



Steve Spencer  
Superintendent

Rachel Alpert  
Assistant Superintendent

2024-2025  
Board of Directors

Ed Dressel  
Lu Ann Meyer  
Rob Ogilvie  
Zach Steele  
Jon Woods

Juli Lichtenberger  
Board Secretary

Please join us at our  
school board meetings.

Unless otherwise  
scheduled the board  
meets the second and  
fourth Mondays  
of the month.

District Office  
Board Room  
6:30 p.m.

Mission Statement  
*Dallas School District  
is centered on students,  
powered by  
collaboration, built on  
equity, and driven by  
excellence.*

Our Vision  
*Each student is known  
by name, strength, and  
need – pursuing a life  
of engagement,  
innovation, and  
success.*

Tagline:  
Ask yourself...Is it  
good for kids?

Dallas School District  
111 SW Ash Street  
Dallas OR 97338  
503.623.5594 ph

Agenda  
Board Meeting  
February 10, 2025  
6:30 p.m.

<https://dsd2-org.zoom.us/j/84855147461>

District Office Board Room

- 1.0 Welcome/Pledge of Allegiance
- 2.0 Approval of the Agenda
- 3.0 Open Dallas Community School Charter Renewal Hearing
  - 3.1 Application for Renewal – Andy Johnson and Dallas Community School Board Members
  - 3.2 Dallas Community School Annual Board Report – Andy Johnson 801
- 4.0 Charter Renewal Public Comment
- 5.0 Close Dallas Community School Charter Renewal Hearing
- 6.0 Good News
  - 6.1 Lyle's PTC hosted a very successful jogathon last week.
  - 6.2 Whitworth had a good turn out from the annual Camp-Read-A-Lot. Roughly 15,600 pages were read during the event.
- 7.0 Student Report – Annie Edmiston
- 8.0 Public Comment
- 9.0 Announcements
  - 9.1 February Calendar 827
    - 9.1.1 Next Board Meeting February 24, 2025 at 3:45 p.m. following at Work Session at Lyle Elementary School at 2:45 p.m.
    - 9.1.2 Citizens Oversight Committee Meeting March 4, 2025 at 5:30 p.m.
    - 9.1.3 District Equity Advisory Committee Meeting March 6, 2025 at 5:00 p.m.
    - 9.1.4 Finance Committee Meeting February 20, 2025 at 5:30 p.m.
- 10.0 Consent Agenda
  - 10.1 Approval of the January 27, 2025 Board Minutes 828
  - 10.2 Staffing Report 830
- 11.0 Financial Report – Tami Montague 831
- 12.0 Accreditation Report – Jennifer Williamson, Cognia 835
- 13.0 Needs Assessment – Nick Ingalls 868

|             |                                       |     |
|-------------|---------------------------------------|-----|
| <b>14.0</b> | <b>Policies First Read</b>            |     |
| 14.1        | JECA – Admission of Resident Students | 874 |
| 14.2        | JHCD – Medications                    | 876 |
| 14.3        | JHCD/JHCDA – Medication (Delete)      | 878 |
| <b>15.0</b> | <b>Reports</b>                        |     |
| 15.1        | Enrollment Report                     | 881 |
| 15.2        | Charter School Enrollment Reports     | 883 |
| 15.3        | Charter School Financial Reports      | 885 |
| 15.4        | Charter School Minutes and Agendas    | 903 |
| <b>16.0</b> | <b>Adjourn</b>                        |     |





## Public Participation in Board Meetings

During each school board meeting, the agenda has been set to include an item titled “public comment.” It is during this portion of the agenda the public can comment on any item that is or is not on the agenda.

Because of the nature of the Board’s work, it is typical that the Board will hear from a patron. Public participation is a time for the Board to listen, not a time for discussion or responding to questions, as the Board needs adequate time to process the information received to ensure proper steps are taken going forward. The Board may direct questions to district administrative staff to respond to after the meeting. If input is given related to an action item later in the agenda, the Board will use the input during their discussion or deliberation of that specific item. All public comment during a Board meeting is limited to 3 minutes for each individual. Up to 5 minutes may be granted to one person who represents a group of 3 or more with similar testimony. The Board Chairperson may adjust or extend allowable time limits, if necessary.

The Board cannot hear complaints about specific school personnel during an open meeting. If a patron has a specific complaint against district personnel, the board chair or the superintendent can direct the patron to the appropriate complaint process governed by board policy.

There are three ways to provide public comment at a Board meeting.

- 1) If you wish to address the Board in person during a Board meeting, please fill out the request for public comment form available outside the boardroom. If the meeting has started and you decide you would like to provide public comment, please alert the administrator who was the greeter or the board executive assistant with your request by simply handing them the public participation form. This will be directed to the board chair.
- 2) If you wish to address the Board remotely (via Zoom) during a Board meeting, please email Juli Lichtenberger, Executive Assistant to the Superintendent and Board, ([juli.lichtenberger@dsd2.org](mailto:juli.lichtenberger@dsd2.org)) at least two hours prior to the start of the meeting. Clearly label the subject line as “Public Comment”. In the email state that you would like to address the board remotely during the meeting, and include the topic.

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Steve Spencer, Superintendent

Rachel Alpert, Assistant Superintendent

Board of Directors: Ed Dressel • Lu Ann Meyer • Rob Ogilvie • Zach Steele • Jonathan Woods

- 3) If you wish to address the Board in hard copy or email please submit to Juli Lichtenberger, Executive Assistant to the Superintendent and Board, at [juli.lichtenberger@dsd2.org](mailto:juli.lichtenberger@dsd2.org) at least two hours prior to the start of the meeting. Clearly label the subject line or document as "Public Comment"

If you have questions about the district, we encourage you to contact our superintendent.

Thank you for your interest in Dallas School District.

All public meetings, assemblies and celebrations held by the Dallas School District 2 are required to be accessible to persons with disabilities under Title II of the Americans with Disabilities Act (ADA). Accommodations are available upon request to persons who require alternatively formatted materials or auxiliary aids to ensure effective communication and access to events. Please allow at least 10 business days to arrange for accommodations. All requests should be sent to:

DO Reception  
Dallas School District 2  
111 SW Ash Street  
Dallas, OR 97338  
503-623-5594

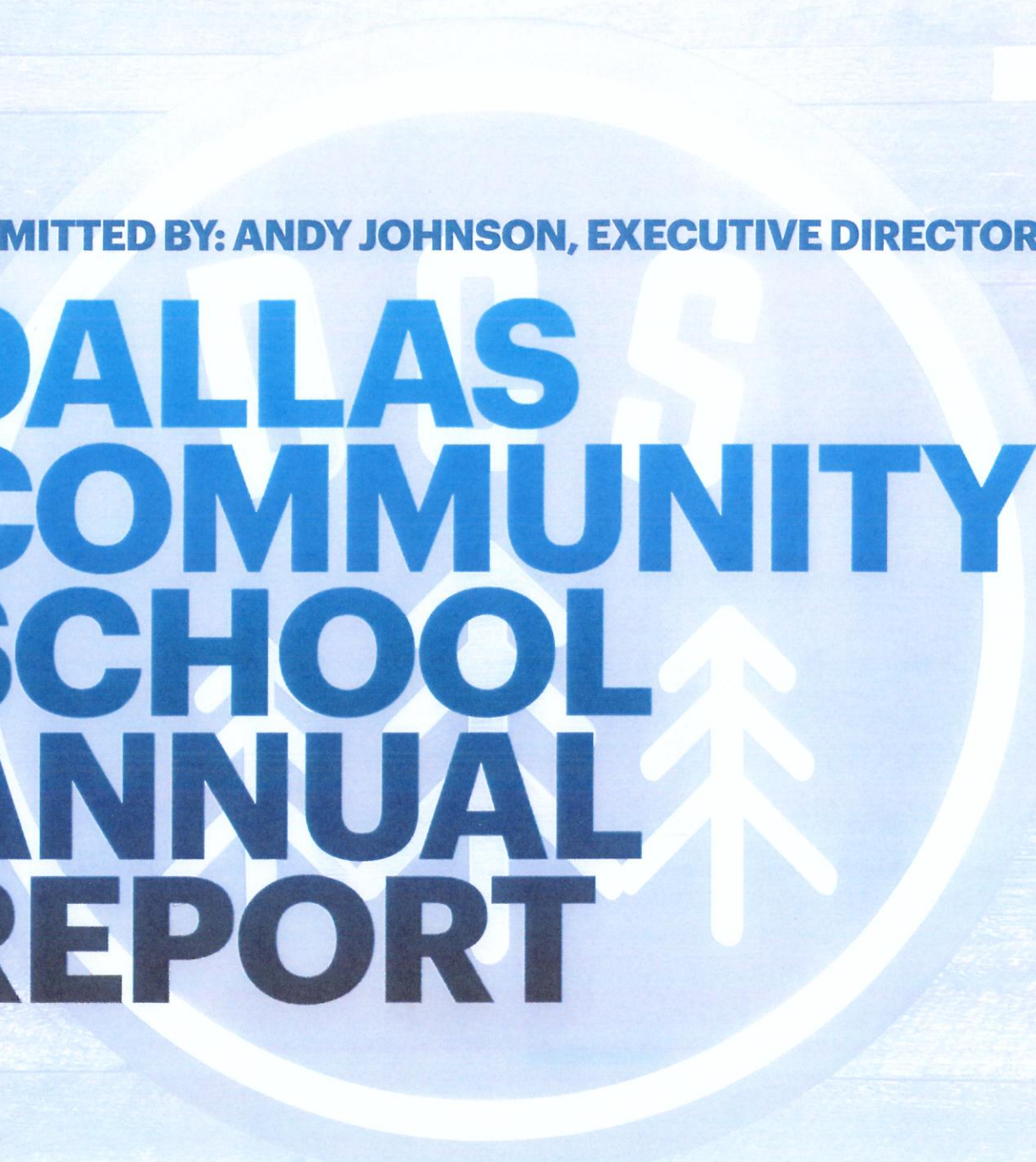
Or: e-mail [compliance.officer@dsd2.org](mailto:compliance.officer@dsd2.org)



FEBRUARY 10, 2025

SUBMITTED BY: ANDY JOHNSON, EXECUTIVE DIRECTOR

# DALLAS COMMUNITY SCHOOL ANNUAL REPORT

The logo for Dallas Community School is a large, light blue circle. Inside the circle, the words "DALLAS COMMUNITY SCHOOL" are written in a large, white, sans-serif font, stacked vertically. Below the word "SCHOOL", there is a white stylized figure of a person with arms and legs raised, resembling a stick figure or a person jumping. The entire logo is centered on the page.



## SECTION 1: THE MISSION OF DALLAS COMMUNITY SCHOOL

*At the beginning of our 24-25 educational year, Dallas Community School leadership and board worked to adopt a new mission statement that is memorable, actionable, and that reflects our focus on student engagement (student agency). That mission statement is:*

### ***Mission Statement:***

***Through our E3 model at Dallas Community School, we ENGAGE students by fostering curiosity, EMPOWER them through meaningful, real-world learning experiences, and EQUIP them with the skills needed to make a positive impact in their communities.***

This mission statement is simply expressed as ENGAGE, EMPOWER, and EQUIP. And we visually display our mission throughout our communication and visuals as “E3”.

The excitement of a new mission statement has been significant as we have used this mission to inform our decision making and to reenforce our focus. We act out our mission at Dallas Community School by purposefully building on these three pivotal actions in the following ways:

- **Engage:** We engage our students with interactive, meaningful learning experiences that pique their curiosity and encourage a lifelong passion for learning. We strive to make each lesson resonate deeply, stimulating their interest and connecting them with a broader context of global knowledge.
- **Empower:** Empowerment at Dallas Community School means more than just helping students grow academically; it involves fostering an inclusive environment where every student feels seen, heard, and supported. We aim to empower our students by embracing diversity in all its forms—cultural, socioeconomic, and cognitive. This inclusivity enriches our community and helps each student to find and use their voice effectively in a supportive setting.
- **Equip:** We equip our students with a robust set of academic and life skills necessary for success in the rapidly evolving world. Our curriculum is designed to prepare them for the challenges and opportunities they will face in the future, both in their personal and professional lives.

Together, these principles of Engage, Empower, and Equip guide every decision and action at our school. They are not just ideals, but practices that we embed in our daily operations, our curriculum, and our community interactions.

In summary, our mission is to provide an educational experience that prepares our students not just academically, but as active, informed participants in a diverse and global society. Thank you for your commitment to this mission and for joining us in this crucial endeavor.



## The Development of the E3 Framework at Dallas Community School

The E3 framework—Engage, Empower, and Equip—was born out of a desire to create a unified vision and culture at Dallas Community School (DCS) that prioritizes the holistic growth of students while aligning with the school’s innovative and inclusive educational model. This framework reflects our commitment to fostering an environment where every student thrives academically, socially, and personally.

### VISION AND INSPIRATION

The development of the E3 framework began with a clear goal: to establish a guiding philosophy that would resonate with all stakeholders—students, families, staff, and the broader community. Inspired by the unique strengths of DCS’s hybrid model, which combines home education, onsite enrichment, and project-based learning, the leadership team sought to encapsulate the school’s mission into a concise, actionable statement. Drawing on insights from educational research, staff collaboration, and feedback from families, the team identified three key pillars that define success at DCS:

1. **Engage:** Foster meaningful connections and active participation in learning.
2. **Empower:** Cultivate student agency, confidence, and a sense of purpose.
3. **Equip:** Provide the tools, skills, and resources needed for lifelong learning.

### COLLABORATION AND INPUT

The creation of the framework was a collaborative process involving input from multiple stakeholders. Leadership team discussions, staff meetings, and parent feedback sessions were instrumental in shaping the vision. Each pillar was carefully chosen to reflect the values and aspirations of the school community. For example, the emphasis on “empowerment” grew from DCS’s belief in student agency, while “engagement” was inspired by the desire to create authentic, meaningful learning experiences.

### INTEGRATION INTO THE DCS CULTURE

Once finalized, the E3 framework was infused into every aspect of the school’s operations and culture. From curriculum development and classroom practices to staff professional development and community engagement, the framework serves as a touchstone for decision-making and innovation. It also provides a shared language that unites the K-8 and high school programs under a common mission.

### IMPACT AND ONGOING EVOLUTION

The E3 framework has become a defining feature of DCS, guiding the school’s growth and ensuring alignment with its core values. It offers clarity and direction for initiatives such as the design of student exhibitions, the expansion of enrichment opportunities, and efforts to

enhance equity and inclusion. As the school continues to grow and evolve, the framework remains dynamic, adapting to the changing needs of students and the community.

The E3 framework is more than just a motto; it is a call to action for everyone at DCS. By engaging students in meaningful learning, empowering them to take ownership of their education, and equipping them with the tools for success, DCS fulfills its mission to prepare students for a future where they can thrive in any context.

**APPENDICES FOR SECTION 1 - Copy and Paste the following into your browser:**

**[https://drive.google.com/drive/folders/1\\_fddoQw6hl11P3gsVlzzhtlcbzIIX6h2?usp=sharing](https://drive.google.com/drive/folders/1_fddoQw6hl11P3gsVlzzhtlcbzIIX6h2?usp=sharing)**



## SECTION 2: OUR EDUCATIONAL MODELS

We are excited about our educational methods at Dallas Community School, which are specially crafted to support our mission of creatively engaging, empowering, and equipping every student.

### Our K-8 Program:

Our K-8 program harnesses the unique strength of partnership between home-educating parents and our licensed teachers. Together, they work side by side to create a personalized learning plan (PLP) for each student. This collaborative approach ensures that learning plans are highly tailored, blending the insights of professional educators with the intimate understanding parents have of their child's needs, interests, and learning style.

This model fosters a rich, flexible educational environment where students explore their passions at their own pace, guided by structured input from teachers and supportive customization from parents. We integrate project-based learning, allowing students to engage deeply with real-world problems and develop solutions that resonate with their personal experiences and aspirations.

The real story for our K-8 Model is the story of our educational guides: licensed teachers that guide families in their home learning.

### The K-8 Model at Dallas Community School

At Dallas Community School (DCS), we believe that education should be as unique as each child. Our K-8 program is not just a school; it's a dynamic, personalized learning experience that supports flexible education. We have built an innovative model that blends the best of home education with the expertise and support of licensed teachers, creating an environment where students thrive, families are empowered, and learning is an adventure.

### A Personalized Approach to Education

Dallas Community School has a unique focus where students engage in their chosen curriculum at a fixed pace that is standards based while still offering flexibility and personalization. Every student at DCS has an personalized learning plan, or PLP, crafted in collaboration with their family and an assigned educational guide—an experienced, licensed teacher who ensures that learning aligns with the child's strengths, needs, goals and Oregon State standards..

## **Licensed Teachers as Educational Guides**

Families and students at DCS don't have to navigate this flexible and personalized education alone. Each student is assigned a licensed teacher who serves as an educational guide. These guides work closely with families to identify the best curriculum, provide academic support, and ensure that students are making meaningful progress. Whether a child excels in math and needs an advanced challenge or requires extra support in reading, our guides tailor learning experiences that fit.

## **Onsite Enrichment Classes**

While much of the learning happens at home, we believe in the power of community and hands-on experiences. That's why we offer onsite enrichment classes, where students come together in age-based groups (K-2, 3-5, and 6-8) to engage in high interest classes and interactive, project-based learning. These classes are designed to spark curiosity and creativity, allowing students to collaborate, problem-solve, and explore subjects in new and exciting ways.

## **Student-Centered Learning**

At DCS, students are not passive learners; they are active participants in their education. We cultivate an environment where they have a voice in their learning journey. Whether pursuing an interest in robotics, diving deep into historical investigations, or working on a creative writing project, students have the freedom to explore and take ownership of their education. This fosters a sense of agency, confidence, and a lifelong love of learning.

## **Family Empowerment and Community Support**

Our program is built on the belief that parents and guardians know their students and learning styles better than anyone. We provide families with ongoing support, workshops, and access to high-quality resources so they can confidently partner with us to guide their children's learning. Additionally, our community fosters strong relationships among families, creating a network of support, collaboration, and shared wisdom.

## **High Standards, Real-World Readiness**

Engaging, empowering, and equipping students means that we prepare students for life beyond DCS. Our model aligns with state standards while offering the flexibility to deep dive into content. We emphasize critical thinking, creativity, problem-solving, and collaboration—skills that will serve our students well in any future path they choose. It is our hope that our graduates will leave DCS not just academically strong, but with the confidence and adaptability needed to succeed in an ever-changing world.



## Connecting with Students

The DCS K-8 model isn't just a school, it is a great example of the significance of schools choice, and what education can be when students are at the center, families are empowered, and teachers act as guides to bring accountability to a home based educational environment. Families are choosing Dallas Community School because education is personalized, learning is exciting, and students are prepared for an incredible future!

### The Role of the Educational Guide at Dallas Community School:

At Dallas Community School (DCS), the Educational Guide is a cornerstone of the school's mission to engage, empower, and equip students (E3). These licensed teachers serve as partners and mentors, working closely with families to create a personalized and dynamic educational experience. Their work ensures that students are not only meeting academic benchmarks but also growing into confident, self-directed learners with a strong sense of agency.

#### ENGAGING WITH FAMILIES

The relationship between the Educational Guide and the family begins with trust and collaboration. Each guide works alongside parents or guardians—referred to as Learning Coaches—to co-create a Personalized Learning Plan (PLP) for every student. This collaborative process tailors the educational experience to reflect the student's unique interests, strengths, and needs. By bringing the family into the planning process, guides create a shared vision for the child's success, ensuring all stakeholders are invested in the journey. Regular meetings, both in-person and virtual, provide opportunities for guides and families to review progress, address challenges, and celebrate achievements. These touchpoints also allow guides to offer guidance on curriculum choices, enrichment opportunities, and strategies for overcoming obstacles. Through these interactions, the guides foster a strong sense of partnership, where families feel supported and valued in their role as co-educators.

#### EQUIPPING EDUCATION

Educational Guides play a vital role in equipping families with the tools and resources necessary for effective learning. DCS provides an annual allotment fund that families can use to purchase curriculum, educational supplies, and supplementary learning experiences. Guides assist families in navigating these options, helping them make informed decisions that align with the student's PLP and broader educational goals.

Beyond financial resources, guides connect families with a wealth of opportunities, including access to a curriculum library, multi-age onsite classes, field trips, workshops, and E3 experiences every Friday. These offerings ensure that every student benefits from a comprehensive and enriched education. By equipping families with these tools, guides enable them to create a learning environment that is both engaging and effective.



### EMPOWERING STUDENT AGENCY

The Educational Guide's ultimate goal is to empower students to take ownership of their learning. This is achieved through a combination of personalized planning, encouragement of self-reflection, and opportunities for students to make choices about their education. From setting individual goals to selecting projects or enrichment activities, students are encouraged to have a voice in shaping their educational journey.

Guides also emphasize the development of critical life skills, such as time management, problem-solving, and self-advocacy. By fostering these abilities, they prepare students to navigate challenges and seize opportunities with confidence. The result is a generation of learners who are not only academically capable but also resilient, adaptable, and self-motivated.

### **The Impact of the Educational Guide**

The work of the Educational Guide at DCS goes beyond academics; it is about building a community where students and families feel supported, inspired, and empowered. By engaging deeply with families, equipping them with the resources they need, and empowering students to take charge of their learning, guides fulfill the school's mission to prepare students for a lifetime of success and agency.

In this unique partnership, the Educational Guide is both a mentor and a collaborator, ensuring that every student at DCS is engaged in meaningful learning, equipped with the tools for success, and empowered to shape their own futures. This approach not only transforms the educational experience but also strengthens the bonds between school, family, and community.

## **High School Model:**

Transitioning into high school, our educational approach matures to prepare students for further education and the workplace. The high school model builds on the foundation laid in earlier years, emphasizing critical thinking and independent project work. It offers advanced coursework, expanded options opportunities, and internships, helping students refine their skills and carve paths toward their future careers. We do this through a Project Based Learning Approach, or PBL.

### PBL at DCS

DCS's High School program takes PBL to the next level, employing it as the foundation of its instructional model. The program is designed to provide students with a more traditional academic schedule while maintaining small class sizes and a personalized, student-centered approach. Here, PBL becomes the vehicle for deeper learning, allowing students to connect academic content to real-world problems and their own passions.



High school students at DCS engage in complex, interdisciplinary projects that require critical thinking, collaboration, and sustained inquiry. Each project is structured around essential questions that challenge students to explore significant topics in depth. For example, students might investigate the evolution of exploration through the creation of a board game or look at the cost of what we purchase by exploring the economics, politics, and social implications of the products we consume.

The high school program culminates each term with public exhibitions, where students present their projects to an audience of peers, families, and community members. These exhibitions are not merely a showcase but a vital component of the learning process, emphasizing reflection, feedback, and real-world application. This model prepares students for college and career readiness by fostering essential skills such as problem solving, public speaking, and adaptability.

Moreover, the high school integrates provisions for special education students, ensuring equitable access to PBL opportunities. By providing structured support, such as differentiated instruction and executive function coaching, DCS ensures that all students can thrive in the program.

Through PBL, DCS's High School program embodies the school's mission to "Engage, Empower, and Equip" by preparing students to be active, informed, and innovative contributors to their communities and beyond.

### **Exhibition Nights at Dallas Community School**

Exhibition nights are a cornerstone of the educational experience at Dallas Community School, serving as a platform for students to showcase their learning and engage with the broader community. These events embody DCS's mission to engage, empower, and equip students (E3), providing an opportunity for authentic learning and community connection.

#### **HIGH SCHOOL EXHIBITION**

In the high school program, exhibition nights are the culmination of project-based learning cycles, where students publicly present the outcomes of their work. These events emphasize academic rigor, creativity, and the development of real-world skills, such as critical thinking, collaboration, and effective communication. Students take ownership of their projects, demonstrating mastery of subject matter while reflecting on their learning process. These exhibitions are not only a chance to celebrate student achievements but also to invite feedback from families, peers, and the community, reinforcing a culture of continuous improvement.

#### **K-8 EXHIBITION**

For the K-8 program, exhibition nights are tailored to the unique hybrid model that combines home education with onsite enrichment. These events allow younger students to share their learning in a way that highlights individual growth and creativity. Whether through artistic displays, science experiments, or performances, students gain confidence as they present their work in a supportive environment. Exhibition nights in K-8 also foster a sense of



community among families and provide a window into the diverse learning experiences that DCS offers.

#### IMPORTANCE OF EXHIBITION TO THE DCS MODEL:

Exhibition nights play a critical role in the DCS approach to education by:

1. **Showcasing Student Agency:** These events provide students with the opportunity to take pride in their accomplishments, reinforcing their sense of ownership and responsibility for their learning.
2. **Building Community Connections:** By inviting families and community members to participate, DCS strengthens relationships and fosters a collaborative spirit that supports the school's mission.
3. **Highlighting Authentic Learning:** Exhibitions emphasize the application of knowledge and skills in meaningful contexts, moving beyond traditional assessments to celebrate learning in action.
4. **Encouraging Reflection and Growth:** Presenting work publicly helps students develop important skills like self-reflection, communication, and the ability to receive constructive feedback, preparing them for future challenges.

In both the K-8 and high school programs, exhibition nights are more than just events—they are an embodiment of the DCS philosophy of engaging, empowering, and equipping students to succeed academically, socially, and personally. These nights serve as milestones in the educational journey of each student, creating lasting memories and a strong sense of achievement.

## **Dallas High School's Approach to SEL:**

### **SOURCES OF STRENGTH (SOS)**

#### INTEGRATING SOS AT DCHS

At Dallas Community High School (DCHS), the commitment to student well-being and empowerment aligns seamlessly with the *Sources of Strength* program. This evidence-based initiative focuses on building protective factors that foster resilience, connectedness, and a positive school climate. By leveraging peer leaders, adult allies, and a strength-based approach, *Sources of Strength* enhances the DCHS mission to engage, empower, and equip students (E3) for academic, social, and personal success.

#### THE PURPOSE OF SOURCES OF STRENGTH

The Sources of Strength program is designed to shift the conversation about mental health and suicide prevention. Instead of focusing solely on risk factors, it emphasizes the strengths and support systems that students can access in times of need. These include family support,



positive friendships, mentors, healthy activities, generosity, spirituality, and more. By highlighting these resources, the program equips students with the tools to navigate challenges and build a foundation for lifelong well-being.

### WHY SOURCES OF STRENGTH IS A GOOD FIT FOR DCHS

#### **1. Aligns with the E3 Framework:**

*Sources of Strength* directly supports the DCHS mission to engage, empower, and equip students. It engages students through peer-led activities and campaigns, empowers them to take an active role in shaping a positive school culture, and equips them with the knowledge and resources to support themselves and others.

#### **2. Fosters Student Agency:**

The program's peer-led model empowers students to become leaders and change-makers in their school community. By identifying and amplifying their strengths, students develop confidence and a sense of purpose, which aligns with DCHS's emphasis on student agency and leadership.

#### **3. Promotes a Positive School Climate:**

*Sources of Strength* helps create a school environment where students feel safe, valued, and connected. Its focus on positive relationships and inclusive practices enhances the sense of community at DCHS, making it a welcoming and supportive space for all students.

#### **4. Addresses Mental Health Proactively:**

By normalizing conversations about mental health and emphasizing strengths, the program reduces stigma and encourages help-seeking behaviors. This proactive approach is especially relevant for high school students who are navigating the pressures of academics, social dynamics, and future planning.

#### **5. Builds Strong Connections:**

The collaboration between peer leaders and adult allies strengthens relationships across the school. Teachers, counselors, and administrators are integral to the program's success, creating a culture of trust and mutual respect that benefits the entire DCHS community.

### IMPACT OF SOS AT DCHS

At DCHS, the implementation of *Sources of Strength* would involve training peer leaders and adult mentors, launching strength-based campaigns, and integrating the program into existing school activities. Over time, the program's impact would be seen in increased student engagement, improved mental health awareness, and a stronger sense of community.

The program's emphasis on inclusivity ensures that all students, regardless of background, feel seen and supported. By focusing on strengths rather than deficits, *Sources of Strength* helps DCHS students build resilience and navigate life's challenges with confidence.

**CONCLUSION**

Sources of Strength is more than just a program—it's a cultural shift that complements the values and vision of DCHS. By fostering resilience, promoting positive relationships, and empowering students to lead, it reinforces the school's mission to prepare students for success in all areas of life. With Sources of Strength, DCHS is not just building a school community; it's building a legacy of strength, connection, and empowerment.

**Progress Towards Accreditation:**

Over the past year, Dallas Community School has been deeply engaged in the Cognia accreditation process, demonstrating our commitment to continuous improvement and educational excellence. This journey has involved a comprehensive self-assessment, data collection, and narrative development to showcase our strengths, identify areas for growth, and align our practices with Cognia's rigorous standards. Our leadership team, faculty, and stakeholders have worked collaboratively to provide evidence of our mission-driven approach, student-centered learning models, and ongoing efforts to enhance academic outcomes and operational effectiveness. Through this process, we have not only documented our school's progress but have also refined our systems to ensure sustainable growth and impact.

Now, as we enter the final stages of accreditation, we are preparing for the upcoming interviews, focus groups, and final evaluation conducted by the Cognia review team. These steps will provide an opportunity for key stakeholders—students, parents, educators, and board members—to share their experiences and perspectives on the school's culture, instructional practices, and leadership. The evaluators will use this feedback, along with submitted documentation, to provide a final assessment of our accreditation readiness. As we move toward the conclusion of this process, we remain focused on fostering a culture of continuous improvement, ensuring that accreditation is not just a milestone but a foundation for future growth and excellence at DCS.

**APPENDICES FOR SECTION 2 - Copy and paste the following into a browser:**

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## SECTION 3: OUR STUDENTS

As we look back over the past year, it is clear that our commitment to providing a nurturing and effective educational environment has continued to attract and retain students. As of January 31 2025 our total enrollment is 256 students, representing 197 in our K-8 program and 59 in our high school program.

### Enrollment Trends Over Five Years

Since our inception, Dallas Community School (DCS) has consistently evolved to meet the needs of students and families, growing in both numbers and impact.

- In September 2019, our enrollment stood at 199 Average Daily Membership (ADM), reflecting steady interest in our personalized learning approach.
- By the 2020-2021 school year, we saw an increase to 210 ADM, demonstrating resilience and adaptability as families sought innovative educational options during the pandemic.
- The 2021-2022 year remained strong at 209 ADM, maintaining our foothold as a preferred choice for alternative education.
- A defining moment came in 2022-2023, with the launch of our High School program, propelling enrollment to 266 ADM, the highest in our history at that point.
- As of January 31, 2025, our enrollment stands at 256 total students over the two programs at Dallas Community School.

This continued growth represents the growth of our high school program and its important addition to our school, as well as our commitment to engage, empower, and equip learners (E3). Looking ahead, we will work to strengthen our enrollment, deepen our impact in the community, and expand opportunities for all DCS students, Kindergarten through 12th grades.

### Geographic Diversity

Dallas Community School reaches into several different areas in and around Polk and Marion Counties, as seen by our current student distribution. Below is a breakdown of our K-8 enrollment distribution by city:

| <b>City</b>   | <b>Enrollment</b> |
|---------------|-------------------|
| Adair Village | 1                 |
| Albany        | 7                 |
| Corvallis     | 1                 |
| Dallas        | 111               |
| Dayton        | 2                 |
| Falls City    | 7                 |
| Independence  | 3                 |
| Salem-Keizer  | 48                |
| McMinnville   | 1                 |
| Monmouth      | 11                |
| Rickreal      | 1                 |
| Stayton       | 3                 |
| Willamina     | 1                 |
| Total         | 197               |

The following table is the distribution of the High School by city:

| <b>City</b>  | <b>Enrollment</b> |
|--------------|-------------------|
| Dallas       | 45                |
| Falls City   | 2                 |
| Independence | 1                 |
| Salem-Keizer | 5                 |
| Monmouth     | 4                 |
| Rickreal     | 2                 |
| Total        | 59                |



## Special Education at Dallas Community School

Dallas Community School (DCS) is deeply committed to ensuring that all students, including those with diverse learning needs, receive the support and resources they need to succeed. Through our strong partnership with the Dallas School District, DCS is able to provide high-quality special education (SPED) services that align with our Engage, Empower, and Equip (E3) framework. This collaboration ensures that students with Individualized Education Programs (IEPs) receive specialized instruction, accommodations, and interventions tailored to their unique needs. The Dallas School District's expertise and resources allow DCS to maintain a comprehensive and inclusive approach to education, ensuring that students with disabilities have full access to both the K-8 home education model and the high school's project-based learning environment.

Currently, 17 students in the K-8 program and 13 students in the high school program receive services through an IEP, demonstrating the school's commitment to personalized learning. In alignment with the E3 framework, SPED services at DCS are designed to engage students through individualized learning plans, empower them by building on their strengths and interests, and equip them with the skills and support needed for long-term success. The flexibility of our instructional models, particularly in the home-educating K-8 program and the high school's small class sizes, allows educators and specialists to personalize interventions and accommodations effectively. Additionally, the collaborative nature of our partnership with the Dallas School District ensures that students receive high-quality services such as speech therapy, occupational therapy, and specialized academic support.

As DCS continues to grow and move toward full K-12 accreditation, expanding and refining special education services will remain a top priority. The partnership with the Dallas School District is an invaluable asset in this process, ensuring that students with disabilities have equitable access to academic opportunities, social-emotional learning, and post-secondary pathways. By investing in inclusive practices, professional development for staff, and strong communication with families, DCS is building an educational environment where every student—regardless of learning challenges—can thrive. This commitment to inclusion, equity, and student success strengthens not only our special education program but also our entire school community.

## SECTION 4: LEADERSHIP AT DALLAS COMMUNITY SCHOOL

The dedication to our school and the relationships built within our community are modeled in our board members and executive team. Their commitment to making sure we stay true to our mission and consistently meet our community's educational needs helps DCS grow and succeed.

### Dallas Community School Board

At Dallas Community School (DCS), the Board of Directors plays a crucial role in ensuring the school's mission to Engage, Empower, and Equip (E3) students is upheld at every level. As stewards of the school's vision, board members provide strategic oversight, financial stewardship, and governance that align with the values of student agency, personalized learning, and community partnership. Their leadership ensures that DCS continues to offer innovative, flexible, and student-centered educational pathways for both home-educating families in the K-8 program and the growing high school program. By setting policies that reflect the core principles of deeper learning and student empowerment, the Board ensures DCS remains a pioneer in alternative education within the region.

In alignment with the Engage, Empower, and Equip (E3) framework, the Board engages with the community by maintaining open channels of communication with school leadership, parents, and educators. Through their support of student-centered initiatives like Project-Based Learning (PBL), Career and Technical Education (CTE), and dual-credit partnerships, the Board empowers students by expanding access to real-world learning opportunities.

Additionally, the Board equips the school with the necessary resources, policies, and long-term planning to support accreditation, instructional innovation, and faculty development. Their governance ensures that the school remains agile in adapting to educational challenges while staying rooted in student success and continuous improvement.

As DCS progresses toward full K-12 accreditation and deeper community engagement, the Board's role in sustaining the E3 culture will be more vital than ever. By championing equity, inclusion, and student voice, board members act as advocates for policies and practices that uphold the flexibility and personalization that make DCS unique. Their commitment to academic excellence, financial sustainability, and organizational growth ensures that DCS remains a leader in innovative education, preparing students for lifelong success in college, careers, and civic engagement. The Board of Directors is not just a governing body—they are partners in the transformative education journey that defines DCS.



## Executive and Administrative Leadership

The leadership team at Dallas Community School (DCS) was intentionally designed to bring together a diverse set of expertise, perspectives, and leadership styles to ensure a holistic approach to supporting our students, staff, and families. Each member was chosen not only for their professional qualifications but also for their ability to collaborate effectively and contribute to the collective vision of engaging, empowering, and equipping students for success (E3).

**Heather Irwin, our Office Manager**, plays a critical role in ensuring the operational efficiency of the school. With her keen organizational skills and deep knowledge of the day-to-day administrative processes, Heather serves as the backbone of our logistical framework. Her ability to manage details while maintaining a welcoming environment helps the entire team stay focused on larger strategic goals.

**Toni Hannan, our High School Counselor**, brings a wealth of experience in supporting students' social-emotional growth and academic planning. Her ability to connect with students on a personal level, while also addressing their aspirations and challenges, ensures that our high schoolers are well-prepared for their futures. Toni's empathetic approach enhances our commitment to addressing the whole child.

**Ian McMorrow, the Assistant Director for DCHS**, leads the 9-12 program with a forward-thinking mindset and a focus on innovation. Ian's experience in project-based learning and student-centered education aligns perfectly with DCS's mission. His leadership ensures that our high school program not only meets the needs of students today but also prepares them for a rapidly changing world.

**Dawn Adams, the Assistant Director for DCS K-8**, has been instrumental in fostering strong partnerships with home-educating families and leading the onsite enrichment programs. Her understanding of the unique needs of the K-8 community allows her to bridge the gap between traditional education and personalized learning. Dawn's collaborative leadership style strengthens the school's ability to support every family in a meaningful way.

Finally, as the **Executive Director**, I (Andy Johnson) bring a broad perspective to the team, working to integrate our E3 framework into all aspects of our operations. My role is to ensure that our vision, values, and goals are consistently reflected in both programs and that every student benefits from a cohesive, supportive educational experience.

Together, this leadership team is a well-rounded group of professionals who complement one another's strengths and skills. Our combined focus on operational excellence, student support, innovative learning, and community collaboration allows us to lead with confidence and purpose, ensuring the continued growth and success of Dallas Community School.

## **SECTION 5: RESULTS AT DALLAS COMMUNITY SCHOOL**

### **K-8 Student Performance**

Dallas Community School's K-8 program supports a diverse student population through a combination of home-based education, personalized learning plans, and standards-based onsite enrichment courses. The latest ESSA Accountability Details Report provides insights into student performance in core academic areas.

#### **English Language Arts (ELA)**

The overall ELA proficiency rate for all students is 34.5%, placing the school at Level 2 on the accountability scale.

Students experiencing poverty scored slightly lower, with an average proficiency rate of 27.0%. Students with disabilities had a proficiency rate of 21.7%, also at Level 2.

Regular attendance is a strength, with a 93% rate, significantly higher than the state average (66%).

Participation rates in ELA assessments remain a challenge, with an average of 60.9%, falling short of the 94.5% state target.

#### **Mathematics**

Math proficiency for all students is 19.4%, placing them at Level 2.

Students from economically disadvantaged backgrounds had an average proficiency of 10.8%. Students with disabilities scored below 5%, resulting in a Level 1 designation.

Mathematics assessment participation mirrored ELA trends, with an overall rate of 60.4%, again below the 94.5% state target.

The data suggests that while DCS students are improving, overall proficiency remains an area for targeted intervention. The school's project-based learning approach and student-centered instruction are critical in closing gaps and improving student achievement.

### **High School Student Performance**

Dallas Community School's high school program is expanding, with grades 9-11 currently enrolled and the first graduating class set for spring 2025. The high school model emphasizes personalized learning, project-based learning (PBL), and college and career readiness.



## Academic Readiness

9th Grade On-Track Rate: More than 95% of students are on track for graduation, exceeding the state average of 85%.

On-Time Graduation and Five-Year Completion Rates: Data is not yet available due to the school's recent expansion, but DCS remains committed to college and career readiness.

## College and Career Preparation

DCS partners with Chemeketa Community College to provide Expanded Options Program (EOP) courses, allowing students to earn college credits while in high school.

*Hands on career preparation classes offerings include:*

- Forestry
- Photography
- Movie Creation
- Design Thinking
- 3D Printing
- Computer Coding
- Model Creation

A maker-space program fosters creativity, critical thinking, and problem-solving.

## Extracurricular & Student Engagement

Students participate in sports through the Dallas School District.

Clubs and student activities ensure students remain engaged in leadership, social development, and hands-on learning experiences.

## Future Considerations

As the high school program continues to evolve, a focus on expanding CTE pathways, expanded option programs, and project-based learning initiatives will be essential in ensuring student success. Additionally, as DCS undergoes Cognia accreditation, continued development of data-driven instructional strategies will support both academic and social-emotional growth.

**APPENDICES FOR SECTION 5 - Copy and paste the following into your browser:**

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## SECTION 6: FISCAL REPORT

### Fiscal Stability and Strategic Investments

Dallas Community School (DCS) has demonstrated fiscal responsibility and strategic financial planning, making deliberate investments in the long-term success of its high school program while maintaining a sustainable operating model. The 2024-25 adopted budget reflects a projected income of \$2,405,878, not including our integrated grant programming.

#### Revenue sources for 2024-25 include:

*Projected State School Fund:* \$2,405,278

*Beginning Cash Balance:* \$985,609

DCS has prioritized funding for high-quality instruction and long-term program sustainability. To support the growth and accreditation of the high school program, DCS purchased a dedicated high school facility and invested in phase one of its remodeling to move toward a state-of-the-art learning environment. Additionally, recognizing the importance of strong leadership and expert instruction, DCS hired and retained high-quality staff for the high school and added an administrative position to oversee its operations, ensuring the program's success.

#### Audit Findings:

As of June 30, 2024 the independent financial audit reflects total net position of Dallas Community School amounting to \$1,876,059. The school's net position increased by \$226,770 during the fiscal year which was primarily related to the increase in state school fund revenues. Overall revenues were \$2,610,445 which exceeded total expenses of \$2,383,675 by \$226,770.

The audit found no material weaknesses in financial controls, reaffirming that DCS remains compliant with financial regulations and prudent fiscal oversight while strategically managing resources to support long-term institutional growth.

#### Key considerations for 2024-25:

- Completion of the high school facility renovation, ensuring an engaging, student-centered learning space.
- Sustaining high-quality staffing to support the rigor and innovation of the high school and K-8 models.
- Continued facility investments to enhance the learning environment and long-term infrastructure needs.



- Monitoring pension obligations and long-term liabilities to ensure continued fiscal responsibility.

The Board of Directors, leadership team, and finance committee will continue to monitor financial performance and adjust strategies as needed to support long-term institutional growth and student success.

**APPENDICES FOR SECTION 6 - Copy and paste the following into your browser:**

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## SECTION 7: FACILITIES REPORT

Dallas Community School (DCS) is experiencing exciting growth and transformation, and our facilities play a critical role in supporting our Engage, Empower, and Equip (E3) framework. As our K-8 and high school programs expand, so too must our physical spaces to accommodate innovative, student-centered learning environments. The Board of Directors and school leadership are committed to strategically enhancing facilities to support personalized learning, collaborative spaces, and career-ready opportunities. With the completion of PHASE ONE of our dedicated high school building (636 Main St, Dallas, OR 97338), as well as improvements to existing K-8 spaces, DCS will ensure students have the flexibility, resources, and tools they need to thrive academically and socially.

Aligned with the E3 framework, these facility updates are designed to engage students in hands-on, project-based learning environments, empower them with access to modernized resources, and equip them for success in higher education and career pathways. The new high school building will expand opportunities for Career and Technical Education (CTE), expanded options coursework, and real-world skill development. Additionally, improvements in classroom spaces, technology integration, and outdoor learning areas will enhance the overall learning experience for students across all grade levels. These updates are not just about adding space; they are about creating an environment that fosters curiosity, collaboration, and deeper learning experiences.

As DCS moves forward in its K-12 accreditation process, facility improvements will play a key role in meeting accreditation standards while maintaining the flexibility and innovation that define our school. The Board's commitment to long-term infrastructure planning ensures that DCS remains a leader in progressive education while continuing to serve students, families, and educators with excellence. By investing in modern, student-focused spaces, DCS is strengthening its commitment to academic success, student agency, and preparing young learners for the future. These facility upgrades are not just an investment in our school's infrastructure—they are an investment in our students' growth, creativity, and lifelong success.

As we look forward to our PHASE TWO remodel for DCHS, we will be preparing our new facility by adding smaller "fill-in" projects that lead toward the total project. We are currently working on grants and alternate methods of funding to accomplish smaller projects over the next two years that will lead up to our PHASE TWO remodel. This may include enclosing our back area to use as an outdoor instruction and project space, removing walls to break up the smaller spaces in the back of the building, adding comfortable carpeting, and even adding walls toward the front to help with some of the sound dampening that needs to take place for the space to work at its full potential.

**APPENDICES FOR SECTION 7 - Copy and paste the following into your browser:**

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## SECTION 8: LOOKING AHEAD AND CONTINUOUS IMPROVEMENT

As we look toward the future, Dallas Community School is poised for exciting developments and continued growth. Our vision for the upcoming years is both ambitious and achievable, guided by our commitment to engage, empower, and equip our students for success.

### **Accreditation by (latest) April 2025:**

One of our primary goals is achieving full accreditation by the April 2025. This milestone will not only mark a significant achievement in the standards of our educational offerings but also enhance the recognition of our students' hard work and dedication in academic environments beyond our school.

### **Enrollment Growth:**

We are also focused on increasing our student enrollment. We believe that expanding our student reach and impact will enrich our community with greater diversity and new perspectives. This growth will be supported by our proven educational model, which continues to attract families seeking a personalized and collaborative learning environment.

### **Continuous Improvement Plan:**

The Dallas Community School (DCS) Continuous Improvement Plan (CIP) is a comprehensive, data-driven initiative designed to enhance student achievement, close performance gaps, and ensure equity in educational opportunities. Rooted in longitudinal data analysis, the plan identifies strengths, challenges, and strategic priorities that will guide instructional and operational improvements over the next three years. The findings from multiple data sources, including standardized assessments, disaggregated subgroup analysis, and stakeholder feedback, reveal strong early-grade performance in Math and English (Grades 3-5), significant Science proficiency in Grade 5, and notable gains among Economically Disadvantaged students and English Language Learners (ELLs). However, persistent challenges in Math proficiency in Grades 6-11, stagnant Science performance in Grades 8 and 11, declining English proficiency in Grade 6, and widening achievement gaps for Students with Disabilities necessitate targeted interventions.

The CIP prioritizes four critical areas for immediate and sustained action: Mathematics, Science, English Language Arts (ELA), and Special Education support. To improve Math proficiency in Grades 6-11, DCS will implement curriculum realignment, adaptive learning technologies, expanded tutoring services, and ongoing professional development for teachers in inquiry-based instruction. Science instruction in Grades 8 and 11 will be enhanced through hands-on, lab-based learning, STEM career exploration, and interdisciplinary project-based initiatives. In ELA, a focused intervention plan for Grade 6 will strengthen reading comprehension, writing fluency, and transition supports between elementary and middle

school. Finally, to address the achievement gap among Students with Disabilities, DCS will expand assistive technology access, differentiated instruction training for educators, and multi-tiered intervention supports.

A key component of the CIP is accountability and continuous progress monitoring. DCS will utilize quarterly data analysis meetings, real-time performance dashboards, and stakeholder surveys to assess the effectiveness of implemented strategies and refine interventions as needed. Professional development will be integral to this plan, ensuring that educators are equipped with research-backed strategies to meet the diverse needs of students. Additionally, family and community engagement initiatives will be strengthened to create a more collaborative and supportive learning environment.

This CIP underscores DCS's unwavering commitment to fostering an inclusive, high-achieving educational environment. By aligning actionable goals with measurable outcomes, DCS aims to transform instructional practices, elevate student learning experiences, and ensure equitable opportunities for success. The plan reflects the school's mission to Engage, Empower, and Equip (E3) all students with the skills and knowledge necessary to thrive academically and beyond. Through intentional, equity-driven improvements and strategic innovation, DCS is poised to become a leader in progressive, student-centered education.

#### **APPENDICES FOR SECTION 8 - Copy and paste the following into your browser:**

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## SECTION 9: CONCLUSION - ADVANCING THE E3 MODEL AT DCS

Dallas Community School (DCS) has continued to grow and evolve, staying true to its **Engage, Empower, and Equip (E3) framework** as the foundation for decision-making, program development, and student success. Over the past year, the school has made significant strides in **expanding the high school program, refining its instructional models, and strengthening student-centered learning**. The **hybrid K-8 model remains a strong, personalized approach** that supports families in home education, while the **high school has fully embraced Project-Based Learning (PBL), hands on career preparation classes, and real-world skill development**. These innovations ensure that DCS not only provides rigorous academic preparation but also **fosters student agency, critical thinking, and community engagement**.

At the heart of this transformation is **strategic investment in facilities, staffing, and leadership**, all designed to **equip students with an exceptional learning environment**. The **purchase and remodeling of the high school facility** mark a pivotal step in securing the long-term sustainability of the program, while the addition of **high-quality teachers and a dedicated high school administrator** ensures a **strong support system for both students and staff**. Financially, **DCS remains stable and forward-thinking**, leveraging resources to **enhance academic opportunities, maintain fiscal responsibility, and support the school's growth toward full K-12 accreditation**. The partnership with **Dallas School District for special education services** further strengthens the school's commitment to **inclusion and equity**, ensuring that all students receive the support they need to thrive.

As DCS looks ahead, the focus remains on **continuous improvement, deeper learning opportunities, and expanding community partnerships**. With full **Cognia accreditation on the horizon**, DCS is not only **cementing its reputation as an innovative educational model** but also positioning itself as a leader in **student-centered, flexible learning environments**. The school's dedication to the **E3 mission is evident in every aspect of its operation**, from instructional design to financial planning, ensuring that students are **engaged in meaningful learning, empowered with skills for the future, and equipped to make a positive impact in their communities**.

## APPENDIX CONTENTS

### Section 1:

Appendix A: Presentation for "E3" framework as a new mission statement.

### Section 2:

- Appendix B: Personalized Learning Plan (Sample)
- Appendix C: Licensed Guide Job Description
- Appendix D: Administrator Report for DCS K-8
- Appendix E: Administrator Report for DCHS

### Section 5:

- Appendix F: At-A-Glance School Profile 2023/34
- Appendix G: ESSA Accountabilities Detail Report 2023/24
- Appendix H: K-8 STAR Testing Data
- Appendix I: DCHS Student Performance Visuals

### Section 6:

- Appendix J: Board Approved Budget 2024/25
- Appendix K: DCS Audit Fiscal Year 2024

### Section 7:

- Appendix K: Phase 1 Floor Plan
- Appendix L: Phase 2 Floor Plan

### Section 8:

Appendix M: Continuous Improvement Plan

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# FEB 2025

## BLACK HISTORY MONTH

| SUN | MON                                                                                     | TUE                                                              | WED | THU                                                                    | FRI                              | SAT |
|-----|-----------------------------------------------------------------------------------------|------------------------------------------------------------------|-----|------------------------------------------------------------------------|----------------------------------|-----|
|     |                                                                                         |                                                                  |     |                                                                        |                                  | 01  |
| 02  | 03<br>No School<br>Planning Day                                                         | 04<br>Citizens<br>Oversight<br>Committee<br>Meeting<br>5:30 p.m. | 05  | 06<br>District Equity<br>Advisory<br>Committee<br>Meeting<br>5:00 p.m. | 07                               | 08  |
| 09  | 10<br>Board Meeting<br>6:30 p.m.                                                        | 11                                                               | 12  | 13                                                                     | 14<br>No School<br>Inservice Day | 15  |
| 16  | 17<br>No School<br>Holiday                                                              | 18                                                               | 19  | 20<br>Finance<br>Committee<br>Meeting<br>5:30 p.m.                     | 21                               | 22  |
| 23  | 24<br>Board Work<br>Session with<br>Lyle<br>2:45 p.m.<br><br>Board Meeting<br>3:45 p.m. | 25                                                               | 26  | 27                                                                     | 28                               |     |
|     |                                                                                         |                                                                  |     |                                                                        |                                  |     |
|     |                                                                                         |                                                                  |     |                                                                        |                                  |     |

**Minutes**  
**Board Meeting**  
**January 27, 2025**  
**6:30 p.m.**  
<https://dsd2-org.zoom.us/j/84855147461>  
**District Office Board Room**

**Present:** Lu Ann Meyer, Rob Ogilvie, Ed Dressel, Zach Steele, Jon Woods, Steve Spencer, Juli Lichtenberger, Rachel Alpert, Sean Johnson, Tim Larson, Tami Montague, Todd Baughman

**Visitors:** Craig Button, Jennifer Lenoue, Mandy Straus, Crystal Baker, Steve Tuchscherer, Jenn Nelson, Ash Lakhani Farishta, Jill Worley, Eleis Vreeland, Danielle Bull, Evan Tuner, Stacy Fagin, Amber Columbus, Brad Columbus, Mary Tharp, Amber Rowden, Linda Brown, Erik Hayworth, Alan Casey, Linda Visuano, Jen Reinhardt, Suzanne Talmadge, Holly Bratley

**1.0 Welcome/Pledge of Allegiance**

**2.0 Approval of the Agenda**

Rob Ogilvie moved to approve the agenda, seconded by Ed Dressel. The motion passed unanimously.

**3.0 Good News**

3.1 Title students at Whitworth have made an average of 1.1 years reading growth from the beginning of the year STAR Reading Assessment. The fourth-grade math Title Program have an average growth of 1.4 years since the beginning of the year.

3.2 Dallas High School Girls Wrestling took 1<sup>st</sup> place at The Classic.

3.3 Capitol Dental provided 86 students with free dental sealants and other dental services at Lyle.

Tim Larson, Dallas High School Principal, and Steve Spencer, Superintendent, shared good news.

**4.0 Public Comment**

Crystal Baker, staff member, addressed the Board about policy regarding student and staff safety.

Mandy Straus, parent, addressed the Board regarding the cut-out curbs on Ash Street at Dallas High School.

**5.0 Announcements**

5.1 January & February Calendars

5.1.1 Next Board Meeting February 10, 2025 at 6:30 p.m.

5.1.2 Citizens Oversight Committee Meeting February 4, 2025 at 5:30 p.m.

5.1.3 District Equity Advisory Committee Meeting February 6, 2025 at 5:00 p.m.

5.1.4 Finance Committee Meeting February 20, 2025 at 5:30 p.m.



**6.0 Consent Agenda**

6.1 Approval of the January 13, 2025 Board Minutes

6.2 JEC - Admissions

Rob Ogilvie moved to approve the Consent Agenda, seconded by Ed Dressel. The motion passed unanimously.

**7.0 Auditor's Report – Umpqua Valley Financial**

Steve Tuchscherer, Principal Auditor for Umpqua Valley Financial, shared highlights from the independent auditor's report. This is a clean audit report. There are no significant deficiencies in internal controls. Discussion was held.

**8.0 Superintendent Evaluation Targeted Feedback Survey – Jenn Nelson**

Jenn Nelson, Oregon School Boards Association, discussed the targeted feedback survey for the Superintendent evaluation. The Board selected three standards. Discussion and agreement were held regarding who will receive the survey questions from both community and staff. Survey timeline was discussed and agreed upon.

**9.0 Resolution #24-25-05 to Approve the Willamette Education Service District Local Service Plan for 2025-27 (Board Action)**

Steve Spencer shared information about the resolution. Rob Ogilvie moved to approve Resolution #24-25-05 to approve the Willamette Education Service District Local Service Plan for 2025-27, seconded by Zach Steele. The motion passed unanimously.

**10.0 Adjourn at 7:36 p.m.**

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**Board Chair / Lu Ann Meyer**

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**Date**

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**Board Secretary / Juli Lichtenberger**

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**Date**

www.dallas.k12.or.us

Phone: 503.623.5594 • Fax: 503.623.5597 • Address: 111 SW Ash Street • Dallas, Oregon 97338



Staffing Report  
Monday, February 10, 2025

|         |            |                  |               |             |                                                                           |           |        |                           |       |     |        |     |                                            |
|---------|------------|------------------|---------------|-------------|---------------------------------------------------------------------------|-----------|--------|---------------------------|-------|-----|--------|-----|--------------------------------------------|
| 1/21/25 | Licensed   | Riley            | Woolner       | New Hire    | New Hire                                                                  | 10/21/24  | DHS    | Teacher - Spanish         |       | 8   | 1      | 190 | Replaces Devin Hammill                     |
| 1/21/25 | Classified | Diana            | Ruiz          | Resignation | Resignation w/o DSD benefits                                              | 2/3/2025  | MC     | Bilingual Specialist      | E05 A | 7   | 0.875  | E2  | Original hire 8/31/21                      |
| 1/22/25 | Licensed   | Allie            | Taylor        | Resignation | Resignation w/o DSD benefits                                              | 1/31/2025 | DO     | School Psychologist       |       | 8   | 1      | 190 | Original hire 9/4/19                       |
| 1/27/25 | Classified | Ashlie           | Lichtenberger | CoS         | Temporary move from DLS Sped III to Lyle DLC                              | 1/27/2025 | Lyle   | EA Special Needs III DLC  | E09 H | 7   | 0.875  | E1  | Temporarily replacing Kristin Allen        |
| 1/27/25 | Classified | Kristin          | Allen         | CoS         | Temporary move from Lyle DLC to DLS                                       | 1/27/2025 | DLS    | Special Needs III         | E05 B | 5.5 | 0.6875 | E1  | Temporarily replacing Ashlie Lichtenberger |
| 2/5/25  | Licensed   | Micah            | Faulkner      | CoS         | Moving from licensed sped teacher at NO to licensed sped teacher at DA/MC | 2/18/2025 | DHS/MC | Special Education Teacher |       | 8   | 1      | 190 | Replaces McKenzie Bookey                   |
| 2/6/25  | Classified | Fernando (Nando) | Ramirez       | New Hire    | New Hire                                                                  | 2/7/2025  | DO     | EA Bilingual Specialist   |       | 7   | 0.875  | E2  | Replacing Diana Ruiz                       |

Steve Spencer, Superintendent

Rachel Alpert, Assistant Superintendent

Board of Directors: Ed Dressel • Lu Ann Meyer • Rob Ogilvie • Zach Steele • Jonathan Woods





| Dallas School District 2024-2025                              |  | General Fund Operations                                                                                                         |              |                      |              |                 |                 |                           | January 2025         |
|---------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------|--------------|-----------------|-----------------|---------------------------|----------------------|
|                                                               |  | Resources primarily come from the State School Fund Grant formula and may be used for general operations of the school district |              |                      |              |                 |                 |                           |                      |
| GENERAL FUND OPERATIONS<br>(FUND 100)                         |  | Current MTD                                                                                                                     | Current YTD  | Add: Projections     | Adjustments* | Annual Forecast | Annual Budget   | Variance<br>Fav / (Unfav) | *Notes               |
| Beginning Fund Balance                                        |  | \$0                                                                                                                             | \$2,101,783  | \$0                  |              | \$2,101,783     | \$2,500,000     | -\$398,217                |                      |
| Local Sources (Property Taxes, Interest, Fees)                |  | \$196,891                                                                                                                       | \$9,630,110  | \$1,193,048          |              | \$10,823,158    | \$10,502,489    | \$320,669                 |                      |
| Flow Through ESD, County School Funds                         |  | \$0                                                                                                                             | \$54,737     | \$45,000             |              | \$99,737        | \$90,000        | \$9,737                   |                      |
| State Sources (SSF, Common School Fund, High Cost Disability) |  | \$2,629,330                                                                                                                     | \$19,398,039 | \$10,714,183         |              | \$30,112,222    | \$29,903,961    | \$208,261                 |                      |
| Federal Sources (In Lieu of Property Taxes)                   |  | \$0                                                                                                                             | \$703        | \$3,006              |              | \$3,709         | \$3,550         | \$159                     |                      |
| Other Sources                                                 |  | \$0                                                                                                                             | \$908        | \$0                  |              | \$908           | \$0             | \$908                     | Sale of fixed assets |
| TOTAL REVENUE                                                 |  | \$2,826,221                                                                                                                     | \$29,084,496 | \$11,955,237         | \$0          | \$41,039,734    | \$40,500,000    | \$539,734                 |                      |
| AVAILABLE RESOURCES<br>(REV + BEG FUND BAL)                   |  | \$2,826,221                                                                                                                     | \$31,186,280 | \$11,955,237         | \$0          | \$43,141,517    | \$43,000,000    | \$141,517                 |                      |
| Expenditures by Appropriation                                 |  | Current MTD                                                                                                                     | Current YTD  | Add:<br>Encumbrances | Adjustments* | Annual Forecast | Annual Budget   | Variance<br>Fav / (Unfav) | *Notes               |
| Instruction                                                   |  | \$2,087,607                                                                                                                     | \$11,861,725 | \$12,368,392         | \$1,142,816  | \$25,372,932    | \$25,136,381    | -\$236,552                |                      |
| Support Services                                              |  | \$1,253,977                                                                                                                     | \$8,084,806  | \$6,761,986          | \$565,026    | \$15,411,818    | \$14,908,619    | -\$503,199                |                      |
| Enterprise and Community Services                             |  | \$0                                                                                                                             | \$0          | \$0                  | \$0          | \$0             | \$0             | \$0                       |                      |
| Facilities Acquisition and Construction                       |  | \$0                                                                                                                             | \$0          | \$0                  | \$0          | \$0             | \$0             | \$0                       |                      |
| Transfers to Other Funds                                      |  | \$0                                                                                                                             | \$117,664    | \$0                  | \$50,336     | \$168,000       | \$168,000       | \$0                       |                      |
| Contingencies                                                 |  |                                                                                                                                 |              |                      |              | \$0             | \$827,000       | \$827,000                 |                      |
| Unappropriated Ending Fund Balance                            |  |                                                                                                                                 |              |                      |              | \$0             | \$1,960,000     | \$1,960,000               |                      |
| TOTAL EXPENDITURES                                            |  | \$3,341,584                                                                                                                     | \$20,064,195 | \$19,130,378         | \$1,758,178  | \$40,952,751    | \$43,000,000    | \$2,047,249               |                      |
| SURPLUS / (DEFICIT)                                           |  | -\$515,363                                                                                                                      | \$9,020,301  |                      |              | \$2,188,766     |                 |                           |                      |
| Ending Fund Balance                                           |  |                                                                                                                                 |              |                      |              | \$2,188,766     | 5.33%           | of Revenues               | Board Policy 8%      |
| Investment Account Balances by Type                           |  | Yield                                                                                                                           | Beg Bal      | Deposits             | Withdrawals  | End Bal         | Debt Obligation |                           |                      |
| General Operations (5703,5018)                                |  | 4.73%                                                                                                                           | \$12,370,703 | \$2,662,576          | \$3,676,942  | \$11,356,337    | Annual Debt     | Paid YTD                  | Due by June 30, 2025 |
| Debt Service (5770)                                           |  | 4.73%                                                                                                                           | \$3,802,167  | \$67,387             | \$0          | \$3,869,554     | \$3,698,920     | \$661,666                 | \$3,037,254          |
| Capital Projects (3974,6022)                                  |  | 4.73%                                                                                                                           | \$19,958,959 | \$80,235             | \$0          | \$20,039,194    |                 |                           |                      |
| Total District                                                |  |                                                                                                                                 | \$36,131,828 | \$2,810,199          | \$3,676,942  | \$35,265,085    |                 |                           |                      |



| Dallas School District 2024-2025        | Fund Group | Appropriation Monitoring |                  |                 |               |                        | January 2025 |
|-----------------------------------------|------------|--------------------------|------------------|-----------------|---------------|------------------------|--------------|
| GENERAL OPERATIONS                      | F100s      | Current YTD              | Add: Projections | Annual Forecast | Annual Budget | Variance Fav / (Unfav) | *Notes       |
| Instruction                             |            | \$11,882,926             | \$12,368,391.70  | \$24,251,318    | \$25,336,381  | \$1,085,063            | +            |
| Support Services                        |            | \$8,085,769              | \$6,761,986      | \$14,847,756    | \$15,249,619  | \$401,864              | +            |
| Enterprise and Community Services       |            | \$0                      | \$0              | \$0             | \$0           | \$0                    | +            |
| Facilities Acquisition and Construction |            | \$0                      | \$0              | \$0             | \$0           | \$0                    | +            |
| Transfers to Other Funds                |            | \$117,664                | \$0              | \$117,664       | \$168,000     | \$50,336               | +            |
| Contingencies                           |            |                          |                  | \$0             | \$1,960,000   | \$1,960,000            | +            |
| TOTAL                                   |            | \$20,086,360             | \$19,130,378     | \$39,216,738    | \$42,714,000  | \$3,497,262            | +            |
| SPECIAL GRANTS & PROJECTS               | F200s      | Current YTD              | Add: Projections | Annual Forecast | Annual Budget | Variance Fav / (Unfav) | *Notes       |
| Instruction                             |            | \$2,303,111              | \$2,842,635      | \$5,145,746     | \$6,914,856   | \$1,769,110            | +            |
| Support Services                        |            | \$856,931                | \$663,741        | \$1,520,671     | \$2,110,162   | \$589,491              | +            |
| Enterprise and Community Services       |            | \$600,995                | \$612,974        | \$1,213,969     | \$1,287,500   | \$73,531               | +            |
| Transfers to Other Funds                |            |                          |                  | \$0             | \$96,000      | \$96,000               | +            |
| TOTAL                                   |            | \$3,761,037              | \$4,119,349      | \$7,880,366     | \$10,408,518  | \$2,528,132            | +            |
| DEBT SERVICE                            | F300s      | Current YTD              | Add: Projections | Annual Forecast | Annual Budget | Variance Fav / (Unfav) | *Notes       |
| Debt Service                            |            | \$619,448                | \$0              | \$619,448       | \$6,045,516   | \$5,426,068            | +            |
| TOTAL                                   |            | \$619,448                | \$0              | \$619,448       | \$6,045,516   | \$5,426,068            | +            |
| CAPITAL PROJECTS (BOND)                 | F400s      | Current YTD              | Add: Projections | Annual Forecast | Annual Budget | Variance Fav / (Unfav) | *Notes       |
| Facilities Acquisition and Construction |            | \$2,064,150              | \$2,302,362      | \$4,366,512     | \$10,380,000  | \$6,013,488            | +            |
| Contingencies                           |            |                          |                  | \$0             | \$5,000,000   | \$5,000,000            | +            |
| TOTAL                                   |            | \$2,064,150              | \$2,302,362      | \$4,366,512     | \$15,380,000  | \$11,013,488           | +            |
| UNEMPLOYMENT INSURANCE FUND             | F700s      | Current YTD              | Add: Projections | Annual Forecast | Annual Budget | Variance Fav / (Unfav) | *Notes       |
| Support Services                        |            | \$127,526                | \$22,474         | \$150,000       | \$700,000     | \$550,000              | +            |
| TOTAL                                   |            | \$127,526                | \$22,474         | \$150,000       | \$700,000     | \$550,000              | +            |
| TOTAL APPROPRIATION SUMMARY             | ALL        | Current YTD              | Add: Projections | Annual Forecast | Annual Budget | Variance Fav / (Unfav) | *Notes       |
| Instruction                             |            | \$14,186,037             | \$15,211,027     | \$29,397,064    | \$32,251,237  | \$2,854,173            |              |
| Support Services                        |            | \$9,070,226              | \$7,448,201      | \$16,518,427    | \$18,059,781  | \$1,541,354            |              |
| Enterprise and Community Services       |            | \$600,995                | \$612,974        | \$1,213,969     | \$1,287,500   | \$73,531               |              |
| Facilities Acquisition and Construction |            | \$2,064,150              | \$2,302,362      | \$4,366,512     | \$10,380,000  | \$6,013,488            |              |
| Transfers to Other Funds                |            | \$117,664                | \$0              | \$117,664       | \$264,000     | \$146,336              |              |
| Debt Service                            |            | \$619,448                | \$0              | \$619,448       | \$6,045,516   | \$5,426,068            |              |
| Contingencies                           |            | \$0                      | \$0              | \$0             | \$6,960,000   | \$6,960,000            |              |
| TOTAL                                   |            | \$26,658,521             | \$25,574,563     | \$52,233,084    | \$75,248,034  | \$23,014,950           |              |
| UNAPPORTIATED                           | ALL        |                          |                  |                 | \$2,700,580   |                        |              |
| TOTAL BUDGET                            | ALL        |                          |                  |                 | \$77,948,614  |                        |              |



| Dallas School District 2024-2025                                                                                 | Capital Projects Funds      |             |              |                  |                 |                         | January 2025         |                        |
|------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------|--------------|------------------|-----------------|-------------------------|----------------------|------------------------|
| Proceeds from 2022 voter approved bonds sold to complete a variety of construction projects around the district. |                             |             |              |                  |                 |                         |                      |                        |
| CAPITAL CONSTRUCTION F403 Voter Approved Bond                                                                    | Prior Year Cumulative Total | Current MTD | Current YTD  | Add: Projections | Annual Forecast | Revenue Total ALL Years | Project Budget       | Variance Fav / (Unfav) |
| Beginning Fund Balance                                                                                           | \$0                         | \$0         | \$20,765,308 | \$0              | \$20,765,308    |                         |                      |                        |
| Interest                                                                                                         | \$719,882                   | \$80,235    | \$612,833    | \$187,167        | \$800,000       | \$1,519,882             | \$2,000,000          | -\$480,118             |
| OSCIM Grant                                                                                                      | \$0                         | \$0         | \$1,435,429  | \$2,564,571      | \$4,000,000     | \$4,000,000             | \$4,000,000          | \$0                    |
| Bond Issuance #1 2022                                                                                            | \$12,756,016                | \$0         | \$0          | \$0              | \$0             | \$12,756,016            | \$12,756,016         | \$0                    |
| Bond Issuance #2 2024                                                                                            | \$15,235,000                | \$0         | \$0          | \$0              | \$0             | \$15,235,000            | \$15,235,000         | \$0                    |
| Bond Proceeds                                                                                                    | \$2,886,380                 | \$0         | \$0          | \$0              | \$0             | \$2,886,380             | \$0                  | \$2,886,380            |
| Other Sources - Energy/Trust, Seismic, Etc.                                                                      | \$0                         | \$0         | \$0          | \$0              | \$0             | \$0                     | \$1,310,508          | -\$1,310,508           |
| TOTAL REVENUE                                                                                                    | \$31,597,278                | \$80,235    | \$2,048,262  | \$2,751,738      | \$4,800,000     | \$36,397,278            | \$35,301,524         | \$1,095,754            |
| TOTAL AVAILABLE RESOURCES                                                                                        | \$31,597,278                |             | \$22,813,571 |                  | \$25,565,308    |                         |                      |                        |
|                                                                                                                  |                             |             |              |                  |                 |                         |                      |                        |
| Expenditures by Building                                                                                         | Prior Year Cumulative Total | Current MTD | Current YTD  | Encumbered       | Annual Forecast | Project Total ALL Years | Original Proj Budget | Variance Fav / (Unfav) |
| Lyle Elementary                                                                                                  | \$55,360                    | \$34,625    | \$436,857    | \$467,736        | \$904,594       | \$959,954               | \$3,865,970          | \$2,906,016            |
| Oakdale Elementary                                                                                               | \$271,699                   | \$0         | \$19,274     | \$244,285        | \$263,559       | \$535,259               | \$2,095,520          | \$1,560,261            |
| Whitworth Elementary                                                                                             | \$158,929                   | \$0         | \$86,319     | \$174,548        | \$260,867       | \$419,795               | \$2,728,840          | \$2,309,045            |
| LaCreole Middle School                                                                                           | \$4,059,693                 | \$81        | \$413,231    | \$344,893        | \$758,124       | \$4,817,817             | \$6,739,312          | \$1,921,495            |
| Dallas High School                                                                                               | \$1,763,936                 | \$8,515     | \$323,342    | \$416,750        | \$740,092       | \$2,504,028             | \$9,727,985          | \$7,223,957            |
| Morrison Building                                                                                                | \$800,940                   | \$435       | \$531,973    | \$165,157        | \$697,130       | \$1,498,069             | \$991,650            | -\$506,419             |
| District Wide Management/Oversight/Planning                                                                      | \$3,662,218                 | \$38,018    | \$253,154    | \$488,992        | \$742,147       | \$4,404,364             | \$9,152,247          | \$4,747,883            |
| Reserved for Future Projects                                                                                     |                             |             |              |                  |                 |                         |                      | \$20,162,237           |
| TOTAL EXPENDITURES                                                                                               | \$10,772,774                | \$81,674    | \$2,064,150  | \$2,302,362      | \$4,366,512     | \$15,139,287            | \$35,301,524         | \$20,162,237           |
| Expenditures by Project Type                                                                                     | Prior Year Cumulative Total | Current MTD | Current YTD  | Encumbered       | Annual Forecast | Project Total ALL Years | Project Budget       | Variance Fav / (Unfav) |
| 000 District Wide Management/Oversight/Planning                                                                  | \$3,662,218                 | \$38,018    | \$253,154    | \$488,992        | \$742,147       | \$4,404,364             | \$9,152,247          | \$4,747,883            |
| 800 Critical Facility Upgrade (CFU)                                                                              | \$3,280,869                 | \$43,575    | \$1,408,981  | \$408,018        | \$1,816,999     | \$5,097,869             | \$12,940,452         | \$7,842,583            |
| 900 New Construction                                                                                             | \$3,094,187                 | \$0         | \$348,514    | \$291,608        | \$640,122       | \$3,734,309             | \$11,718,750         | \$7,984,441            |
| 830 Health Safety & Security                                                                                     | \$735,500                   | \$81        | \$53,501     | \$1,113,744      | \$1,167,245     | \$1,902,745             | \$1,490,075          | -\$412,670             |
| TOTAL EXPENDITURES                                                                                               | \$10,772,774                | \$81,674    | \$2,064,150  | \$2,302,362      | \$4,375,219     | \$15,147,993            | \$37,083,524         | \$21,935,531           |
| Reserved for Future Projects                                                                                     | \$20,824,503                |             |              |                  | \$21,190,090    |                         |                      | \$23,031,284           |





# Accreditation Engagement Review

July 01, 2024 - June 30, 2025

Dallas High School

Institution #229296

1250 SE Holman Ave  
Dallas, Oregon 97338  
United States of America

## Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered

to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future

capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. At least every six years, the institution formally engages the Standards for Accreditation to reflect and examine its progress toward its desired future as expressed through its mission, purpose, and strategic direction.

Cognia's purpose-driven, strategic process is the most widely used continuous improvement process in the world.

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## Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review. The findings of the report are organized in five sections: Assurances, Rating of Analyses, Cognia Performance Standards, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how

well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained evaluators gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these standards, evaluators assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution

quality through a review of documented evidence, discussions with leadership, and community feedback. Using the standards as a framework, the report provides valuable guidance to help focus your institution's improvement journey.



## Assurances

Assurances are requirements that accredited institutions must meet. The assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review. Institutions are expected to meet all assurances and are expected to correct any deficiencies in unmet assurances.

| #  | ASSURANCES                                                                                                                                                                                                                                                    | YES/NO |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1. | The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.                                                                                                                                  | ☑ Yes  |
| 2. | The institution complies with all applicable governmental laws or regulations.                                                                                                                                                                                | ☑ Yes  |
| 3. | The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.                                                                                                            | ☑ Yes  |
| 4. | The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.                                                                       | ☑ Yes  |
| 5. | The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.                                                                                                             | ☑ Yes  |
| 6. | The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders. | ☑ Yes  |
| 7. | The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.                                                                                                                               | ☑ Yes  |

## Evaluations of Institution Analyses

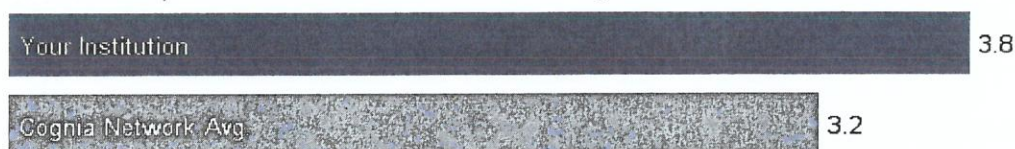
Cognia expects institutions to use a systematic process to collect data and information using quality instruments and then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high-performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.

### Stakeholder Feedback Analysis

| CRITERION                                                                                                          | YOUR SCORE                    |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria. | ★★★★<br>Network Average: 3.5  |
| The institution has analyzed and synthesized information.                                                          | ★★★★<br>Network Average: 3.1  |
| The institution has identified areas of noteworthy achievement and areas in need of improvement.                   | ★★★★<br>Network Average: 3.4  |
| The institution has interpreted findings, prioritized themes, and developed theories of action.                    | ★★★☆☆<br>Network Average: 2.9 |

#### Network Comparison for Stakeholder Feedback Analysis



### Student Performance Analysis

| CRITERION                                                                                                          | YOUR SCORE                   |
|--------------------------------------------------------------------------------------------------------------------|------------------------------|
| The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria. | ★★★★<br>Network Average: 3.5 |
| The institution has analyzed and synthesized information.                                                          | ★★★★<br>Network Average: 3.2 |
| The institution has identified areas of noteworthy achievement and areas in need of improvement.                   | ★★★★<br>Network Average: 3.3 |
| The institution has interpreted findings, prioritized themes, and developed theories of action.                    | ★★★★<br>Network Average: 2.9 |

#### Network Comparison for Student Performance Analysis





## Learning Environments Analysis

### CRITERION

### YOUR SCORE

The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.



Network Average: 3.4

The institution has analyzed and synthesized information.



Network Average: 2.9

The institution has identified areas of noteworthy achievement and areas in need of improvement.



Network Average: 3.2

The institution has interpreted findings, prioritized themes, and developed theories of action.



Network Average: 2.8

#### Network Comparison for Learning Environments Analysis

Your Institution

3.8

Cognia Network Avg

3.1

## Culture of Learning

### CRITERION

### YOUR SCORE

The narrative provides evidence for standards related to Culture of Learning.



Network Average: 3.6

The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.



Network Average: 3.2

The institution has identified areas of noteworthy achievement and areas in need of improvement.



Network Average: 3.3

The institution has interpreted findings, prioritized themes, and developed theories of action.



Network Average: 2.8

#### Network Comparison for Culture of Learning

Your Institution

4.0

Cognia Network Avg

3.2

## Leadership for Learning

### CRITERION

### YOUR SCORE

The narrative provides evidence for standards related to Leadership for Learning.



Network Average: 3.5

The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.



Network Average: 3.1

The institution has identified areas of noteworthy achievement and areas in need of improvement.



Network Average: 3.2

The institution has interpreted findings, prioritized themes, and developed theories of action.



Network Average: 2.7

#### Network Comparison for Leadership for Learning

Your Institution

4.0

Cognia Network Avg

3.1

## Engagement of Learning

### CRITERION

### YOUR SCORE

The narrative provides evidence for standards related to Engagement of Learning.



Network Average: 3.5

The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.



Network Average: 3.1

The institution has identified areas of noteworthy achievement and areas in need of improvement.



Network Average: 3.2

The institution has interpreted findings, prioritized themes, and developed theories of action.



Network Average: 2.8

#### Network Comparison for Engagement of Learning

Your Institution

4.0

Cognia Network Avg

3.1



## Growth in Learning

### CRITERION

### YOUR SCORE

The narrative provides evidence for standards related to Growth in Learning.



Network Average: 3.5

The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.



Network Average: 3.0

The institution has identified areas of noteworthy achievement and areas in need of improvement.



Network Average: 3.2

The institution has interpreted findings, prioritized themes, and developed theories of action.



Network Average: 2.8

### Network Comparison for Growth in Learning

Your Institution

4.0

Cognia Network Avg

3.1

## Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates are present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.

| RATING | LEVEL | DESCRIPTION                                                                                                         |
|--------|-------|---------------------------------------------------------------------------------------------------------------------|
| ★★★★   | 4     | Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners. |
| ★★★    | 3     | Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.            |
| ★★     | 2     | Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.      |
| ★      | 1     | Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.                     |

# Cognia Performance Standards Ratings

## Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

### Keys to Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

#### Standard 1

**Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.**

YOUR RATING



Network Average: 3.3

#### LEVEL DESCRIPTION

|   |                                                                                                                                                                                                                                                                                                                                                                                              |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | 4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias. |
| 3 | 3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.       |
| 2 | 2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.    |
| 1 | 1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.             |



## Standard 2

**Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.**

YOUR RATING  
  
 Network Average: 3.4

| LEVEL | DESCRIPTION                                                                                                                                                                                                                                          |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | 4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values. |
| 3     | 3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.          |
| 2     | 2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.                          |
| 1     | 1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.                                             |

## Standard 3

**Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.**

YOUR RATING  
  
 Network Average: 2.9

| LEVEL | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                           |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | 4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles. |
| 3     | 3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.                                     |
| 2     | 2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.                                                    |
| 1     | 1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.                                                                                                                                            |

## Standard 4

**Learners benefit from a formal structure that fosters positive relationships with peers and adults.**

YOUR RATING  
  
 Network Average: 3.1

| LEVEL | DESCRIPTION                                                                                                                                                                                                                                                                            |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | 4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.  |
| 3     | 3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.        |
| 2     | 2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being. |
| 1     | 1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.                  |

## Standard 5

**Professional staff members embrace effective collegiality and collaboration in support of learners.**

YOUR RATING  
  
 Network Average: 3.0

| LEVEL | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | 4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. |
| 3     | 3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.                                                              |
| 2     | 2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.                                                      |
| 1     | 1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.                                                                             |



## Standard 6

**Professional staff members receive the support they need to strengthen their professional practice.**

YOUR RATING  
 ★★☆☆  
 Network Average: 2.9

| LEVEL | DESCRIPTION                                                                                                                                                                                                                                                                  |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | 4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers. |
| 3     | 3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.                                              |
| 2     | 2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.                                                  |
| 1     | 1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.                                                   |

#### Network Comparison for Culture of Learning Standards



## Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

### Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

## Standard 7

**Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.**

YOUR RATING  
  
 Network Average: 2.8

## LEVEL DESCRIPTION

- |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | 4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. |
| 3 | 3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.                         |
| 2 | 2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.                     |
| 1 | 1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.                                 |

## Standard 8

**The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.**

YOUR RATING  
  
 Network Average: 3.2

## LEVEL DESCRIPTION

- |   |                                                                                                                                                                                                                                                                                                                                                                    |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | 4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement. |
| 3 | 3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.                                                           |
| 2 | 2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.                                                                             |
| 1 | 1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the                                                                                                                                                                                                                                                          |



institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

## Standard 9

### Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING



Network Average: 2.9

#### LEVEL DESCRIPTION

- | LEVEL | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | 4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities. |
| 3     | 3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.                              |
| 2     | 2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.                                                       |
| 1     | 1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.                                                                   |

## Standard 10

### Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING



Network Average: 2.9

#### LEVEL DESCRIPTION

- | LEVEL | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | 4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning. |
| 3     | 3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.                                                         |

- 2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
- 1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

## Standard 11

**Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.**

YOUR RATING  
  
 Network Average: 3.1

### LEVEL DESCRIPTION

- 4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
- 3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.
- 2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.
- 1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

## Standard 12

**Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.**

YOUR RATING  
  
 Network Average: 2.9

### LEVEL DESCRIPTION

- 4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.



- 3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
- 2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
- 1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

### Standard 13

**Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.**

YOUR RATING



Network Average: 3.0

#### LEVEL DESCRIPTION

- 4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
- 3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
- 2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
- 1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

## Standard 14

**Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.**

YOUR RATING  
  
 Network Average: 3.0

## LEVEL DESCRIPTION

- | LEVEL | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                    |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | 4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources. |
| 3     | 3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.                             |
| 2     | 2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.                              |
| 1     | 1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.                            |

## Standard 15

**Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.**

YOUR RATING  
  
 Network Average: 3.0

## LEVEL DESCRIPTION

- | LEVEL | DESCRIPTION                                                                                                                                                                                                                                                                                                                              |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | 4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time. |
| 3     | 3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.             |
| 2     | 2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.                                      |
| 1     | 1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.                                                    |



## Network Comparison for Leadership for Learning Standards



## Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

### Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

#### Standard 16

**Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.**

YOUR RATING



Network Average: 2.9

#### LEVEL DESCRIPTION

|   |                                                                                                                                                                                                                                                                                                      |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | 4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices. |
| 3 | 3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.            |
| 2 | 2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.          |
| 1 | 1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.                       |

## Standard 17

**Learners have equitable opportunities to realize their learning potential.**

YOUR RATING  
  
 Network Average: 3.0

| LEVEL | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | 4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.                                                                                                                                                        |
| 3     | 3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.                                      |
| 2     | 2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.     |
| 1     | 1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy. |

## Standard 18

**Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.**

YOUR RATING  
  
 Network Average: 2.9

| LEVEL | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                      |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | 4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking. |
| 3     | 3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.                                   |
| 2     | 2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success.                                                                                                                                                                 |



Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

- 1 1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

## Standard 19

**Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.**

YOUR RATING  
  
 Network Average: 2.6

### LEVEL DESCRIPTION

- 4 4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
- 3 3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
- 2 2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
- 1 1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

## Standard 20

**Learners engage in experiences that promote and develop their self-confidence and love of learning.**

YOUR RATING  
  
 Network Average: 2.9

### LEVEL DESCRIPTION

- 4 4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
- 3 3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
- 2 2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.

- 1 1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

## Standard 21

**Instruction is characterized by high expectations and learner-centered practices.**

YOUR RATING



Network Average: 2.8

### LEVEL DESCRIPTION

- |   |                                                                                                                                                                                                                                                           |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | 4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.                 |
| 3 | 3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.               |
| 2 | 2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.         |
| 1 | 1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential. |

## Standard 22

**Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.**

YOUR RATING



Network Average: 2.7

### LEVEL DESCRIPTION

- |   |                                                                                                                                                                                                                                                                                                                                                                |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | 4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity. |
| 3 | 3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.                                                                    |
| 2 | 2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.                                                                                                                  |
| 1 | 1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.                                                                                                                                                                                        |



## Standard 23

**Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.**

YOUR RATING  
 ★★☆☆  
 Network Average: 2.8

## LEVEL DESCRIPTION

|   |                                                                                                                                                                                                                                                                                                                                                                     |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | 4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.                     |
| 3 | 3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.                           |
| 2 | 2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.                             |
| 1 | 1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity. |

## Network Comparison for Engagement of Learning Standards



## Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

### Keys to Growth in Learning

Growth is evident when:

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

## Standard 24

**Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.**

YOUR RATING  
  
 Network Average: 2.9

## LEVEL DESCRIPTION

- |   |                                                                                                                                                                                                                                                                                                                                                                                                  |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | 4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. |
| 3 | 3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.                   |
| 2 | 2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.                                                           |
| 1 | 1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.                                                                    |

## Standard 25

**Leaders promote action research by professional staff members to improve their practice and advance learning.**

YOUR RATING  
  
 Network Average: 2.5

## LEVEL DESCRIPTION

- |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | 4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research. |
| 3 | 3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.            |
| 2 | 2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.    |



- 1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

## Standard 26

**Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.**

YOUR RATING  
  
 Network Average: 2.7

### LEVEL DESCRIPTION

- 4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
- 3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
- 2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
- 1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

## Standard 27

**Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.**

YOUR RATING  
  
 Network Average: 2.9

### LEVEL DESCRIPTION

- 4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
- 3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
- 2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.

- 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

## Standard 28

**With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.**

YOUR RATING



Network Average: 2.9

### LEVEL DESCRIPTION

- 4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

## Standard 29

**Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.**

YOUR RATING



Network Average: 2.6

### LEVEL DESCRIPTION

- 4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
- 3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
- 2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional



learning exists but is not fully implemented.

- 1 1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

### Standard 30

**Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.**

YOUR RATING



Network Average: 2.8

#### LEVEL DESCRIPTION

- | LEVEL | DESCRIPTION                                                                                                                                                                                                                                                                                                                                          |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | 4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction. |
| 3     | 3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.             |
| 2     | 2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.                       |
| 1     | 1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.                                                           |

#### Network Comparison for Growth in Learning Standards





## Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

### Culture of Learning

**Leadership cultivates a culture that prioritizes learners' well-being, fosters respect, and promotes positive relationships within the community.** The institution's mission to "help others grow in capacity and confidence" and its vision that "each student is known by name, strength, and need" are evident in the school's culture. Students expressed feeling united despite diversity, with one stating, "Overall, everyone has respect for each other and teachers." Parents similarly noted that students are thrilled to be going to this school and that it provides a positive environment where students feel happy and supported. When stakeholders were asked to describe the school in one word, the top words were community, welcoming, and collaborative. Stakeholder surveys confirm this with relationships being one of the highest scoring areas. The school's modified block schedule includes an advisory class which is held twice weekly. This provides a safe and supportive space for students and fosters meaningful relationships with peers and adults. Additionally, the school offers various clubs, athletics, and recognition programs that further strengthen students' sense of belonging and community. Teachers and administrators take a proactive approach to connect with students, with staff describing the importance of

getting to know each learner as central to their work. School leaders also encourage all stakeholders to adopt an outward mindset further confirming the importance of the well-being of all members of the school community. Leadership ensures that the school's culture reflects its mission and vision by continually demonstrating a commitment to fostering a respectful and inclusive environment that prioritizes learners' well-being and personal growth.

The institution fosters a culture of professional growth and collaboration among staff to enhance student learning. Teachers benefit from various professional development opportunities, including dedicated professional development days throughout the year and weekly professional learning community (PLC) meeting times. The instructional learning team (ILT) plays a critical role in providing training on best practices such as tiered instruction and data review, aligning with the school's continuous improvement plan (CIP). Teachers also reported that administrators are visible and actively engaged in supporting staff in the halls, contributing to a strong, collaborative school culture. Additionally, the school has a culture of peer mentoring, where teachers informally support one another to improve instructional practices. Teacher survey questions related to professional development were above average but have fallen from previous years. Teachers in the focus group indicated the district-level mentoring program was discontinued, which may have contributed to the lower scores. Teachers can sign up to work with a mentor through the local education services district but are not required to participate. Leadership ensures that staff members receive resources based on data along with collaborative opportunities necessary for growth. School leaders are encouraged to continue to invest in teacher collaboration time to ensure continuous professional growth. School leaders are also encouraged to continue to motivate all stakeholders to take a proactive approach to building positive relationships in the school community.

### Leadership for Learning

**Leaders guide professional staff in continuous improvement processes that align with institutional priorities and learner needs.** The current continuous improvement plan (CIP) was developed collaboratively with school leaders and teachers. CIP goals are based on data and stakeholder input with one-, two-, and four-year





measures for each goal. In addition, the CIP is a living document that is revised based on data. The school's ILT meets regularly with teachers during PLC time to facilitate discussions and collect data to continue to focus the school goals on improvement. This system ensures that leadership decisions are driven by stakeholder feedback and continuous evaluation, supporting ongoing improvements in instruction and learner experiences. The school board actively supports the institution's goals by creating annual objectives that align with overall student achievement, including professional development as a key component. School leaders expressed strong support from the board, noting that regular collaboration helps maintain alignment between the school's priorities and the board's actions. This partnership between the governing authority and leadership ensures that the school's focus remains on advancing student learning. Leaders consistently engage professional staff members in the continuous improvement process based on analyzed data.

Leadership embraces a collaborative leadership style, involving staff at all levels in decision-making processes. Teachers highlighted their involvement in committees such as the ILT, site council, and district committees. The school also supports student leadership, with student council members actively participating in leadership roles. For example, the student body president attends school board meetings. Leaders provide support for teachers through supervision and evaluation processes that include regular feedback. One teacher praised administrators for their ongoing support, such as providing guidance during challenging situations and offering to model best practices. This support allows teachers to focus on implementing curriculum adopted based on district and state policies. Although stakeholders stated that a behavior support person was hired based on analyzed data and school needs, school leaders indicate that allocating resources based on student needs is an area of improvement. School leaders recognize and encourage leadership potential among stakeholders and support the improvement of the professional staff through a structured hiring and evaluation process. It is suggested that school leaders develop a process to allocate resources based on analyzed data and student needs.

### **Engagement of Learning**

**The institution implements a curriculum that emphasizes inclusivity, collaboration, and the**

**development of lifelong skills.** The school demonstrates a commitment to fostering inclusivity and equity through its curriculum and opportunities for all learners. Tribal/shared history lessons and participation in the District Equity Advisory Committee exemplify the school's focus on creating culturally responsive learning environments. A parent in the focus group emphasized the school's efforts noting the school is "a great fit" where students feel supported and happy. These initiatives align with the school's mission to address the needs of all learners, as evidenced by the steady decrease in achievement gaps among underserved populations. Additionally, academic success opportunities are provided through various pathways, including Career and Technical Education (CTE) courses, Advanced Placement (AP) classes, and dual-credit programs. Counselors and advisory teachers work with students to develop a Personal Education Plan and Profile, guiding them to set meaningful goals and achieve their full potential. The school's culture and learning environments demonstrate a strong commitment to respecting and celebrating diversity, fostering a sense of inclusion and belonging among students, staff, and families.

Classroom environments incorporate some learner-centered practices but require improvement to foster active engagement and encourage student voice and responsibility. Instructional practices remain heavily teacher-led, although the school is making efforts to increase the gradual release of responsibility through focused professional development. Students noted that discussions in many classes are dominated by a few participants, suggesting that current strategies do not adequately promote equitable participation. While advisory and advanced-level classes show evidence of student-driven inquiry, collaboration, and exploration, there was little evidence of these activities in general education courses. This is also an area that school leaders have marked for improvement. Lower scores for active learning in the learning environment observation data further support this need. The 1:1 Chromebook program provides a foundation for integrating innovative and creative practices. Although learning environment observation scores for digital learning were low, school leaders are committed to utilizing technology to enhance learning. Learners engage in environments that are more instructor-centered with some opportunity for input. Learners are minimally involved in identifying their learning targets and monitoring their progress. It is suggested that school leaders work with professional staff members to increase the gradual release of responsibility in



general education classes. School leaders are also encouraged to provide teachers with the training and tools needed to help students monitor their own learning progress.

### Growth in Learning

**Leaders and professional staff members use data to make decisions that address the academic and non-academic needs of learners.** Leaders use various data sources, including standardized assessments, rubrics, surveys, and teacher-generated evaluations, to inform decision-making for learners and staff. The professional learning communities (PLCs) play a vital role in utilizing this data to drive instructional improvements and support continuous learning cycles. Additionally, the instructional leadership team (ILT) facilitates action research projects, providing staff with opportunities to model inquiry and growth while connecting professional development to instructional practices. These efforts empower educators to adapt their teaching strategies to meet diverse learner needs effectively. This is all supported by a comprehensive professional development plan that includes application and evaluation. This plan is also directly aligned with the school's improvement plan goals. Leaders make decisions utilizing diverse data sources to drive instructional improvement and plan professional development.

Learners have access to various opportunities for academic assistance, but structured interventions remain limited. The advisory program offers a safe and supportive environment where students can seek guidance, while block schedules include applied learning periods for students to meet with teachers to receive additional support. Teachers are also able to refer students to educational assistants during this time as needed. Teachers are also available before and after school for students. However, most of these opportunities rely on students actively seeking help, which may not effectively address the needs of all learners. Programs like dual credit courses, career and technical education (CTE), and college readiness initiatives offer pathways for students to pursue individualized goals, but the ability of students to monitor and take ownership of their progress in general education classes is an area for improvement. For those whose needs are not fully met in the comprehensive school program, the Dragon Academy, an alternative program located on campus, is an additional option. Professional staff members regularly engage with students to support their goals,

but learners' active ownership of their goals is limited. School leaders are encouraged to expand systematic targeted interventions that would ensure equitable access to consistent support, regardless of student initiative or awareness.

The Engagement Review Team hopes the findings from this review will provide a framework for strengthening the school's effectiveness. Dallas High School is to be commended for many excellent programs that provide a collaborative, welcoming, and inclusive community for students, families, and staff. The school is prepared to enhance its educational commitment to student success as it pursues its continuous improvement journey.



## Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

### Noteworthy Practices

In conducting the review, the evaluator identified Noteworthy Practices that reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflects the greatest strengths of the institution.

- 1 **The school's guiding principles have successfully built a culture of respect, inclusion, and collaboration that promotes learner well-being. School leadership has fostered an open and inviting culture where students are known through purposeful structures and actions and collaboration takes place among all stakeholders.**

Standard 2    Standard 4    Standard 5

### Areas for Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

- 1 **Structure resource allocation based on learner's needs to ensure equity for learning.**

Standard 15

RATIONALE    If school leaders adjust resource allocation based on learner's needs, then students may have increased opportunities for equitable learning.

- 2 **Prioritize professional development for learner-centered practices to increase student engagement.**

Standard 19    Standard 21

RATIONALE    If professional development for student-centered instruction and gradual release of responsibility is prioritized, then students may have more opportunities for active engagement and increased responsibility for their learning.

- 3 **Develop and implement targeted interventions based on student performance data to increase student achievement.**

Standard 27

RATIONALE    When targeted interventions based on student performance data are implemented, then measures of student achievement may increase.

## Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning the accreditation status of your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

| Your Institution's IEQ                   | SCORE            | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>333</b>                               | <b>Below 220</b> | An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Monitoring Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.                                            |
| Cognia's IEQ Network Average: <b>296</b> | <b>220 - 300</b> | An IEQ in the range of 220-300 suggests the institution has some Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory improvement is not achieved.                                               |
|                                          | <b>Above 300</b> | An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory progress is not achieved. |

## Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.





## Evaluator Roster

The Engagement Review is conducted by professionals with varied backgrounds and professional experiences. All evaluators complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professional(s) served on the Engagement Review:

| EVALUATOR NAME                                          | BRIEF BIOGRAPHY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Jennifer Williamson</b><br><br><b>Lead Evaluator</b> | <p>Dr. Jennifer Williamson joined Cognia in 2022 and currently serves as a regional accreditation evaluator for the Pacific region providing personalized service and guidance to institutions as they navigate the accreditation process. Dr. Williamson's professional career spans 32 years. Her experience includes the role of teacher, professional school counselor, administrator, and school board member. In addition, prior to joining Cognia, Dr. Williamson served as an accreditation review team member, associate lead evaluator, and lead evaluator. She earned a B.A. in English education from Maryville University and an M.Ed. and Ph.D. in educational psychology from the University of Nevada Las Vegas.</p> |
| <b>Tina Mondale</b>                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

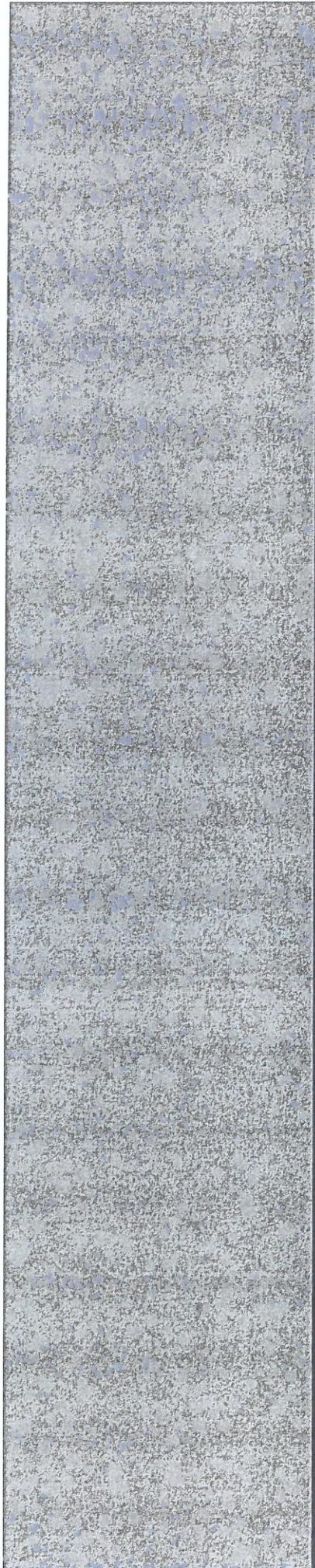


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# Integrated Plan Needs Assessment

2025 - 2027 Application Cycle





# Background

## What is the integrated plan?

The Integrated Plan is Dallas School District's strategy to align multiple grant funding sources aimed at achieving our district outcomes.

We receive funding from a variety of grants, the largest are the Student Investment Account (SIA), High School Success (HSS), and Early Literacy Success School District Grant (ELSSDG).

## What is the purpose of each grant?

SIA: To assist in meeting students' mental or behavioral health needs and increase academic achievement.

HSS: Expand programs related to dropout prevention, CTE, and college level opportunities for students.

ELSSDG: Increase early literacy from kindergarten to third grade through PD, curriculum, tutoring, and extended learning.

# Process and Timeline

|                                          |                                    |                                         |
|------------------------------------------|------------------------------------|-----------------------------------------|
| Collect Data:                            | Review Data and Identify Needs:    | Report on Trends Identified in Building |
| - Always ongoing                         | - November 2024 - February 2025    | - February 2025                         |
| Review and Align Outcomes and Strategies | Submit Integrated Plan Application | Implement Integrated Plan:              |
| - February - April 2025                  | - April 2025                       | - 2025 - 2027 Biennium                  |



## What data was reviewed?

| <u>Academic:</u>            | <u>Culture:</u>       | <u>Student Management:</u> |
|-----------------------------|-----------------------|----------------------------|
| State Assessment Scores     | Attendance            | Discipline Data            |
| STAR Assessment Scores      | Youth Truth Surveys   | Behavior                   |
| Graduation/Completion Rates | Student Health Survey |                            |

# Identified Needs

## Elementary:

- Behavioral support
- Class size reductions
- Curriculum needs
- Increase collaborative approach between schools and families to support our students

## Secondary:

- Clearer and more consistent discipline processes
- Mental Health staff
- Dedicated SEL curriculum
- Continued focus on CTE pathways for students
- Smaller class sizes and small group academic interventions
- Stronger internet connectivity



# Consistent Trends

**Consistent Behavior Management Systems and:** Schools need clear, structured behavior support systems to address severe behaviors and repeated incidents.

**Stronger Mental Health Support:** Additional mental health staff and SEL integration.

**Aligned Academic Support:** Teachers want fully implemented curriculum in reading, math, and science, as well as better interventions for struggling students.

**Technology Upgrades & Infrastructure:** Schools need better internet access, updated student devices, and continued support and resources for career and technical education.

**Smaller Class Sizes & Staffing Support:** Teachers want more staff to assist with interventions and improve effectiveness of instruction.

## Dallas School District 2

Code: JECA  
 Adopted: 2/27/18  
 Revised/Readopted: 5/08/23  
 Orig. Code: JECA

### Admission of Resident Students\*\*

Resident children may be admitted under the following conditions:

1. A school-age child who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The Board **may** admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The Board **shall** admit an otherwise eligible person who has not yet attained age 21 prior to the beginning of the current school year if the person is receiving special education services and:
  - a. Has not yet received a regular high school diploma; or
  - b. Has received a modified diploma, an extended diploma or ~~an alternative~~ certificate of attendance.
5. Children whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Children who are military children<sup>1</sup> are considered resident of the district, if the district is the district of military residence<sup>2</sup> for the military child. Parents of military children must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.

The ~~Board~~ district may, based on district criteria, deny regular school admission to a student who has become a resident student and who is under expulsion from another district, for the remaining period of the expulsion. (ORS 339.115(8)(a))

The ~~Board~~ district shall, for at least one calendar year from the date of the expulsion, and if the expulsion is for more than one calendar year, may for the remaining period of time deny regular school admission to

<sup>1</sup> "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

<sup>2</sup> "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.



a student who has become a resident student and who is under expulsion from another district for a firearms violation. (ORS 339.115(8)(b); ORS 339.250(7))

The ~~Board~~ district may, based on district criteria, provide alternative programs of instruction to a student expelled for a weapons policy violation.

END OF POLICY

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**Legal Reference(s):**

ORS 109.056  
ORS 327.006  
ORS 339.115

ORS 339.133  
ORS 339.134  
ORS 339.139

ORS 433.26

## Dallas School District 2

Code:  
Adopted:

JHCD

### Medications\*\*/\*

(Version 2)

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

A current first-aid/CPR/AED card is required for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup medication is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.



{<sup>1</sup>} A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student's parents or guardian.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

END OF POLICY

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**Legal Reference(s):**

ORS 332.107

ORS 339.866 - 339.871

ORS 433.800 - 433.830

ORS 689.800

OAR 166-400-0010(17)

OAR 166-400-0060(29)

OAR 333-055-0000 - 0035

OAR 581-021-0037

OAR 581-022-2220

OAR 851-047-0000 - 0030

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

House Bill 1552 (2024).

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<sup>1</sup> {The district is not required to provide or administer this medication. If the district is going to provide for, and administer this medication, this policy language is required. If the district does not intend to provide or administer this medication, there is no requirement to include this language in this policy.}

## Dallas School District 2

Code: JHCD/JHCDA  
 Adopted: 2/27/18  
 Revised/Readopted: 2/27/23  
 Orig. Code: JHCD; JHCDA

### Medications\*\* (Version 1)

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary when the failure to take such medication during school hours would prevent the student from attending school; it further recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis<sup>1</sup>, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to himself prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Annual training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE). Current first-aid and CPR cards are strongly encouraged for designated personnel.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication. A request to the

<sup>1</sup> Under proper notice given to the district by a student or student's parent or guardian.



district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber<sup>2</sup>.

A request to the district to administer or allow a student to self-administer nonprescription medication that is not approved by the Federal Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law<sup>3</sup>, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication.

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-

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<sup>2</sup> A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

<sup>3</sup> Subject to ORS 109.610, 109.640 and 109.675.

administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if that person in good faith and pursuant to state law, assisted the student in self-administration of the medication.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug.

The district and the members of the Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug.

The superintendent shall develop administrative regulations as needed to meet the requirements of law and the implementation of this policy.

END OF POLICY

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**Legal Reference(s):**

ORS 109.610  
ORS 109.640  
ORS 109.675  
ORS 332.107  
ORS 339.866 - 339.871

ORS 433.800 - 433.830  
ORS 475.005 - 475.285  
OAR 166-400-0010(17)  
OAR 166-400-0060(29)

OAR 333-055-0000 -055-0115  
OAR 581-021-0037  
OAR 581-022-2220  
OAR 851-047-0030  
OAR 851-047-0040

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.



Dallas School District Enrollment Report  
February 2025

| School    | Capacity | Kgtn | 1  | 2   | 3  | 4   | 5   | Total | Last Month | Feb 23/24 | Feb 22/23 | Feb 21/22 | Feb 20/21 |
|-----------|----------|------|----|-----|----|-----|-----|-------|------------|-----------|-----------|-----------|-----------|
| Lyle      | [460]    | 19   | 29 | 27  | 21 |     |     |       |            |           |           |           |           |
|           |          | 20   | 29 | 25  | 23 |     |     |       |            |           |           |           |           |
|           |          | 16   | 29 | 26  | 23 |     |     |       |            |           |           |           |           |
|           |          | 16   |    |     |    |     |     |       |            |           |           |           |           |
|           |          |      |    |     |    |     |     |       |            |           |           |           |           |
|           |          |      |    |     |    |     |     |       |            |           |           |           |           |
| Total     |          | 71   | 87 | 78  | 67 |     |     | 303   | 304        | 345       | 338       | 320       | 319       |
| Oakdale   | [412]    | 23   | 26 | 26  | 23 |     |     |       |            |           |           |           |           |
|           |          | 22   | 23 | 25  | 23 |     |     |       |            |           |           |           |           |
|           |          | 23   | 24 | 25  | 24 |     |     |       |            |           |           |           |           |
|           |          |      |    | 26  |    |     |     |       |            |           |           |           |           |
|           |          |      |    |     |    |     |     |       |            |           |           |           |           |
| Total     |          | 68   | 73 | 102 | 70 |     |     | 313   | 307        | 338       | 358       | 358       | 351       |
| Whitworth | [437]    |      |    |     | 21 | 26  | 28  |       |            |           |           |           |           |
|           |          |      |    |     | 22 | 27  | 26  |       |            |           |           |           |           |
|           |          |      |    |     |    | 28  | 26  |       |            |           |           |           |           |
|           |          |      |    |     |    | 28  | 25  |       |            |           |           |           |           |
|           |          |      |    |     |    | 29  | 27  |       |            |           |           |           |           |
|           |          |      |    |     |    | 27  | 27  |       |            |           |           |           |           |
|           |          |      |    |     |    |     |     |       |            |           |           |           |           |
|           |          |      |    |     |    |     |     |       |            |           |           |           |           |
| Total     |          |      |    |     | 43 | 165 | 159 | 367   | 365        | 363       | 386       | 344       | 374       |
| Total K-5 |          |      |    |     |    |     |     | 983   | 976        | 1046      | 1082      | 1022      | 1044      |

**Dallas School District Enrollment Report**  
**February 2025**

[illegible]

| LVCVS CHARTER                                           | Current | Last Year | Dallas Community School |
|---------------------------------------------------------|---------|-----------|-------------------------|
| In District                                             | 138     | 132       |                         |
| Out of Dist                                             | 72      | 92        |                         |
| Total                                                   | 210     | 224       |                         |
| High school extended                                    | 228     |           |                         |
| In 2006 Morrison was a charter school with 80 students. |         |           |                         |
| Elementary reconfiguration effective 09/10 school year. |         |           |                         |
| Last Year Extended Campus 2015-16                       |         |           |                         |



# LUCKIAMUTE VALLEY CHARTER SCHOOLS

2024-25

February

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## STUDENT TOTALS

|                   | Current #'s | Last Year |
|-------------------|-------------|-----------|
| In District       | 138         | 132       |
| Out of District   | 72          | 92        |
| TOTAL STUDENT #'s | 210         | 224       |

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## BREAKDOWN BY GRADE LEVELS

|              | Current #'s | Last yr. |
|--------------|-------------|----------|
| Kindergarten | 22          | 23       |
| 1st Grade    | 21          | 23       |
| 2nd Grade    | 23          | 22       |
| 3rd Grade    | 24          | 23       |
| 4th Grade    | 25          | 25       |
| 5th Grade    | 25          | 21/15    |
| 6th Grade    | 29          | 24       |
| 7th Grade    | 20          | 25       |
| 8th Grade    | 21          | 23       |

NUMBERS CURRENT AS OF 02/03/2025

# Dallas Community School Enrollment 2024-25

|              | Jun 2024 | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr |
|--------------|----------|-----|-----|-----|-----|-----|-----|-----|-----|
| K            | 18       | 11  | 10  | 10  | 10  | 10  | 12  | 0   | 0   |
| 1            | 14       | 22  | 22  | 23  | 23  | 23  | 20  | 0   | 0   |
| 2            | 20       | 16  | 18  | 19  | 19  | 19  | 19  | 0   | 0   |
| 3            | 28       | 23  | 22  | 22  | 23  | 23  | 22  | 0   | 0   |
| 4            | 23       | 24  | 23  | 24  | 24  | 24  | 24  | 0   | 0   |
| 5            | 23       | 24  | 23  | 23  | 23  | 23  | 22  | 0   | 0   |
| 6            | 32       | 25  | 25  | 26  | 26  | 25  | 25  | 0   | 0   |
| 7            | 23       | 36  | 34  | 32  | 34  | 34  | 32  | 0   | 0   |
| 8            | 23       | 18  | 17  | 19  | 19  | 19  | 19  | 0   | 0   |
| K-8 Total:   | 204      | 199 | 194 | 198 | 201 | 200 | 195 | 0   | 0   |
| 9            | 16       | 21  | 19  | 19  | 19  | 19  | 19  | 0   | 0   |
| 10           | 11       | 21  | 21  | 21  | 21  | 21  | 21  | 0   | 0   |
| 11           | 8        | 11  | 10  | 11  | 11  | 11  | 9   | 0   | 0   |
| 12           | 0        | 9   | 8   | 8   | 8   | 8   | 8   | 0   | 0   |
| DCHS Total:  | 35       | 62  | 58  | 59  | 59  | 59  | 57  | 0   | 0   |
| Grand Total: | 239      | 261 | 252 | 257 | 260 | 259 | 252 | 0   | 0   |



| REVENUE                                    |                 |                   |                   |                   |                   |                   |                   |                     |  |
|--------------------------------------------|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------|--|
|                                            | JULY            | AUGUST            | SEPT.             | OCT.              | NOV.              | DEC.              | JANUARY           | YTD Total           |  |
| R1200 District Pass Thru Reimbursement     |                 |                   |                   |                   |                   |                   |                   |                     |  |
| R1510 Earnings of                          | 988.53          | 918.78            | 892.85            | 924.67            | 871.30            | 77,859.15         | 807.15            | 77,859.15           |  |
| R1630 Special Functions                    |                 |                   |                   |                   |                   | 863.43            |                   | 6,266.71            |  |
| R1600 Food Servi                           | 227.10          | 50.00             | 1,400.00          | 2,595.00          | 2,024.40          | 727.15            | 1,585.00          | 8,608.65            |  |
| R1920 Donations                            | 200.00          |                   |                   |                   |                   |                   |                   | 200.00              |  |
| R1990 Miscellaneous                        | 339.89          | 2,000.00          | 15.00             | 523.00            |                   | 98.00             |                   | 2,975.89            |  |
| R3101 State School Funds                   |                 | 694,911.43        | 231,637.14        | 231,637.14        | 13.00             | 218,926.99        | 218,926.99        | 1,827,676.83        |  |
| R3102 OR Free Expanded Eligible Breakfast  |                 |                   |                   | 486.23            |                   | 525.32            |                   | 1,024.55            |  |
| R3120 Reduced Breakfast/Lunch              |                 |                   |                   |                   |                   |                   |                   |                     |  |
| R3299 Restricted State Grants              |                 | 10,202.86         | 3,460.27          | 881.70            | 12,985.62         | 280.30            | 89,475.55         | 117,286.30          |  |
| R4300 Restricted Rev Direct from FED       |                 |                   |                   | 5,843.10          | 5,493.96          | 3,086.22          | 798.00            | 15,221.28           |  |
| R4500 Restricted Federal Grants Thru State |                 |                   |                   | 3,380.07          |                   |                   |                   | 3,380.07            |  |
| R4700 Grants in aid                        |                 |                   |                   |                   |                   |                   |                   |                     |  |
| R5400 ning Fund Bl                         | 563,327.60      |                   |                   |                   |                   |                   |                   |                     |  |
| <b>TOTAL REVENUE</b>                       | <b>1,755.52</b> | <b>708,083.07</b> | <b>237,405.26</b> | <b>246,270.91</b> | <b>253,025.42</b> | <b>302,366.56</b> | <b>311,592.69</b> | <b>2,060,499.43</b> |  |

| EXPENDITURES BY OBJECT    |                  |                   |                   |                   |                   |                   |                   |                     |  |
|---------------------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------|--|
|                           | 100              | 200               | 300               | 400               | 500               | 600               | 700               | TOTAL EXPENDITURES  |  |
| Salaries                  | 31,821.80        | 32,534.32         | 141,493.51        | 214,015.81        | 149,686.19        | 133,172.15        | 146,713.53        | 849,437.31          |  |
| Benefits                  | 11,553.63        | 14,756.46         | 73,528.13         | 102,470.15        | 74,363.31         | 69,657.30         | 97,441.35         | 443,770.33          |  |
| Services                  | 3,836.77         | 20,759.76         | 11,244.26         | 34,424.63         | 6,402.37          | 25,810.65         | 21,941.29         | 124,419.73          |  |
| Supplies                  | 5,451.75         | 38,257.67         | 20,813.36         | 20,436.02         | 12,834.64         | 11,048.42         | 7,725.92          | 116,567.78          |  |
| Equipment                 | 8,355.00         | 7,013.45          | 4,557.45          |                   |                   | 6,344.96          | 5,270.46          | 31,541.32           |  |
| Dues & Fee                | 34,607.90        | 3,112.92          | 700.00            | 1,066.68          | 391.58            | 2,698.41          | 3,719.00          | 46,296.49           |  |
| Contingency               |                  |                   |                   |                   |                   |                   |                   |                     |  |
| <b>TOTAL EXPENDITURES</b> | <b>95,626.85</b> | <b>116,434.58</b> | <b>252,336.71</b> | <b>372,413.29</b> | <b>243,678.09</b> | <b>248,731.29</b> | <b>282,811.55</b> | <b>1,612,032.96</b> |  |

| EXPENDITURES BY FUNCTION  |                  |                   |                   |                   |                   |                    |                   |                     |  |
|---------------------------|------------------|-------------------|-------------------|-------------------|-------------------|--------------------|-------------------|---------------------|--|
|                           | 1000             | 2000              | 3000              | 4000              | 6000              | TOTAL EXPENDITURES |                   |                     |  |
| Instruction               | 5,362.18         | 43,164.12         | 157,143.12        | 247,192.63        | 163,430.01        | 145,453.61         | 182,926.08        | 944,671.75          |  |
| Support                   | 88,258.67        | 69,910.46         | 80,044.11         | 106,511.20        | 65,273.22         | 91,324.61          | 84,876.03         | 586,198.30          |  |
| Food Servi                | 2,006.00         | 760.00            | 15,149.48         | 18,709.46         | 14,974.86         | 11,953.67          | 14,553.35         | 78,106.82           |  |
| Construction              |                  | 2,600.00          |                   |                   |                   |                    | 456.38            | 3,056.38            |  |
| Operating Contingency     |                  |                   |                   |                   |                   |                    |                   |                     |  |
| <b>TOTAL EXPENDITURES</b> | <b>95,626.85</b> | <b>116,434.81</b> | <b>252,336.71</b> | <b>372,413.29</b> | <b>243,678.09</b> | <b>248,731.29</b>  | <b>282,811.84</b> | <b>1,612,033.25</b> |  |

FUND BALANCE 469,456.27 1,061,104.53 1,046,172.82 920,030.44 929,377.77 983,013.04 1,011,794.12

Luckiamute Valley Charter Schools  
Balance Sheet  
As of January 31, 2025

|                                      | Jan 31, 25   |
|--------------------------------------|--------------|
| ASSETS                               |              |
| Current Assets                       |              |
| Checking/Savings                     |              |
| .1000 · Operating Account 7001075924 | 611,141.13   |
| .1002 · Food Service-144000940       | 23,136.60    |
| .1006 · Money Market -7566012082     | 364,245.92   |
| 1072 · Bill.com Money Out Clearing   | -38.98       |
| Total Checking/Savings               | 998,484.67   |
| Accounts Receivable                  |              |
| .1200 · Accounts Receivable          | 77,525.88    |
| Total Accounts Receivable            | 77,525.88    |
| Other Current Assets                 |              |
| .1110 · Prepaid Expenses             | 9,212.10     |
| 2121 · Payroll Asset                 | -0.33        |
| Total Other Current Assets           | 9,211.77     |
| Total Current Assets                 | 1,085,222.32 |
| TOTAL ASSETS                         | 1,085,222.32 |
| LIABILITIES & EQUITY                 |              |
| Liabilities                          |              |
| Current Liabilities                  |              |
| Accounts Payable                     |              |
| .2000 · Accounts Payable             | 9,366.45     |
| Total Accounts Payable               | 9,366.45     |
| Credit Cards                         |              |
| 1703 · Credit Card at Elan Financial | 6,851.87     |
| Total Credit Cards                   | 6,851.87     |
| Other Current Liabilities            |              |



Luckiamute Valley Charter Schools  
Balance Sheet  
As of January 31, 2025

|                                   | Jan 31, 25   |
|-----------------------------------|--------------|
| .2100 · Payroll Liabilities       | 47,639.00    |
| 2110 · Direct Deposit Liabilities | 9,570.88     |
| Total Other Current Liabilities   | 57,209.88    |
| Total Current Liabilities         | 73,428.20    |
| Total Liabilities                 | 73,428.20    |
| Equity                            |              |
| .3000 · Fund Balance              | 489,160.74   |
| 3900 · Retained Earnings          | 74,166.86    |
| Net Income                        | 448,466.52   |
| Total Equity                      | 1,011,794.12 |
| TOTAL LIABILITIES & EQUITY        | 1,085,222.32 |

Luckiamute Valley Charter Schools

Profit & Loss

July 2024 through January 2025

02/05/25

Accrual Basis

|                                         | Jul '24 - Jan 25 |
|-----------------------------------------|------------------|
| Ordinary Income/Expense                 |                  |
| Income                                  |                  |
| 49900 · Uncategorized Income            | 77,859.15        |
| R1200 · District Pass-Thru              | 6,266.71         |
| R1510 · Earnings on Investments         | 8,608.65         |
| R1600 · Food Service Sales              |                  |
| R1920 · Donations                       | 200.00           |
| R1990 · Miscellaneous                   | 2,975.89         |
| R3101 · State School Funds              | 1,827,676.83     |
| R3102 · OR Free Expanded Eligible (EIG) | 1,024.55         |
| R3299 · Other Restricted State Gr       | 117,286.30       |
| R4300 · Restricted Rev. Direct from Fed | 6,641.10         |
| R4500 · Restricted Rev. from Fed        | 11,960.25        |
| Total Income                            | 2,060,499.43     |
| Gross Profit                            | 2,060,499.43     |
| Expense                                 |                  |
| 1000 · 1000-INSTRUCTION                 |                  |
| 1100 · Regular Programs                 |                  |
| 1111 · Elementary Grades K-5            |                  |
| 111-111 · Licensed Salaries             | 194,046.33       |
| 111-112 · Classified Salaries           | 66,599.25        |
| 111-121 · Substitute Salaries           | 18,777.77        |
| 111-131 · Extra Duty Salaries           | 8,146.33         |
| 111-211 · PERS-Employer                 | 80,931.59        |
| 111-212 · PERS-EPPT                     | 19,012.10        |
| 111-220 · Social Security               | 20,203.66        |
| 111-231 · Worker's Comp                 | 1,294.19         |
| 111-240 · Health Insurance              | 47,330.04        |
| 111-241 · OR-PFL                        | 1,363.56         |
| 111-341 · Travel                        | 87.95            |
| 111-355 · Printing                      | 1,754.40         |
| 111-399 · Purchased Services            | 465.00           |
| 111-410 · Supplies                      | 14,765.02        |
| 111-420 · Textbooks                     | 30,546.84        |



02/05/25

Accrual Basis

## Luckiamute Valley Charter Schools

## Profit &amp; Loss

July 2024 through January 2025

|                                     | Jul '24 - Jan 25 |
|-------------------------------------|------------------|
| 111-460 · Non-Consumables           | 4,397.45         |
| 111-470 · Computer Software         | 1,084.80         |
| 111 · Elementary Grades K-5 - Other |                  |
| Total 111 · Elementary Grades K-5   | 510,806.28       |
| 1121 · Middle Programs 6-8          |                  |
| 121-111 · Licensed Salaries         | 122,406.50       |
| 121-112 · Classified Salaries       | 22,056.96        |
| 121-121 · Substitute Salary         | 9,130.89         |
| 121-211 · PERS-Employer             | 37,488.42        |
| 121-212 · PERS-EPPT                 | 8,986.48         |
| 121-220 · Social Security           | 12,108.56        |
| 121-231 · Workers Comp              | 522.71           |
| 121-240 · Health Insurance          | 22,909.93        |
| 121-241 · OR-PFL                    | 553.85           |
| 121-355 · Printing                  | 783.11           |
| 121-399 · Purchased Services        | 4,693.50         |
| 121-410 · Consumables               | 7,438.44         |
| 121-420 · Textbooks                 | 4,052.81         |
| 121-460 · Non-consumable            | 253.92           |
| 121-470 · Computer Software         | 400.20           |
| 121-480 · Computer Hardware         | 758.98           |
| 121-541 · Equipment- New            | 700.00           |
| Total 1121 · Middle Programs 6-8    | 255,245.26       |
| Total 1100 · Regular Programs       | 766,051.54       |
| 1250 · Special Programs             |                  |
| 125-111 · Certified Salaries        | 27,001.65        |
| 125-112 · Classified Salaries       | 40,705.97        |
| 125-121 · Substitute Salaries       | 688.29           |
| 125-211 · PERS Employer             | 26,608.89        |
| 125-212 · PERS-EPPT                 | 6,378.48         |
| 125-220 · Social Security           | 5,333.82         |
| 125-231 · Workers Comp              | 307.84           |
| 125-240 · Health Insurance          | 13,800.00        |

Luckiamute Valley Charter Schools

Profit & Loss

July 2024 through January 2025

02/05/25

Accrual Basis

|                                    | Jul '24 - Jan 25 |
|------------------------------------|------------------|
| 125-241 · OR-PFL                   | 379.13           |
| 125-340 · Travel                   | 847.23           |
| 125-410 · Consumables              | 17.49            |
| Total 1250 · Special Programs      | 122,068.79       |
| 1270 · Title I                     |                  |
| 127-111 · Licensed Salaries        | 34,105.02        |
| 127-112 · Classified Salaries      | 3,567.63         |
| 127-121 · Substitute Salaries      | 166.87           |
| 127-211 · PERS                     | 9,616.63         |
| 127-212 · PERS-EPPT                | 2,070.30         |
| 127-220 · Social Security          | 3,569.69         |
| 127-231 · Worker's Comp            | 131.71           |
| 127-240 · Health Insurance         | 3,000.00         |
| 127-241 · OR-Paid Family Leave     | 128.40           |
| 127-410 · Consumable Supplies      | 15.53            |
| Total 1270 · Title I               | 56,371.78        |
| Total 1000 · 1000-INSTRUCTION      | 944,492.11       |
| 2000 · SUPPORT SERVICES            |                  |
| 2100 · Support Services - Students |                  |
| 2113 · Social Work Services        |                  |
| 211-111 · Licensed Salaries        | 29,105.40        |
| 211-211 · PERS-Employer            | 7,285.10         |
| 211-212 · PERS-EPPT                | 1,746.30         |
| 211-220 · Social Security          | 2,235.02         |
| 211-231 · Workers Comp             | 12.95            |
| 211-240 · Health Insurance         | 5,303.50         |
| 211-241 · OR-PFL                   | 112.40           |
| 211-341 · Travel                   | 394.61           |
| 211-410 · Consumables              | 314.86           |
| Total 2113 · Social Work Services  | 46,510.14        |



Luckiamute Valley Charter Schools  
Profit & Loss

July 2024 through January 2025

02/05/25  
Accrual Basis

|                                              | Jul '24 - Jan 25 |
|----------------------------------------------|------------------|
| Total 2100 · Support Services - Students     | 46,510.14        |
| 2200 · Instructional Staff                   |                  |
| 220-313 · Support Services                   | 1,913.00         |
| Total 2200 · Instructional Staff             | 1,913.00         |
| 2220 · Library/Media Center                  |                  |
| 222-450 · Periodicals                        | 1,081.64         |
| Total 2220 · Library/Media Center            | 1,081.64         |
| 2230 · Assessment and Testing                |                  |
| 223-312 · Testing Services                   | 10,645.31        |
| Total 2230 · Assessment and Testing          | 10,645.31        |
| 2240 · Instructional Staff Development       |                  |
| 224-312 · Instruction Improvement Service    | 4,299.00         |
| 224-341 · Travel                             | 984.65           |
| Total 2240 · Instructional Staff Development | 5,283.65         |
| 2310 · School Board                          |                  |
| 231-340 · Board Travel_Conference            | 2,317.51         |
| 231-410 · Consumables                        | 1,814.81         |
| 231-640 · Dues and Fees                      | 4,710.00         |
| 231-651 · Liability Insurance                | 32,869.00        |
| Total 2310 · School Board                    | 41,711.32        |
| 2410 · School Administration                 |                  |
| 241-112 · Confidential Salaries              | 40,998.26        |
| 241-113 · Administrator salaries             | 93,599.96        |
| 241-121 · Admin Sub Salary                   | 687.36           |
| 241-131 · Extra Duty Salary                  | 22,716.65        |
| 241-211 · PERS-Employer                      | 29,338.80        |
| 241-212 · PERS-EPPT                          | 2,783.93         |
| 241-220 · Social Security                    | 11,815.74        |

02/05/25

Accrual Basis

## Luckiamute Valley Charter Schools

## Profit &amp; Loss

July 2024 through January 2025

|                                     | Jul '24 - Jan 25 |
|-------------------------------------|------------------|
| 241-231 · Workers Comp              | 503.50           |
| 241-240 · Health Insurance          | 12,400.00        |
| 241-241 · OR-PFL                    | 437.91           |
| 241-340 · Travel                    | 1,171.55         |
| 241-351 · Telephone                 | 1,864.38         |
| 241-353 · Postage                   | 485.22           |
| 241-390 · Professional Development  | 3,071.72         |
| 241-410 · Consumables               | 2,376.72         |
| 241-460 · Non-Consumables           | 189.87           |
| 241-470 · Software                  | 1,223.28         |
| 241-471 · Software Maintenance      | 539.64           |
| 241-640 · Dues and Fees             | 2,429.45         |
| Total 2410 · School Administration  | 228,633.94       |
| 2500 · Support services-business    |                  |
| 2520 · Fiscal services              |                  |
| 252-114 · Managerial Classified     | 55,416.69        |
| 252-211 · PERS - Company            | 14,830.09        |
| 252-212 · PERS EPPT                 | 3,554.95         |
| 252-220 · Social Security           | 4,753.94         |
| 252-231 · Workers Comp              | 187.85           |
| 252-240 · Health-Employer           | 3,832.60         |
| 252-241 · OR-PFL                    | 240.68           |
| 252-381 · Audit Services            | 9,850.00         |
| 252-410 · Supplies                  | 197.58           |
| 252-470 · Software                  | 2,312.11         |
| 252-640 · Dues and Fees             | 3,522.04         |
| Total 2520 · Fiscal services        | 98,698.53        |
| 2540 · Plant services               |                  |
| 254-112 · Classified Salaries       | 22,405.37        |
| 254-131 · Extra Duty Plant Services | 3,541.65         |
| 254-211 · PERS-Company              | 3,224.43         |
| 254-212 · PERS-EPPT                 | 772.94           |
| 254-220 · Social Security           | 1,713.99         |
| 254-231 · Worker's Comp             | 74.40            |



Luckiamute Valley Charter Schools  
Profit & Loss  
July 2024 through January 2025

|                                        | Jul '24 - Jan 25 |
|----------------------------------------|------------------|
| 254-240 · Health Insurance             | 1,944.00         |
| 254-241 · OR-PFL                       | 89.61            |
| 254-322 · Repairs and Maintenance      | 19,391.58        |
| 254-324 · Rental                       | 4,742.93         |
| 254-325 · Electricity                  | 10,716.28        |
| 254-327 · Water                        | 2,090.23         |
| 254-328 · Garbage                      | 3,651.92         |
| 254-329 · Other property services      | 4,409.00         |
| 254-410 · Supplies                     | 2,766.66         |
| 254-460 · Non-consumables              | 349.29           |
| 254-520 · Major Building Improvements  | 9,520.83         |
| 254-530 · Improvements Other           | 4,221.73         |
| 254-541 · Equipment                    | 11,042.39        |
| Total 2540 · Plant services            | 106,669.23       |
| 2550 · Transportation                  |                  |
| 255-331 · Transportation               | 33,789.65        |
| Total 2550 · Transportation            | 33,789.65        |
| Total 2500 · Support services-business | 239,157.41       |
| 2660 · Technology Services             |                  |
| 266-112 · Classified Salaries          | 10,500.00        |
| 266-220 · Social Security              | 907.02           |
| 266-231 · Workers Comp                 | 33.87            |
| Total 2660 · Technology Services       | 11,440.89        |
| Total 2000 · SUPPORT SERVICES          | 586,377.30       |
| 3000 · ENTERPRISE & COMMUNITY          |                  |
| 3120 · Food Services                   |                  |
| 312-112 · Classified Salary            | 22,766.66        |
| 312-121 · Substitute                   | 299.25           |
| 312-211 · PERS-Employer                | 2,468.72         |
| 312-212 · PERS-EPPT                    | 591.79           |

Luckiamute Valley Charter Schools  
Profit & Loss  
July 2024 through January 2025

|                                               | Jul '24 - Jan 25 |
|-----------------------------------------------|------------------|
| 312-220 · Social Security/Medicare            | 1,764.52         |
| 312-231 · Workers Comp                        | 74.58            |
| 312-240 · Health Insurance                    | 4,613.50         |
| 312-241 · OR-PFL                              | 91.97            |
| 312-410 · Supplies                            | 291.32           |
| 312-450 · Food                                | 39,378.52        |
| 312-541 · Equipment                           | 2,999.99         |
| 312-640 · Dues and Fees                       | 2,766.00         |
| Total 3120 · Food Services                    | 78,106.82        |
| Total 3000 · ENTERPRISE & COMMUNITY           | 78,106.82        |
| 4000 · FACILITIES ACQUISITION & CONSTR        |                  |
| 4150 · Building Acq, const, impr. Ser         |                  |
| 415-530 · Improvements-Other                  | 3,056.38         |
| Total 4150 · Building Acq, const, impr. Ser   | 3,056.38         |
| Total 4000 · FACILITIES ACQUISITION & CONS... | 3,056.38         |
| 6000 · Operating Contingency                  | 0.29             |
| 6560 · Payroll Expenses                       |                  |
| 66900 · Reconciliation Discrepancies          | 0.01             |
| Total Expense                                 | 1,612,032.91     |
| Net Ordinary Income                           | 448,466.52       |
| Net Income                                    | 448,466.52       |



02/05/25

Accrual Basis

Luckiamute Valley Charter Schools  
Profit & Loss Budget vs. Actual \_All Funds  
July 2024 through January 2025

| Ordinary Income/Expense              | Jul '24 - Jan 25 | Budget       | \$ Over Budget | % of Budget |
|--------------------------------------|------------------|--------------|----------------|-------------|
| Income                               |                  |              |                |             |
| R1200 · District Pass-Thru           | 77,859.15        | 583,421.00   | -505,561.85    | 13.3%       |
| R1510 · Earnings on Investments      | 6,266.71         | 50.00        | 6,216.71       | 12,533.4%   |
| R1600 · Food Service Sales           | 8,608.65         | 10,000.00    | -1,391.35      | 86.1%       |
| R1920 · Donations                    | 200.00           | 7,000.00     | -6,800.00      | 2.9%        |
| R1990 · Miscellaneous                | 2,975.89         | 4,000.00     | -1,024.11      | 74.4%       |
| R3101 · State School Funds           | 1,827,676.83     | 2,713,925.00 | -886,248.17    | 67.3%       |
| R3120 · Reduced Breakfast/Lunch (SF) |                  | 8,000.00     | -8,000.00      |             |
| R3299 · Other Restricted State Gr    | 117,286.30       | 98,391.00    | 18,895.30      | 119.2%      |
| R4500 · Restricted Rev. from Fed     | 11,960.25        | 49,000.00    | -37,039.75     | 24.4%       |
| R4700 · Grants in Aid                |                  | 20,000.00    | -20,000.00     |             |
| R5400 · Beginning Fund Balance       |                  |              |                |             |
| Total Income                         | 2,060,499.43     | 3,493,787.00 | -1,433,287.57  | 59.0%       |
| Gross Profit                         | 2,060,499.43     | 3,493,787.00 | -1,433,287.57  | 59.0%       |
| Expense                              |                  |              |                |             |
| 1000 · 1000-INSTRUCTION              |                  |              |                |             |
| 1100 · Regular Programs              |                  |              |                |             |
| 1111 · Elementary Grades K-5         |                  |              |                |             |
| 111-111 · Licensed Salaries          | 194,046.33       | 425,415.00   | -231,368.67    | 45.6%       |
| 111-112 · Classified Salaries        | 66,599.25        | 186,500.00   | -119,900.75    | 35.7%       |
| 111-121 · Substitute Salaries        | 18,777.77        | 20,000.00    | -1,222.23      | 93.9%       |
| 111-131 · Extra Duty Salaries        | 8,146.33         | 27,200.00    | -19,053.67     | 29.9%       |
| 111-211 · PERS-Employer              | 80,931.59        | 161,975.00   | -81,043.41     | 50.0%       |
| 111-212 · PERS-EPPT                  | 19,012.10        | 38,347.00    | -19,334.90     | 49.6%       |
| 111-220 · Social Security            | 20,203.66        | 48,892.00    | -28,688.34     | 41.3%       |
| 111-231 · Worker's Comp              | 1,294.19         | 3,963.00     | -2,668.81      | 32.7%       |
| 111-240 · Health Insurance           | 47,330.04        | 117,600.00   | -70,269.96     | 40.2%       |
| 111-241 · OR-PFL                     | 1,363.56         | 2,557.00     | -1,193.44      | 53.3%       |
| 111-310 · Instruction Services       |                  | 5,000.00     | -5,000.00      |             |
| 111-355 · Printing                   | 1,754.40         | 5,000.00     | -3,245.60      | 35.1%       |
| 111-399 · Purchased Services         | 465.00           | 3,000.00     | -2,535.00      | 15.5%       |
| 111-410 · Supplies                   | 14,765.02        | 46,610.00    | -31,844.98     | 31.7%       |
| 111-420 · Textbooks                  | 30,546.84        | 26,000.00    | 4,546.84       | 117.5%      |

02/05/25

Accrual Basis

Luckiamute Valley Charter Schools  
Profit & Loss Budget vs. Actual \_All Funds  
July 2024 through January 2025

|                                          | Jul '24 - Jan 25  | Budget              | \$ Over Budget     | % of Budget  |
|------------------------------------------|-------------------|---------------------|--------------------|--------------|
| 111-460 • Non-Consumables                | 4,397.45          | 24,000.00           | -19,602.55         | 18.3%        |
| 111-470 • Computer Software              | 1,084.80          | 500.00              | 584.80             | 217.0%       |
| 111-480 • Computer Hardware              |                   | 2,000.00            | -2,000.00          |              |
| <b>Total 111 • Elementary Grades K-5</b> | <b>510,806.28</b> | <b>1,144,559.00</b> | <b>-633,752.72</b> | <b>44.6%</b> |
| 1121 • Middle Programs 6-8               |                   |                     |                    |              |
| 121-111 • Licensed Salaries              | 122,406.50        | 252,840.00          | -130,433.50        | 48.4%        |
| 121-121 • Substitute Salary              | 9,130.89          | 13,000.00           | -3,869.11          | 70.2%        |
| 121-211 • PERS-Employer                  | 37,488.42         | 63,210.00           | -25,721.58         | 59.3%        |
| 121-212 • PERS-EPPT                      | 8,986.48          | 15,170.00           | -6,183.52          | 59.2%        |
| 121-220 • Social Security                | 12,108.56         | 19,342.00           | -7,233.44          | 62.6%        |
| 121-231 • Workers Comp                   | 522.71            | 1,568.00            | -1,045.29          | 33.3%        |
| 121-240 • Health Insurance               | 22,909.93         | 79,201.00           | -56,291.07         | 28.9%        |
| 121-241 • OR-PFL                         | 553.85            | 1,011.00            | -457.15            | 54.8%        |
| 121-310 • Instruction Services           |                   | 10,500.00           | -10,500.00         |              |
| 121-355 • Printing                       | 783.11            | 2,000.00            | -1,216.89          | 39.2%        |
| 121-399 • Purchased Services             | 4,693.50          | 8,000.00            | -3,306.50          | 58.7%        |
| 121-410 • Consumables                    | 7,438.44          | 6,000.00            | 1,438.44           | 124.0%       |
| 121-420 • Textbooks                      | 4,052.81          | 5,000.00            | -947.19            | 81.1%        |
| 121-460 • Non-consumable                 | 253.92            | 6,000.00            | -5,746.08          | 4.2%         |
| 121-470 • Computer Software              | 400.20            | 500.00              | -99.80             | 80.0%        |
| 121-480 • Computer Hardware              | 758.98            | 2,000.00            | -1,241.02          | 37.9%        |
| <b>Total 1121 • Middle Programs 6-8</b>  | <b>255,245.26</b> | <b>485,342.00</b>   | <b>-230,096.74</b> | <b>52.6%</b> |
| <b>Total 1100 • Regular Programs</b>     | <b>766,051.54</b> | <b>1,629,901.00</b> | <b>-863,849.46</b> | <b>47.0%</b> |
| 1250 • Special Programs                  |                   |                     |                    |              |
| 125-111 • Certified Salaries             | 27,001.65         | 62,204.00           | -35,202.35         | 43.4%        |
| 125-112 • Classified Salaries            | 40,705.97         | 106,797.00          | -66,091.03         | 38.1%        |
| 125-211 • PERS Employer                  | 26,608.89         | 42,250.00           | -15,641.11         | 63.0%        |
| 125-212 • PERS-EPPT                      | 6,378.48          | 10,140.00           | -3,761.52          | 62.9%        |
| 125-220 • Social Security                | 5,333.82          | 12,929.00           | -7,595.18          | 41.3%        |
| 125-231 • Workers Comp                   | 307.84            | 1,048.00            | -740.16            | 29.4%        |
| 125-240 • Health Insurance               | 13,800.00         | 28,800.00           | -15,000.00         | 47.9%        |
| 125-241 • OR-PFL                         | 379.13            | 676.00              | -296.87            | 56.1%        |



02/05/25

Accrual Basis

Luckiamute Valley Charter Schools  
Profit & Loss Budget vs. Actual All Funds  
July 2024 through January 2025

|                                          | Jul '24 - Jan 25 | Budget       | \$ Over Budget | % of Budget |
|------------------------------------------|------------------|--------------|----------------|-------------|
| 125-390 · General Professional/Tech      |                  | 100,000.00   | -100,000.00    |             |
| Total 1250 · Special Programs            | 122,068.79       | 364,844.00   | -242,775.21    | 33.5%       |
| 1270 · Title I                           |                  |              |                |             |
| 127-111 · Licensed Salaries              | 34,105.02        | 64,853.00    | -30,747.98     | 52.6%       |
| 127-211 · PERS                           | 9,616.63         | 18,159.00    | -8,542.37      | 53.0%       |
| 127-212 · PERS-EPPT                      | 2,070.30         | 3,891.00     | -1,820.70      | 53.2%       |
| 127-220 · Social Security                | 3,569.69         | 4,961.00     | -1,391.31      | 72.0%       |
| 127-231 · Worker's Comp                  | 131.71           | 402.00       | -270.29        | 32.8%       |
| 127-240 · Health Insurance               | 3,000.00         | 13,200.00    | -10,200.00     | 22.7%       |
| 127-241 · OR-Paid Family Leave           | 128.40           | 259.00       | -130.60        | 49.6%       |
| Total 1270 · Title I                     | 56,371.78        | 105,725.00   | -49,353.22     | 53.3%       |
| Total 1000 · 1000-INSTRUCTION            | 944,492.11       | 2,100,470.00 | -1,155,977.89  | 45.0%       |
| 2000 · SUPPORT SERVICES                  |                  |              |                |             |
| 2100 · Support Services - Students       |                  |              |                |             |
| 2113 · Social Work Services              |                  |              |                |             |
| 211-111 · Licensed Salaries              | 29,105.40        | 64,853.00    | -35,747.60     | 44.9%       |
| 211-211 · PERS-Employer                  | 7,285.10         | 16,213.00    | -8,927.90      | 44.9%       |
| 211-212 · PERS-EPPT                      | 1,746.30         | 3,891.00     | -2,144.70      | 44.9%       |
| 211-220 · Social Security                | 2,235.02         | 4,961.00     | -2,725.98      | 45.1%       |
| 211-231 · Workers Comp                   | 12.95            | 402.00       | -389.05        | 3.2%        |
| 211-240 · Health Insurance               | 5,303.50         | 13,200.00    | -7,896.50      | 40.2%       |
| 211-241 · OR-PFL                         | 112.40           | 259.00       | -146.60        | 43.4%       |
| Total 2113 · Social Work Services        | 46,510.14        | 103,779.00   | -57,268.86     | 44.8%       |
| Total 2100 · Support Services - Students | 46,510.14        | 103,779.00   | -57,268.86     | 44.8%       |
| 2220 · Library/Media Center              |                  |              |                |             |
| 222-430 · Library Books                  |                  | 500.00       | -500.00        |             |
| 222-450 · Periodicals                    | 1,081.64         | 1,900.00     | -818.36        | 56.9%       |
| Total 2220 · Library/Media Center        | 1,081.64         | 2,400.00     | -1,318.36      | 45.1%       |
| 2230 · Assessment and Testing            |                  |              |                |             |

Luckiamute Valley Charter Schools  
Profit & Loss Budget vs. Actual All Funds  
July 2024 through January 2025

|                                              | Jul '24 - Jan 25 | Budget     | \$ Over Budget | % of Budget |
|----------------------------------------------|------------------|------------|----------------|-------------|
| 223-312 · Testing Services                   | 10,645.31        | 10,000.00  | 645.31         | 106.5%      |
| Total 2230 · Assessment and Testing          | 10,645.31        | 10,000.00  | 645.31         | 106.5%      |
| 2240 · Instructional Staff Development       |                  |            |                |             |
| 224-312 · Instruction Improvement Service    | 4,299.00         | 15,000.00  | -10,701.00     | 28.7%       |
| 224-341 · Travel                             | 984.65           | 1,500.00   | -515.35        | 65.6%       |
| 224-410 · Supplies                           |                  | 4,000.00   | -4,000.00      |             |
| Total 2240 · Instructional Staff Development | 5,283.65         | 20,500.00  | -15,216.35     | 25.8%       |
| 2310 · School Board                          |                  |            |                |             |
| 231-300 · Purchased Services                 |                  | 4,000.00   | -4,000.00      |             |
| 231-354 · Advertisment                       |                  | 600.00     | -600.00        |             |
| 231-382 · Legal Services                     |                  | 3,000.00   | -3,000.00      |             |
| 231-410 · Consumables                        | 1,814.81         | 2,000.00   | -185.19        | 90.7%       |
| 231-640 · Dues and Fees                      | 4,710.00         | 4,800.00   | -90.00         | 98.1%       |
| 231-651 · Liability Insurance                | 32,869.00        | 32,522.00  | 347.00         | 101.1%      |
| Total 2310 · School Board                    | 41,711.32        | 46,922.00  | -5,210.68      | 88.9%       |
| 2410 · School Administration                 |                  |            |                |             |
| 241-112 · Confidential Salaries              | 40,998.26        | 70,233.00  | -29,234.74     | 58.4%       |
| 241-113 · Administrator salaries             | 93,599.96        | 179,800.00 | -86,200.04     | 52.1%       |
| 241-131 · Extra Duty Salary                  | 22,716.65        | 15,000.00  | 7,716.65       | 151.4%      |
| 241-211 · PERS-Employer                      | 29,338.80        | 69,558.00  | -40,219.20     | 42.2%       |
| 241-212 · PERS-EPPT                          | 2,783.93         | 16,694.00  | -13,910.07     | 16.7%       |
| 241-220 · Social Security                    | 11,815.74        | 21,285.00  | -9,469.26      | 55.5%       |
| 241-231 · Workers Comp                       | 503.50           | 1,725.00   | -1,221.50      | 29.2%       |
| 241-240 · Health Insurance                   | 12,400.00        | 28,200.00  | -15,800.00     | 44.0%       |
| 241-241 · OR-PFL                             | 437.91           | 1,060.13   | -622.22        | 41.3%       |
| 241-340 · Travel                             | 1,171.55         | 14,800.00  | -13,628.45     | 7.9%        |
| 241-351 · Telephone                          | 1,864.38         | 2,400.00   | -535.62        | 77.7%       |
| 241-353 · Postage                            | 485.22           | 1,000.00   | -514.78        | 48.5%       |
| 241-390 · Professional Development           | 3,071.72         | 6,000.00   | -2,928.28      | 51.2%       |
| 241-410 · Consumables                        | 2,376.72         | 4,000.00   | -1,623.28      | 59.4%       |
| 241-460 · Non-Consumables                    | 189.87           | 3,000.00   | -2,810.13      | 6.3%        |
| 241-480 · Computer Hardware                  |                  | 1,000.00   | -1,000.00      |             |



Luckiamute Valley Charter Schools  
Profit & Loss Budget vs. Actual All Funds  
July 2024 through January 2025

|                                           | Jul '24 - Jan 25 | Budget     | \$ Over Budget | % of Budget |
|-------------------------------------------|------------------|------------|----------------|-------------|
| 241-640 · Dues and Fees                   | 2,429.45         | 2,500.00   | -70.55         | 97.2%       |
| Total 2410 · School Administration        | 228,633.94       | 438,255.13 | -209,621.19    | 52.2%       |
| 2500 · Support services-business          |                  |            |                |             |
| 2520 · Fiscal services                    |                  |            |                |             |
| 252-114 · Managerial Classified           | 55,416.69        | 95,000.00  | -39,583.31     | 58.3%       |
| 252-211 · PERS - Company                  | 14,830.09        | 25,550.00  | -10,719.91     | 58.0%       |
| 252-212 · PERS EPPT                       | 3,554.95         | 6,132.00   | -2,577.05      | 58.0%       |
| 252-220 · Social Security                 | 4,753.94         | 7,818.00   | -3,064.06      | 60.8%       |
| 252-231 · Workers Comp                    | 187.85           | 634.00     | -446.15        | 29.6%       |
| 252-232 · Unemployment                    |                  | 30,000.00  | -30,000.00     |             |
| 252-240 · Health-Employer                 | 3,832.60         | 7,200.00   | -3,367.40      | 53.2%       |
| 252-241 · OR-PFL                          | 240.68           | 380.00     | -139.32        | 63.3%       |
| 252-380 · Payroll and Accounting Servi... |                  | 3,000.00   | -3,000.00      |             |
| 252-381 · Audit Services                  | 9,850.00         | 8,500.00   | 1,350.00       | 115.9%      |
| 252-410 · Supplies                        | 197.58           | 500.00     | -302.42        | 39.5%       |
| 252-470 · Software                        | 2,312.11         | 10,000.00  | -7,687.89      | 23.1%       |
| 252-480 · Computer Hardware               |                  | 250.00     | -250.00        |             |
| 252-640 · Dues and Fees                   | 3,522.04         | 1,800.00   | 1,722.04       | 195.7%      |
| 252-690 · Grant Indirect Charges          |                  | 166,361.00 | -166,361.00    |             |
| Total 2520 · Fiscal services              | 98,698.53        | 363,125.00 | -264,426.47    | 27.2%       |
| 2540 · Plant services                     |                  |            |                |             |
| 254-112 · Classified Salaries             | 22,405.37        | 40,596.00  | -18,190.63     | 55.2%       |
| 254-211 · PERS-Company                    | 3,224.43         | 10,149.00  | -6,924.57      | 31.8%       |
| 254-212 · PERS-EPPT                       | 772.94           | 2,436.00   | -1,663.06      | 31.7%       |
| 254-220 · Social Security                 | 1,713.99         | 3,106.00   | -1,392.01      | 55.2%       |
| 254-231 · Worker's Comp                   | 74.40            | 252.00     | -177.60        | 29.5%       |
| 254-241 · OR-PFL                          | 89.61            | 162.00     | -72.39         | 55.3%       |
| 254-322 · Repairs and Maintenance         | 19,391.58        | 35,000.00  | -15,608.42     | 55.4%       |
| 254-324 · Rental                          | 4,742.93         | 7,500.00   | -2,757.07      | 63.2%       |
| 254-325 · Electricity                     | 10,716.28        | 19,000.00  | -8,283.72      | 56.4%       |
| 254-326 · Fuel                            |                  | 1,000.00   | -1,000.00      |             |
| 254-327 · Water                           | 2,090.23         | 5,000.00   | -2,909.77      | 41.8%       |
| 254-328 · Garbage                         | 3,651.92         | 5,400.00   | -1,748.08      | 67.6%       |
| 254-329 · Other property services         | 4,409.00         | 15,000.00  | -10,591.00     | 29.4%       |

02/05/25

Accrual Basis

Luckiamute Valley Charter Schools  
Profit & Loss Budget vs. Actual All Funds  
July 2024 through January 2025

|                                        | Jul '24 - Jan 25 | Budget       | \$ Over Budget | % of Budget |
|----------------------------------------|------------------|--------------|----------------|-------------|
| 254-351 · Telephone                    |                  | 7,000.00     | -7,000.00      |             |
| 254-410 · Supplies                     | 2,766.66         | 15,000.00    | -12,233.34     | 18.4%       |
| 254-460 · Non-consumables              | 349.29           | 10,000.00    | -9,650.71      | 3.5%        |
| 254-520 · Major Building Improvements  | 9,520.83         | 22,000.00    | -12,479.17     | 43.3%       |
| 254-530 · Improvements Other           | 4,221.73         | 5,000.00     | -778.27        | 84.4%       |
| 254-541 · Equipment                    | 11,042.39        | 5,000.00     | 6,042.39       | 220.8%      |
| Total 2540 · Plant services            | 106,669.23       | 208,601.00   | -101,931.77    | 51.1%       |
| 2550 · Transportation                  |                  |              |                |             |
| 255-331 · Transportation               | 33,789.65        | 60,000.00    | -26,210.35     | 56.3%       |
| Total 2550 · Transportation            | 33,789.65        | 60,000.00    | -26,210.35     | 56.3%       |
| Total 2500 · Support services-business | 239,157.41       | 631,726.00   | -392,568.59    | 37.9%       |
| 2660 · Technology Services             |                  |              |                |             |
| 266-112 · Classified Salaries          | 10,500.00        | 18,000.00    | -7,500.00      | 58.3%       |
| 266-211 · PERS Employer                |                  | 4,500.00     | -4,500.00      |             |
| 266-212 · PERS-Pick-Up                 |                  | 1,080.00     | -1,080.00      |             |
| 266-220 · Social Security              | 907.02           | 1,377.00     | -469.98        | 65.9%       |
| 266-241 · OR-PFL                       |                  | 72.00        | -72.00         |             |
| 266-361 · Service Area Direction       |                  | 1,000.00     | -1,000.00      |             |
| Total 2660 · Technology Services       | 11,440.89        | 26,029.00    | -14,588.11     | 44.0%       |
| Total 2000 · SUPPORT SERVICES          | 586,377.30       | 1,279,611.13 | -693,233.83    | 45.8%       |
| 3000 · ENTERPRISE & COMMUNITY          |                  |              |                |             |
| 3120 · Food Services                   |                  |              |                |             |
| 312-112 · Classified Salary            | 22,766.66        | 46,140.00    | -23,373.34     | 49.3%       |
| 312-211 · PERS-Employer                | 2,468.72         | 11,074.00    | -8,605.28      | 22.3%       |
| 312-212 · PERS-EPPT                    | 591.79           | 2,768.00     | -2,176.21      | 21.4%       |
| 312-220 · Social Security/Medicare     | 1,764.52         | 3,530.00     | -1,765.48      | 50.0%       |
| 312-231 · Workers Comp                 | 74.58            | 286.00       | -211.42        | 26.1%       |
| 312-240 · Health Insurance             | 4,613.50         | 12,658.00    | -8,044.50      | 36.4%       |
| 312-241 · OR-PFL                       | 91.97            | 277.00       | -185.03        | 33.2%       |
| 312-410 · Supplies                     | 291.32           | 1,000.00     | -708.68        | 29.1%       |



02/05/25

Accrual Basis

Luckiamute Valley Charter Schools  
Profit & Loss Budget vs. Actual\_ All Funds  
July 2024 through January 2025

|                                               | Jul '24 - Jan 25 | Budget       | \$ Over Budget | % of Budget |
|-----------------------------------------------|------------------|--------------|----------------|-------------|
| 312-450 · Food                                | 39,378.52        | 72,750.00    | -33,371.48     | 54.1%       |
| 312-460 · Non Consumables                     |                  | 1,000.00     | -1,000.00      |             |
| 312-640 · Dues and Fees                       | 2,766.00         | 500.00       | 2,266.00       | 553.2%      |
| Total 3120 · Food Services                    | 78,106.82        | 151,983.00   | -73,876.18     | 51.4%       |
| Total 3000 · ENTERPRISE & COMMUNITY           | 78,106.82        | 151,983.00   | -73,876.18     | 51.4%       |
| 4000 · FACILITIES ACQUISITION & CONSTR        |                  |              |                |             |
| 4150 · Building Acq, const, impr. Ser         |                  | 27,000.00    | -27,000.00     |             |
| 415-520 · Building Improvements               | 3,056.38         | 10,000.00    | -6,943.62      | 30.6%       |
| 415-530 · Improvements-Other                  |                  |              |                |             |
| Total 4150 · Building Acq, const, impr. Ser   | 3,056.38         | 37,000.00    | -33,943.62     | 8.3%        |
| Total 4000 · FACILITIES ACQUISITION & CONS... | 3,056.38         | 37,000.00    | -33,943.62     | 8.3%        |
| Total Expense                                 | 1,612,032.91     | 3,569,064.13 | -1,957,031.22  | 45.2%       |
| Net Ordinary Income                           | 448,466.52       | -75,277.13   | 523,743.65     | -595.8%     |
| Net Income                                    | 448,466.52       | -75,277.13   | 523,743.65     | -595.8%     |

## Dallas Community School

Financial Report - Q2, October 2024 to December 2024

| Bank Balances as of: | JUL 2024     | AUG 2024     | SEP 2024     | OCT 2024       | NOV 2024       | DEC 2024 |
|----------------------|--------------|--------------|--------------|----------------|----------------|----------|
| Umpqua Bank Balance  | \$574,666.03 | \$965,586.13 | \$936,080.91 | \$1,326,387.75 | \$1,313,780.39 | \$0.00   |
| Live Oak Bank CD     | \$204,667.75 | \$205,550.84 | \$206,409.07 | \$207,299.67   | \$208,165.20   | \$0.00   |

| Bank Balances as of: | JAN 2025 | FEB 2025 | MAR 2025 | APR 2025 | MAY 2025 | JUN 2025 |
|----------------------|----------|----------|----------|----------|----------|----------|
| Umpqua Bank Balance  | \$0.00   | \$0.00   | \$0.00   | \$0.00   | \$0.00   | \$0.00   |
| Live Oak Bank CD     | \$0.00   | \$0.00   | \$0.00   | \$0.00   | \$0.00   | \$0.00   |

| Revenue/Resources    | OCT 2024            | NOV 2024            | DEC 2024      | Actual YTD     | Budget YTD     | Annual Budget  | % Over |
|----------------------|---------------------|---------------------|---------------|----------------|----------------|----------------|--------|
| State School Funding | \$190,924.67        | \$190,924.67        | \$0.00        | \$1,145,548.02 | \$1,002,199.25 | \$2,405,278.20 |        |
| Interest Income      | \$890.60            | \$865.53            | \$0.00        | -              | -              | -              | -%     |
| Restricted Grants    | \$0.00              | \$0.00              | \$0.00        | -              | -              | -              | -%     |
| Misc. Income         | \$0.00              | \$1,292.50          | \$0.00        | -              | -              | -              | -%     |
| <b>Total Revenue</b> | <b>\$191,815.27</b> | <b>\$193,082.70</b> | <b>\$0.00</b> |                |                |                |        |

| General Fund - Expenditures by Object Code |                     |                     |               |                     |                       |                       |        |
|--------------------------------------------|---------------------|---------------------|---------------|---------------------|-----------------------|-----------------------|--------|
|                                            | OCT 2024            | NOV 2024            | DEC 2024      | Actual YTD          | Budget YTD            | Annual Budget         | BVA%   |
| 100 Salaries                               | \$73,061.64         | \$63,349.84         | \$0.00        | \$379,616.73        | \$661,584.67          | \$1,041,201.40        | 36.46% |
| 200 Associated Payroll                     | \$45,661.85         | \$33,225.59         | \$0.00        | \$200,305.80        | \$371,965.76          | \$572,271.56          | 35.00% |
| 300 Services                               | \$16,031.54         | \$28,567.19         | \$0.00        | \$160,860.83        | \$302,037.67          | \$462,898.50          | 34.75% |
| 400 Supplies and Materials                 | \$299.05            | \$8,065.38          | \$0.00        | \$23,971.46         | \$61,028.54           | \$85,000.00           | 28.20% |
| 411 K-8 Allotments                         | \$11,489.11         | \$9,576.96          | \$0.00        | \$32,593.57         | \$117,406.43          | \$150,000.00          | 21.73% |
| 500 Equipment/Facility                     | \$0.00              | \$0.00              | \$0.00        | \$5,089.00          | \$11,911.00           | \$17,000.00           | 29.94% |
| 600 Dues & Fees                            | \$1,988.17          | \$423.19            | \$0.00        | \$34,935.33         | \$13,064.67           | \$48,000.00           | 72.78% |
| <b>Total Expenditures</b>                  | <b>\$148,531.36</b> | <b>\$143,208.15</b> | <b>\$0.00</b> | <b>\$837,372.72</b> | <b>\$1,538,998.74</b> | <b>\$2,376,371.46</b> |        |

| 200-Special Revenue Funds - Expenditures by Object Code |                    |                    |               |                    |                     |               |       |
|---------------------------------------------------------|--------------------|--------------------|---------------|--------------------|---------------------|---------------|-------|
|                                                         | OCT 2024           | NOV 2024           | DEC 2024      | Actual YTD         | Budget YTD          | Annual Budget | BVA%  |
| 100 Salaries                                            | \$8,760.36         | \$22,840.71        | \$0.00        | \$54,660.87        | -\$54,660.87        | \$0.00        | 0.00% |
| 200 Associated Payroll                                  | \$761.10           | \$14,136.21        | \$0.00        | \$16,991.83        | -\$16,991.83        | \$0.00        | 0.00% |
| 300 Services                                            | \$637.00           | \$6,389.35         | \$0.00        | \$13,067.21        | -\$13,067.21        | \$0.00        | 0.00% |
| 400 Supplies and Materials                              | \$0.00             | \$3,961.79         | \$0.00        | \$10,849.79        | -\$10,849.79        | \$0.00        | 0.00% |
| 411 K-8 Allotments                                      | \$0.00             | \$0.00             | \$0.00        | \$0.00             | \$0.00              | \$0.00        | 0.00% |
| 500 Equipment/Facility                                  | \$0.00             | \$0.00             | \$0.00        | \$0.00             | \$0.00              | \$0.00        | 0.00% |
| 600 Dues & Fees                                         | \$0.00             | \$0.00             | \$0.00        | \$0.00             | \$0.00              | \$0.00        | 0.00% |
| <b>Total Expenditures</b>                               | <b>\$10,158.46</b> | <b>\$47,328.06</b> | <b>\$0.00</b> | <b>\$95,569.70</b> | <b>-\$95,569.70</b> | <b>\$0.00</b> |       |

### Notes from the Business Office

#### Revenue Highlights:

- This month, we received our regular state pass-through payment totaling **\$190,924.67**, along with **\$1,292.50** in miscellaneous revenue from sources such as a SAIF dividend check and multiple fundraisers.

#### Expenditures Highlights:

- In November, expenditures for object codes 100, 200, 300, and 400—covering salaries, payroll-related costs, services, supplies, and materials—are tracking as expected at an average of 30% to 40% of the annual budget for this time of year. We anticipate that 411-K-8 allotments will continue to increase during the winter months. Overall, expenditures remain aligned with our budgetary goals.

#### Restricted Grant Highlights (200 Fund):

- To date, approximately **\$96,000** has been expensed using restricted grant funds from the 200 fund. A portion of these expenses has already been reimbursed and will be reflected in December's report, while another invoice will be submitted to the district in January. Grant expenditures are on track for this point in the fiscal year.



Luckiamute Valley Charter School  
Bridgeport Campus  
Board Meeting Minutes  
December 11, 2024

**Call to Order:** Vicki called the meeting to order at 6:36pm

**Board Members Present:** Vicki Avery Kendall Cates Fred Weisensee

**Absent:** Matt Beasley, Greg Oldham

**Staff Members Present:** Christy Wilkins, Christine Caponi, Daniel Shimek

**Board Secretary:** Donna Santa Maria

**Public in Attendance:** Korena Lund

**1. Approval of Agenda:** Fred made a motion to approve agenda, Kendall seconded, all in favor- with amendments of Board Chair update, Resolution 241211-3 and Resolution 241211-4.

**2. Consent Agenda:** Kendall made a motion to approve November Board minutes as presented, Fred seconded, all in favor.

**3. Announcements:** Next Board meeting will be January 15 at 6:30pm.

**4. Public Comments:** None

**5. Old Business:** None

**6. New Business:**

**Directors Report:** Christy Wilkins

- Staff recognition: Stacey Zaback was invited to present her approach to Basic Coding for middle school at the Fall Oregon Teacher Association Conference. Stacey also has STILES curriculum professionals coming to record middle school students for their online content.
- Parent Conferences: Both campuses had exceptional turn out for conferences.
- Mental Health Support: Mallory continues to give support to students and staff. As part of this, she is leading CPS (Collaborative Problem Solving Skills) through a book for all staff. Mallory has been invited to present an overview of this and her work at the January Board meeting.
- Oregon Coalition of Community Charter Schools Conference- third annual conference took place in Eugene. More than half of Oregon's Charter Schools attended. Many important topics were addressed: ODE assessment data and strategies for better outcomes, budgeting and legal aspects that are unique to charter schools, support for mental health for students and staff.

- Professional Goal for Principal, Daniel Shimek- Daniel gave a written outline of his goal: to ensure effective facilities management, method of evaluation and updating that goal through the year.

**Finance Report:** Christine Caponi

- Monthly Overview- monthly financials are in order, no questions.
- Projection of 2024-25 Revenue and Expenditures- 1st quarter. This chart shows income and expenses. Discussion was had regarding moving forward and budgeting according to income. Time is another contributing factor as we are only in the first quarter.
- Salary Expressed By Department Charts: All Inclusive Chart followed by Elementary Salary, Middle School, Benefit to Total Salary Cost and a Salary/Benefit chart aligned with Total Budget.
- Gardening Program- Lua and Christine are in the beginning stages of a 5-10 year plan. Part of that includes a whole school eating program and Debra is included in that as well. Federal Grant applications are being applied for too.
- Resolution 241211-3 the purchase of a storage container for emergency preparedness supplies was proposed. Fred made a motion to approve and Kendall seconded. All in favor.
- Resolution 241211-4 - donation to the Oregon Coalition of Community Charter Schools. Motion to approve was made by Fred and seconded by Kendall. All in favor.

**7. Board Chair Check-In**

- Financial education for school boards is given by OSBA webinars. They are free, recorded and available by logging in. Christine is also educating the board monthly with presentations.
- Board Meeting postings-Because we continue to receive various information and opinions regarding public recordings, we will continue to post the agenda and minutes on the website until we have definite legal guidance from OSBA. We will continue to operate in good faith and transparency as this develops.
- Board Goals- the Board continues to educate themselves, attend conferences, oversee growth and budgets, be actively involved in community events, clubs and neighborhoods.

8. Enrollment - As of December 2, 2024, enrollment is 211.

9. Adjournment: Vicki adjourned the meeting at 8:37pm



**Mission Statement:**

Through our **E3** model at Dallas Community School, we **ENGAGE** students by fostering curiosity, **EMPOWER** them through meaningful, real-world learning experiences, and **EQUIP** them with the skills needed to make a positive impact in their communities.

## Community Innovation Partners Dallas Community School Agenda January 9, 2025

**In Person**

689 Main St.  
Dallas, OR 97338

**Join Zoom Meeting**

<https://us02web.zoom.us/j/87471057418?pwd=SDdHT2dRZEFUZEEdXTGZ5bGY0dkJvdz09>

1. 5:30 PM: Board Meeting Call to Order
2. Consent Agenda:
  - a. January 9, 2025 Agenda
  - b. December 5, 2024 Minutes
3. Review Agreements:
  - a. DCS Board Member Code of Conduct
4. Public Comment:
5. Treasurer's Report - Brian McCoy/Erin Miller
  - a. November 2024 Financials
6. Director Report - Andy Johnson
  - a. Enrollment
  - b. Charter Renewal Timeline
  - c. Facilities Update
  - d. Accreditation Update
  - e. Strategic Plan Development
  - f. Calendar Review - JAN, FEB, MAR
7. Board Discussion and Action:
  - a. Andy's Review
  - b. Revised 2024-2025 Budget Review
  - c. April Meeting-Move to 4/10/2025
  - d. New Building Tour
8. Adjourn

Next Meeting: February 6, 2025 @ 5:30 PM

## Board Meeting Minutes for Thursday, December 5, 2024 @ 5:30 p.m.

PLEASE NOTE: IN PERSON & ON VIDEO CONFERENCE

**Date:** December 5, 2024  
**Location:** 689 Main St., Dallas, OR 97338

### In Attendance

**President:** Wendy Sparks  
**Vice President:** Erin Miller  
**Secretary:** Heather Irwin  
**Treasurer:** Brian McCoy  
**Board Members:** Jessica Mackey, Doug Akin  
**Staff:** Andy Johnson, Dawn Adams (Zoom)  
**Visitors:** N/A

**Mission Statement:** Through our **E3** model at Dallas Community School, we **ENGAGE** students by fostering curiosity, **EMPOWER** them through meaningful, real-world learning experiences, and **EQUIP** them with the skills needed to make a positive impact in their communities.

1. **Call to order:** 5:30 PM
2. **Consent Agenda:** Brian M. motioned to approve the consent agenda, which included the approval of the agenda and minutes, as well as acknowledgment of the 2024 annual audit, previously reviewed by the board. He also noted the addition of a discussion on investing reserve funds into high-yield, no-risk options under the Treasurer's Report (5a) of the agenda. Doug A. seconded the motion, and it passed unanimously.
  - a. December 5, 2024 Agenda
  - b. November 7, 2024 Minutes
  - c. 2024 Audit Acknowledgement
3. **Review Agreements:**
  - a. **DCS Board Member Code of Conduct:** Wendy S. reviewed the DCS Board Member Code of Conduct.
4. **Public Comment:** No comment.
5. **Treasurer's Report:**
  - a. **Financials - Brian M.:** The board reviewed the financial report and acknowledged that we are on track and in a solid financial position for this time of year. Brian M. proposed investing a portion of our reserve cash into a CD plan to secure funds across multiple accounts, ensuring compliance with the \$250,000 FDIC limit. He suggested staggering the CD maturity dates every three months to



keep funds in flux and maximize flexibility. Last year, the school earned approximately \$10,000 from a single CD. Heather added that she has been working with Building Hope and expects to have investment proposals ready by February at the latest, or sooner if possible. The board agreed to move forward with investing \$500,000.

#### 6. Director Report - Andy Johnson

- a. **Enrollment:** Andy J. explained enrollment has exceeded 200 students in the K-8 program. A recent Zoom information meeting was attended by five families, resulting in six new student enrollments. While the virtual option proved effective and prevented the need to cancel the meeting, the lack of a personal touch made it more challenging for families to fully understand our model, and guides are experiencing some difficulty as a result. That said, the meeting served its purpose. The December in-person information night was also successful. Erin M. inquired about the use of exit interviews, and Andy J. confirmed he is working on developing one. Heather I. will prepare an updated enrollment graph to reflect the current numbers and present at a future meeting.
- b. **Facilities/Lending Update:** Andy J. reported that the high school remodel is nearing completion and highlighted the successful installation of the accordion-style door. He provided updates on ongoing projects, including doors, office modifications, and other finishing touches. Internet installation is scheduled for December 13th, and furniture will arrive on December 12th and 13th. Students are preparing to set up their exhibitions on December 18th. Andy J. emphasized that the project remains on schedule, which is a significant accomplishment. The board had no questions.
- c. **Accreditation Update:** Andy J. and Bill C. have collaborated on gathering standard evidence, and Andy J. mentioned that the recent meeting with Shannon R. provided valuable support in moving the process forward. Christy P. will continue to assist Andy J. with the narrative portion. We remain on track to submit by January 24th and are on target for accreditation by the spring.
- d. **District Partnerships:** Andy J. provided an update on district partnerships, noting the collaboration is the strongest it has ever been, with excellent communication and support from key individuals. He expressed gratitude for the district's ongoing support and emphasized the importance of a supportive community backing DCS.
- e. **Strategic Plan Development:** Andy J. reported that his work on Cognia accreditation and the charter renewal will directly inform and align with the development of the strategic plan. While these larger projects remain a priority, they naturally complement the strategic planning process and will continue to progress as milestones are achieved.

- f. **Calendar Review:** (DEC, JAN, FEB) Andy J. shared updates from the calendar. The recent Period Positivity event for girls in grades 4-8 was a success, with 11 attendees and their families. High school boys contributed by creating posters for the event. Erin M. suggested opening it to the public in the future, and Toni H. proposed hosting a similar event for young men.

Andy also noted key upcoming dates: an all-staff gathering on December 19th (2-4 PM), his Rotary speaking engagement in January, and time away for a few days in February. For the charter renewal, Christy P. is preparing the submission letter for January. Steve S. mentioned that initial discussions are expected in February, with the main meeting in March and a final vote in April, though the timeline is not yet confirmed. Steve will provide clarification soon.

Finally, the ribbon-cutting ceremony for the high school is scheduled for January 10th.

**7. Board Discussion and Action:**

- a. **January Meeting-Move to 1/9/2025:** Wendy S. motioned to move our January meeting to January 9th. Brian M. seconded, and motion passed unanimously.
- b. **New Building Tour:** Andy J. will give the board a tour on January 9th.

**8. Adjourn:** 7:13 PM

**Next meeting:** Thursday, January 9, 2024 @ 5:30 PM