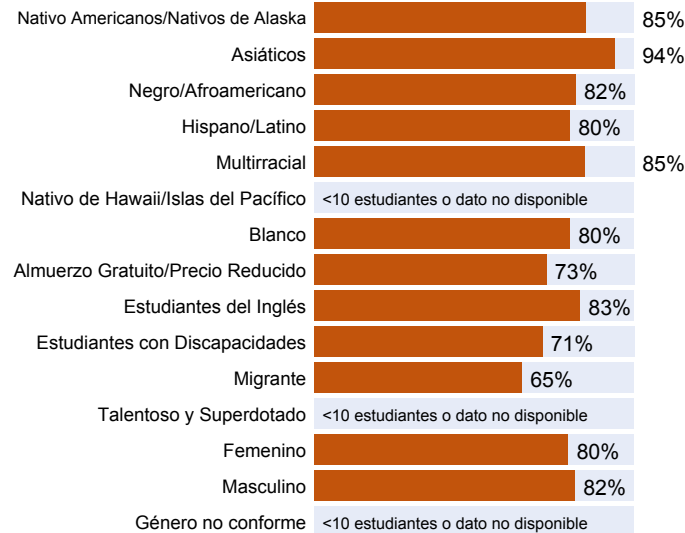


75%

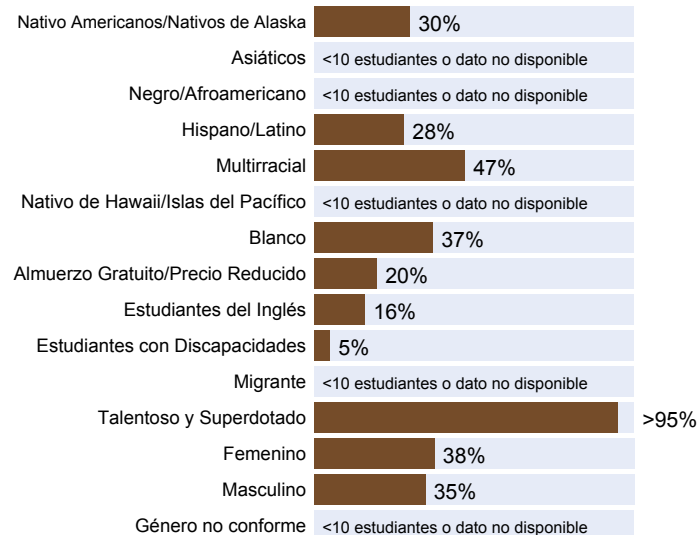
% de los Maestros
con Licencia y más de
3 años de experiencia

Resultados

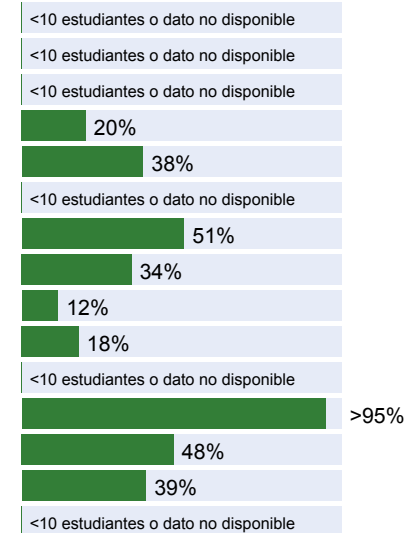
Grados K-2 ASISTENTES REGULARES



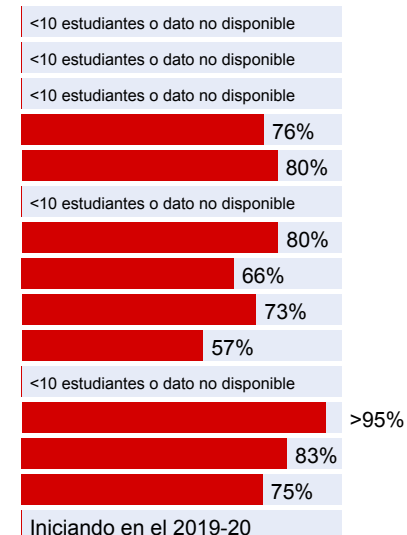
Grado 8 MATEMÁTICAS



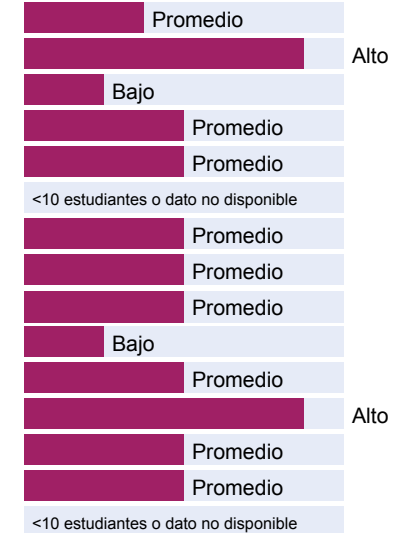
Grado 3 ARTES DE LENGUAJE DEL INGLÉS



Grado 9 EN CAMINO A GRADUARSE



Grados 3-8 PROGRESO INDIVIDUAL DEL ESTUDIANTE



Grado 12 GRADUACIÓN A TIEMPO

