

Mapleton School District #32  
School Board Meeting  
August 21, 2024  
6:00 p.m. Mapleton High School- on YouTube:

Our mission is to provide a supportive and safe learning environment where all students are encouraged and empowered to reach their educational and personal potential.

1. Opening Ceremony
2. Review of the Agenda
3. Public Comment on Agenda Items– Submit form [BDDH-AR](#) from Board Policy for prior approval
4. Wilson Architecture- TAP Grant Progress
5. District Reports
  - 5.1. Superintendent Year in Review and Looking Forward
  - 5.2. Integrated Plan Presentation
6. Finance/Tech/Maintenance Report/Documentation
7. Consent Agenda
  - 7.1. Payroll Check Register
  - 7.2. Accounts Payable Check Register
  - 7.3. Prior Month's Minutes
8. Action Items
  - 8.1. Elect Board Chair/Vice Chair
  - 8.2. Personnel
    - 8.2.1.Hiring: Rosalee Golden, Educational Assistant; Renee Green, Educational Assistant
  - 8.3. Share English Language Learners Report
  - 8.4. Healthy and Safe Schools Plan annual statement
  - 8.5. New Year Action Items
    - 8.5.1.Name Confidential employees excluded from the bargaining units – Randy Duval, Jamie Foster, Jeron Ricks, Susan Wilson, Elizabeth Hudgens, Carly Duval, Joy O'Renick
    - 8.5.2.Designate Superintendent as Chief Administrative Officer, District Clerk, Executive Officer, Federal Project Planner and Director, State Surplus Purchasing Agent, Agent to receive federal funds, American with Disabilities Act (ADA) Compliance Officer (ORS 332.515) – Susan Wilson
    - 8.5.3.Designate Deputy to Chief Administrative Officer, Business Manager, Deputy Clerk, Budget Officer (ORS 332.515, ORS 294.331) – Jeron Ricks
    - 8.5.4.Designate Officers for Custody and Disbursement of School District Funds and authorize the facsimile signature of such Custodians. (ORS 328.441, ORS 328.445) Susan Wilson, Jeron Ricks
    - 8.5.5.Authorize Clerk and Deputy Clerk to sign checks and make salary payments according to District Policy and State Laws.
    - 8.5.6.Authorize the Superintendent to accept resignations and employ personnel as budgeted for and appropriate upon approval of the School Board.
    - 8.5.7.Authorize \$250,000 Crime Insurance coverage.
    - 8.5.8.Authorize Clerk and Deputy Clerk to expend for minor contingencies such as approved purchases, per diem expenses, payroll errors, freight and postage.
    - 8.5.9.Designate a Depository (ORS 328.441, ORS 294.805, ORS 294.895) - Banner Bank and Oregon State Investment Pool
    - 8.5.10. Designate Official Auditors (ORS 327.137, ORS 328.465) - Pauly Rogers and Co PC.

- 8.5.11. Designate Legal Counsel – The Hungerford Law Firm, LLP; Oregon School Boards Association Legal Division; Ball Janik, LLP
- 8.5.12. Designate Official Newspaper for Publication of Elections and Other Public Notifications – The Siuslaw News
- 8.5.13. Designate Insurance Agent of Record – Zolezzi Insurance
- 8.5.14. Designate Alternative Ed Placement – Lane Education Service District; Siuslaw School District
- 8.5.15. Designate Board of Education as Local Contract Review Board (Policy DJC)
- 8.5.16. Reduced Mileage Reimbursement Rate – one half of current IRS rate (Policy DLC)
- 8.5.17. Designate Monthly Meeting Day, Time, and Place – Third Wednesday of each month, 6:00 PM at Mapleton High School and online via YouTube.

8.6. 2nd Read of Policies:

- 8.6.1.AC – Nondiscrimination, Required
- 8.6.2.CBG – Evaluation of the Superintendent, Required
- 8.6.3.CCG – Evaluation of Administrators, Required
- 8.6.4.DJC - Bidding Requirements (Versions 1 & 2), Delete-Replace
- 8.6.5.DJC-AR – Exemptions from Competitive Bidding and Special Procurements, Delete-Replace
- 8.6.6.DJCA – Personal Service Contracts, Delete
- 8.6.7.DJCA-AR – Personal Service Contracts, Delete
- 8.6.8.EBBA – First Aid\*\*, Delete-Replace
- 8.6.9.EBBA-AR – First Aid - Infection Control, Delete
- 8.6.10. EBBA – Infection Control and Bloodborne Pathogens\*\*, New
- 8.6.11. EBBB – Injury or Illness Reports, Required
- 8.6.12. EBC/EBCA – Emergency Procedures and Disaster Plans, Delete-Replace
- 8.6.13. EBCA – Safety Threats\*\*, Required, New
- 8.6.14. GBEBBA – Staff – HIV, AIDS, and HBV, Delete
- 8.6.15. GBN/JBA – Sexual Harassment, Required
- 8.6.16. GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements\*\*, Required
- 8.6.17. GBNAB/JHFE-AR(1) – Reporting of Suspected Abuse of a Child, Required
- 8.6.18. GBNAB/JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises,
- 8.6.19. GCDA/GDDA – Criminal Records Checks and Fingerprinting \*, Delete
- 8.6.20. GCDA/GDDA – Criminal Records Checks and Fingerprinting \*, Required, New
- 8.6.21. GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting, Delete
- 8.6.22. IGBAF – Special Education – Individualized Education Program (IEP)\*\*, Required
- 8.6.23. IGBAF-AR – Special Education: Individualized Education Program (IEP)\*\*/\*, Required
- 8.6.24. IGBAG – Special Education – Procedural Safeguards\*\*, Required
- 8.6.25. JBAA – Section 504\*\*, Required
- 8.6.26. JGAB – Use of Restraint or Seclusion\*\*, Required
- 8.6.27. JGAB-AR – Use of Restraint or Seclusion\*\*, Required
- 8.6.28. JHC – Student Health Services and Requirements\*\*, Delete (in lieu of new EBBA)
- 8.6.29. JHCC – Communicable Diseases - Students, Delete
- 8.6.30. JHCC-AR – Communicable Diseases - Students, Delete
- 8.6.31. JHCCA – Students - HIV, HBV and AIDS\*\*, Delete
- 8.6.32. JHCCF – Pediculosis (Head Lice), Delete
- 8.6.33. JHCCF – Pediculosis (Head Lice), was Version 3, now stand-alone, Optional
- 8.6.34. JHCCF-AR – Pediculosis (Head Lice), Delete

9. Discussion Items

- 9.1. Board Retreat Share out

## 9.2. Sports Participation- Drug Testing

10. Public Comment on Items not on the agenda- Submit form [BDDH-AR](#) from Board Policy for prior approval

10.1. The School Board is interested in hearing from the public and will do so at this time on the agenda. The Board requests that patrons limit their comments to five minutes. Please state your name and physical address for the record. If a response to your concern requires action of the School Board or a gathering of information, it may be placed on a future agenda. Personnel matters may not be discussed in public at a Board meeting. Patrons who have personnel concerns should share them directly with the Superintendent.

11. Comments from the Board

12. Adjournment

### **Mapleton School Board Vision**

- We strive to base all of our decisions on what is best for all students.
- We believe that all students can learn and must strive to attain high academic achievement and personal growth.
- We believe we must develop and nurture intellectual curiosity and a desire for discovery and achievement.
- We believe our curriculum must challenge, prepare and inspire all students to be successful at the next level of their lives; to work and live as contributing members in a diverse society.
- We believe that strong partnerships with parents and the broader community are essential to achieving the goals of education. As such, we exercise open and transparent district communication and provide opportunities for participation, dialogue and understanding.
- We believe it is essential to attract and retain the best staff members to serve the needs of our school community.
- We believe in supporting and empowering staff to continually improve instruction and student success in all modes of learning.
- We believe that adequate financial resources are essential for excellent outcomes.
- We believe in supporting and empowering our school community by treating everyone with dignity and respect.

Mapleton SD 32 prohibits discrimination and harassment on the basis of perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status in all programs, activities, and employment.

**MAPLETON SCHOOL DISTRICT 32**  
**Revenue Expenditure Comparison**  
**2023-2024 School Year**

	July 1	August 2	September 3	October 4	November 5	December 6	January 7	February 8	March 9	April 10	May 11	June 12	End of Year 13	Total
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
<b>REVENUES</b>														
100- TAXES	-	1,639	1,156	1,051	507,732	237,530	7,278	3,380	16,093	3,110	2,666	18,819	1,887	800,455
100- INTEREST	11,142	12,142	11,155	12,091	11,534	14,568	14,603	14,124	14,056	12,892	13,050	10,904	-	152,260
100- SSF	376,311	187,977	188,043	187,977	187,911	187,977	188,066	188,000	188,066	223,110	436,216	(63,663)	-	2,475,991
100- COUNTY TIMBER	607	-	-	-	-	-	-	-	-	-	-	-	-	607
Other Fund 100	437	8,911	437	437	8,361	12,235	502	13,510	703	2,006	65,743	44,677	11,231	157,959
Fund 200	-	35,023	-	15,882	50	144,739	33,070	1,210	7,435	115,680	96,359	889,311	59,290	1,338,759
Fund 300	-	426	300	269	138,360	64,728	1,956	912	4,382	832	722	5,105	312	217,992
Fund 400	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>388,497</b>	<b>246,118</b>	<b>201,091</b>	<b>217,708</b>	<b>853,947</b>	<b>661,776</b>	<b>245,474</b>	<b>221,137</b>	<b>230,735</b>	<b>357,630</b>	<b>614,757</b>	<b>905,152</b>	<b>72,719</b>	<b>5,144,023</b>

	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual		Actual
<b>EXPENDITURES</b>														
SALARIES	48,671	71,845	97,203	107,170	118,868	111,494	104,097	115,018	113,461	427,561	155,737	471,152	-	1,942,277
FRINGE	24,041	31,568	43,862	45,129	51,307	49,676	49,053	52,643	52,385	251,647	81,730	207,922	-	940,963
SERVICES	7,296	9,332	23,776	13,406	42,796	36,636	17,940	15,663	21,628	19,872	39,795	47,491	111,658	295,630
SUPLIES	3,279	9,945	15,477	3,405	15,820	5,644	(1,930)	70,324	(46,484)	3,645	19,159	7,315	(5,069)	105,600
CAPITAL OUTLAY	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FEES/DUES	778	128,553	10,011	5,506	1,600	1,925	205	195	381	1,012	1,624	1,930	6,175	153,719
TRANSFERS	-	-	-	-	-	-	-	-	-	-	-	150,000	-	150,000
RESERVE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fund 200	11,311	259,343	187,747	206,843	151,015	151,912	141,566	192,160	160,551	(323,218)	113,495	291,265	9,813	1,543,991
Fund 300	-	-	-	-	49,084	-	-	-	-	-	154,566	-	-	203,650
Fund 400	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>95,375</b>	<b>510,587</b>	<b>378,076</b>	<b>381,458</b>	<b>430,491</b>	<b>357,288</b>	<b>310,930</b>	<b>446,003</b>	<b>301,921</b>	<b>380,519</b>	<b>566,107</b>	<b>1,177,074</b>	<b>122,577</b>	<b>5,335,829</b>



Reconciliation for June 30, 2024

>1 Month Outstanding Checks


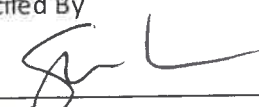
<b>Beg. Balance</b>	<b>\$ 654,454.65</b>
Deposits	\$ 2,568.27
Rent	\$ 437.09
CC Rebate	
LGIP Transfers	\$ 150,000.00
Grant Payment	\$ 473,455.24
Misc (Adult Lunch)	\$ 494.00
Interest	\$ 6.60
<b>Total Revenues/Credits</b>	<b>\$ 626,961.20</b>
Accounts Payable Total	\$ 501,046.93
Payroll	\$ 425,925.23
Misc (voids)	\$ (1,070.00)
<b>Total Expenses/Debit</b>	<b>\$ 925,902.16</b>
<b>Total Calculated</b>	<b>\$ 355,513.69</b>

<1 Month Outstanding Checks

13526	1,912.88
13530	1,990.15
13532	1,351.84
18996	150.00
19000	630.00
19002	966.00
19006	\$ 32.19
19012	\$ 1,748.55
19015	\$ 275.00
19017	7,036.43
19018	\$ 243.75
19019	\$ 988.72
19020	\$ 5,600.00
19021	\$ 1,300.00

<b>Bank Statement Balance</b>	<b>\$ 379,739.20</b>
<b>OS Checks</b>	<b>\$ 24,225.51</b>
<b>Adj. Bank Bal.</b>	<b>\$ 355,513.69</b>
Adj. Bank Balance	\$ 355,513.69
LGIP General	\$ 2,502,836.19
Student Body	\$ 95,695.97
<b>Total Balance</b>	<b>\$ 2,954,045.85</b>
<b>General Ledger Balance</b>	<b>\$ 2,954,045.85</b>

Total Outstanding \$ 24,225.51

 7/3/24  
 Reconciled By \_\_\_\_\_ Date  
 8/2/24  
 Reviewed By \_\_\_\_\_ Date

Reconciliation for July 31, 2024

>1 Month Outstanding Checks

13530	1,990.15
13532	1,351.84
18996	150.00
19002	966.00
19006	\$ 32.19

**Beg. Balance**

**\$ 355,513.69**

Deposits	\$ 15,965.74
Rent	\$ 437.09
CC Rebate	
LGIP Transfers	
Grant Payment	\$ 267,966.40
Misc (Adult Lunch)	
Interest	\$ 5.85
<b>Total Revenues/Credits</b>	<b>\$ 284,375.08</b>

Accounts Payable Total	\$ 477,775.29
Payroll	\$ 79,648.33
Misc (voids)	
<b>Total Expenses/Debit</b>	<b>\$ 557,423.62</b>
<b>Total Calculated</b>	<b>\$ 82,465.15</b>


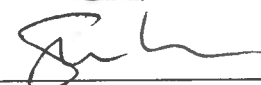
<1 Month Outstanding Checks

19026	1,500.00
13534	4,992.88
13535	1,976.22
13536	1,066.21

<b>Bank Statement Balance</b>	<b>\$ 96,490.64</b>
<b>OS Checks</b>	<b>\$ 14,025.49</b>
<b>Adj. Bank Bal.</b>	<b>\$ 82,465.15</b>

Adj. Bank Balance	\$ 82,465.15
LGIP General	\$ 2,935,177.79
Student Body HS	\$ 104,118.15
Student Body ES	\$ 28,277.12
<b>Total Balance</b>	<b>\$ 3,150,038.21</b>
<b>General Ledger Balance</b>	<b>\$ 3,150,038.21</b>

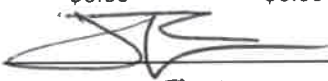
Total Outstanding \$ 14,025.49

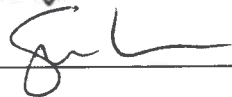
  
 Reconciled By \_\_\_\_\_ Date 8/11/24  
  
 Reviewed By \_\_\_\_\_ Date 8/2/24

**MAPLETON SCHOOL DISTRICT 32**  
**GENERAL LEDGER June 30, 2024**

Fund Title	Fund No.	A100	A101	A105				Fund Totals
		Student Body	Checking	LGIP				
General	100		-\$231,098.34		\$2,402,710.73			\$2,171,612.39
SRSA	204		\$0.00		\$0.00			\$0.00
REAP	205		\$0.00		\$0.00			\$0.00
IDEA	206		\$0.00		\$0.00			\$0.00
Title I	210		\$0.00		\$0.00			\$0.00
ESSER	214		\$0.00		\$0.00			\$0.00
SIA	251		\$0.01		\$0.00			\$0.01
M98 Perkins	252		\$0.00		\$0.00			\$0.00
Early Literacy	253		\$41,690.33		\$0.00			\$41,690.33
Gear-Up	255		-\$38,528.68		\$0.00			-\$38,528.68
Misc State	259		\$47,014.99		\$0.00			\$47,014.99
Preschool	260		\$0.00		\$0.00			\$0.00
Transportation	261		\$0.00		\$52,170.16			\$52,170.16
Textbook	262		\$15,177.48		\$0.00			\$15,177.48
PERS-Retire	263		\$124,316.93		\$0.00			\$124,316.93
Capital Improvements	264		\$428,702.69		\$0.00			\$428,702.69
Misc/Donations-Grants	265		-\$21,478.32		\$0.00			-\$21,478.32
YTP	271		\$0.00		\$0.00			\$0.00
LESD-Perkins	272		-\$3,800.00		\$0.00			-\$3,800.00
Student Body	280	\$95,695.97	\$0.00		\$0.00			\$95,695.97
Food Service	299		-\$6,483.40		\$0.00			-\$6,483.40
Debt Service	300		\$0.00		\$47,955.30			\$47,955.30
Erate	215		\$0.00		\$0.00			\$0.00

<b>General Ledger Balance</b>	\$95,695.97	\$355,513.69	\$0.00	\$2,502,836.19	\$0.00	\$0.00	\$0.00	\$2,954,045.85
<b>Bank Account Balance</b>	\$95,695.97	\$355,513.69	\$0.00	\$2,502,836.19	\$0.00	\$0.00	\$0.00	\$2,954,045.85

Reconciled by:  7/3/24


Reviewed by:  8/2/24




**MAPLETON SCHOOL DISTRICT 32**  
**GENERAL LEDGER July 31, 2024**

Fund Title	Fund No.	A100	A101		A105				Fund Totals
		Student Body	Checking		LGIP				
General	100		-\$478,192.15		\$2,834,740.79				\$2,356,548.64
SRSA	204		\$0.00		\$0.00				\$0.00
REAP	205		\$0.00		\$0.00				\$0.00
IDEA	206		\$0.00		\$0.00				\$0.00
Title I	210		\$0.00		\$0.00				\$0.00
ESSER	214		\$0.00		\$0.00				\$0.00
SIA	251		-\$2,422.90		\$0.00				-\$2,422.90
M98 Perkins	252		\$0.00		\$0.00				\$0.00
Early Literacy	253		\$41,690.33		\$0.00				\$41,690.33
Gear-Up	255		-\$43,979.06		\$0.00				-\$43,979.06
Misc State	259		\$19,499.10		\$0.00				\$19,499.10
Preschool	260		\$0.00		\$0.00				\$0.00
Transportation	261		\$0.00		\$52,170.16				\$52,170.16
Textbook	262		\$14,701.33		\$0.00				\$14,701.33
PERS-Retire	263		\$121,889.53		\$0.00				\$121,889.53
Capital Improvements	264		\$428,702.69		\$0.00				\$428,702.69
Misc/Donations-Grants	265		-\$11,782.56		\$0.00				-\$11,782.56
LESD-Perkins	272		-\$5,560.21		\$0.00				-\$5,560.21
Student Body Elem	280	\$28,277.12	\$0.00		\$0.00				\$28,277.12
Student Body HS	281	\$104,118.15	\$0.00		\$0.00				\$104,118.15
Food Service	299		-\$2,080.95		\$0.00				-\$2,080.95
Debt Service	300		\$0.00		\$48,266.84				\$48,266.84
Erate	215		\$0.00		\$0.00				\$0.00

<b>General Ledger Balance</b>	\$132,395.27	\$82,465.15	\$0.00	\$2,935,177.79	\$0.00	\$0.00	\$0.00	\$3,150,038.21
<b>Bank Account Balance</b>	\$132,395.27	\$82,465.15	\$0.00	\$2,935,177.79	\$0.00	\$0.00	\$0.00	\$3,150,038.21

Reconciled by:  8/1/24


Reviewed by:  8/2/24

SUNGARD  
DATE: 06/10/2024  
TIME: 15:20:46

MAPLETON SCHOOL DISTRICT NO. 32  
CHECK REGISTER  
PAY RUN 24N SUM2 2024

PAGE NUMBER: 1  
MODULE NUM: PAYCHK33  
PAY PERIOD END 06/13/2024  
CHECK DATE 06/11/2024

CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
13525	1240	BARROWS, CASSANDRA	.00	2,079.22
13526	1328	STRENKE, HALEY	.00	1,912.88
13527	1297	ROSS, NATALIE M	.00	2,370.76
13528	1309	FORD, TUCKER	.00	3,171.69
V80001796	1338	BLANCHARD, GARRETT	4,348.02	.00
V80001797	1315	CLEMONS, VANESSA	3,466.21	.00
V80001798	1319	GALBREATH FORD, KALEA	1,912.88	.00
V80001799	1325	GRIJALVA, STEPHANIE R	4,573.14	.00
V80001800	1323	HENRY, CHRISTINE	4,404.44	.00
V80001801	1320	JACKSON, JANET	3,103.06	.00
V80001802	1334	KELLEY, KIRSTEN	943.07	.00
V80001803	1331	LONG, JEANNETTE	3,363.98	.00
V80001804	1340	MOORE, JOSEPH MILES	5,025.43	.00
V80001805	1306	ROBY, JAMIE	1,206.01	.00
V80001806	1311	SUNDSTROM, HEIDI	2,173.11	.00
V80001807	1230	WALKER, SHAWN	1,874.88	.00
V80001808	1090	MOORE, MASHHELL L	1,406.02	.00
V80001809	1263	CAIN, JOCELYN L	4,106.93	.00
V80001810	1266	DEAN, CARRIE	2,510.21	.00
V80001811	1293	SILVANI, DAYNA E	3,929.23	.00
V80001812	1065	SIMINGTON, YVETTE	2,093.95	.00
V80001813	1249	SMITH, CLARA M	4,070.05	.00
V80001814	1091	TIMPE, SARAH F	5,069.67	.00
V80001815	1258	BURRUSS, LOUIS C	4,516.89	.00
V80001816	1279	CHAMBERS, DAWN M	3,279.51	.00
V80001817	1264	DOOLEY, MOLLY K	3,948.65	.00
V80001818	1141	JOHNSTON, TERRI	2,157.78	.00
TOTAL		27 CHECKS ISSUED	73,483.12	9,534.55

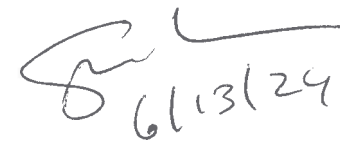
  
6/13/24

SUNGARD  
DATE: 06/10/2024  
TIME: 15:01:26

MAPLETON SCHOOL DISTRICT NO. 32  
CHECK REGISTER  
PAY RUN 24M SUM1 2024

PAGE NUMBER: 1  
MODULE NUM: PAYCHK33  
PAY PERIOD END 06/07/2024  
CHECK DATE 06/11/2024

CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
13521	1240	BARROWS, CASSANDRA	.00	2,079.22
13522	1328	STRENKE, HALEY	.00	1,912.88
13523	1297	ROSS, NATALIE M	.00	2,370.76
13524	1309	FORD, TUCKER	.00	3,173.73
V80001773	1338	BLANCHARD, GARRETT	4,348.02	.00
V80001774	1315	CLEMONS, VANESSA	3,643.76	.00
V80001775	1319	GALBREATH FORD, KALEA	1,912.88	.00
V80001776	1325	GRIJALVA, STEPHANIE R	4,568.39	.00
V80001777	1323	HENRY, CHRISTINE	4,404.44	.00
V80001778	1320	JACKSON, JANET	3,103.06	.00
V80001779	1334	KELLEY, KIRSTEN	943.07	.00
V80001780	1331	LONG, JEANNETTE	3,380.26	.00
V80001781	1340	MOORE, JOSEPH MILES	4,887.68	.00
V80001782	1306	ROBY, JAMIE	1,206.26	.00
V80001783	1311	SUNDSTROM, HEIDI	2,173.11	.00
V80001784	1230	WALKER, SHAWN	1,874.88	.00
V80001785	1090	MOORE, MASHELL L	1,406.02	.00
V80001786	1263	CAIN, JOCELYN L	4,106.93	.00
V80001787	1266	DEAN, CARRIE	2,510.25	.00
V80001788	1293	SILVANI, DAYNA E	3,929.23	.00
V80001789	1065	SIMINGTON, YVETTE	2,093.95	.00
V80001790	1249	SMITH, CLARA M	4,070.05	.00
V80001791	1091	TIMPE, SARAH F	5,069.67	.00
V80001792	1258	BURRUSS, LOUIS C	4,478.89	.00
V80001793	1279	CHAMBERS, DAWN M	3,208.26	.00
V80001794	1264	DOOLEY, MOLLY K	3,829.90	.00
V80001795	1141	JOHNSTON, TERRI	2,153.03	.00
TOTAL		27 CHECKS ISSUED	73,301.99	9,536.59

  
6/13/24

SUNGARD  
DATE: 06/10/2024  
TIME: 08:12:23

MAPLETON SCHOOL DISTRICT NO. 32  
CHECK REGISTER  
PAY RUN 24L JUNE 2024

PAGE NUMBER: 1  
MODULE NUM: PAYCHK33  
PAY PERIOD END 05/31/2024  
CHECK DATE 06/11/2024

CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
13516	1240	BARROWS, CASSANDRA	.00	2,332.92
13517	1328	STRENKE, HALEY	.00	2,156.54
13518	1221	VERMILYEA, KATHY	.00	385.68
13519	1297	ROSS, NATALIE M	.00	2,774.17
13520	1309	FORD, TUCKER	.00	4,019.70
V80001721	1282	ALLEN, KELSIE L	3,105.62	.00
V80001722	1338	BLANCHARD, GARRETT	5,217.07	.00
V80001723	1336	BLOOD, KAYLEY	1,918.93	.00
V80001724	1339	BURTT, ZACHARY	2,683.89	.00
V80001725	1315	CLEMONS, VANESSA	3,466.24	.00
V80001726	1345	DREILING, RICHARD	548.31	.00
V80001727	1352	DUTRA, BRENDA	2,926.04	.00
V80001728	1319	GALBREATH FORD, KALEA	2,990.54	.00
V80001729	1337	GRAHAM, KAY	3,407.05	.00
V80001730	1351	GREEN, RENEE	330.82	.00
V80001731	1325	GRIJALVA, STEPHANIE R	5,570.02	.00
V80001732	1348	HENDRICKS, AMANDA	185.20	.00
V80001733	1323	HENRY, CHRISTINE	4,795.04	.00
V80001734	1320	JACKSON, JANET	3,041.26	.00
V80001735	1334	KELLEY, KIRSTEN	1,237.83	.00
V80001736	1331	LONG, JEANNETTE	3,291.81	.00
V80001737	1252	MASSIE, CRYSTAL	2,812.33	.00
V80001738	1340	MOORE, JOSEPH MILES	5,025.43	.00
V80001739	1326	O'RENICK, TAMARA JOY	3,297.42	.00
V80001740	1306	ROBY, JAMIE	2,747.06	.00
V80001741	1347	STONE, COURTNEY	5,319.83	.00
V80001742	1318	STROM, DAVID	1,383.34	.00
V80001743	1311	SUNDSTROM, HEIDI	2,151.94	.00
V80001744	1230	WALKER, SHAWN	2,037.95	.00
V80001745	1288	WHEELER, NOVALEIGH L	3,721.93	.00
V80001746	1324	WILSON, SUSAN	7,688.63	.00
V80001747	1090	MOORE, MASHELL L	1,531.62	.00
V80001748	1234	SNYDER, KENT	2,348.44	.00
V80001749	1041	DUVAL, RANDY	4,394.68	.00
V80001750	1097	TENNISON, JOYCE R	3,073.34	.00
V80001751	1263	CAIN, JOCELYN L	4,013.73	.00
V80001752	1266	DEAN, CARRIE	3,402.43	.00
V80001753	1307	DUVAL, CARLY A	3,193.64	.00
V80001754	1120	HILL-RIGGS, KRISTINA	1,717.68	.00
V80001755	1308	JOHNSON, TINA	828.84	.00
V80001756	1176	O'MARA, JODINE L	739.31	.00
V80001757	1278	RICKS, JERON M	8,463.48	.00
V80001758	1293	SILVANI, DAYNA E	3,836.03	.00
V80001759	1065	SIMINGTON, YVETTE	2,056.90	.00
V80001760	1249	SMITH, CLARA M	4,353.62	.00
V80001761	1091	TIMPE, SARAH F	4,976.47	.00
V80001762	1295	TUCKER, AMBER C	744.49	.00
V80001763	1258	BURRUSS, LOUIS C	4,442.23	.00
V80001764	1279	CHAMBERS, DAWN M	3,223.38	.00
V80001765	1264	DOOLEY, MOLLY K	3,871.43	.00
V80001766	1310	FENTON, SUSAN	668.22	.00
V80001767	1145	FOSTER, JAMIE	3,598.02	.00
V80001768	1148	JENKINS, TAMARA	2,730.24	.00
V80001769	1141	JOHNSTON, TERRI	2,203.84	.00
V80001770	1049	LOGAN, DANITA G	272.24	.00
V80001771	1055	MOYER, BRENDA L	2,316.60	.00

*SL*  
*6/31/24*

SUNGARD  
DATE: 06/10/2024  
TIME: 08:12:23

MAPLETON SCHOOL DISTRICT NO. 32  
CHECK REGISTER  
PAY RUN 24L JUNE 2024

PAGE NUMBER: 2  
MODULE NUM: PAYCHK33  
PAY PERIOD END 05/31/2024  
CHECK DATE 06/11/2024

CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
V80001772	1353	BLANCHARD, KJIRSTEN	796.02	.00
TOTAL		57 CHECKS ISSUED	154,698.45	11,669.01

SUNGARD  
DATE: 06/17/2024  
TIME: 10:49:04

MAPLETON SCHOOL DISTRICT NO. 32  
CHECK REGISTER  
PAY RUN 240 2024 PAYOUTS

PAGE NUMBER: 1  
MODULE NUM: PAYCHK33  
PAY PERIOD END 06/14/2024  
CHECK DATE 06/18/2024

CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
13529	1240	BARROWS, CASSANDRA	.00	1,429.61
13530	1328	STRENKE, HALEY	.00	1,990.15
13531	1221	VERMILYEA, KATHY	.00	173.62
13532	1297	ROSS, NATALIE M	.00	1,351.84
13533	1309	FORD, TUCKER	.00	789.84
V80001819	1282	ALLEN, KELSIE L	2,736.53	.00
V80001820	1338	BLANCHARD, GARRETT	606.13	.00
V80001821	1336	BLOOD, KAYLEY	686.48	.00
V80001822	1339	BURTT, ZACHARY	2,834.65	.00
V80001823	1352	DUTRA, BRENDA	1,498.98	.00
V80001824	1319	GALBREATH FORD, KALEA	1,478.10	.00
V80001825	1337	GRAHAM, KAY	2,670.92	.00
V80001826	1325	GRIJALVA, STEPHANIE R	789.84	.00
V80001827	1348	HENDRICKS, AMANDA	173.62	.00
V80001828	1323	HENRY, CHRISTINE	882.10	.00
V80001829	1334	KELLEY, KIRSTEN	1,025.71	.00
V80001830	1331	LONG, JEANNETTE	786.74	.00
V80001831	1252	MASSIE, CRYSTAL	2,243.43	.00
V80001832	1340	MOORE, JOSEPH MILES	638.17	.00
V80001833	1326	O'RENICK, TAMARA JOY	4,008.83	.00
V80001834	1246	PARKER, TYLL	212.71	.00
V80001835	1306	ROBY, JAMIE	1,620.19	.00
V80001836	1347	STONE, COURTNEY	3,778.06	.00
V80001837	1318	STROM, DAVID	966.70	.00
V80001838	1311	SUNDSTROM, HEIDI	1,418.38	.00
V80001839	1230	WALKER, SHAWN	1,753.39	.00
V80001840	1288	WHEELER, NOVALEIGH L	2,990.67	.00
V80001841	1324	WILSON, SUSAN	6,385.51	.00
V80001842	1090	MOORE, MASHELL L	1,650.07	.00
V80001843	1234	SNYDER, KENT	3,250.68	.00
V80001844	1041	DUVAL, RANDY	5,987.29	.00
V80001845	1097	TENNISON, JOYCE R	1,074.53	.00
V80001846	1263	CAIN, JOCELYN L	191.71	.00
V80001847	1266	DEAN, CARRIE	1,556.50	.00
V80001848	1307	DUVAL, CARLY A	3,576.80	.00
V80001849	1120	HILL-RIGGS, KRISTINA	481.55	.00
V80001850	1308	JOHNSON, TINA	212.71	.00
V80001851	1176	O'MARA, JODINE L	191.71	.00
V80001852	1278	RICKS, JERON M	11,484.54	.00
V80001853	1293	SILVANI, DAYNA E	414.43	.00
V80001854	1065	SIMINGTON, YVETTE	2,188.07	.00
V80001855	1091	TIMPE, SARAH F	335.82	.00
V80001856	1295	TUCKER, AMBER C	212.71	.00
V80001857	1258	BURRUSS, LOUIS C	850.84	.00
V80001858	1279	CHAMBERS, DAWN M	335.74	.00
V80001859	1264	DOOLEY, MOLLY K	402.61	.00
V80001860	1145	FOSTER, JAMIE	3,570.63	.00
V80001861	1148	JENKINS, TAMARA	2,639.39	.00
V80001862	1141	JOHNSTON, TERRI	2,643.53	.00
V80001863	1055	MOYER, BRENDA L	2,528.76	.00
TOTAL			87,966.46	5,735.06

*[Handwritten signature]*  
6/18/24

50 CHECKS ISSUED

SUNGARD  
 DATE: 07/11/2024  
 TIME: 12:33:27

MAPLETON SCHOOL DISTRICT NO. 32  
 CHECK REGISTER  
 PAY RUN 25A JULY 2024

PAGE NUMBER: 1  
 MODULE NUM: PAYCHK33  
 PAY PERIOD END 07/01/2024  
 CHECK DATE 07/15/2024

CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
13534	1355	HUDGENS, ELIZABETH	.00	4,992.88
13535	1328	STRENKE, HALEY	.00	1,976.22
13536	1309	FORD, TUCKER	.00	1,066.21
V80001864	1339	BURTT, ZACHARY	1,168.04	.00
V80001865	1352	DUTRA, BRENDA	1,775.27	.00
V80001866	1337	GRAHAM, KAY	3,350.05	.00
V80001867	1320	JACKSON, JANET	3,402.07	.00
V80001868	1354	JAMES, ANGELA	2,795.74	.00
V80001869	1331	LONG, JEANNETTE	3,752.27	.00
V80001870	1326	O'RENICK, TAMARA JOY	3,443.62	.00
V80001871	1306	ROBY, JAMIE	3,110.43	.00
V80001872	1347	STONE, COURTNEY	791.18	.00
V80001873	1288	WHEELER, NOVALEIGH L	2,009.59	.00
V80001874	1324	WILSON, SUSAN	7,679.13	.00
V80001875	1041	DUVAL, RANDY	4,483.09	.00
V80001876	1097	TENNISON, JOYCE R	435.04	.00
V80001877	1307	DUVAL, CARLY A	3,286.09	.00
V80001878	1278	RICKS, JERON M	5,969.17	.00
V80001879	1145	FOSTER, JAMIE	3,715.26	.00
V80001880	1148	JENKINS, TAMARA	2,812.11	.00
V80001881	1049	LOGAN, DANITA G	272.24	.00
V80001882	1055	MOYER, BRENDA L	14,326.08	.00
TOTAL			22 CHECKS ISSUED 68,576.47	8,035.31

*8/2/24*

SUNGARD  
 DATE: 07/03/2024  
 TIME: 10:58:12

MAPLETON SCHOOL DISTRICT #32  
 OUTSTANDING CHECKS

PAGE NUMBER: 1  
 ACCTPA21  
 ACCOUNTING PERIOD: 12/24

SELECTION CRITERIA: transact.yr='24' and transact.period='12'

FUND - 100 - GENERAL FUND

CASH ACCT	CHECK NUMBER	DATE ISSUED	DATE CLEARED	VENDOR	CLEARED	OUTSTANDING
A101	18993	06/10/2024		1956 FIDELITY INVESTMENTS		540.00
A101	18994	06/10/2024		1058 MACE		126.00
A101	18995	06/10/2024		1637 MAPLETON HIGH SCHOOL		122.00
A101	18996	06/10/2024		1059 MEA		150.00
A101	18997	06/10/2024		1060 OREGON EDUCATION ASSOCIAT		1,303.95
A101	18998	06/12/2024		2941 ALPHA-BIT CAFE		225.00
A101	18999	06/12/2024		2671 CLARA SMITH		5,073.00
A101	19000	06/12/2024		3016 COUNTRY MEDIA INC		630.00
A101	19001	06/12/2024		3015 ECOTRUST		1,000.00
A101	19002	06/12/2024		2758 ELIZABETH S VOLLMER-BUHL		966.00
A101	19003	06/12/2024		2860 FERN RIDGE SCHOOL DIST 28		504.50
A101	19004	06/12/2024		2908 STEPHANIE R GRIJALVA		90.58
A101	19005	06/12/2024		2965 JEANNETTE LONG		107.37
A101	19006	06/12/2024		2942 JOSEPH M MOORE		32.19
A101	19007	06/12/2024		2921 JOSHUA REID		228.48
A101	19008	06/12/2024		1528 LANE COUNTY ENVIRONMENTAL		245.00
A101	19009	06/12/2024		1145 MAPLETON WATER DISTRICT		996.35
A101	19010	06/12/2024		2195 PAULY, ROGERS AND CO., P.		23,800.00
A101	19011	06/12/2024		2949 TUCKER FORD		183.25
A101	19012	06/12/2024		1702 WILLAMETTE ESD		1,748.55
A101	19013	06/18/2024		2959 ABBIE KIMBLE		315.00
A101	19014	06/18/2024		1956 FIDELITY INVESTMENTS		540.00
A101	19015	06/18/2024		3017 MEGAN DICKERSON		275.00
A101	19016	06/18/2024		2505 NORTHWEST REGIONAL ESD		25.00
A101	90002408	06/25/2024		1431 ALSCO		265.40
A101	90002409	06/25/2024		1762 AMAZON.COM		19,099.43
A101	90002410	06/25/2024		1017 BI-MART CORPORATION		183.42
A101	90002411	06/25/2024		2964 BRING RECYCLING		32.00
A101	90002412	06/25/2024		1030 CENTRAL COAST DISPOSAL IN		1,033.25
A101	90002413	06/25/2024		1031 CENTRAL LINCOLN PUD		5,270.76
A101	90002414	06/25/2024		2955 CITY LIGHTS CINEMA		34.00
A101	90002415	06/25/2024		2265 CITY OF EUGENE		258.00
A101	90002416	06/25/2024		3019 CPA CREDITS		1,350.00
A101	90002417	06/25/2024		2876 DOMINOS		143.90
A101	90002418	06/25/2024		2927 DUVAL LAND MAINTENANCE		6,756.17
A101	90002419	06/25/2024		3018 EBB TIDE OCEANFRONT SEASI		492.99
A101	90002420	06/25/2024		1787 FRED MEYERS		225.53
A101	90002421	06/25/2024		2765 GROCERY OUTLET		151.27
A101	90002422	06/25/2024		2784 HOTELS.COM		3,440.09
A101	90002423	06/25/2024		1112 LAKESHORE LEARNING MATERI		1,208.75
A101	90002424	06/25/2024		1186 LES SCHWAB TIRES		970.83
A101	90002425	06/25/2024		2535 MINERS GRADUATE SERVICES		164.50
A101	90002426	06/25/2024		2777 MISC FOOD VENDOR FOR TRAV		210.75
A101	90002427	06/25/2024		2815 MISC ONLINE VENDOR		122.50
A101	90002428	06/25/2024		2476 OREGON DEPARTMENT OF ADMI		7.00
A101	90002429	06/25/2024		3020 OREGON WATER SERVICES		2,283.00
A101	90002430	06/25/2024		2614 O'REILLY AUTO PARTS		101.94
A101	90002431	06/25/2024		2913 PAPA MURPHYS		45.95
A101	90002432	06/25/2024		2879 PITNEY BOWES ONLINE		105.99
A101	90002433	06/25/2024		2834 PROMEVO		1,520.00
A101	90002434	06/25/2024		1179 QUILL CORPORATION		355.28
A101	90002435	06/25/2024		1276 SAFEWAY INC-PORTLAND DIV		539.02
A101	90002436	06/25/2024		2852 SANGOMA		146.30
A101	90002437	06/25/2024		1282 SILKE COMMUNICATIONS INC		456.04



SUNGARD  
 DATE: 07/03/2024  
 TIME: 10:58:12

MAPLETON SCHOOL DISTRICT #32  
 OUTSTANDING CHECKS

PAGE NUMBER: 2  
 ACCTPA21  
 ACCOUNTING PERIOD: 12/24

SELECTION CRITERIA: transact.yr='24' and transact.period='12'

FUND - 100 - GENERAL FUND

CASH ACCT	CHECK NUMBER	DATE ISSUED	DATE CLEARED	-----VENDOR-----	CLEARED	OUTSTANDING
A101	90002438	06/25/2024		3003 THRIFT BOOKS		21.17
A101	90002439	06/25/2024		2666 VEND WEST SERVICES, INC.		75.80
A101	90002440	06/25/2024		1150 VERIZON WIRELESS BELLEVUE		75.10
A101	90002441	06/25/2024		2820 VIKING PLUMBING		3,145.40
A101	90002442	06/25/2024		1695 VYANET		4,485.86
A101	90002443	07/03/2024		2684 AMERICAN FIDELITY		4,100.00
A101	90002444	07/03/2024		2199 AMERICAN FIDELITY ASSURAN		10,960.00
A101	90002445	07/03/2024		2200 AMERICAN FIDELITY ASSURAN		593.10
A101	90002446	07/03/2024		1733 CIT TECHNOLOGY FIN SERV.		295.50
A101	90002447	07/03/2024		1057 HORACE MANN LIFE INS CO		1,262.71
A101	90002448	07/03/2024		1194 INTERNAL REVENUE SERVICE		131,713.38
A101	90002449	07/03/2024		1217 MAPLETON SCHOOL DISTRICT		494.00
A101	90002450	07/03/2024		2439 OEGB		23,915.86
A101	90002451	07/03/2024		1193 OREGON DEPARTMENT OF REVE		43,047.55
A101	90002452	07/03/2024		1070 PERS		166,756.21
A101	90002453	07/03/2024		1225 SYSCO FOOD SERVICES		8,735.11
TOTAL CASH ACCOUNT						485,878.03
TOTAL FUND						485,878.03
TOTAL REPORT						485,878.03

SUNGARD  
 DATE: 08/01/2024  
 TIME: 14:08:44

MAPLETON SCHOOL DISTRICT #32  
 OUTSTANDING CHECKS

PAGE NUMBER: 1  
 ACCTPA21  
 ACCOUNTING PERIOD: 1/25

SELECTION CRITERIA:

FUND - 100 - GENERAL FUND

CASH ACCT	CHECK NUMBER	DATE ISSUED	DATE CLEARED	VENDOR	CLEARED	OUTSTANDING
A101	19022	07/15/2024	1956	FIDELITY INVESTMENTS		540.00
A101	19023	07/15/2024	1217	MAPLETON SCHOOL DISTRICT		129.50
A101	19024	07/16/2024	2671	CLARA SMITH		550.14
A101	19025	07/16/2024	1043	COSA		3,825.00
A101	19026	07/16/2024	3021	DAVID STROM		1,500.00
A101	19027	07/16/2024	3022	KATE HURLEY		400.00
A101	19028	07/16/2024	3024	KEEVYN WALKER		80.00
A101	19029	07/16/2024	1117	LANE EDUCATION SERVICE DI	101,170.00	
A101	19030	07/16/2024	3023	LOWER UMPQUA PARKS AND RE		100.00
A101	19031	07/16/2024	1145	MAPLETON WATER DISTRICT		1,005.65
A101	19032	07/16/2024	2890	MARILYN SMITH		549.00
A101	19033	07/16/2024	1223	NEW DIMENSION HARDWOOD FL		3,448.00
A101	19034	07/16/2024	2505	NORTHWEST REGIONAL ESD		5.00
A101	19035	07/16/2024	1170	OREGON SCHOOL BOARDS ASSO		5,701.25
A101	19036	07/16/2024	2738	OSU HORTICULTURE		195.00
A101	19037	07/16/2024	2001	PACE	142,373.00	
A101	19038	07/16/2024	2983	PARENTSQUARE		22,056.00
A101	19039	07/16/2024	2751	SCHOOL DATEBOOKS		184.81
A101	19040	07/16/2024	2706	VARSITY ATHLETIC APPAREL,		282.50
A101	19041	07/17/2024	2943	KALEA GALBREATH FORD		1,500.00
A101	19042	07/17/2024	1200	SARAH F TIMPE		3,200.00
A101	90002454	07/29/2024	2941	ALPHA-BIT CAFE		270.00
A101	90002455	07/29/2024	1431	ALSCO		265.40
A101	90002456	07/29/2024	1762	AMAZON.COM		816.92
A101	90002457	07/29/2024	2576	BUREAU OF LABOR AND INDUS		36.00
A101	90002458	07/29/2024	2459	CASCADE HEALTH SOLUTIONS		216.00
A101	90002459	07/29/2024	1031	CENTRAL LINCOLN PUD		4,169.90
A101	90002460	07/29/2024	1044	COSTCO		657.87
A101	90002461	07/29/2024	1883	COUNTY TRANS & RECYCLING		1,054.22
A101	90002462	07/29/2024	2321	CROCKETT'S INTERSTATE TOW		706.00
A101	90002463	07/29/2024	2904	DOMAIN.COM		45.34
A101	90002464	07/29/2024	1787	FRED MEYERS		618.25
A101	90002465	07/29/2024	2330	HOME DEPOT		112.93
A101	90002466	07/29/2024	2784	HOTELS.COM		746.91
A101	90002467	07/29/2024	2092	LANE FOREST PRODUCTS		95.00
A101	90002468	07/29/2024	3025	LAUREL BAY GARDENS		220.31
A101	90002469	07/29/2024	2815	MISC ONLINE VENDOR		1,348.08
A101	90002470	07/29/2024	1668	OFFICE MAX		75.78
A101	90002471	07/29/2024	1235	OREGON CHILD NUTRITION CO		500.00
A101	90002472	07/29/2024	1242	PACIFIC OFFICE AUTOMATION		507.60
A101	90002473	07/29/2024	3010	PETERSON TRUCKS		14,037.85
A101	90002474	07/29/2024	2879	PITNEY BOWES ONLINE		5.99
A101	90002475	07/29/2024	1276	SAFeway INC-PORTLAND DIV		14.67
A101	90002476	07/29/2024	1068	SAIF CORPORATION		16,334.22
A101	90002477	07/29/2024	2852	SANGOMA		146.94
A101	90002478	07/29/2024	2701	SCENARIO LEARNING		48.79
A101	90002479	07/29/2024	1282	SILKE COMMUNICATIONS INC		456.04
A101	90002480	07/29/2024	2250	UNIVERSITY OF OREGON		1,000.00
A101	90002481	07/29/2024	1191	US POSTMASTER		2.59
A101	90002482	07/29/2024	2666	VEND WEST SERVICES, INC.		72.50
A101	90002483	07/29/2024	1150	VERIZON WIRELESS BELLEVUE		75.10
A101	90002484	07/29/2024	2820	VIKING PLUMBING		442.00
A101	90002485	07/29/2024	1695	VYANET		1,598.25

SUNGARD  
 DATE: 08/01/2024  
 TIME: 14:08:44

MAPLETON SCHOOL DISTRICT #32  
 OUTSTANDING CHECKS

PAGE NUMBER: 2  
 ACCTPA21  
 ACCOUNTING PERIOD: 1/25

SELECTION CRITERIA:

FUND - 100 - GENERAL FUND

CASH ACCT	CHECK NUMBER	DATE ISSUED	DATE CLEARED	-----VENDOR-----	CLEARED	OUTSTANDING
A101	90002486	07/29/2024	1988	WALMART		125.62
A101	90002487	07/29/2024	1227	WESTERN BUS SALES, INC.		271.74
A101	90002488	07/29/2024	2076	WESTERN OREGON UNIVERSITY		50.00
A101	90002489	08/01/2024	2684	AMERICAN FIDELITY		950.00
A101	90002490	08/01/2024	2200	AMERICAN FIDELITY ASSURAN		593.10
A101	90002491	08/01/2024	1733	CIT TECHNOLOGY FIN SERV.		295.50
A101	90002492	08/01/2024	1057	HORACE MANN LIFE INS CO		21,262.71
A101	90002493	08/01/2024	1194	INTERNAL REVENUE SERVICE		33,964.87
A101	90002494	08/01/2024	2439	OEBB		23,046.48
A101	90002495	08/01/2024	1193	OREGON DEPARTMENT OF REVE		8,877.98
A101	90002496	08/01/2024	1070	PERS		48,371.57
A101	90002497	08/01/2024	1225	SYSCO FOOD SERVICES		4,344.07
A101	90002498	08/01/2024	1150	VERIZON WIRELESS BELLEVUE		129.35
TOTAL CASH ACCOUNT						477,775.29
TOTAL FUND						477,775.29
TOTAL REPORT						477,775.29

Mapleton School District #32  
School Board Meeting  
June 18, 2024

6:00 p.m. Deadwood Center and on YouTube: [https://youtube.com/live/iTes\\_C\\_TNks](https://youtube.com/live/iTes_C_TNks)

Our mission is to provide a supportive and safe learning environment where all students are encouraged and empowered to reach their educational and personal potential.

1. Opening Ceremony- In attendance- Michelle, Mizu, Andrea, Abbie
2. Review of the Agenda
3. Public Comment on Agenda Items– Submit form BDDH-AR from Board Policy for prior approval- Comment by Elaine Beers
4. Wilson Architecture- TAP update- no update
5. District Reports- Sure Presented
  - 5.1. Division 22 Updates
  - 5.2. MS/HS Report
    - 5.2.1. Senior Project Presentation – Kylee Carson- out sick
  - 5.3. Elementary Report
  - 5.4. Wellness Policy Report – Courtney Stone
6. Finance/Tech/Maintenance Report/Documentation- Jeron presented
7. Consent Agenda- Motion to accept by Mizu- second by Andrea- unanimous approval
  - 7.1. Payroll Check Register
  - 7.2. Accounts Payable Check Register
  - 7.3. Prior Month's Minutes
8. Action Items
  - 8.1. Budget Adoption- Motion to adopt by Abbie, second by Mizu, unanimous approval
  - 8.2. Science and Math – Plans and Approval- motion to approve by Andrea, second by Mizu, unanimous approval
  - 8.3. Health Insurance Plans- Add Kaiser to certified agreement- Motion to approve by Andrea, second by Abbie, unanimous approval
  - 8.4. Classified Contract renewals: Kelsie Allen, Cassie Barrows, Zac Burt, Carrie Dean, Brenda Dutra, Kale'a Galbreath-Ford, Kristina Hill-Riggs, Tami Jenkins, Kirsten Kelley, Crystal Massie, Mashell Moore, Jamie Roby, Natalie Ross, Yvette Simington, Kent Snyder, Courtney Stone, Haley Strenke, Heidi Sundstrom, Shawn Walker, Novaleigh Wheeler- Motion to approve by Mizu, second by Andrea, unanimous approval
  - 8.5. Superintendent Contract- tabled till August
  - 8.6. Personnel: Hire: Elizabeth Hudgens, ES Principal; Angela James, Custodial/Bus- Motion to approve by Abbie, second by Mizu, unanimous approval
  - 8.7. Layoff of Special Programs Director position- Motion to approve by Mizu, second by Andrea- aye: Mizu, Andrea, Michelle- nay: Abbie
  - 8.8. 1st Read of Policies:
    - 8.8.1.AC – Nondiscrimination, Required
    - 8.8.2.CBG – Evaluation of the Superintendent, Required
    - 8.8.3.CCG – Evaluation of Administrators, Required
    - 8.8.4.DJC - Bidding Requirements (Versions 1 & 2), Delete-Replace
    - 8.8.5.DJC-AR – Exemptions from Competitive Bidding and Special Procurements, Delete-Replace
    - 8.8.6.DJCA – Personal Service Contracts, Delete
    - 8.8.7.DJCA-AR – Personal Service Contracts, Delete
    - 8.8.8.EBBA – First Aid\*\*, Delete-Replace

- 8.8.9.EBBA-AR – First Aid - Infection Control, Delete
  - 8.8.10. EBBA – Infection Control and Bloodborne Pathogens\*\*, New
  - 8.8.11. EBBB – Injury or Illness Reports, Required
  - 8.8.12. EBC/EBCA – Emergency Procedures and Disaster Plans, Delete-Replace
  - 8.8.13. EBCA – Safety Threats\*\*, Required, New
  - 8.8.14. GBEB – Staff – HIV, AIDS, and HBV, Delete
  - 8.8.15. GBN/JBA – Sexual Harassment, Required
  - 8.8.16. GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements\*\*, Required
  - 8.8.17. GBNAB/JHFE-AR(1) – Reporting of Suspected Abuse of a Child, Required
  - 8.8.18. GBNAB/JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises,
  - 8.8.19. GCDA/GDDA – Criminal Records Checks and Fingerprinting \*, Delete
  - 8.8.20. GCDA/GDDA – Criminal Records Checks and Fingerprinting \*, Required, New
  - 8.8.21. GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting, Delete
  - 8.8.22. IGBAF – Special Education – Individualized Education Program (IEP)\*\*, Required
  - 8.8.23. IGBAF-AR – Special Education: Individualized Education Program (IEP)\*\*/\*, Required
  - 8.8.24. IGBAG – Special Education – Procedural Safeguards\*\*, Required
  - 8.8.25. JBAA – Section 504\*\*, Required
  - 8.8.26. JGAB – Use of Restraint or Seclusion\*\*, Required
  - 8.8.27. JGAB-AR – Use of Restraint or Seclusion\*\*, Required
  - 8.8.28. JHC – Student Health Services and Requirements\*\*, Delete (in lieu of new EBBA)
  - 8.8.29. JHCC – Communicable Diseases - Students, Delete
  - 8.8.30. JHCC-AR – Communicable Diseases - Students, Delete
  - 8.8.31. JHCCA – Students - HIV, HBV and AIDS\*\*, Delete
  - 8.8.32. JHCCF – Pediculosis (Head Lice), Delete
  - 8.8.33. JHCCF – Pediculosis (Head Lice), was Version 3, now stand-alone, Optional
  - 8.8.34. JHCCF-AR – Pediculosis (Head Lice), Delete
- 9. Discussion Items
    - 9.1. OSBA Training
    - 9.2. Listening Session Follow-up
    - 9.3. Sports Participation – Drug Testing
  - 10. Public Comment on Items not on the agenda- Submit form [BDDH-AR](#) from Board Policy for prior approval- comment from Jackie Cole
  - 11. Comments from the Board
  - 12. Adjournment-

Mapleton School District #32  
School Board Meeting Minutes  
June 27, 2024

2:00 p.m. Zoom and on YouTube: <https://www.youtube.com/watch?v=r8CHThtun3Y>

Our mission is to provide a supportive and safe learning environment where all students are encouraged and empowered to reach their educational and personal potential.

1. Opening Ceremony- Attending: Abbie, Maree, Michelle, Mizu, Andrea
2. Review of the Agenda
3. Action Items- Special Programs Director Severance Package: motion to approve by Mizu, second by Abbie- unanimous approval
4. Adjournment

# English Learners in Oregon

Annual Report 2022-23

June 2024



## Table of Contents

<b>Acknowledgements .....</b>	<b>2</b>
<b>Executive Summary .....</b>	<b>3</b>
<b>Introduction.....</b>	<b>6</b>
Why this report? .....	6
Structure of this report .....	7
<b>Section 1: Demographics of English Learners in Oregon in 2022-23 .....</b>	<b>8</b>
Current and Former English Learners.....	8
<b>Section 2: Participation in Targeted Programs.....</b>	<b>16</b>
Free or Reduced Price Meals .....	16
Migrant Education .....	19
Talented and Gifted .....	20
<b>Section 3: Language Development and Academic Outcomes for English Learners</b> <b>.....</b>	<b>21</b>
Progress towards English Language Proficiency .....	21
Student Academic Outcomes in English Language Arts and Mathematics .....	23
<b>Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond.</b>	<b>25</b>
Regular Attendance .....	25
On Track to Graduate .....	26
Four-Year Graduation .....	27
Current English learners graduating in four years were over 2.8 times more likely to receive a modified diploma .....	28
Oregon State Seal of Biliteracy .....	28
Postsecondary Enrollment.....	30
<b>Section 5: State Revenues and Expenditures for Current English Learners .....</b>	<b>32</b>
<b>References.....</b>	<b>34</b>



## **Acknowledgements**

We extend our appreciation to colleagues from across ODE who contributed to this report through data sharing, data analysis, and review of the findings.

### **Office of Teaching, Learning, and Assessment**

Jennifer Patterson, Assistant Superintendent  
Mary Martinez-Wenzl, Director  
Reza Norouzian, Research Analyst  
Kim Miller, Education Program Specialist

### **Office of Equity, Diversity, and Inclusion**

Deb Lange, Assistant Superintendent  
Kelly Kalkofen, Education Program Specialist  
Mirela Blekic, Education Program Specialist  
Mariana Praschnik-Enriquez, Education Program Specialist  
Ana Salas, Executive Support Specialist  
Susy Mekarski, Education Program Specialist

### **Office of Finance and Information Technology**

Kai Turner, Assistant Superintendent  
Lauren Holstein, Business Analyst

### **Office of Research, Assessment, Data, Accountability, and Reporting**

Dan Farley, Assistant Superintendent  
Jon Wiens, Director  
Andrea Lockard, Director  
Ben Wolcott, Education Program Specialist  
W. Joshua Rew, Psychometrician  
Greg Houser, Research Analyst  
Evan Fuller, Research Analyst  
Stephanie Evers, Research Analyst

## Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives. This report is also available on [ODE's legislative reports webpage](#). Any member of the public can contact the Government Relations and External Affairs Director to request a copy of this report.

### Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an English language development (ELD) program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual learners who bring valuable linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2022-23 school year<sup>1</sup>. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2022-23 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2022-23 school year.

### Nearly 100,000 students in Oregon are current or former English learners.

As of May 1, 2023, 545,609 students enrolled in Oregon public schools and districts. Among those students, 10.9 percent were current English learners (59,263 students), 7.5 percent were former English learners (40,912 students), and 81.6 percent were never English learners (445,434 students). Both current and former English learners (i.e., ever English learners constituting 18.4 percent of students) were an incredibly diverse student population in 2022-23.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2022-23 school year. Woodburn School district served the highest percentage of current English learners, with 41.9 percent of students learning English in an ELD program as of May 1, 2023. On the other hand, 67.9 percent of Oregon districts either had no current English learners or very few (i.e., less than 5 percent of all students).

Other key features of the English learner student population in the 2022-23 school year include the following:

- The majority of current English learners were in elementary grades (59.2 percent), while the majority of former English learners were in high school grades (55.6 percent).

---

<sup>1</sup> Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

- The number of recently arrived current English learners (i.e., new immigrant students) increased from 4,145 in 2021-22 to 4,851 students in 2022-23.
- Spanish was the predominant home language of current English learners (76 percent), but overall, there were 222 documented unique home languages (an increase of 23 languages from 2021-22) spoken by current English learners. Other prevalent languages include Russian, Chinese, Vietnamese, Arabic, Chuukese, and Ukrainian; each being the home language of about 2 percent of current English learners.
- Approximately 77 percent of current English learners were Latino/a/x, and 32.7 percent of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (32.6 percent) were current English learners.

### **English learners are overrepresented in special education and underrepresented in TAG programs.**

The report also examines the involvement of English learners in targeted federal and state programs: free or reduced price meals, special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of both current and former English learners were eligible for free or reduced price meals as compared to students who were never English Learners (88.4 and 79.8 percent vs. 59 percent).
- A higher percentage of current English learners received special education services and supports as compared to never English learners (19.7 vs. 16.1 percent); however, ever English learners and never English learners had comparable percentages of students receiving special education services and supports (14.3 vs. 16.1 percent).
- Almost 10.5 percent of current English learners received services in migrant education programs (i.e., 6,232 students). Additionally, 57.5 percent of the students in migrant education programs were current English Learners.
- While across Oregon 7.0 percent of never English learners participated in TAG programs, this figure was 5.7 percent for former English learners and just 0.5 percent for current English learners.

### **Younger English learners are more likely to be on track to English Language Proficiency than their older peers.**

Oregon monitors whether or not current English learners are on-track to attain English language proficiency within seven years. More than half of current English learners (58.8 percent) in elementary school grades were on track. In contrast, current English learners in middle or high school grades as well as current English learners with disabilities were much less likely to be on track.

### **Very few current English learners are meeting state standards in English Language Arts and Mathematics.**

A substantially smaller percentage of current English learners in elementary schools (6.6 percent) versus former (54.6 percent) and never English learners (47.8 percent) met or exceeded state standards in English Language Arts in 2022-23. A similar trend is observed at middle and high schools.

Similarly, a substantially smaller percentage of current English learners in elementary schools (7.1 percent) versus former (44.3 percent) and never English learners (40.0 percent) met or exceeded state standards in mathematics in 2022-23. A similar trend is observed at middle and high schools.

**Attendance rates are lower among current ELs, particularly in high school.**

Former and never English learners have the highest levels of regular attendance (75.2 and 64.9 percent) in elementary school grades. Current English learners have rates of regular attendance substantially lower in elementary (58.3 percent), middle (56.2 percent), and high school (44.0 percent) grades. Regular attendance rates decline for current, former, and never English learners in middle and high school grades.

**Current English learners are more likely to graduate with a modified diploma.**

Former English learners graduated at rates better than never English learners (87.6 vs. 81.5 percent) in 2022-23; however, substantially fewer current English learners graduated in four years (68.1 percent). Moreover, current English learners that graduated in four years were over 2.8 times more likely to receive a modified rather than a regular diploma compared to that for never English learners. This ratio was only slightly smaller (2.5 times) for the cohorts that graduated in five years.

**Students designated as English learners in high school are less likely to go to college than their peers.**

Post-secondary enrollment rates for former English learners were comparable to those of never English learners; in both cases, about 55 percent of high school graduates enroll in college within 16 months of graduation. On the other hand, current English learners were less likely to enroll in post-secondary education institutions. Over 39 percent of current English learners went on to college within 16 months of high school graduation.

**District revenues and expenditures**

As in reports from previous years, this report summarizes the ratio of total current English learner expenditures to revenues districts receive for these students. In 2022-23, this ratio is 0.87, which is only slightly higher than 0.86 for 2021-22.

## Introduction

In 2022-23, students who received English language instruction, supports, and services in an English language development (ELD) program as well as students who exited the ELD program prior to the 2022-23 school year made up 18.4 percent of all students in Oregon public schools and districts (as of the first school day in May 2023). They form a vital part of our student communities and bring a variety of cultural and linguistic assets that enrich our schools and districts. This report describes this diverse population of students, examines their academic progress and achievement, and summarizes information about key aspects of the education they receive in our state.

## Why this report?

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives in ELD programs. ORS 327.016 requires ODE to include the following information in the annual report:

- English learner student demographics;
- Length of participation in ELD programs;
- Participation in special education and related services; and
- Other information identified by the ODE.

In addition, the annual report must include the following financial information:

- Allocations to each school district from the State School Fund for students enrolled in ELD programs;
- The extent to which districts expend these allocations for students enrolled in ELD programs; and
- The categories of expenditures for ELD program funding.

Each annual report looks back at the prior school year, which for this year is the 2022-23 school year. This report will be available on the ODE website, submitted to House and Senate Education Committees, and provided to district school boards. State law requires the report to be available to the public at each district's main office and on district websites.

## Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an ELD program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual and value their linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the

2022-23 school year<sup>2</sup>. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2022-23 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2022-23 school year.

## Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from the reports the ODE issued in previous years. For example, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve high percentages of certain types of students (e.g., students participating in migrant education programs). Finally, like last year, this year's report provides data insights into Student Academic Outcomes in English Language Arts and Mathematics that were not available during the period impacted by the COVID-19 pandemic.

---

<sup>2</sup> Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

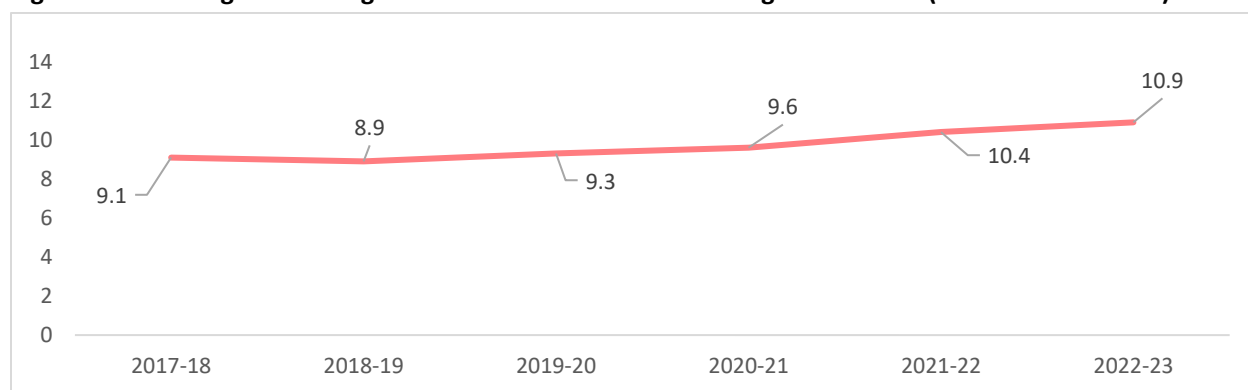
## Section 1: Demographics of English Learners in Oregon in 2022-23

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2023, 545,609 students enrolled in Oregon public schools and districts. Among those students, 10.9 percent were current English learners (59,263 students), 7.5 percent were former English learners (40,912 students), and 81.6 percent were never English learners (445,434 students). Both current and former English learners were an incredibly diverse student population in 2022-23 (representing 18.4 percent of all students). These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon’s English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

### Current and Former English Learners

Current English Learners are multilingual students who are learning English in an ELD program during the school year<sup>3</sup>. They receive English language instruction, supports, and services because they are to help them become proficient in English. The reason for the lack of English proficiency is because English is not their native language, or they come from an environment where a language other than English has had a significant impact on their English proficiency. Identification of English learners is done using a Language Use Survey (LUS) as well as an English Language Proficiency Assessment (ELPA) screener. As noted earlier, in 2022-23, 59,263 of Oregon’s 545,609 K-12 students, or 10.9 percent, were current English learners<sup>4</sup> (see figure 1).

**Figure 1. Percentage of all Oregon students who were current English Learners (2017-18 to 2022-23)**



A smaller number of students in 2022-23 (40,912 or 7.5 percent) were former English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2022-23 school year. Research does suggest, however, that former English learners may still need support to develop high levels of proficiency in academic English (i.e., the language students need in order to be successful in school; see de Jong 2004; Flores, Batalova & Fix, 2012). Given its importance, during its

<sup>3</sup> Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

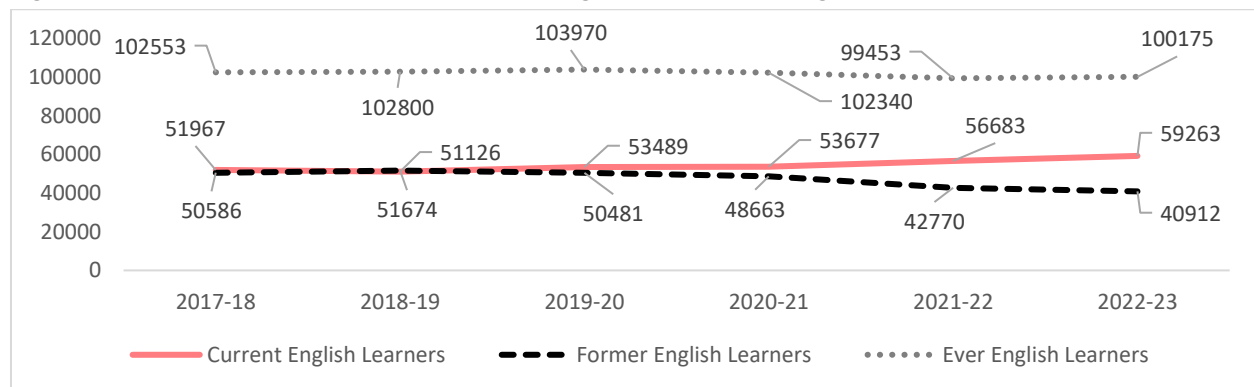
<sup>4</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2023.

monitoring process, ODE reviews the ways in which the districts monitor the progress of former English learners and provides them with feedback to enhance the districts’ ability to support former English learners continued progress.

Comparisons between current, former, ever, and never English learners are useful to understand the experiences and outcomes of English learners over time, and to counter misperceptions about English learner achievement. Current English Learners tend to perform at lower levels while still developing English, particularly on assessments of content knowledge that are administered in English, which can negatively impact their performance. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels than their peers, including monolingual English speakers indicating the value of bilingualism (Thompson, Umansky, & Rew, 2022; Hopkins, Thompson, Linquanti, Hakuta, & August, 2013).

Oregon has had a largely stable population of about 100,000 English learners (former and current) over the past several years. Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last six school years. In general, it displays a slightly fluctuating population of ever English learners in Oregon, starting at 102,553 in 2017-18 and, after increasing and declining for a couple years, reaching 100,175 students in 2022-23.

**Figure 2. Number of current, former, and ever English Learners in Oregon (2017-18 to 2022-23)**

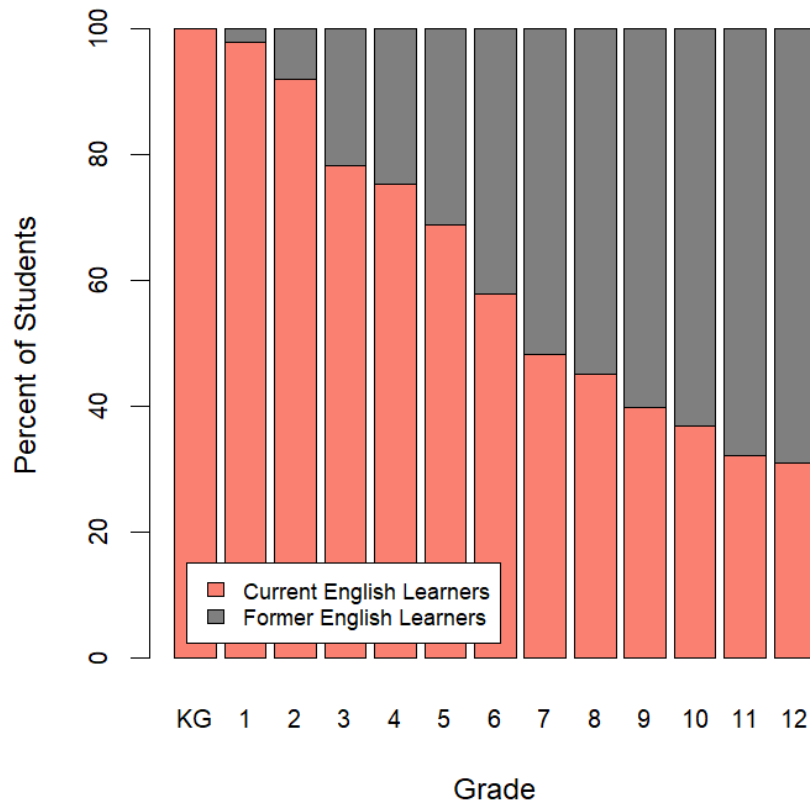


**The majority of current English Learners were in the elementary grades.**

Although there were current English learners at every grade level, approximately two-thirds (59.2%) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 20.1 percent) or in high school (grades 9-12; 20.6 percent). Figure 3 shows the percent of current and former English learners by grade in 2022-23. As the grade level increases from kindergarten to twelfth grade, the percent of current English learners decreases as they attain English proficiency and exit their ELD programs (subsequently, this results in an increase of former English learners). For example, across the elementary grades, the percentage of elementary students who are current English learners ranges from 68.8 percent to 100 percent, while in the secondary grades it ranges from 45.0 percent to 57.7 percent, and in high school it ranges from 30.9 percent to 39.7 percent.



**Figure 3. Comparison of the percentage of current and former English learners by grade in 2022-23**



**English Learner enrollment varied across Oregon districts.**

Oregon has 197 school districts. In 2022-23, 153 districts provided English language instruction, supports, and services to current English learners. Over 80 districts participated in Title III funds in a consortium as these districts had fewer than 77 identified English learners and therefore did not generate the federally required \$10,000 minimum Title III sub-grant. These districts with small EL populations may experience challenges with the students being enrolled across several grade levels, may have different English language proficiency levels, or may have limited ELD teachers. The remaining districts in Oregon (n = 44) did not have any enrolled English learners.

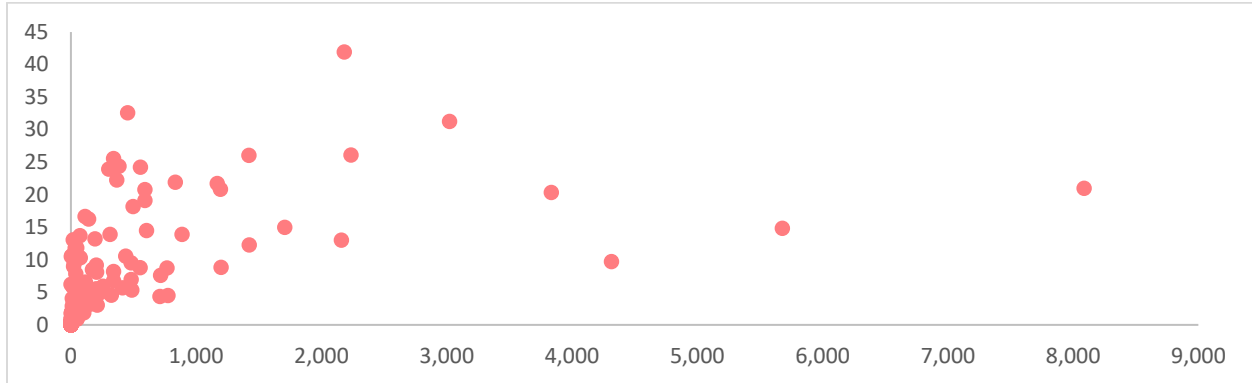
Figure 4 shows the distribution of current English learners across Oregon districts in 2022-23. There were eight districts with more than 2,000 current English learners. Thus, in 2022-23, districts differed in terms of both the number of current English learners and/or the percentage of their student population who received English language instruction, supports, and services.

Statewide, about a quarter of Oregon districts (n = 51) provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be independently eligible for Federal Title III subgrant. However, such districts can always form or join a consortium of districts to become eligible for the improvement efforts under state and federal accountability initiatives.

## English Learners in Oregon

A sizable proportion of Oregon districts did not have any current English learner enrollments in 2022-23. The 44 districts not currently serving English learners tended to be small in overall population (median 122 students).

**Figure 4. Comparison of the number and percentage of current English learners by district in 2022-23**



This variation across districts is also evident in table 1, which shows the ten districts with the highest numbers of current English learners.

**Table 1. Districts with the highest number of current English learners in 2022-23.**

District Name	Number of Current English Learners
Salem-Keizer SD 24J	8,088
Beaverton SD 48J	5,680
Portland SD 1J	4,314
Hillsboro SD 1J	3,836
Reynolds SD 7	3,023
David Douglas SD 40	2,236
Woodburn SD 103	2,182
North Clackamas SD 12	2,160
Gresham-Barlow SD 10J	1,707
Tigard-Tualatin SD 23J	1,423

In addition, table 2 shows the ten districts with the highest percentage of current English learners. Note that some districts (ex. Woodburn SD 103) appear on both lists. This means that not only do these districts rank high on the number of current English Learners in the state, but their current English learners also make up a notable portion of their own overall student population.

**Table 2. Districts with the highest percentage of current English learners in 2022-23.**

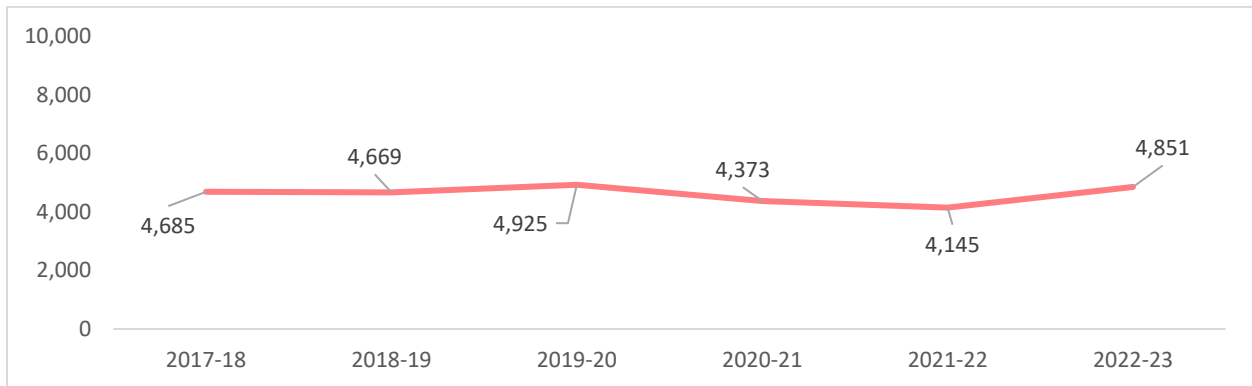
District Name	Percentage of Current English Learners
Woodburn SD 103	41.9%
Umatilla SD 6R	32.6%
Reynolds SD 7	31.3%
Centennial SD 28J	26.1%
David Douglas SD 40	26.1%
Nyssa SD 26	25.6%
Milton-Freewater Unified SD 7	24.4%
Morrow SD 1	24.2%
Gervais SD 1	23.9%
North Marion SD 15	22.3%

**The number of recent arrivers increased in 2022-23.**

The term recent arrivers refers to students who were born outside of the U.S. and Puerto Rico, and who have been educated in the U.S. for fewer than three cumulative years (i.e., these students are recent immigrants). They can be current, former, or never English learners; however, the majority are current English learners.

In 2022-23, 4,851 current English learners were recent arrivers. This number represents one of the largest counts of recent arrivers over the last six years (see figure 5).

**Figure 5. Number of current English learners who were recent arrivers in Oregon (2017-18 to 2022-23).**



Most recent arrivers (58.9 percent) were in the elementary grades, while 17.1 percent were in grades 6-8 and 24.0 percent were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they must learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2022-23 was 1,995. Not all districts provided English language instruction, support, and services to adolescent newcomers; however, five Oregon districts with the largest population of such students in 2022-23 are shown in Table 3.

**Table 3. Districts with the largest population of adolescent newcomers in 2022-23.**

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton SD 48J	338
Salem-Keizer SD 24J	240
David Douglas SD 40	194
Reynolds SD 7	124
Gresham-Barlow SD 10J	91

**In 2022-23, districts reported 790 current English learners had experienced interruptions in their education.**

Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a time. These students are known as students with limited or interrupted formal education (often abbreviated as SIFE or SLIFE). Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

- a. Have at least two fewer years of schooling than their peers of the same age,
- b. Function at least two years below grade level expectations in reading and mathematics, and
- c. Are preliterate in their native language.<sup>5</sup>

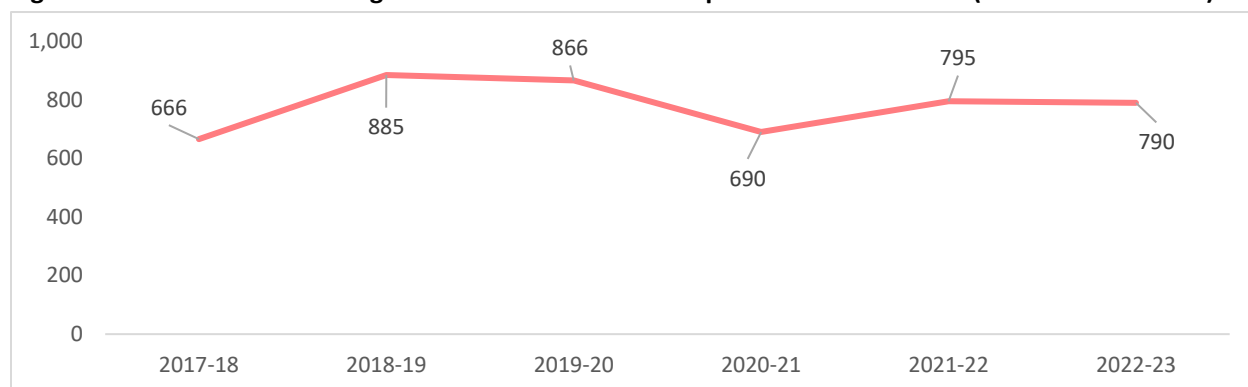
SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including never English learner peers, is a factor that appears to improve academic outcomes (Browder, 2014).

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2022-23 school year, districts reported 790 current English learners with limited or interrupted formal education (about 1.3 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2016-17 to 2019-20 but decreased in 2020-21 and once again increased in 2021-22 and 2022-23.

---

<sup>5</sup> See [ESEA Title III English Learner Definitions](#) for more details.

**Figure 6. Number of current English learners with an interrupted formal education (2017-18 to 2022-23).**



Most students with limited or interrupted formal education were in high school (62.2 percent). Another 22.7 percent were in the middle school grades (grades 6-8), and only 15.2 percent were in the elementary grades.

In 2022-23, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Nine districts in Oregon, identified in table 4, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2022-23. These nine districts alone enrolled 83.3 percent of all SLIFE students in Oregon. Note that three of the eight districts serving many adolescent newcomers (see table 3) also enroll a significant number of current English learners with interrupted formal education (i.e., Portland, Beaverton, and Reynolds).

**Table 4. Districts serving at least 20 current English learners with interrupted formal education in 2022-23**

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	291
Portland SD 1J	91
Beaverton SD 48J	82
Hermiston SD 8	47
Reynolds SD 7	41
Woodburn SD 103	31
South Lane SD 45J3	28
Morrow SD 1	26
Klamath County SD	21

**Current English learners across the state spoke 222 unique home languages.**

Statewide, current English learners spoke about 222 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 76.0 percent of all current English learners. The four next most common languages were Russian, Chinese, Vietnamese, and Arabic. Taken together, these top five languages represent 84.0 percent of home languages among current English learners (see Table 5). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been increasing.

## English Learners in Oregon

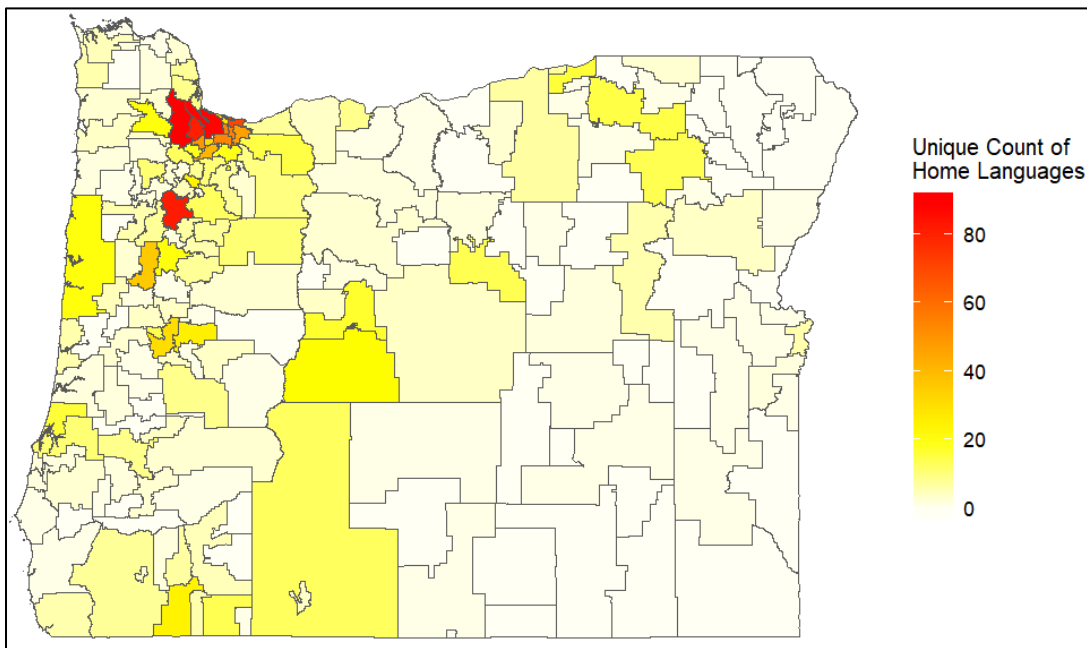
In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages; many of which were Mesoamerican languages such as Mam, Q’anjobal, and K’iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2022-23, districts reported an unidentified home language (listed as ‘*other languages*’ in Table 5) for 772 English learners, suggesting a need for continued training and support in this area.

**Table 5. Most prevalent home languages among current English learners in 2022-23.**

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	45,035	76.0%
Russian	1,548	2.6%
Chinese	1,178	2.0%
Vietnamese	1,172	2.0%
Arabic	820	1.4%
Chuukese	782	1.3%
Other languages	772	1.3%
Ukrainian	735	1.2%
Somali	571	1.0%

Figure 6 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

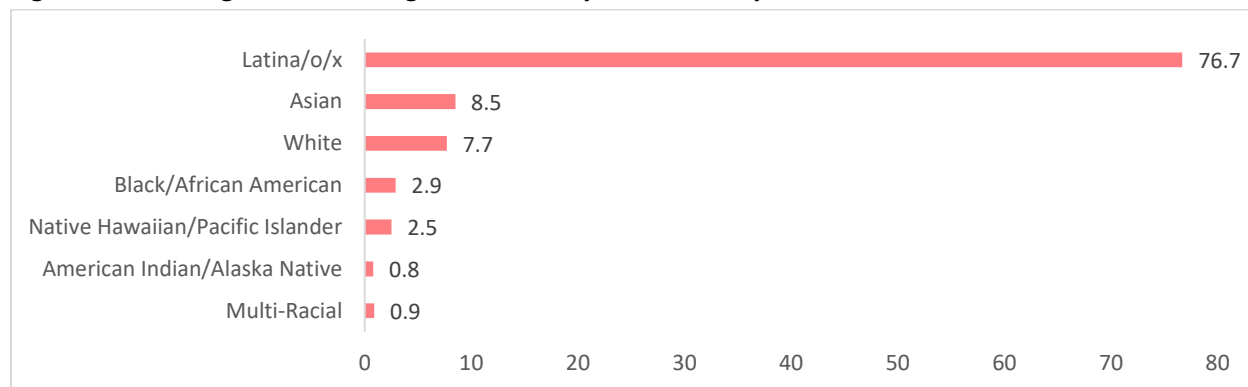
**Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2022-23**



**The vast majority of current English learners were Latina/o/x.**

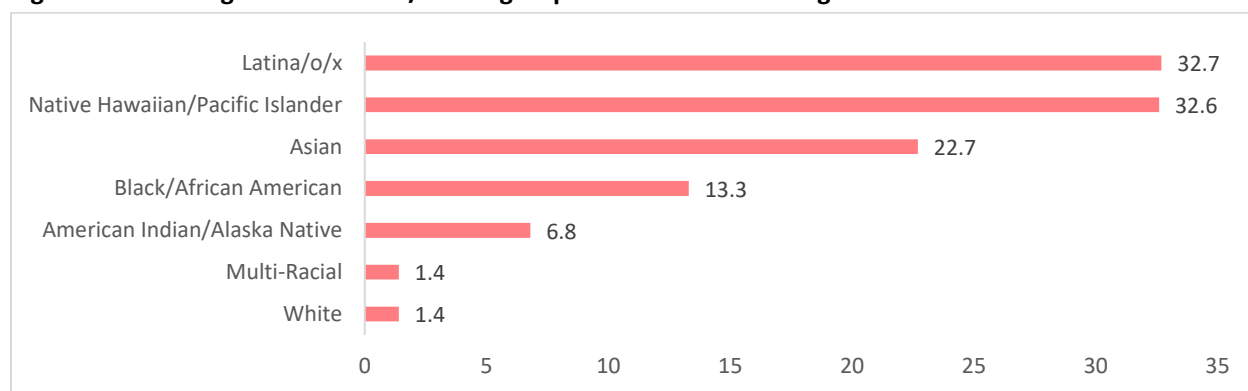
Of the 59,263 current English learners in Oregon during the 2022-23 school year, 45,463 (76.7 percent) were Latina/o/x. About 7.7 percent were White and 8.5 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

**Figure 8. Percentage of current English learners by race/ethnicity in 2022-23.**



It is important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to figure 9, only 32.7 percent of Latina/o/x students were current English learners in 2022-23. Moreover, 32.6 percent of Native Hawaiian/Pacific Islander students were current English learners.

**Figure 9. Percentage of each racial/ethnic group who were current English learners in 2022-23.**



**Section 2: Participation in Targeted Programs**

Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include free or reduced price meals, special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2022-23 school year.

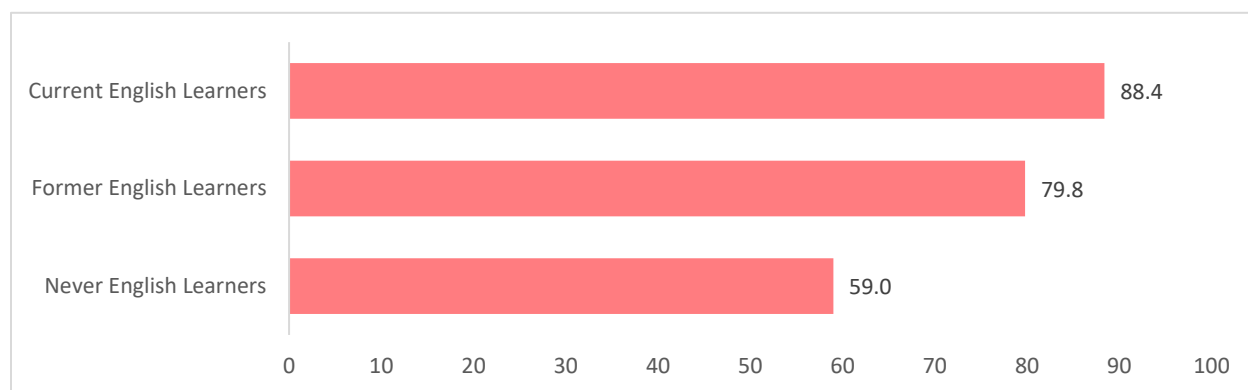
**Free or Reduced Price Meals**

Students who come from low-income families (those earning below 185 percent of the federal poverty line) are eligible for free or reduced price meals. The percentage of students receiving free or reduced price meals

is an estimate of the level of poverty or economic disadvantage in a school. It is an imprecise measure, since some eligible students and families never apply to the program; however, it provides the best data currently available to compare poverty and economic disadvantage levels across schools and districts.

According to figure 10, current and former English learners are much more likely than never English learners to be eligible for free or reduced price meals. This suggests that households for current and former English learners are more likely to experience poverty and economic disadvantage. Overall, 88.4 percent of current English learners come from economically disadvantaged households<sup>6</sup>.

**Figure 10. Percentage of current, former, and never English learners receiving free or reduced price meals in 2022-23.**



## Special Education

Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

There is concern in the field about the difficulty of accurately identifying current English learners who need special education services and supports. Schools may incorrectly identify current English learners as having a learning disability when, in fact, it is their developing English proficiency that adversely influences their educational progress. On the other hand, some schools may overlook genuine disabilities, assuming that current English learners just need more time to learn English. Both identification challenges are present not only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007; Umansky, Thompson, & Díaz, 2017).

## Ever English learners and never English learners received special education services and supports at about the same rate.

As figure 11 illustrates, a far higher rate of current English learners (19.7 percent) received special education services and supports as compared to former (6.4 percent) and never English learners (16.1 percent).

---

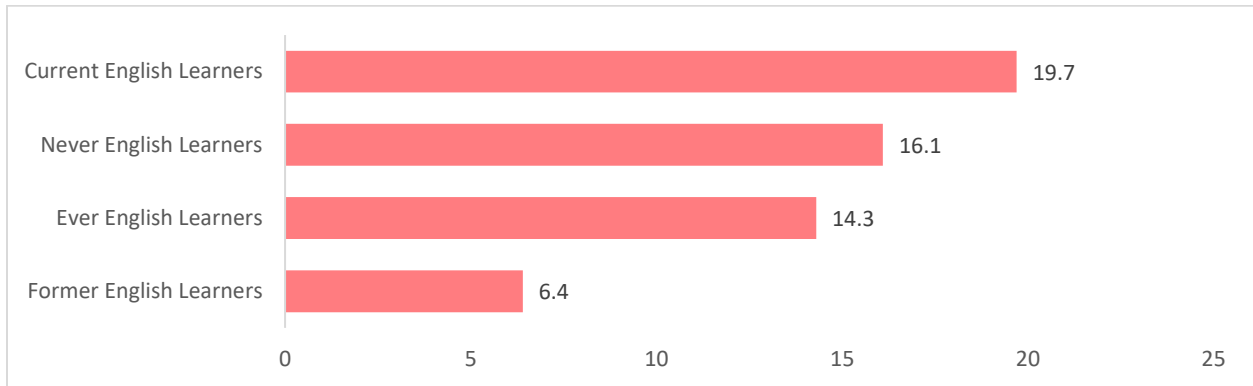
<sup>6</sup> Although the COVID-19 related waivers issued by the USDA to allow meals to be served at no cost to all students ended in 2021-22 school year, about 54% of Oregon schools provided free meals to all their students in 2022-23 school year.



## English Learners in Oregon

However, the percentage of ever English learners (the combination of current and former English learners) receiving services and supports is very similar to that for never English learners.

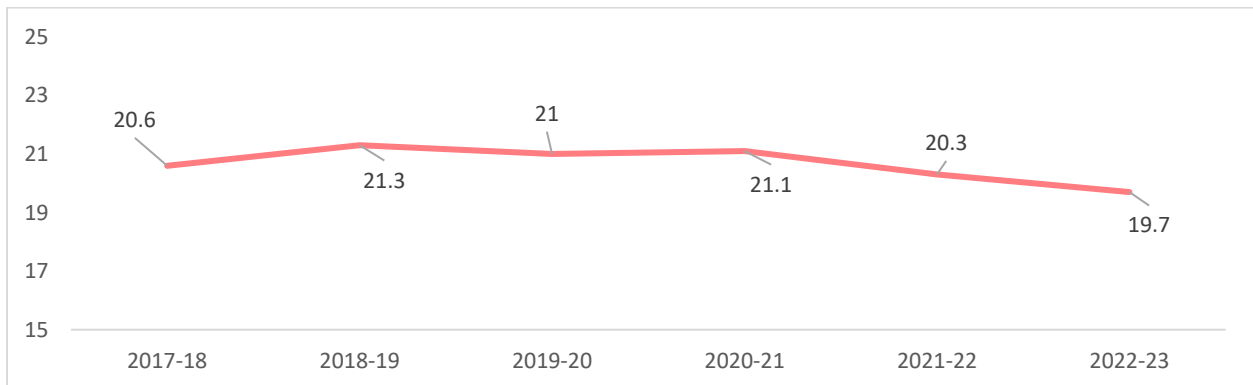
**Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2022-23.**



### **The percentage of current English learners receiving special education slightly decreased in 2022-23.**

In 2022-23, 11,694 current English learners (19.7 percent) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2022-23 represents a slight decrease from the year before, when 20.3 percent of current English learners received special education services and supports (see figure 12).

**Figure 12. Percentage of current English learners receiving special education services and supports (2017-18 to 2022-23).**



Most current English learners with a disability in 2022-23 had a specific learning disability (3,611 students) or a speech or communication disorder (2,816 students) as their primary disability.<sup>7</sup> Other primary disabilities, with 100 or more current English learners in 2022-23, included autism spectrum disorder, other health

<sup>7</sup> A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, or a language or voice impairment that adversely affects a students' learning or educational performance.

impairments, developmental delay, intellectual disability, emotional behavior disability, deaf or hard of hearing, hearing impairment (see Table 6).

**Table 6. Primary disabilities involving 100 or more current English learners in 2022-23.**

Disability Type	Number of Current English Learners	Percent of Current English Learners
Specific Learning Disability	3,611	6.1%
Communication Disorder	2,816	4.8%
Autism Spectrum Disorder	1,096	1.8%
Other Health Impairments	1,084	1.8%
Developmental Delay	801	1.4%
Intellectual Disability	683	1.2%
Emotional Disturbance	237	0.4%
Hearing Impairment	186	0.3%

## Migrant Education

Some English learners also participate in migrant education programs. Students ages 3-21 can qualify for Title I-C migrant education programs services if they or their parents are engaging in qualifying agricultural or fishing work, and they have moved within the past 36 months to obtain or seek this type of work. Many migrant children experienced poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intent of migrant education programs is to ensure that migrant children receive the support that addresses their unique situations and are able to receive supports necessary to succeed academically.

### 10.5 percent of current English learners received services from Migrant Education Programs in 2022-23.

Oregon has one of the largest migratory student populations nationally. Across the state in the 2022-23, 6,232 current English learners participated in migrant education programs. That number translates to 10.5 percent of all current English learners. It also means that more than half (57.5 percent) of the 10,844 students in migrant education programs were current English Learners in 2022-23. Moreover, 31.4 percent of students in migrant education programs in 2022-23 were former English learners. This also implies that 88.8 percent of the 10,844 students who received services from migrant education programs were ever English learners.<sup>8</sup>

Approximately 101 districts in 2022-23 school year enrolled students who qualified for migrant education programs. Ten districts with the largest population of English learners participating in their migrant education program in 2022-23 (see table 7).

<sup>8</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2023.

**Table 7. Districts with the largest number of English learners participating in migrant education programs in 2022-23.**

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer SD 24J	928	Hood River County SD	261
Hillsboro SD 1J	358	North Wasco County SD 21	253
Medford SD 549C	348	Hermiston SD 8	243
Woodburn SD 103	318	Beaverton SD 48J	205
Forest Grove SD 15	290	Nyssa SD 26	168

### Talented and Gifted

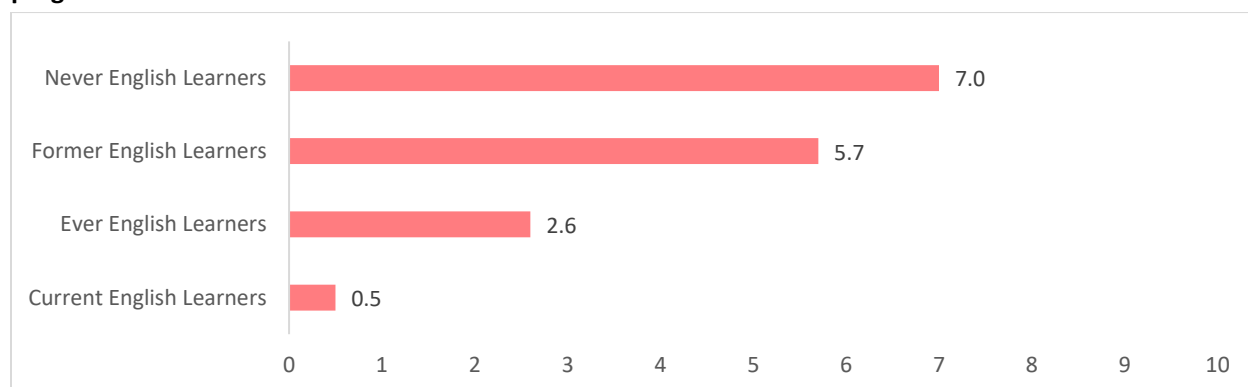
The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas (Gubbins et al., 2020). State law requires districts to develop a plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential (OAR 581-022-2500).

Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively at school and have high levels of absenteeism. Findings from the ODE suggest that approximately 10 percent of TAG students drop out of high school (Allen, 2016).

### Current English Learners were rarely identified for TAG Programs.

According to figure 13, 6.5 percent of never English learners (31,032 students) were identified for TAG programs in 2022-23. While 5.7 percent of former English learners were identified (2,345 students) and 5.3 percent of ever English learners were identified (2,336 students), less than 1 percent (0.5% percent) of current English learners were identified for TAG programs in 2022-23 (283 students). Never English learners were about 14 times more likely to be identified for TAG programs than current English learners in 2022-23.

**Figure 13. Percentage of current, former, ever, and never English learners who participated in a TAG program in 2022-23.**



### **Section 3: Language Development and Academic Outcomes for English Learners**

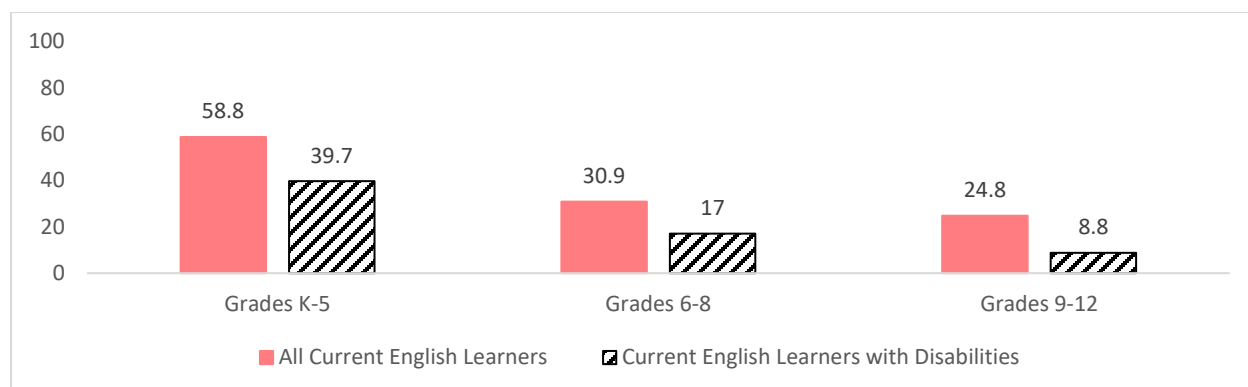
Students who are current English learners have to develop proficiency in English. In addition and at the same time, they must learn all the same academic content as other students in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English learners (with comparisons to former, ever, and never English learners).

#### **Progress towards English Language Proficiency**

Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student's proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four ELPA domains are ready to exit the ELD program. Since 2017-18, the ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Current English learners are on track if their current ELPA domain performance meets or exceeds trajectory expectations given (1) initial ELPA domain performance, (2) years identified as a current English learner, and (3) disability and/or an interrupted formal education status. These expectations are in line with trajectory expectations indicated by research on English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson, Cimpian, Thompson, & Umansky, 2016; Umansky & Reardon, 2014), as well as SIFE, and dual-identified English learners (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky & Reardon, 2014). Interested readers are also referred to the Oregon's ESSA Consolidated State Plan (2017) for Oregon's trajectory expectations (pp. 43-44).

According to figure 14, as the grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 58.8 percent in elementary school grades to 24.8 percent in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 39.7 percent in elementary school grades to 8.8 percent in high school grades. To some extent, the decrease in the percentage of current English learners on track to attain English language proficiency from elementary to high school grades is not a surprise due to the annual exiting of current English learners and the annual enrollment of new ELs. This has a considerable impact on the composition of current English learners across grade levels. Thus, inferences and comparisons across grade levels and between groups of current English learners (e.g., those with and without disabilities) must use caution.

**Figure 14. Percentage of all current English learners and current English learners with disabilities on track to attain English language proficiency by elementary (K-5), middle (6-8), and high school grades (9-12) in 2022-23.**



### **Long-term current English learners made up 21.9 percent of all current English learners.**

Parents and communities have concerns about the ability of Oregon’s schools and districts to ensure current English learners attain English language proficiency and exit an ELD program within an appropriate amount of time. Current English learners who are unable to meet proficiency expectations after a period of time are known as long-term current English Learners. The ODE defines a long-term current English learner as a student who receives English language instruction, supports, and services in an ELD program for more than seven years.

In 2022-23, most current English learners (78.1 percent) were not long-term current English learners; however, this means that 21.9 percent of current English learners received English language instruction, supports, and services for more than seven years. This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009; Danahy Ebert & Reilly, 2022). An important point to consider is the ability of Oregon’s schools and districts to meet the needs of current English learners. This is particularly salient given that 40.5 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years in 2022-23.

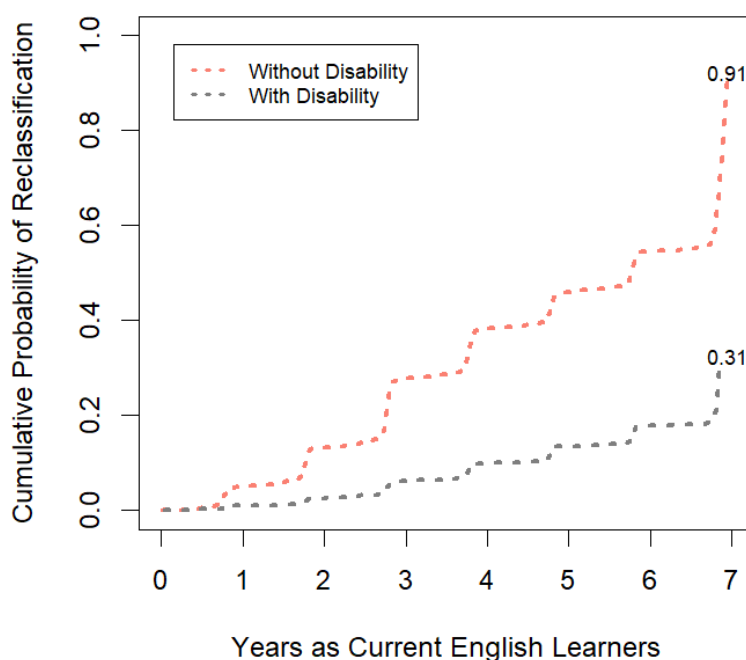
### **Approximately 31 percent of current English learners receiving special education services and supports developed English language proficiency in seven years.**

It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2022-23 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2023 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2023).

Figure 15 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2016, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after seven years is 0.91<sup>9</sup> (or, after multiplying by 100, 91 percent). That is, 91 percent of the current English learners without disabilities attained English language proficiency and exited an ELD program after seven years. On the other hand, 31 percent of current English learners with disabilities attained English language proficiency and exited an ELD program after seven years. Succinctly put, ELs without a disability are, on average, about three times as much likely to exit the EL program in 7 years than their EL peers with a disability.

**Figure 15. Probability of reclassification for current English learners with and without disabilities after seven years (July 1, 2016 to June 30, 2023).**



### Student Academic Outcomes in English Language Arts and Mathematics

Each year, all Oregon students in grades 3-8 and 11 take state assessments in English language arts and mathematics. These assessments, offered in English, may be especially challenging for ELs who are still developing proficiency. For both subjects, a performance level of three or higher meets the state standards.

#### **Former ELs performed similarly or slightly below never ELs in English language arts, while few current ELs met or exceeded state standards.**

At the elementary level (grade 3-5), 6.6 percent of current ELs met or exceeded state standards in English language arts. In contrast, 54.6 percent of former ELs in elementary hit this benchmark. This was higher than the percentage of never ELs meeting or exceeding standards, 47.8 percent. In fact, in many districts (n = 74),

<sup>9</sup> Because ELPA21 was introduced in 2015 and its EL exit data became available in 2016, this value is inflated.

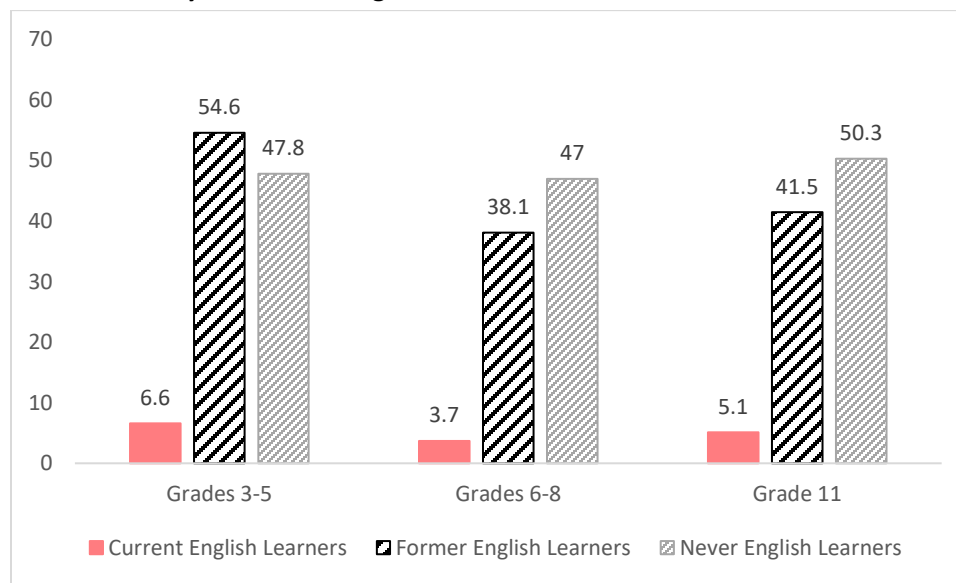
## English Learners in Oregon

a higher percentage of former ELs, compared to never ELs, met benchmark in elementary English language arts.

At the middle school level (grades 6-8), only 3.7 percent of current ELs met or exceeded state standards in English language arts. Additionally, 38.1 percent of former ELs and 47.0 percent of never ELs met or exceeded standards. In 46 districts, a higher percentage of former ELs, compared to never ELs, met benchmark.

Among high school students (grade 11), 5.1 percent of current ELs, 41.5 percent for former ELs, and 50.3 percent of never ELs met or exceeded state standards. At the high school level, there were 36 districts<sup>10</sup> in which a higher percentage of former ELs than never ELs met the benchmark in English language arts.

**Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2022-23<sup>11</sup>**



**In math, former ELs performed below never ELs, especially in middle and high school, while less than 10 percent of current EL met or exceeded state standards.**

At the elementary level, 7.1 percent of current ELs met or exceeded standards in math (Figure 17). In addition, 44.3 percent of former ELs met or exceeded standards in math. The percentage of never ELs meeting or exceeding standards was somewhat lower, 40 percent.

<sup>10</sup> These districts include: Baker SD 5J, Oregon Trail SD 46, Gladstone SD 115, Scappoose SD 1J, North Bend SD 13, Crook County SD, Douglas County SD 4, Winston-Dillard SD 116, Central Point SD 6, Eagle Point SD 9, Culver SD 4, Three Rivers/Josephine County SD, Klamath County SD, Lake County SD 7, Fern Ridge SD 28J, Siuslaw SD 97J, Central Linn SD 552, Nyssa SD 26, Mt Angel SD 91, Reynolds SD 7, Centennial SD 28J, Corbett SD 39, David Douglas SD 40, Tillamook SD 9, Echo SD 5, Milton-Freewater Unified SD 7, Pendleton SD 16, Stanfield SD 61, La Grande SD 1, North Powder SD 8J, Mitchell SD 55, Yamhill Carlton SD 1, Amity SD 4J, Dayton SD 8, Sheridan SD 48J, North Wasco County SD 21.

<sup>11</sup> In this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

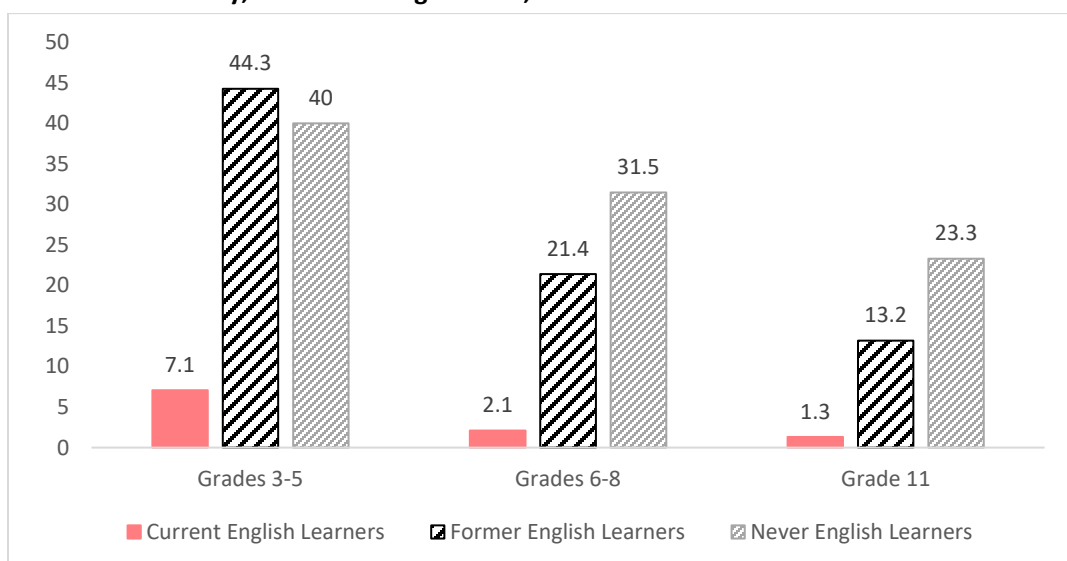
## English Learners in Oregon

Among middle school students, 2.1 percent of current ELs met or exceeded standards in math, compared to 21.4 percent of former ELs and 31.5 percent of never ELs.

Among students in grade 11, 1.3 percent of current ELs, 13.2 percent of former ELs, and 23.3 percent of never ELs met or exceeded standards in math. At all levels and among all groups, fewer students met or exceeded standards in math than in English language arts.

Overall, similar patterns emerge in Math as in ELA, with higher levels of proficiency at the elementary level than other educational levels.

**Figure 17. Percentage of current, former and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2022-23<sup>12</sup>**



## Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

This section of the report examines several important outcomes for English learners. These are attendance, ninth grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy, and post-secondary enrollment.

### Regular Attendance

In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students' grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students exhibit "regular attendance" at school if they attend more than 90 percent of school days during the school year.

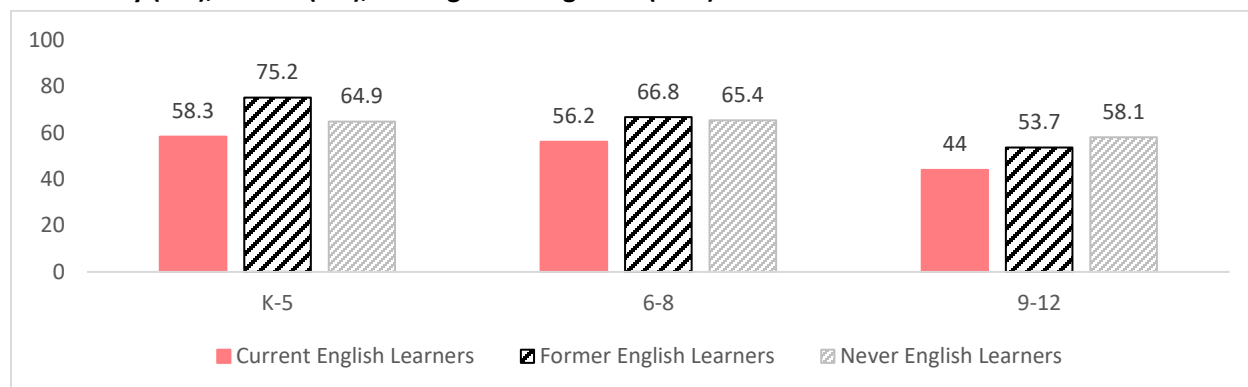
<sup>12</sup> Also in this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing.



## English Learners in Oregon

Among elementary grades in 2022-23, former and never English learners have the highest levels of regular attendance (see figure 18). Current English learners, on the other hand, have lower rates of regular attendance in elementary, middle, and high school grades. In fact, regular attendance rates decline considerably for current, former, and never English learners in middle and high school grades (with current and former English learners declining by approximately 14.3 (i.e., 58.5 – 44.0) and 21.5 (i.e., 75.2 – 53.7) percentage points between elementary and high school grades).

**Figure 18. Percentage of current, former, and never English learners regularly attending school by elementary (K-5), middle (6-8), and high school grades (9-12) in 2022-23**



## On Track to Graduate

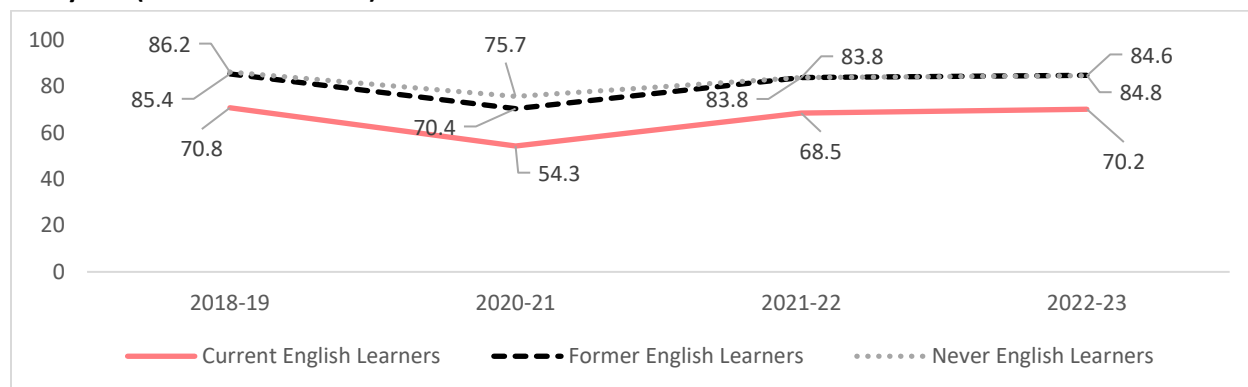
Around the country, states and districts track whether students in the 9<sup>th</sup> grade are on track to graduate within four years. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. In Oregon, students in the 9<sup>th</sup> grade are on track to graduate if they earn at least six credits or 25 percent of the credits their district requires for graduation. However, one should note that ODE's data only captures the number of the credits earned and not the specific courses associated with those credits. From 2018-19 to 2022-23, a higher percentage of former and never English learners were on-track to graduate compared to current English learners.<sup>13</sup>

According to figure 19, former and never English learners in 9<sup>th</sup> grade are on track to graduate at substantially higher percentages than current English learners from 2018-19 to 2022-23. Former and never English learners have very similar percentages. Their gap widens from 0.8 percentage points in 2018-19 to 5.3 percentage points in 2020-21. However, the gap between former and never English learners completely closes in 2021-22. Despite a considerable decline in 2020-21 likely due to the impact of the COVID-19 pandemic, current, former, and never English learners experience a sizeable improvement in 2021-22 with the current and former English learners increasing by 14.2 and 13.4 percentage points since 2020-21. Finally, all three groups of students continued to grow in 22-23, with current English learners improving by 1.7 percentage points, former English learners by 1.0 percentage point, and never English learners by 0.8

<sup>13</sup> Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

percentage points. It must be noted also that as part of Senate Bill 744 passed in 2021, these students were not required to demonstrate proficiency for three of the nine essential skills as one of their non-credit graduation requirements.

**Figure 19. Percentage of 9<sup>th</sup> grade current, former, and never English learners on track to graduate within four years (2018-19 to 2022-23).**



### Four-Year Graduation

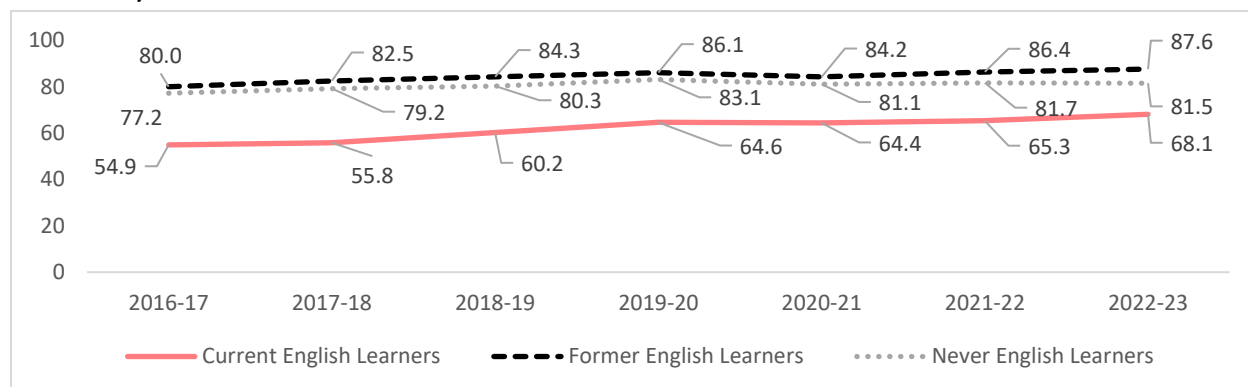
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.

According to figure 20, former and never English learners graduate in four years at relatively similar rates; however, although similar, the rate for former English learners was higher from 2016-17 to 2022-23. Indeed, consistently since years 2016-17, the four-year graduation rate for former English learners was higher than the rate for never English learners.

Current English learners, on the other hand, graduated in four years at lower rates than former and never English learners; however, it is important to note that the four-year graduation rate for current English learners has grown considerably from 2016-17 to 2022-23 (an increase of 13.2 percentage points).

**Figure 20. Percentage of current, former, and never English learners graduating within four years (2016-17 to 2022-23).**



**Current English learners graduating in four years were over 2.8 times more likely to receive a modified diploma**

Modified diplomas are designed for students who meet certain criteria listed in OAR 581-022-2010. Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among the current English learners who graduated in four years in 2022-23 (i.e., 2,297 students), 261 students (11.4 percent) received a modified diploma (see table 8). By contrast, among the former English learners that graduated in 4 years in 2022-23 (i.e., 5,140 students), 112 students (2.2 percent) received a modified diploma. Finally, among the never English learners who graduated in four years in 2022-23 (i.e., 30,270 students), 1,201 students (4.0 percent) received a modified diploma.

In addition, among the students that graduated in four years in 2022-23, current English learners were more than 2.8 times (11.4 percent ÷ 4 percent) more likely to receive a modified diploma compared to that for never English learners. This ratio slightly decreases to 2.6 times (11.1 percent ÷ 4.3 percent) for cohorts that graduated in five years.

**Table 8. Percentage of students receiving regular vs. modified diplomas**

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	11.4%	11.1%
Former English Learners (Modified)	2.2%	2.3%
Never English Learners (Modified)	4.0%	4.3%
Current English Learners (Regular)	88.6%	88.9%
Former English Learners (Regular)	97.8%	97.7%
Never English Learners (Regular)	96.0%	95.7%

**Oregon State Seal of Biliteracy**

The Seal of Biliteracy offers recognition of the many cognitive, academic, and economic benefits of bilingualism. Students can earn a Seal of Biliteracy on their diplomas if they meet the following requirements:

## English Learners in Oregon

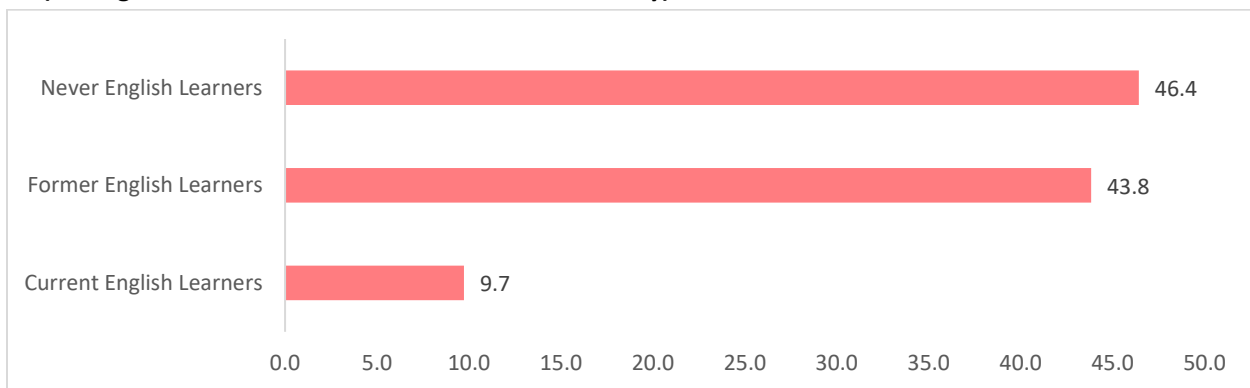
- Meet all graduation requirements, and
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

The data for this section rely on students who graduated in 2022-23 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners<sup>14</sup> who earned the Seal of Biliteracy in 2022-23.

### **The majority of students who earned the Seal of Biliteracy in 2022-23 were ever English learners.**

Of the 37,710 students who graduated in 2022-23, 2,311 students (about 6.1 percent) also earned the Seal of Biliteracy. Among those 2,311 students, 46.4 percent were never English learners, 43.8 percent were former English learners, and 9.7 percent were current English learners (see figure 21). In other words, 53.6 percent of those who earned the Seal of Biliteracy were ever English learners (i.e., current plus former English learners). Note that the majority of students who earn the Seal of Biliteracy are (1) ever English learners and (2) never English learners who are native speakers of languages in addition to English.

**Figure 21. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2022-23 (among all students who earned the Seal of Biliteracy).**

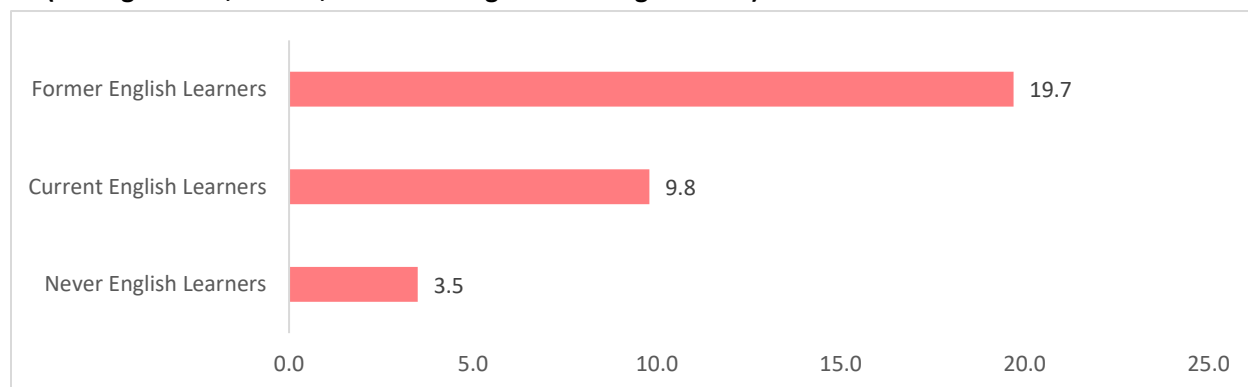


According to figure 22, among former English learners who graduated in 2022-23, 19.7 percent earned the Seal of Biliteracy. Moreover, 9.8 percent of current English learner graduates earned the Seal of Biliteracy in 2022-23. This means that, among ever English learners who graduated in 2022-23, 29.5 percent also earned the Seal of Biliteracy.

---

<sup>14</sup> For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

**Figure 22. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2022-23 (among current, former, and never English learner graduates).**



**Students earned the Seal of Biliteracy for their knowledge of a diverse combination of languages; however, English-Spanish was the most common combination.**

Among the students who graduated with a Seal of Biliteracy (2,311 students), a vast majority demonstrated proficiency in a combination of languages. Specifically, English-Spanish was the most common combination of those languages (82 percent). Other notable combinations of languages in which students demonstrated their proficiency included English-French (5 percent), English-Japanese (3 percent), and English-Chinese (3 percent).

**Eleven districts had 50 or more students earning the Seal of Biliteracy.**

In 2022-23, eleven districts had 50 or more students earning the Seal of Biliteracy (see table 9). Moreover, among Woodburn’s students who graduated in 2022-23, 52.4 percent earned the Seal of Biliteracy. Four other districts in 2022-23 had 10 percent or more of their high school graduates earning the Seal of Biliteracy.

**Table 9. Districts with 50 or more students earning the Seal of Biliteracy in 2022-23<sup>15</sup>.**

District	Number of Students	District	Number of Students
Portland SD 1J	365	Corvallis SD 509J	102
Salem-Keizer SD 24J	265	North Clackamas SD 12	78
Beaverton SD 48J	247	West Linn-Wilsonville SD 3J	64
Woodburn SD 103	195	Bend-LaPine Administrative SD 1	60
Eugene SD 4J	157	Lake Oswego SD 7J	55
Hillsboro SD 1J	111		

**Postsecondary Enrollment**

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in post-secondary education institutions in Oregon and across the U.S. (e.g., public and private, 2-year and 4-year, etc.). A post-secondary education affords students a wide range of advantages, including greater

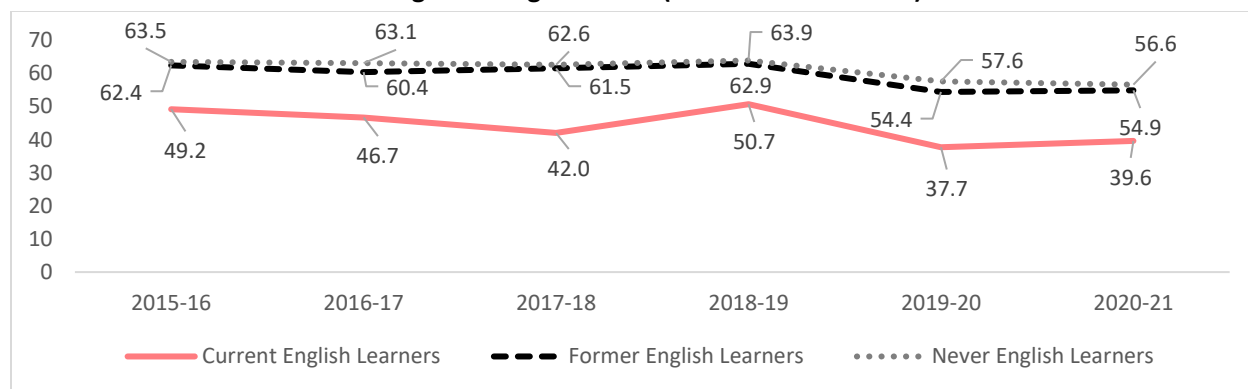
<sup>15</sup> Note that the counts in this table reflect students who graduated in 2022-23 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy.

employment opportunities, financial security, opportunities to contribute to their community, and greater life satisfaction. The data for this measure uses students who graduated in 2019-20 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners<sup>16</sup> who enrolled in a post-secondary education institution within sixteen months after graduation.

**Never English learners were more likely to enroll in post-secondary education institutions than current English learners; however, former English learners had comparable post-secondary enrollment rates as never English learners.**

Figure 23 shows the post-secondary enrollment rates by graduation year for three groups of Oregon students. The post-secondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 63.5 to 56.6 percent from 2015-16 to 2020-21. The salmon line displays the same information for students who were current English Learners. Current English learners enrolled in post-secondary institutions at substantially lower rates than never and former English learners. The post-secondary enrollment rates for current English learners annually decreased from 49.2 percent in 2015-16 to 46.7 percent in 2016-17. They also decreased in 2017-18; however, they increased in 2018-19. The black dashed line shows the post-secondary enrollment rates for former English learners. The post-secondary enrollment rates for former English learners decreased from 62.4 percent in 2015-16 to 60.4 percent in 2016-17. Moreover, since 2015-16, former English learners had post-secondary enrollment rates that were reasonably comparable to never English learners.

**Figure 23. Percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2015-16 to 2020-21<sup>17</sup>).**



<sup>16</sup> For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

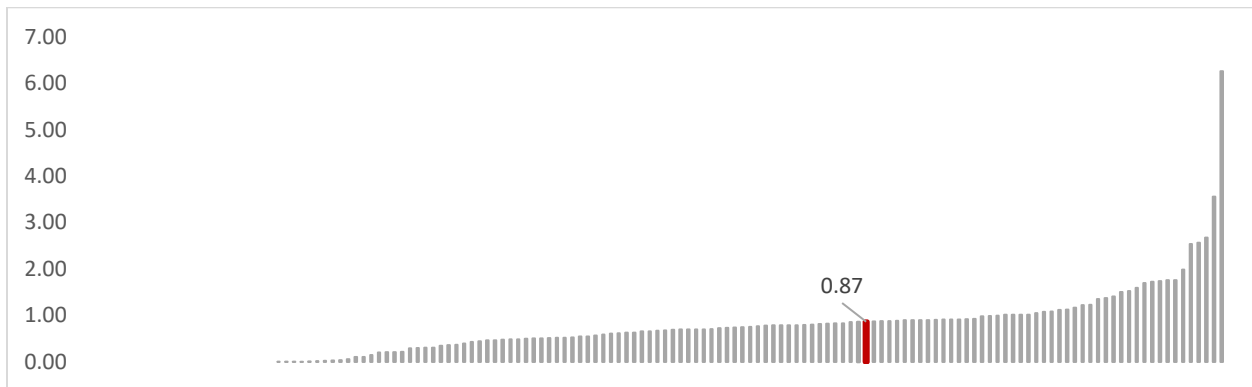
<sup>17</sup> The year (e.g., 2020-21) represents the school year in which students graduated from high school.

## Section 5: State Revenues and Expenditures for Current English Learners

Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2022-23 was \$9,622.<sup>18</sup> In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is  $0.5 \times \$9,622$  or \$4,811 per current English learner. Altogether, the state allocated \$250,092,649 for these additional English learner funds in the 2022-23 school year.

Figure 24 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2022-23 was 0.87, meaning that district expenditures on current English learners reflected 87 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 644 percent), while others reported spending less (as little as 0 percent). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

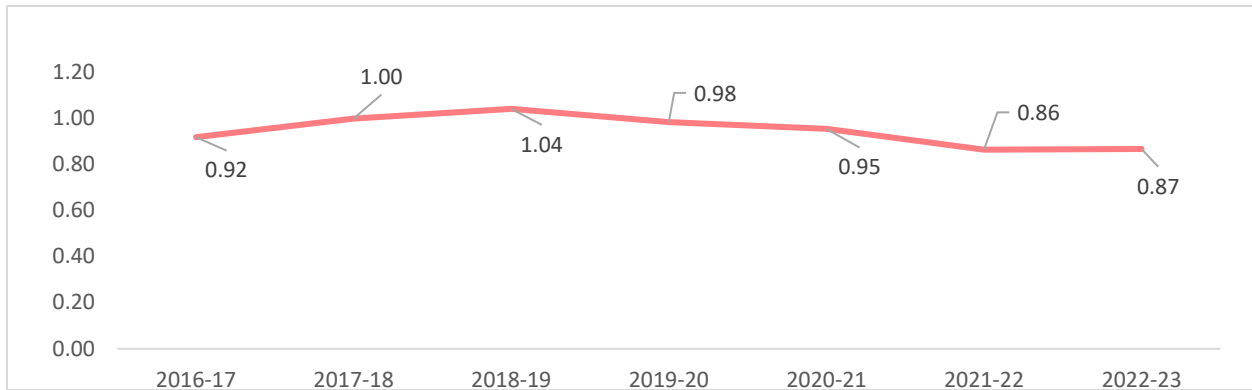
**Figure 24. Ratio of current English learner expenditures to revenues across districts in 2022-23.**



As figure 25 illustrates, the statewide ratio increased steadily from 2016-17 to 2018-19; however, in 2019-20 through 2022-23, the ratio decreased below 1.0.

<sup>18</sup> While \$9,622 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

**Figure 25. Ratio of statewide expenditures on current English learners to revenues (2016-17 to 2022-23).**



Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (other supports for current English learners, such as interpretation services or transportation).<sup>19</sup>

Current English learner expenditures for 2022-23 totaled \$216,663,622. Districts accounted for approximately 81.2 percent of the expenditures (\$175,970,409) using Function 1291 and 18.8 percent of the expenditures (\$40,693,213) using Area of Responsibility 280.

In addition to this state funding, districts with at least 77 current English learners may access federal Title III grants, which in 2022-23 provided an additional \$132.95 per student for supplemental current English learner services<sup>20</sup>. Additional information on the grant amounts is available on the [ODE website under Title III Allocations](#).

<sup>19</sup> For a more detailed description of the accounting system categories, see [Oregon's Program Budgeting and Accounting Manual](#).

<sup>20</sup> Districts with fewer than 77 students could join other districts in a consortium to access these grants.



## References

- Allen, A. (2016). *Examining best practices in gifted education to identify and serve culturally and linguistically diverse students*. Presentation at the Oregon Association of Bilingual Educators, Happy Valley, Oregon, June 24, 2016.
- Allensworth, E., & Evans, S. (2016). Tackling absenteeism in Chicago. *Phi Delta Kappan*, 98(2), 16-21.  
<https://doi.org/10.1177/0031721716671900>
- Artiles, A., & Ortiz, A. (Eds.). (2002). *English language Learners with special education needs: Assessment, identification, and instruction*. Washington, DC: Center for Applied Linguistics.
- Browder, C. T. (2014). *English Learners with limited or interrupted formal education: Risk and resilience in educational outcomes*. University of Maryland: dissertation.
- De Jong, E.J. (2004). After exit: Academic achievement patterns of former English language Learners. *Education Policy Analysis Archives*, 12 (50). Downloaded from <https://epaa.asu.edu/ojs/article/view/205/331>
- Ebert, K. D., & Reilly, M. (2022). Predictors of language proficiency in school-age Spanish–English bilingual children with and without developmental language disorder. *Bilingualism: Language and Cognition*, 25(2), 296-306.
- Flores, S. M., Batalova, J., & Fix, M. (2012). *The Educational trajectories of English language learners in Texas*. Washington DC: Migration Policy Institute.
- García, O. (2009). Emergent bilinguals and TESOL: What's in a name? *TESOL Quarterly*, 43(2), 322-326.  
<https://doi.org/10.1002/j.1545-7249.2009.tb00172.x>
- Ginsburg, A., Jordan, P., & Chang, H. (2014). *Absences add up: How school attendance affects student success*. Attendance Works. Downloaded from [https://www.attendanceworks.org/wp-content/uploads/2017/05/Absenses-Add-Up\\_September-3rd-2014.pdf](https://www.attendanceworks.org/wp-content/uploads/2017/05/Absenses-Add-Up_September-3rd-2014.pdf)
- Gubbins, E. J., Siegle, D., Peters, P. M., Carpenter, A. Y., Hamilton, R., McCoach, D. B., ... & Long, D. (2020). Promising practices for improving identification of English learners for gifted and talented programs. *Journal for the Education of the Gifted*, 43(4), 336-369.
- Hamayan, E., Marler, B., Sanchez Lopez, C., & Damico, J. (2007). *Special education considerations for English language Learners: Delivering a continuum of services*. Philadelphia: Caslon.
- Hopkins, M., Thompson, K. D., Liguanti, R., Hakuta, K., & August, D. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. *Educational Researcher*, 42(2), 101–108.  
<https://doi.org/10.3102/0013189X12471426>
- Menken, K., & Kleyn, T. (2009). The difficult road for long-term English Learners. *Educational Leadership*, 66(7), 26-29.

## English Learners in Oregon

ODE ESSA Plan (2017). *Oregon's Consolidated State Plan Under the Every Student Succeeds Act*. Available at: [https://www.oregon.gov/ode/rules-and-policies/ESSA/Documents/APPROVED%20OR\\_ConsolidatedStateplan8-30-17.pdf](https://www.oregon.gov/ode/rules-and-policies/ESSA/Documents/APPROVED%20OR_ConsolidatedStateplan8-30-17.pdf)

Short, D. J., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners: A report to Carnegie Corporation of New York*. Alliance for Excellent Education.

Thompson, K. D., Umansky, I. M., & Rew, W. J. (2022). Improving understanding of English learner education through an expanded analytic framework. *Educational Policy*. <https://doi.org/10.1177/08959048221087214>

# Annual Statement

Mapleton School District #32 certifies the following:

## 1. Responsible Persons

The person responsible for implementing and administering the Healthy and Safe Schools (HASS) Plan is:

Name: Sue Wilson  
Position Title: Superintendent  
Phone Number: 541-268-4322  
Email Address: [swilson@mapleton.k12.or.us](mailto:swilson@mapleton.k12.or.us)  
Mailing Address: 10868 E Mapleton Rd, Mapleton, OR 97453

The person who is the designated Integrated Pest Management (IPM) Coordinator is:

Name: Randy Duval  
Position Title: Maintenance Director  
Phone Number: 541-268-4782  
Email Address: [rduval@mapleton.k12.or.us](mailto:rduval@mapleton.k12.or.us)  
Mailing Address: 10868 E Mapleton Rd, Mapleton, OR 97453

The person responsible for Asbestos Hazard Emergency Response Act (AHERA) information is:

Name: Randy Duval  
Position Title: Maintenance Director  
Phone Number: 541-268-4782  
Email Address: [rduval@mapleton.k12.or.us](mailto:rduval@mapleton.k12.or.us)  
Mailing Address: 10868 E Mapleton Rd, Mapleton, OR 97453

## 2. Copies of the Healthy and Safe Schools Plan

Copies of the plan are available at each of the following locations:

- 10868 E Mapleton Rd, Mapleton, OR 97453
- [www.mapleton.k12.or.us](http://www.mapleton.k12.or.us)

## 3. Testing Certification

Mapleton School District #32 certifies that it is in compliance with all plan components, including any and all testing required by any part of the plan.

## 4. Testing Results

Mapleton School District #32 is current with all required testing as of the date of this document. Test results can be found on the district's website at [www.mapleton.k12.or.us](http://www.mapleton.k12.or.us). Mapleton School District #32 will also use current district email lists or communications programs to provide final test results to staff, students, parents of minor students, and other members of their community. This includes providing actual final test results or providing direct access to final test results through links in the communications. Please contact [busmgr@mapleton.k12.or.us](mailto:busmgr@mapleton.k12.or.us) to be added to current district email lists and programs. Specific test results can be found as follows:

- Lead in Water: [https://www.mapleton.k12.or.us/?page\\_id=1949](https://www.mapleton.k12.or.us/?page_id=1949)
- Radon: [https://www.mapleton.k12.or.us/?page\\_id=1949](https://www.mapleton.k12.or.us/?page_id=1949)

**5. Website Link Maintenance**


Mapleton School District 32 certifies that all website links for plan information and test results are current and functional.

**6. Major Exposure Reduction Activities**

Mapleton School District 32 has completed the following major activities, which resulted in reduced risk of exposure to hazardous materials:

Facility Name	Building Identification Number (BIN)	Activity resulting in reduced risk of exposure to hazardous materials	Type of hazard addressed	Date of activity	Estimated cost of remediation
N/A		N/A	N/A	N/A	

**I certify that the above information is true and accurate to the best of my knowledge.**

	Business Manager	August 19, 2024
<b>Electronic signature of authorized representative</b>	<b>Title</b>	<b>Date of Annual Certification</b>