Steve Spencer
Superintendent

Sara LeRoy
Assistant Superintendent

2025-2026
Board of Directors
Tyler Ferrari
Deena Loughary
Rob Ogilvie
Zach Steele
Matt Woolsey

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
6:00 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
March 9, 2026
6:00 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 Good News

3.1 The LaCreole Chess Club won third place in the Regional Tournament and qualified for the State competition in April.

3.2 Congratulations to the Dallas High School Girls Wrestling Team, they placed second in the state tournament. Dallas High School had two state champions; Carson Langford and Khadijah Tabib. Another eight wrestlers placed in the tournament.

3.3 Morrison had a successful, engaging, and enriching program for students: Adulting 101. Seniors were involved in cooking, budgeting and auto care activities. This was grant funded and developed by Polk County Family and Community Outreach. It involved many community volunteers, including Dallas Police and Salem Health. Seniors from Dallas Community High School joined the event.

3.4 Lyle's jogathon was smooth and successful thanks to many parent volunteers.

4.0 Student Report – Sofia Lozano

5.0 Public Comment

6.0 Announcements 734

6.1 March & April Calendars

6.1.1 Board Work Session at Dallas High School on March 10, 2026 at 8:00 a.m.

6.1.2 No Board Meeting on March 23, 2026

6.1.3 Next Board Meeting April 13, 2026 at 6:00 p.m.

6.1.4 Long Range Facility Planning/Finance Committee Meeting March 19, 2026 at 5:30 p.m.

6.1.5 Citizens Oversight Committee Meeting April 7, 2026 at 5:30 p.m.

7.0 Consent Agenda 736

7.1 Approval of the February 23, 2026 Board Minutes

7.2 Staffing Report

8.0 Financial Report – Tami Larson 744

9.0 Career Technical Education Annual Report – Bill Masei

10.0 Staffing Recommendation 2026-27 (Board Action) – Sara LeRoy 748

11.0 Reports

11.1 Dallas Community School Annual Report
11.2 Draft Citizens Oversight Committee Minutes
11.3 Enrollment Report
11.4 Charter School Enrollment Reports
11.5 Charter School Financial Reports
11.6 Charter School Minutes and Agendas

12.0 Executive Session per ORS 192.660

(2)(i) To Evaluate the Employment-Related Performance of District Personnel

13.0 Adjourn

www.dallas.k12.or.us

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DALLAS SCHOOL DISTRICT

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. Public comment during a board meeting is limited to 5 minutes for each individual.

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 the board meeting, please fill out the request for public comment form available outside the boardroom.
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, at juli.lichtenberger@dsd2 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.
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 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:

Dallas School District, 111 SW Ash Street, Dallas, OR 97338 or email: compliance.officer@dsd2.org

Steve Spencer, Superintendent

Sara Leroy, Assistant Superintendent

Board of Directors: Tyler Ferrari • Deena Loughary • Rob Ogilvie • Zach Steele • Matt Woolsey

MAR2026

WOMEN'S HISTORY MONTH

SUN	MON	TUE	WED	THU	FRI	SAT
01	02	03 Citizens Oversight Committee Meeting 5:30 p.m.	04	05	06	07
08	09 Board Meeting 6:00 p.m.	10 Board Work Session with Dallas High School 8:00 a.m.	11	12	13	14
15	16	17	18 K-5 No School Conferences	19 K-5 No School Conferences LRFP/Finance Committee Meeting 5:30 p.m.	20 No School	21
22	23 Spring Break	24 Spring Break	25 Spring Break	26 Spring Break	27 Spring Break	28
29	30	31				

APR 2026

BLACK WOMEN'S HISTORY MONTH
NATIONAL ARAB AMERICAN HERIGATE MONTH

SUN	MON	TUE	WED	THU	FRI	SAT
			01	02	03	04
05	06	07 Citizens Oversight Committee Meeting 5:30 p.m.	08	09	10 No School District Assessment Day	11
12	13 No School District Assessment Day Board Meeting 6:00 p.m.	14	15	16 LRFP/Finance Committee Meeting 5:30 p.m.	17	18
19	20	21	22	23	24	25
26	27 Budget Committee Meeting 6:00 p.m. Board Meeting 7:00 p.m.	28	29	30		

Draft Minutes
Work Session at Oakdale Heights Elementary School – 2:30 p.m.
Board Meeting at District Office – 3:30 p.m.
February 23, 2026
https://dsd2-org.zoom.us/j/84855147461

Present: Rob Ogilvie, Zach Steele, Deena Loughary, Matt Woolsey, Steve Spencer, Juli Lichtenberger, Sara LeRoy, Sean Johnson, Bob Archer, Todd Baughman, Nick Ingalls

Visitors: Oakdale staff

Excused: Tyler Ferrari

Work Session with Oakdale Heights Elementary School

- **Introductions**
  Liz Postlewait, Principal, welcomed the Board.
- **Showcase your School**
  - Academic growth through data driven instruction
  - Restorative practies
  - Family communication
  - Title I support
  - Constructing Meaning has made a large difference in the classroom
  - Parent involvment in the classrooms
  - Walk through model
  - Daily annnouncements read to the building by third grade students
  - Communiation between ERC, SPED, and Behavior team
  - Great support from the community
  - Team time, Golden awards, and SOAR awards are back
- **What are some challenges you face which the Board can help you overcome?**
  - An increase of EA staff in Title, Behavior and Kinder would be helpful
  - Additional teacher at Kinder level would allow for smaller classes and time for better communication with families
  - Balance of teaching time and management needs
  - High behavior needs and lack of consequences
  - Comprehensive Professional Development plan
  - Student Intervention Team process changes this year
  - District calendar concerns
  - Additional training for behavior response including room clear policies
  - Data entry of behavior information training with the new process
  - Information on the plan for student assessment next year with the reduction of devices
- **Discussion**
  - How can we make the board work sessions more interactive between staff and board members
  - Board members thanked the staff for coming and listening

Work Session adjourned at 3:17 p.m.

Regular board meeting called to order at 3:30 p.m.

Present: Rob Ogilvie, Zach Steele, Deena Loughary, Matt Woolsey, Steve Spencer, Juli Lichtenberger, Sofia Lozano, Sara LeRoy, Sean Johnson, Bob Archer, Nick Ingalls, Shannon Ritter, Tim Larson, Liz Postlewait, Reed Langdon, Tami Larson, Darrick Bruns, Todd Baughman, Tyler Lalack

Visitors: Desiree Hite, Jessica Steggell, Sarah McMaster, Tara Townley, Peyton Townley, Amber Pickard, Mellisa Spivey, Adam Harrison, Amy Goerger, Becky Fetterley, Chris Redfield, Christina Hughes, Crista Adovnik, Darcy Naughton, Denise Thompson, Ethan Fetterley, Ginger Perkins, Gretchen Schmoyer, Jennifer Lenoue, Jennifer Hight, Jessica Henderson, Kari Sublet, Kat McNeal, Katie Bradley, Katie Wood, Keb Ryan, Kelsey Davis, Kelsie Stone, Kim Fitzgerald, Kristen Connella, Kristin Allen, Kyle Diehm, Lori Patton, Louisa Scholten, Malery Schleusner, Michele Schilling, Molly Moore, Stacy Harrison, Stacy Fagin, Trina Timmerman, Christina Healy Collister, Alyssa Alpers

Excused: Tyler Ferrari

1.0 Welcome/Pledge of Allegiance

2.0 Approval of the Agenda
Zach Steele moved to approve the agenda as printed, seconded by Matt Woolsey. The motion passed unanimously by board members present; Rob Ogilvie, Zach Steele, Deena Loughary, and Matt Woolsey.

3.0 Open Construction Manager/General Contractor Public Hearing

3.1 Proposed Findings Supporting an Exemption from Competitive Bidding Requirements and Use of the Construction Manager/General Contractor Method of Procurement for select projects throughout the District.
Bob Archer, Director of Facilities, asked the Board if there were any questions. There were no questions.

4.0 Public Comment on Public Hearing
No public comment on the public hearing.

5.0 Close Construction Manager/General Contractor Public Hearing
Hearing closed at 3:32 p.m.

6.0 Resolution #25-26-05 Granting Exemption From Competitive Bidding For Use Of A Construction Manager/General Contractor Alternative Contracting Method For The Remodel And Modernization Project (Board Action)
Zach Steele moved to approve Resolution #25-26-05 granting exemption from competitive bidding for use of a Construction Manager/General Contractor alternative contracting method for the remodel and modernization project and its proposed findings as printed in the board packet, seconded by Deena Loughary. No discussion. The motion

passed unanimously by board members present; Rob Ogilvie, Zach Steele, Deena Loughary, and Matt Woolsey.

7.0 Good News

7.1 Chemeketa Community College donated nearly $17,000 of equipment to the theater program.

7.2 Theater students performed well at Regionals recently including; one student going to state with perfect scores for every round, a pair of students going to state, four Regional Finalists, and 19 students who achieved a ranking of Superior which allow them to compete at Nationals.

7.3 Girl's Wrestling won the Special District 5A/6A Regional Tournament, qualifying 11 girls for state. The team will be going into the state tournament ranked #1. Our Lady Dragon Wrestler, Maddie Vogel, will be opening the state championships at Memorial Coliseum with the national anthem.

7.4 The Dallas High School CTE program received an Economic Empowerment Grant of $7,500 from Farmers Insurance for after school and summer Professional Trades training and certifications.

7.5 LaCreole will be hosting LaCreole Link: Schools and Community on March 19, 2026 from 5:00 p.m. – 7:30 p.m.

Principals shared good news with the Board.

8.0 Student Report – Sofia Lozano

Sofia Lozano shared highlights from Dallas High School.

9.0 Public Comment

Tara Townley, community member, presented a Community Award to Sofia Lozano.

Desiree Hite, parent, addressed the Board regarding ongoing concerns and confidentiality concerns.

Jessica Steggell, parent, addressed the board regarding safety concerns for students and staff.

10.0 Announcements

10.1 February & March Calendars

10.1.1 Next Board Meeting March 9, 2026 at 6:00 p.m.

10.1.2 Long Range Facility Planning/Finance Committee Meeting March 19, 2026 at 5:30 p.m.

10.1.3 Citizens Oversight Committee Meeting March 3, 2026 at 5:30 p.m.

11.0 Consent Agenda

11.1 Approval of the February 9, 2026 Board Minutes

Zach Steele moved to approve the Consent Agenda, seconded by Deena Loughary. No discussion. The motion passed unanimously by board members present; Rob Ogilvie, Zach Steele, Deena Loughary, and Matt Woolsey.

12.0 Building Metrics Reports – Liz Postlewait, Reed Langdon, Darrick Bruns, Tyler Lalack, Tim Larson, and Todd Baughman

Liz Postlewait, Principal at Oakdale, shared highlights from the metrics report. Benchmarks have increased. Conversations are being held about the data in STAR Reading. Attendance has increased. Behavior data has been in a recalibration process the last few years so numbers are fluctuating. Discussion was held.

Reed Langdon, Principal at Lyle, shared highlights from the reports provided. Math data was highlighted with the increases. The building is using the tool of suspension, which the behavior data is reflecting. Building wide meetings are scheduled to discuss interventions. Discussion was held.

Darrick Bruns, Principal at Whitworth, shared highlights from the metrics report. Reading and math are reflecting some large increases. Attendance is being celebrated at the building. Behavior data is being tracked for every incident which is reflective in the data provided. Discussion was held.

Tyler Lalack, Principal at LaCreole, shared information about the report provided. Some students are attending in person part of the day and online the rest of the school day. Behavior data reflects a reduction in referrals. The district is working to calibrate attendance district wide. TAG identification has a 10% goal and the building should easily hit that this year. Interventions are being implemented in specific areas. Staff are working on bridging the gap between Whitworth and middle school. Discussion was held.

Tim Larson, Principal at Dallas High School, shared highlights from the report. The number of individual Fs earned by the students is significant and will be addressed. There are seven areas of building problems of practice which staff are forming committees and addressing. Behaviors are being reduced. Discussion was held.

Todd Baughman, Principal at Morrison, has been focusing on the charge to reach graduation standards as well as reading and math. STAR reading and math assessment participation rates have increased. Additional math practice is being done daily. Nonfiction writing in the classroom has been increased. Credits earned vs. credits attempted metric was discussed. Discussion was held.

13.0 Approval of Foreign Exchange Program SHARE (Board Action) – Shannon Ritter

Shannon Ritter, Assistant Principal at Dallas High School, stated that SHARE is a new foreign exchange program for the district. Research has been done to vet the program. Zach Steele moved to approve the Foreign Exchange Program SHARE, seconded by Deena Loughary. Discussion was held. The motion passed unanimously by board members present; Rob Ogilvie, Zach Steele, Deena Loughary, and Matt Woolsey.

14.0 Budget Committee Application (Board Action)
Shana Reilly-Pond has been serving on this committee. Zach Steele moved to approve Shana Reilly-Pond to the Budget Committee, seconded by Matt Woolsey. No discussion. The motion passed unanimously by board members present; Rob Ogilvie, Zach Steele, Deena Loughary, and Matt Woolsey.

15.0 Transfers of Nonresident Students for the 2026-27 School Year (Board Action) – Steve Spencer
Steve Spencer, Superintendent, stated after reviewing historical data on incoming students for the district recommends setting the cap at 100 students. This allows us to plan for staffing. Matt Woolsey moved to approve the Superintendent's recommendation of setting the cap at 100 students, seconded by Deena Loughary. No discussion was held. The motion passed unanimously by board members present; Rob Ogilvie, Zach Steele, Deena Loughary, and Matt Woolsey.

16.0 Resolution #25-26-06 Recognizing Classified Appreciation Week, March 2-6, 2026 (Board Action)
Zach Steele moved to approve Resolution #25-26-06 Recognizing Classified Appreciation Week, March 2-26, 2026, seconded by Deena Loughary. No discussion was held. The motion passed unanimously by board members present; Rob Ogilvie, Zach Steele, Deena Loughary, and Matt Woolsey.

17.0 Reports
17.1 Citizens Oversight Committee Draft Minutes

Zach Steele, Board Vice-Chair, recused himself from agenda items 18.0 and 19.0.

Rob Ogilvie, Board Chair, read a statement adjourning the Board into Executive Session.

18.0 Executive Session per ORS 192.660
(2)(f) Review of Confidential Information

The Board moved back into regular session.

19.0 Action on Complaint Received in Executive Session (Board Action)
The Board chair called for a motion. No motion was made by the board members present; Rob Ogilvie, Deena Loughary, and Matt Woolsey.

Zach Steele returned to the meeting for agenda item 20.0.

Rob Ogilvie read a statement adjourning the Board into Executive Session.

20.0 Executive Session per ORS 192.660
(2)(i) To Evaluate the Employment-Related Performance of District Personnel

The Board moved back into regular session.

21.0 Adjourn at 6:05 p.m.

Rob Ogilvie / Board Chair	**Date**
Juli Lichtenberger / Board Secretary	**Date**

DRAFT

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DALLAS SCHOOL DISTRICT

Staffing Report
Monday, March 9, 2026

Date	Group	First	Last	Description	Action	Effective Date	Location	Position	Hrs	FTE	History
3/3/2026	Classified	Gabriel	Hayes	CoS	Retiring and working back	3/1/2026	DHS	Engineer Spec.	8	1	Retiring with PERS only. Will continue to work in current position.
3/3/2026	Classified	Angelecia	Poli	CoS	Transferred into new position	2/24/2026	LMS	Behavior Support, II	8	1	Transfer request granted per CBA
3/3/2026	Classified	Savannah	Bennett	CoS	Hired into new position	2/23/2026	DO	Printer II	7	0.86	Replacing 5.5 hour position previously held
3/3/2026	Classified	Brittney	Weaver	CoS	Hired into new position	2/16/2026	LMS	Attendance MS	8	1	Replaces Annette Anderson
3/3/2026		Alyssa	Kilbane	New Hire	New Hire	3/2/2026	DHS	Asst. Softball Coach			Asst. Softball Coach
3/3/2026		Kurt	Woolner	New Hire	New Hire	3/2/2026	DHS	Head Girls Golf Coach			Head Girls Golf Coach
3/3/2026		Chris	Ludwick	Resignation	Resignation	2/15/2026	DHS	Head Swim Coach			Head Swim Coach
3/3/2026	Licensed	Jennifer	Cooper	Resignation	Resignation	6/11/2026	DO	Psychologist	8	1	Resignation
3/3/2026	Classified	Rebecca	Fetterley	Resignation	Resignation	3/13/2026	Lyle	Asst Cook	4	0.5	Resignation

Steve Spencer, Superintendent

Sara Leroy, Assistant Superintendent

Board of Directors: Tyler Ferrari • Deena Loughary • Rob Ogilvie • Zach Steele • Matt Woolsey

3/3/2026	Licensed	Sarah	DeMartino	Resignation	Resignation	2/17/2026	LMS	Teacher	8	1	Not returning after Board Approved Leave of Absence for 25-26
3/3/2026	Licensed	Luther	Keeton	Resignation	Resignation	2/17/2026	WW	Teacher	8	1	Not returning after Board Approved Leave of Absence for 25-26
3/3/2026	Licensed	Jennifer	Westendorf	Resignation	Resignation	2/17/2026	Lyle	Teacher	8	1	Not returning after Board Approved Leave of Absence for 25-26
3/32026	Licensed	Michele	Fast	Resignation	Resignation	2/17/2026	WW	Teacher	8	1	Not returning after Board Approved Leave of Absence for 25-26
3/3/2026	Licensed	Nolan	Miller	Resignation	Resignation	2/17/2026	WW	Teacher	8	1	Not returning after Board Approved Leave of Absence for 25-26
3/3/2026	Licensed	Ken	Guffey	Retirement	Retirement	6/11/2026	LMS	Teacher	8	1	Retiring

Dallas School District 2025-2026	MONTHLY FINANCIAL HIGHLIGHTS AND ASSURANCES							February 2026
Resources primarily come from the State School Fund Grant formula and may be used for general operations of the school district								
GENERAL FUND OPERATIONS (FUND 100)	**October**	**November**	**December**	**January**	**February**	**MTM Change**	**MONITORING**	**Notes:**
District Enrollment (ADMr) **Charter Enrollment**	2397 481	2397 481	2397 481	2394 472	2367 466	-33	**Watch Closely**	ODE revised the SSF Estimates across the state on Feb 20. Dallas SD includes a negative adjustment for Dec - June ratio of -33 ADMr. This means the state anticipates DSD will further decline by 33 students between now and June 30 based on historical data trends. Ulitmately we will be paid on our ACTUAL enrollment, but not until May 2027.
Revenue Projection	$44,267,866	$44,180,029	$44,356,811	$44,356,811	$44,144,552	-$212,259	**Watch Closely**	Decrease in revenue in the current year related to increase in local tax revenue that offsets our state school fund grant and the dec to jun ratio applied in the Feb SSF estimate.
Expenditure Projection	$41,203,131	$41,152,822	$41,233,574	$41,145,093	$41,228,842	$83,749	**On Track**	
EFB $ Projection	$3,064,735	$3,027,207	$3,123,237	$3,211,217	$2,915,711	-$295,506	**Watch Closely**	
EFB % Projection	7.32%	7.30%	7.53%	7.74%	7.07%	-0.67%	**Watch Closely**	
Cash Flow Concerns	NONE	NONE	NONE	NONE	NONE	NONE	**On Track**	
Spending is within Appropriations	YES	YES	YES	YES	YES	YES	**On Track**	

NOTES TO FINANCIAL STATEMENT: *All cash, investment and credit card accounts have been balanced, reconciled and reviewed and all cash and investment accounts are reconciled to the general ledger by the business manager as of* ***2/28/2026****. The adopted budget reflects expected expenditures. All payroll reports have been filed and payroll liabilities have been paid timely. All federal and state reimbursement requests as well as required financial reporting forms have been filed timely. All credit card expenditures, travel and other reimbursements have been reviewed and approved at the proper level. There have been no significant changes to the internal control system, to the accounting system or accounting policies that are significant. Currently the business office is adequately staffed to allow for proper segregation of duties and I am not aware of any new pronouncements or other financial changes that may require additional staff time to properly implement. All financial statements that have been provided to the board are accurate and complete to the best of my knowledge and I am aware of no other financial matters that the board should be aware of at this time. I know of no cases of fraud or other misconduct and I have not been asked by the superintendent to do anything that makes me feel uncomfortable or to present any information I feel is inaccurate.* ***Tami Larson 2/28/2026. For information about the information contained in this report, please contact the Business Office at 111 SW Ash St., Dallas, OR, 97338. Ph 503-623-5594***

Dallas School District 2025-2026	General Fund Operations							February 2026
Resources primarily come from the State School Fund Grant formula and may be used for general operations of the school district								
GENERAL FUND OPERATIONS (FUND 100)	**Current MTD**	**Current YTD**	**Add: Projections**	**Adjustments***	**Annual Forecast**	**Annual Budget**	**Variance Fav / (Unfav)**	***Notes**
Beginning Fund Balance	**$0**	**$2,875,984**	**$0**		**$2,875,984**	**$2,000,000**	**$875,984**	
Local Sources (Property Taxes, Interest, Fees)	$100,133	$10,179,314	$866,835		$11,046,149	$10,760,958	$285,191	
Flow Through ESD, County School Funds	$0	$57,324	$0		$57,324	$55,000	$2,324	
State Sources (SSF, Common School Fund, High Cost Disability)	$2,743,678	$22,802,176	$7,362,569		$30,164,745	$31,180,492	-$1,015,747	
Federal Sources (In Lieu of Property Taxes)	$0	$0	$350		$350	$3,550	-$3,200	
Other Sources			$0		$0	$0	$0	
TOTAL REVENUE	**$2,843,811**	**$33,038,814**	**$8,229,754**	**$0**	**$41,268,568**	**$42,000,000**	**-$731,432**	
AVAILABLE RESOURCES (REV + BEG FUND BAL)	**$2,843,811**	**$35,914,798**	**$8,229,754**	**$0**	**$44,144,552**	**$44,000,000**	**$144,552**	
Salaries	$1,493,172	$9,918,585	$8,284,396	$450,000	$18,652,980	$18,867,265	-$214,285	
Associated Payroll Costs	$844,632	$5,514,097	$4,436,175	$342,500	$10,292,772	$10,873,645	$580,873	
Contracted Services	$830,630	$6,909,304	$3,775,804	$300,000	$10,985,108	$10,518,565	-$466,543	
Supplies and Materials	$25,752	$262,657	$176,433	$35,365	$474,455	$474,455	$0	
Capital Leases & Equipment Purchases	$9,311	$119,736	$34,684	$75,780	$230,200	$230,200	$0	
Dues, Fees, Insurance, Interest Paid	$700	$456,236	$1,149	$0	$457,385	$398,345	-$59,040	
Transfers to Other Funds	$0	$117,442	$0	$18,500	$135,942	$135,942	$0	
Contingencies	$0	$0	$0	$0	$0	$1,661,583	$1,661,583	
Unappropriated Ending Fund Balance						$840,000		
TOTAL EXPENDITURES	**$3,204,196**	**$23,298,057**	**$16,708,640**	**$1,222,144**	**$41,228,842**	**$44,000,000**	**$1,502,588**	
Expenditures by Appropriation	**Current MTD**	**Current YTD**	**Add: Encumbrances**	**Adjustments***	**Annual Forecast**	**$25,358,580**	**Variance Fav / (Unfav)**	***Notes**
Instruction	$2,017,082	$13,791,491	$10,928,679	$794,394	$25,514,564	$25,358,580	-$155,984	
Support Services	$1,187,115	$9,389,124	$5,779,961	$409,250	$15,578,336	$16,003,896	$425,560	
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	$117,442	$0	$18,500	$135,942	$135,942	$0	
Contingencies					$0	$1,661,583	$1,661,583	
Unappropriated Ending Fund Balance						$840,000		
TOTAL EXPENDITURES	**$3,204,196**	**$23,298,057**	**$16,708,640**	**$1,222,144**	**$41,228,842**	**$44,000,000**	**$1,931,158**	
SURPLUS / (DEFICIT)	**-$360,386**	**$9,740,757**			**$2,915,711**			
Ending Fund Balance					**$2,915,711**	**7.07%**	**of Revenues**	*Board Policy 8%*

Investment Account Balances by Type	Yield	Beg Bal	Deposits	Withdrawals	End Bal			Debt Obligation	
General Operations (5703,5018)	4.04%	$12,746,199	$2,640,490	$1,768,001	$13,618,688		Annual Debt	Paid YTD	Due by June 30, 2026
Debt Service (5770)	4.04%	$4,251,487	$31,207	$0	$4,282,694	>>>>>	$3,928,692	$567,347	$3,361,345
Capital Projects (3974,6022)	4.04%	$14,756,652	$66,090	$20,371	$14,802,372				
Total District		**$31,754,338**	**$2,737,786**	**$1,788,372**	**$32,703,753**				

Dallas School District 2025-2026	Fund Group	Appropriation Monitoring					February 2026
GENERAL OPERATIONS	**F100s**	**Current YTD**	**Add: Projections**	**Annual Forecast**	**Annual Budget**	**Variance Fav / (Unfav)**	***Notes**
Instruction		$13,815,619	$10,928,679.18	$24,744,298	$25,358,580	$614,282	+
Support Services		$9,412,534	$5,780,216	$15,192,750	$16,378,896	$1,186,146	+
Enterprise and Community Services		$0	$0	$0	$0	$0	+
Facilities Acquisition and Construction		$0	$0	$0	$0	$0	+
Transfers to Other Funds		$117,442	$0	$117,442	$135,942	$18,500	+
Contingencies		$0	$0	$0	$1,661,583	$1,661,583	+
TOTAL		**$23,345,595**	**$16,708,895**	**$40,054,490**	**$43,535,000**	**$3,480,510**	+
SPECIAL GRANTS & PROJECTS	**F200s**	**Current YTD**	**Add: Projections**	**Annual Forecast**	**Annual Budget**	**Variance Fav / (Unfav)**	***Notes**
Instruction		$2,523,712	$2,439,333	$4,963,045	$6,986,416	$2,023,371	+
Support Services		$1,025,423	$595,301	$1,620,723	$2,357,199	$736,475	+
Enterprise and Community Services		$731,088	$608,714	$1,339,801	$1,420,007	$80,206	+
Transfers to Other Funds		$0	$0	$0	$110,000	$110,000	+
TOTAL		**$4,280,222**	**$3,643,347**	**$7,923,570**	**$10,873,621**	**$2,950,052**	+
DEBT SERVICE	**F300s**	**Current YTD**	**Add: Projections**	**Annual Forecast**	**Annual Budget**	**Variance Fav / (Unfav)**	***Notes**
Debt Service		$567,357	$3,361,345	$3,928,702	$6,234,733	$2,306,031	+
TOTAL		**$567,357**	**$3,361,345**	**$3,928,702**	**$6,234,733**	**$2,306,031**	+
CAPITAL PROJECTS (BOND)	**F400s**	**Current YTD**	**Add: Projections**	**Annual Forecast**	**Annual Budget**	**Variance Fav / (Unfav)**	***Notes**
Facilities Acquisition and Construction		$6,916,157	$1,269,327	$8,185,484	$14,600,000	$6,414,516	+
Contingencies				$0	$8,100,000	$8,100,000	+
TOTAL		**$6,916,157**	**$1,269,327**	**$8,185,484**	**$22,700,000**	**$14,514,516**	+
UNEMPLOYMENT INSURANCE FUND	**F600s**	**Current YTD**	**Add: Projections**	**Annual Forecast**	**Annual Budget**	**Variance Fav / (Unfav)**	***Notes**
Support Services		$111,385	$88,615	$200,000	$700,000	$500,000	+
TOTAL		**$111,385**	**$88,615**	**$200,000**	**$700,000**	**$500,000**	+
TOTAL APPROPRIATION SUMMARY	**ALL**	**Current YTD**	**Add: Projections**	**Annual Forecast**	**Annual Budget**	**Variance Fav / (Unfav)**	***Notes**
Instruction		$16,339,331	$13,368,012	$29,707,343	$32,344,996	$2,637,653	
Support Services		$10,549,342	$6,464,132	$17,013,473	$19,436,094	$2,422,621	
Enterprise and Community Services		$731,088	$608,714	$1,339,801	$1,420,007	$80,206	
Facilities Acquisition and Construction		$6,916,157	$1,269,327	$8,185,484	$14,600,000	$6,414,516	
Transfers to Other Funds		$117,442	$0	$117,442	$245,942	$128,500	
Debt Service		$567,357	$3,361,345	$3,928,702	$6,234,733	$2,306,031	
Contingencies		$0	$0	$0	$9,761,583	$9,761,583	
TOTAL		**$35,220,716**	**$25,071,530**	**$60,292,245**	**$84,043,354**	**$23,751,109**	
UNAPPOPRIATED	**ALL**				**$3,223,000**		
TOTAL BUDGET	**ALL**				**$87,266,354**		

Dallas School District 2025-2026	Capital Projects Funds							February 2026
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	$18,763,930	$18,763,930	**$0**	**$18,763,930**			
Interest	$1,553,433	$44,958	$507,688	$192,312	$700,000	$2,253,433	$2,000,000	$253,433
OSCIM Grant	$1,435,429	$996,784	$2,564,571	$0	$2,564,571	$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 - EnergyTrust, Seismic, Etc.	$0	$0	$0	$0	$0	$0	$1,310,508	-$1,310,508
TOTAL REVENUE	**$33,866,258**	**$1,041,742**	**$3,072,259**	**$192,312**	**$3,264,571**	**$37,130,829**	**$35,301,524**	**$1,829,305**
TOTAL AVAILABLE RESOURCES	**$33,866,258**		**$21,836,189**		**$22,028,501**			

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	$635,422	$0	$120,875	$105,392	$226,267	$861,689	$3,865,970	$3,004,281
Oakdale Elementary	$324,856	$0	$1,249	$0	$1,249	$326,105	$2,095,520	$1,769,415
Whitworth Elementary	$322,563	$0	$3,536	$0	$3,536	$326,099	$2,728,840	$2,402,741
LaCreole Middle School	$4,811,465	$0	$147,408	$106,089	$253,497	$5,064,962	$6,739,312	$1,674,350
Dallas High Scool	$3,290,908	$344,538	$6,018,272	$789,053	$6,807,325	$10,098,232	$9,727,985	-$370,247
Morrison Building	$1,547,708	$0	$394,095	$119,936	$514,031	$2,061,738	$991,650	-$1,070,088
District Wide Management/Oversight/Planning	$4,273,851	$15,981	$230,723	$148,857	$379,580	$4,653,431	$9,152,247	$4,498,816
TOTAL EXPENDITURES	**$15,206,773**	**$360,519**	**$6,916,157**	**$1,269,327**	**$8,185,484**	**$23,392,256**	**$35,301,524**	**$11,909,268**
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	$4,273,851	$15,981	$230,723	$148,857	$379,580	$4,653,431	$9,152,247	$4,498,816
800 Critical Facility Upgrade (CFU)	**$6,510,814**	**$327,412**	**$6,057,848**	**$1,118,392**	**$7,176,239**	**$13,687,054**	**$12,940,452**	**-$746,602**
900 New Construction	**$3,437,176**	**$0**	**$0**	**$0**	**$0**	**$3,437,176**	**$11,718,750**	**$8,281,574**
830 Health Safety & Security	**$984,932**	**$17,126**	**$627,586**	**$2,078**	**$629,664**	**$1,614,596**	**$1,490,075**	**-$124,521**
TOTAL EXPENDITURES	**$15,206,773**	**$360,519**	**$6,916,157**	**$1,269,327**	**$8,185,484**	**$23,392,257**	**$35,301,524**	**$11,909,267**
Reserved for Future Projects	**$18,659,485**				**-$4,920,913**	**$13,738,572**		**$13,738,572**

$0 $0 $0 $0 $1 $0 -$1

DALLAS SCHOOL DISTRICT NO. 2
Dallas, Oregon
March 9, 2026

Board action does not guarantee employment for the 2026-2027 school year. All positions are contingent upon adequate funding from the state of Oregon.

STAFFING RECOMMENDATIONS 2026-2027

A. The following teachers have been evaluated by their immediate supervisor and are recommended for appointment as a contracted teacher beginning with the 2026-2027 school year:

LaCreole	Lyle	Oakdale	PADTC	Whitworth
Bunn, Jennifer	Zapata, Karen	McGinnis, Cynthia	Marin, Anthony	Schmitt, Andria
King, Alexander				
Fox, Thomas				
Shinn, Tom				

B. The following teachers are recommended for renewal of their probationary contract:

Oakdale
Adovnik, Crista
Columbus, Amber
Lawrence, Claire
Whisenhunt, Lauren

Lyle
Bolkan, Danielle

Whitworth
Grauer, McKenzie

LaCreole
Burroughs, Stephen

Ellis, Gabby
Moreno-Gutierrez, Jocelyn
Ussery, Sarah
Yim, Samantha

Dallas High School
Ferris, Kayla
Shown, Benjamin
Stone, Amber
Woolner, Riley

District Office
McNeal, Katherine

C. The following teachers are recommended for a contract extension:

Oakdale Heights Elementary School
Anderson, Heather
Cesany, Nicole
Craytor-Mabry, Lana
Dunbar, Elaine
Ebner, Amy
Hormann, Kyle
Hoyt, Cassandra
Instenes, Glenda
Jackson, Maddy
Jones, Linda
Ludwig, Ann
Petersen, Jon
Saxman, Jayna
Schleusner, Malery
Schrock, Heidi

Lyle Elementary School
Erickson, Baylee
Fagin, Stacy
Hofferber, Stephanie
Jones, Lynden
Larios, Teresa
Lavier, David
McArthur, Loni
McCarley, Melanie
Price, Merryellen
Reimer, Julie

Shafer, Christal
Sublet, Kari

Whitworth Elementary School
Blake, Elizabeth
Bradley, Katie
Button, Craig
Christensen, Diana
Cramer, Danielle
Cross, Brooke
Davis, Carolyn
Duval, Lee
Elliott, Jena
Kuust, Colleen
Lewing, Ellen
Lund, Chris
Robinson, Arriel
Schmoyer, Gretchen
Stutzman, Tanya
Williamson, Brian

LaCreole Middle School
Acosta, Isaac
Armitage, Melina
Arrant, Samantha
Bogle-Todd, Emily
Combs, Hillary
Dindinger, Emilee
Fisher, Mollie
Hodge, Lydia
Jackson, Anna
Kopet, Breanna
Mansour, Karina
Myers, Ashley
Petersen, Julie
Reinhardt, Andrew
Reinhardt, Jennifer
Schilling, Michele
Sutro, Erin
Vidrio, Charlotte

Dallas High School
Bull, Danielle
Cromwell-Fawcett, Blair
Davis, Jack
Dickerson, Brandy
Faulkner, Micah
Fawcett, Aaron
Flugum, David
Hill, Brittney
Huff, Kristen
Jackson, Andrew
Jackson, Brandi
Jones, John
Lassetter, Rory
Lavier, Shana
Markee, Austin
Masei, Bill
Misner, Dennis
Moran, James
Noack, Kimberly
Olliff, Tony
Pires, Dustin
Rowley, Ryan
Schwartz, Trent
Shafer, Roger
Shinkle, Julia
Shreve, Natalie
Tally, Anna
Unger, Brodie
Wiebelhaus, Erica
Woolner, Kurt
Zach, Kyler
Zelenka, Michelle

Daily Living Skills
Fenton, Teresa

PADTC
Anderson, Kimberly
Darling, Jackson

Morrison Campus
Glazner, Melissa
Harriman, Robert
Virden, Debra
White, Judy

District Office
Cornman, Juliene
Lenoue, Jennifer
Lomer, Kyla
Steele, Kendra

D. The following temporary assignments will conclude at the end of the 2025-2026 school year:

Eberle, Lillian | Epperley Jr, Richard | Kary, Heather | Olsen, Haley
Shreve, Andrew | Woolner, Kristi

E. The following administrators are recommended for renewal of their probationary contract effective July 1, 2026:

Lalack, Tyler

G. The following administrators will be issued a new three-year contract effective July 1, 2026:
Ingalls, Nick | Postlewait, Liz | Snively, Ronald | Larson, Tim
Baughman, Todd

MARCH 9, 2026

SUBMITTED BY: ANDY JOHNSON, EXECUTIVE DIRECTOR

DALLAS COMMUNITY SCHOOL ANNUAL REPORT

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 our mission continues to be significant as we have used it 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 has provided the educational experience that prepares our students not just academically, but as active, informed participants in a diverse and global society.

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 (SEE ATTACHED PLP)

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 (SEE ATTACHED JOB DESCRIPTION)

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.

K-8 REPORT, SUBMITTED BY Dawn Adams: Assistant Director

Enrollment

Since recognizing the need to hold our student count at 200 for the remainder of the year for the K-8 program, we have seen enrollment arrive at that number, and currently have a waitlist for students who wish to enroll either as son as a seat becomes available, or for Fall 2026.

This hold has been beneficial in many ways. Guide efforts are streamlined to better focus on strong home learning and addressing academic challenges, teacher efforts are streamlined to focus on engaging, project-based and collaborative learning in the classroom, and support staff have found their efforts much more focused on serving student needs, rather than monitoring a continual onboarding and withdrawing of students.

Student Growth and Progress

STAR scores in Reading show an average growth of 0.4 grade levels in students between two test sessions: September 2025 and January 2026. This equates to the 4 month period of instruction, indicating that students, on average, are progressing at the expected rate through our model. Star scores in Math show an average of 0.2 grade levels of progress during the same 4 month period of instruction. While a growth of 0.4 would be ideal, we use this data to determine which students need extra instruction or intervention, and to focus efforts on delivering more targeted instruction in this area.

Early Literacy Focus

Using funds received through the Early Lit Grant, we began offering specific Phonics and Science of Reading instruction delivered by a licensed teacher in our onsite program.
We purchased materials for use in the classroom as well as available for check-out by parents for the home instruction piece of their child's education.

Parent Workshops

We are implementing a series of parent workshops covering topics requested by parents. These workshops will begin in March 2026.

Topics include:

- Project Based Learning in the home setting
- Incorporating multiple subject into a cross curricular focus
- Early Literacy and the Science of Reading
- Building self-esteem and self-worth in students
- Helping students navigate big feelings: peer pressure, anxiety, etc.
- Setting boundaries and establishing routines with students

Professional Development

DCS continues to make opportunities available for our staff to grow their professional skills. This fall we participated in workshops focused on Science of Reading and Early Literacy, and on the History of Indigenous People, and methods to ensure our school is teaching and responding with awareness and inclusivity. This spring, as we have for several years, we will be sending some of our staff to the Deeper Learning conference, where they will develop skills in providing project based learning.

MTSS Process / Special Ed. Referral

With guidance from the Dallas School District, we have established a Multi-Tiered System of Support for students and families. We have used this system to better address student academic concerns, as well as other concerns that may have an educational impact. During the month in which we have been implementing these new procedures, we find that parent/ staff efforts to address needs have increased, resulting in fewer referrals to the SIT process, and better outcomes for students whose needs are being met prior to a referral.

Community Engagement

Through specific efforts our engagement within the Dallas Community have grown and strengthened. Our Programs Coordinator has developed strong community ties, bringing leaders into our building and creating opportunities for our students to learn and grow through interaction within the community.

Staff Satisfaction and Retention

Our staff remains committed to the E3 Model: to Engage, Empower, and Equip students and families to develop the skills needed to positively impact their communities. This year we have moved some staff into new roles, where their skills can grow and they can explore deeper commitments to their vocation. We have implemented a simple Staff Wellness program, through which relationships can develop and mentoring opportunities can be discovered.

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 (DCHS) 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, DCHS ensures that all students can thrive in the program.

Through PBL, DCHS 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, 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 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 involved training peer leaders and adult mentors, launching strength-based campaigns, and integrating the program into existing school activities. Over time, the program's impact has seen an increase in 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.

HIGH SCHOOL REPORT, SUBMITTED BY Ian McMorrow: Assistant Director

1. Attendance Rates

Dallas Community High School (DCHS) continues to demonstrate strong student attendance. Current data indicates attendance rates approximately one standard deviation above the mean of surrounding districts, suggesting consistent student engagement and commitment to the instructional program.

Grade-Level Attendance Averages:

- Freshman: 96.22%
- Sophomore: 94.88%
- Junior: 93.92%
- Senior: 93.57%
- **Schoolwide Average:** 94.89%

For comparison, reported attendance rates for surrounding Oregon districts average between 83% and 90.74% (Oregon Department of Education data profile).

The consistently high attendance rates provide evidence that students and families value the Project Based Learning (PBL) model implemented at DCHS.

2. Enrollment Trends

Since opening in 2021, DCHS has experienced steady annual enrollment growth. The school is projected to reach maximum enrollment capacity (85 students) at the start of the 2026–2027 school year, with a waitlist anticipated.

Year-over-Year Enrollment Growth:

- 2022–2023: 35% increase
- 2023–2024: 60% increase
- 2024–2025 (Current Year): 23% increase
- 2025–2026 (Projected): 23% increase to full enrollment (85 students)

These trends suggest that the PBL instructional model continues to be an attractive educational option for students and families within the district.

3. Student Growth and Progress

Student growth is monitored semi-monthly using the online assessment platform IXL Learning. However, because DCHS operates within a Project Based Learning framework, online assessments are not used as the sole measure of student progress.

In addition to IXL data, student performance is evaluated through:

- Teacher-developed project rubrics
- Student self-assessment rubrics
- Ongoing formative feedback throughout project timelines

This balanced system allows students to monitor their progress while receiving structured teacher guidance.

IXL Average Score Data

Grade	Math Average	ELA Average
Grade 9	581	903
Grade 10	570	746
Grade 11	699	1110
Grade 12	No data available	

4. Oregon Employability Skills Development

In addition to academic performance, students demonstrate measurable growth in the Oregon Employability Skills framework. These competencies are assessed through both teacher evaluation and student self-reflection and include:

- Adaptability (Openness to Change)
- Collaboration (Teamwork)
- Digital Literacy
- Entrepreneurial Mindset
- Self-Awareness
- Analytical/Problem-Solving Skills
- Communication
- Empathy
- Resilience
- Social Diversity and Cultural Awareness

Students consistently show growth in these areas, reflecting the strengths of the PBL instructional model.

5. Areas of Need

IXL data indicates a subpopulation of students performing below grade level in mathematics, with limited growth between grade levels. While online assessment measures do not fully capture student progress within a PBL model, this data highlights an opportunity for targeted instructional support.

Moving forward, projects will be intentionally designed to strengthen foundational mathematics skills while maintaining the integrity of the PBL framework. Emphasis will remain on formative feedback, rubric-based evaluation, and authentic demonstration of learning.

6. Teacher Licensure and Professional Development

The DCHS instructional team holds diverse academic backgrounds and endorsements aligned with program needs:

- **Cami Mather**, B.S. Secondary Science Education — Endorsement: Life Science
- **Chelsea Hendrickson**, B.S. Education — Endorsement: English
- **Nick Nelson**, B.A. History — Charter License: Social Studies
- **Kenzie Johnson**, B.S. Biology — Charter License: General Science
- **Sara Reyes**, B.A. English, Minor in Mathematics — Endorsement: Advanced Mathematics (K–12)
- **Ian McMorrow**, B.S. Fisheries; M.Nat.Sci.; M.S. Education; Ed.S. Mathematics Education — Endorsements: Advanced Mathematics (K–12), General Science, Life Science, CTE Agricultural Science

Teachers participate in ongoing professional development focused on Project Based Learning, including annual workshops with PBLWorks and High Tech High.

Executive Summary

Dallas Community High School continues to demonstrate strong attendance, sustained enrollment growth, and measurable student progress within a Project Based Learning framework. While mathematics growth data indicates an area for targeted support, overall indicators show high student engagement, skill development, and readiness aligned with both academic standards and Oregon Employability Skills.

The program remains academically viable, instructionally sound, and increasingly in demand within the district.

SECTION 3: 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.

At the end of the 25/26 school year DCS was awarded Cognia Accreditation. We intentionally did this for our entire program, and are accredited Kindergarten through 12th grade. We have worked with Cognia to ensure that our next steps are clear, and we have developed a five year strategic plan / continuous improvement plan that aligns with the goals that Cognia has put forward for our three year review.

SECTION 4: 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 February 28 2026 our total enrollment is 269 students, representing 200 in our K-8 program and 69 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 the 2020-2021 school year, we our enrollment peaked at 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.
- Our 2024/25 school year had our enrollment peaking at 256 total students over the two programs at Dallas Community School.
- Our current enrollment is 269 across both programs. This year, our K-8 program steadily hovered between 195-200 students. To stabilize our staffing and budget we have chosen to hold our enrollment at 200 at this time as our school is currently at it's capacity for staffing at this number. We will look at this again this summer. We have also put a hold on the high school enrollment at it's current 69 students as we have reached the maximum enrollment for the amount of room that we have available for us in our location as it sits.

We are looking forward to continued growth for our high school program and its important addition to our school, as well as our commitment to engage, empower, and equip learners. As such, we are looking to make some changes to the building to increase the capacity for students for the coming school year.

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:

City	Enrollment
Adair Village	1
Albany	4
Dallas	113
Dayton	2
Falls City	11
Independence	13
Jefferson	2
Salem-Keizer	36
McMinnville	1
Monmouth	7
Newberg	1
Sheridan	2
Silverton	2
Stayton	3
Willamina	2
Total	200

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

City	Enrollment
Dallas	52
Falls City	3
Independence	2
Salem-Keizer	7
Monmouth	4
Rickreal	2
Total	69

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 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, 18 students in the K-8 program and 15 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 (such as an ASL interpreter).

As DCS continues to grow, 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 5: LEADERSHIP AT DALLAS COMMUNITY SCHOOL

The dedication to our school and the relationships built within our community are modeled by 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 help 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 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 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. 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 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.

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 students are well-prepared for their next steps. 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 our mission. His leadership ensures that DCHS's 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 6:
RESULTS AT DALLAS COMMUNITY SCHOOL

K-8 Student Performance (see At-a-Glance/ESSA attached)

Dallas community school serves students through a personalized educational model that combined home-based learning, onsite enrichment classes, and project-based learning experiences. The following section summarizes academic performance indicators, student growth measures, and program outcomes using data from the ESSA Accountability Report, and the Oregon At-A-Glance School Profile, along with data from our mid-year reports.

The K-8 program at Dallas Community School has a student population of 200 and currently maintains a small waitlist for new enrollments. This enrollment structure allows staff to focus on strong home-learning partnerships, targeted academic support, and collaborative project-based instruction for onsite instruction.

Student growth data from internal assessments (STAR) indicates steady progress. STAR Reading shows an average growth of approximately 0.4 grade levels between September and January, aligning with expectations for this four-month instructional period. The mathematics growth shows an approximate increase of 0.2 grade levels during the same timeframe, highlighting an area where additional instructional focus and targeted interventions are being implemented.

English Language Arts (ELA)

State assessments show an ELA proficiency rate of 37.5% for the 2024-25 school year, with a three-year average of 35.3%, placing the school at a level 2 within Oregon's ESSA accountability framework. Students experiencing poverty demonstrated a three-year average proficiency rate of 24.3% while students with disabilities demonstrated a three-year average proficiency rate of 21.2%, both also at a level 2.

Participation rates in state ELA assessments remain a challenge. However, this year our participation grew steadily from approximately 50% of our students testing to the over 70% of all DCS students testing. We continue to work with our community to help them see this importance of this as we work toward making the state's 94% benchmark.

Mathematics

Math proficiency for all students was at 14%, with a three year average of 17%. This is also a level 2 within the ESSA framework. Students experiencing poverty demonstrate a three-year average proficiency of 8.6% while students with disabilities remain below 5%, resulting in a level 1 designation for those subgroups.

While statewide proficiency in math remains an area for continued improvement, internal data shows that DCS is seeing some positive movement over the past year (Sept. to current) as we have been intentionally putting targeted interventions in place in this area.

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

Attendance and Engagement

Student attendance remains a significant strength of DCS and the hybrid model. More than 90% of students attend school regularly, significantly exceeding the Oregon State average of approximately 67%. Strong attendance is widely viewed as an indicator of student engagement and family investment in the school's personalized learning approach.

High School Student Performance

Dallas Community School's high school program (DCHS) has had their first graduating class (class of 25), and their second graduating class is currently on track to continue our 100% graduation rate. The high school model emphasizes personalized learning, project-based learning (PBL), and college and career readiness.

DCHS continues to expand as a project-based learning environment (PBL) that focuses on student agency and real-world problem solving all while preparing students for their next steps post-high school.

Attendance and Student Engagement

Attendance rates at DCHS remain exceptionally strong. The school wide attendance average is approximately 95% with grade level averages ranging from 93.5% to 96.2%. These attendance levels are notably higher than the state average (65%) and surrounding districts which report attendance in the 80% ranges.

Enrollment Growth

Since opening in January of 2021, DCHS has experienced consistent enrollment growth. The program expands annually and is projected to reach its enrollment capacity of 85 students in the 26/27 school year. This 85 student capacity is calculated based on space and staffing. The charter agreement is written with DCHS having a capacity of 100 students (25 per grade).

Academic Readiness

9th Grade On-Track Rate: More than 95% of students are on track for graduation, exceeding the state average of 87%.

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.

Student Growth and Progress

Student progress is monitored through multiple measures. In addition to IXL learning data, teachers evaluate student learning through project-based assessment rubrics, student self-evaluation tools, and ongoing formative feedback loops during project development. This balanced approach allows teachers to track both academic progress and knowledge along with the deeper learning competencies and employability skills.

Employability Skills and OES Framework

Students also demonstrate measurable proficiency in the Oregon Employability Skills (OES) framework. These include adaptability, collaboration, communication, digital literacy, entrepreneurial thinking, resilience, and analytical problem-solving.

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, DCS has been on purpose about our focus on targeting mathematics skills. We hired a new math teacher this year to expand our offerings, and we have been putting energy into addressing skills "upstream" through a newly developed jr. high program that will focus on skills in math and ELA to help students prepare for High School and beyond.

SECTION 7: FISCAL REPORT

Fiscal Stability and Strategic Investments:

Dallas Community School (DCS) demonstrated responsible financial stewardship during the 2025-26 fiscal year while continuing to invest in the long-term strength of both its K–8 and high school programs.

Revenue sources for 2025–26 included:

- State School Fund: $2,536,276
- Integrated Programming (restricted grants): $322,276
- Beginning Cash Balance: $1,048,134

Throughout the year, DCS prioritized high-quality instruction and long-term sustainability by advancing renovations of its dedicated high school facility to create a permanent, student-centered learning environment, while retaining strong instructional staff and maintaining administrative oversight to support continued program growth and operational stability for both programs. These investments were made while maintaining a sustainable operating model and preserving healthy reserves, reinforcing the School's long-term financial stability.

Audit Findings:

As of June 30, 2025, the independent financial audit reflects a total net position of $1,806,267. Net position decreased by $69,792 during the fiscal year, primarily due to a 1.7% reduction in State School Fund revenue resulting from a look-back adjustment by our sponsoring district, along with a 14.7% increase in total expenses driven largely by rising personnel and general operating costs. Overall revenues totaled $2,665,336, while total expenses were $2,735,128. The audit reported no material weaknesses or instances of noncompliance, reaffirming that DCS maintains strong internal controls and sound fiscal oversight.

Key Outcomes for 2025-26:

- Successfully advanced the development of the dedicated high school facility, strengthening the long-term stability and identity of the program.
- Closed the fiscal year with a strong unassigned fund balance of $1,048,134, reinforcing financial stability and providing flexibility for future needs.
- Maintained program quality despite a reduction in State School Fund revenue.
- Managed rising personnel and operational costs responsibly while continuing to invest in instructional excellence.

- Continued building long-term sustainability through careful oversight of facility investments and financial commitments.

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

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.

Our New Jr. High "Bridge Program"

Dallas Community School is introducing a Junior High Bridge Program designed to support families in our K-8 program whose students are transitioning into the secondary years. Over time, we have observed that many students in grades 7–8 benefit from increased structure, peer interaction, and guided academic skill development as they prepare for high school. The Bridge Program is intended to provide that support within our existing charter model while continuing to serve families who have chosen a hybrid learning environment.

The need for the program comes from the developmental shift that occurs during the junior high years. Students begin encountering more complex academic expectations, longer-term projects, and increased responsibility for managing their time and learning. Families in our program have consistently asked for additional guidance during this stage, particularly in areas such as organization, collaboration, and academic readiness for high school coursework.

The Bridge Program will provide a structured two-year experience for seventh and eighth grade students that blends onsite instruction with the home-based learning model that Dallas Community School families are accustomed to. Students will participate in core academic instruction, social-emotional learning, and project-based learning experiences designed to build independence and confidence. The program will also intentionally teach skills such as project planning, time management, and collaboration so students are better prepared for high school expectations.

Another important component of the program is helping students make a smooth transition into high school learning environments. Courses will emphasize critical thinking, communication, and presentation skills, and students will engage in interdisciplinary projects that mirror the type of work they will encounter in our high school program. At the same time, families will continue to play an active role in their student's education through the home-learning component that remains central to our charter model.

Ultimately, the goal of the Junior High Bridge Program is to strengthen the learning pathway for the students already enrolled in Dallas Community School by providing age-appropriate structure, academic preparation, and skill development during the junior high years. By supporting students through this transition, we believe we can better prepare them for success in high school and beyond while continuing to serve the needs of families who choose the Dallas Community School educational approach.

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 (MTSS).

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.

SECTION 9:
DIRECTOR GOALS AND STRATEGIC PLAN

In alignment with the DCS mission to Engage, Empower, and Equip students, the following ten strategic goals represent our comprehensive roadmap for continuous improvement, innovation, and long-term sustainability. These goals integrate instructional excellence, leadership development, organizational systems, and program expansion.

Goal 1: Increase Effective and Frequent Communication Across All Stakeholders

Purpose: Ensure transparent, consistent, and mission-aligned communication across staff, students, families, and board members.

Key Actions:

- Establish a structured annual communication plan.
- Implement consistent staff and family newsletters.
- Maintain updated and accessible board postings.
- Create structured stakeholder feedback loops.

Impact: Strengthened trust, alignment, and shared understanding across the DCS community.

Goal 2: Strengthen Math Instruction with a Focus on Middle School Proficiency

Purpose: Improve math proficiency—particularly in 8th grade—through strategic instructional refinement.

Key Actions:

- Prioritize 8th grade math as a strategic focus.
- Integrate project-based learning with math standards.
- Increase formative assessment use.
- Expand small-group math instruction.
- Utilize student performance data to drive adjustments.

Impact:Improved middle school math outcomes and stronger high school readiness.

Goal 3: Enhance Support for Staff through Personalized Professional Development

Purpose:Develop staff capacity through individualized and strategic professional learning.

Key Actions:

- Increase access to coaching and mentoring.
- Align PD with teaching assignments and E3 priorities.
- Differentiated professional growth pathways.
- Provide structured feedback cycles.

Impact:Greater instructional effectiveness and staff retention.

Goal 4: Improve the Implementation of Continuous Improvement Cycles

Purpose:Strengthen staff fluency in using student data to drive instructional decisions.

Key Actions:

- Train staff in data-informed decision-making.
- Create formal intervention monitoring systems.
- Establish feedback loops for reviewing and adjusting strategies.
- Celebrate measurable growth and bright spots.

Impact:A school culture grounded in reflective practice and measurable progress.

Goal 5: Advance Student Agency and Voice in Learning

Purpose:Deepen student ownership over learning in alignment with the E3 framework.

Key Actions:

- Expand co-created learning pathways.
- Increase exhibitions and public demonstrations of learning.
- Embed reflection and goal-setting structures.
- Elevate student voice in school-level decisions.

Impact:Students who are self-directed, reflective, and invested in their growth.

Goal 6: Strengthen Equity and Inclusion through Curriculum and Instruction

Purpose:Ensure equitable access and inclusive representation in curriculum and instructional practices.

Key Actions:

- Conduct curriculum audits for representation and accessibility.
- Ensure materials reflect diverse perspectives.
- Review instructional practices for bias.
- Increase accessibility supports across programs.

Impact:An inclusive learning environment where all students see themselves represented and supported.

Goal 7: Develop a Five-Year Strategic Plan

Purpose:Create a comprehensive, forward-looking strategic plan aligned with E3.

Key Actions:

- Engage students, staff, families, and board members.
- Identify benchmarks and timelines.
- Align long-term planning with instructional priorities.
- Establish annual review and adjustment cycles.

Impact:Clear direction, measurable goals, and sustainable growth over five years.

Goal 8: Develop a Jr. High Program (Grades 7–8) that Bridges K–8 and High School

Purpose:Design a developmentally responsive Jr. High program that prepares students for DCHS expectations while remaining housed within the K–8 umbrella.

Key Actions:

- Emphasize independence and academic rigor.
- Integrate project-based learning and exhibitions.
- Introduce advisory and digital literacy.
- Develop executive functioning and organizational skills.
- Incorporate student voice in program design.
- Gather feedback from current 6th–9th graders.

Impact: A purposeful bridge experience that increases readiness, agency, and alignment with high school culture.

Goal 9: Establish a Succession Planning Process for Key Roles

Purpose:Ensure leadership sustainability and organizational resilience.

Key Actions:

- Identify critical leadership roles.
- Develop living playbooks for key positions.
- Create cross-training opportunities.
- Integrate mentorship into leadership expectations.
- Review and update succession plans annually.

Impact: Organizational stability and continuity during leadership transitions.

Goal 10: Complete Administrator Licensure and Build Leadership Capacity

Purpose:Model continuous growth through licensure completion and shared leadership learning.

Key Actions:

- Complete final coursework by Fall 2025.
- Secure TSPC administrator license by early 2026.
- Share learning with leadership team.
- Integrate licensure insights into strategic planning and equity leadership.

SECTION 10: 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 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.** Financially, **DCS remains stable and forward-thinking**, leveraging resources to **enhance academic opportunities, maintain fiscal responsibility, and support the school's growth**. 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**. 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:

Minutes

Citizens Oversight Committee

March 3, 2026

District Office Board Room

5:30 pm

Present: Karli Vorderstrasse, Bob Archer, Jerry Boudreau, Angela Munkers, Bill Masei, Tami Larson, John Hockman, Bethany Henry, Lee Schlenker, Walt Markee, Candy Posey, Tara Townley,

Absent: Micky Garus, Gary Suderman, Sara Croxford, Sean Johnson, Marlene Gillis

Start Time: 5:34 pm

1.0 Welcome

Welcome all to the COC meeting tonight everyone

2.0 Approval of January Minutes:

Correction of Names: Bill Masei and Sarah Croxford and 3.0 B in Bob

Motion to Approve min with corrections and approval of min

3.0 Financial Report:

Tami: Last disbursement grant fir us. We have 4 million dollars and final reporting to do. We have had $3 million dollars received and spent $7 million dollars total. Currently we have $13.73 Million in funds not encumbered.

4.0 Old Business:

Bob: Last Meeting we had the DHS CTE walk and the wrestling room which was great and from that walk do we have any questions or concerns from the group?

Candy: The new CTE space at the high school looked amazing really impressive

Jerry: Do we have a recommendation for the stadium for the board to move forward? I went to the Board with the recommendation and they also agreed it was with the goal of this COC group the rec of the superintendent, facilities Director that we move forward with the Stadium.

5.0 New Business:

Upcoming Projects/ Summer

Bob: Full swing for this we are doing the larger wall metal theater CMU masonry and south side of the gym at the high school. Oakdale Elementary needs metal soffit repair replacement however that may be up in the aor. We need to possibly redo and seal the roofline as well at Oakdale.

At Whitworth we have beam repair as well as exterior paint and roof. Stadium reno is a big one for summer and demo is happening now. That will be about a five-month project. On that I had to do a request for proposals process right now. Current contractor Kirby is doing the demo on this.

The beauty of doing the demo now is no surprises down the road hopefully and the structural so far is really good. So we are looking at the end of March to award the contract for the stadium project and beginning of April for max price. Another COC member asked if this is not an active construction zone at the stadium. Bob replied that yes it in fact is right now and no students or anyone else should be in that area.

We are making sure per Bob that the gates will be locked and entrance will be at Whitworth if possible because we will lock It all for safety.

The tennis court reno we will also get to that this summer along with HVAC and UV (Unit Ventilators) throughout the district. We have 6-8 cabinets that are in good shape so those will just be rebuilt.

Lyle plumbing and shut offs are also on the list and be put in. Lighting at DHS theater will be moved to 2027 in the summer and construction at LaCreole with a potential behavior program for all students in pods and adding doors is something we are looking at doing this summer.

Another COC member asked if that will be another bid process. Bob answered no, it was added into the new RFP to make sure all of that and any new additions were covered. Overall $5.7 million estimated in costs for these summer projects which includes the stadium upgrade. Which at the end estimating $1.3 million left for reserve and keep that going into next bond?

We may have $6-7 million next rounds in 2027 for projects and long-range planning. This group is what can help in deciding what direction we will go with that and the remaining funds. We have come a long way with this current bond and right now are at our 3-4-year window with our school roofs. Safety and security have also come a long way with the additions of gates around the entire high school.

Steve:

Updates on Exploration projects:

We have some projects we are looking into at LaCreole and DHS. These would be behavior programs in leasing out a portion of the middle school as a revenue endeavor $3-500,000 similar to the OASIS program and this would all reinvestment.

We are also looking at DHS/ CTE programs and a completion of partnerships that we are right to be into. This would be receiving revenue and compensation by having other people come in and use are space for programs for students.

Preschool Promise at Lyle and Oakdale this is a cost neutral preschool program. Saves resources for future students and provides a need for the community as well as brings kids into the schools for the long run. We are looking to have a goal of ready for September and also not wanting to at this point not close a building which I am feeling confident in. I have to do a lot of things and spend money wisely for the community which is important.

Another COC member asked how would we manager this new OASIS program and Steve replied this is just rented space and not ours to manage. The students are in that space. Bob also added that the hope is to minimize need in the buildings and cost savings as well. These are investments into the programs.

A COC member added that he toured a LaGrande facility over the weekend and it was a massive facility. $10.8 million spent 2 years ago for a multiuse facility. He learned from the main superintendent that the goal was he wanted flexibility for all groups as well as the community to be able to use this so all sports as well as craft fairs, etc. As well as weather accommodation for the cold and heat in summer. Going off of that another member said that she could all agree that we do need space for a wresting room and it is a big program and it's been amazing what has been done with the current space.

In discussing a multiuse facility, a member had the thoughts of all parents would be wanting to use this not just specific to one sport. Being able to make sure it is for everyone and its possible that parents will be upset. The look to using other space already in existence was also brought up other than building an entire new facility and prioritizing spaces we already have.

Tami made a point that LFRP is working and talking to make sure we are accessing and seeing if we can use current spaces and what is used during the day, what is enrollment, how many students are using those spaces as well and where.

One of the other members asked when the RFP will close and Bob responded March 11th 2026. Bob also stated that we do not have a timeline for a multiuse facility or even the wrestling room. He knows that we have summer projects and he also want to make sure that wrestling is advocated for since we do need something for wrestling.

6.0 Public Input: N/A

One of the members had an added comment that we do yes need to use the space we have but it would also take up space to heat a gym and we already have three gyms and classrooms get too cold. We could get some revenues to come in with a new space even if we did a small kitchen that could help create revenue and with a weight room for all use it cuts back on injuries on kids as well.

No one will disagree that wrestling is in a bad spot a member agreed. But we need to make sure to use what we have. Drainage needs to be also addressed on playgrounds at the schools. Many people don't like the idea of prioritizing another sport over another.

We have pressure from community use sports needing space. I love the girls wrestling program. We can do a building of some kind now and space so we have the need. We also need it to be useful and we need to know what we have left to spend and it has to be well planned with all being involved.

Bob: For the stadium bathrooms we have and will use what we have for now and reno that. If we could build we would do the end of the softball field.

A member asked besides Multiuse and gym and wrestling room what other ideas do we have for our funds?

Bob answered that we have ongoing maintenance leading up to bond for 28-29 year and just applied for seismic grants as well from the middle school. Decisions up to this point are defendable with the need

for the stadium, multiuse and other ideas out of this group. I can say wrestling rooms are smaller footprints than a big multiuse building and less energy use. We can build a multiuse, we could have indoor walking, we could have a track. We really have endless possibilities but its up to the community and us how we will spend the money and what that looks like.

One member wants to see where the money is, the stadium at the end of all of this as well as a wrestling space. Something that can help everyone kids, community all.

7.0 Next Meeting: April 7 2026 District Office 5:30pm

8.0 Adjourn 7:20pm

DRAFT

_____ _____

Committee Chair Jerry Boudreaux **Date**

_____ _____

Committee Secretary Karli Vorderstrasse **Date**

Dallas School District Erollment Report
March 2026

School	Capacity	Kgtn	1	2	3	4	5	Total	Last Month	Mar 24/25	Mar 23/24	Mar 22/23	Mar 21/22
Lyle	*[460]*	25	24	28	29								
		21	25	23	30								
		23	24	23	30								
Total		69	73	74	89			305	302	303	340	346	316
Oakdale	*[412]*	24	25	24	24								
		23	27	23	25								
		24	26	24	25								
					25								
Total		71	78	71	99			319	316	312	334	356	356
Whitworth	*[437]*					28	29						
						28	25						
						32	25						
						30	26						
						30	27						
						31	27						
Total					0	179	159	338	337	360	362	382	341
Total K-5								962	955	975	1036	1084	1013

Dallas School District Erollment Report
March 2026

School	Capacity							Last Month	Mar 24/25	Mar 23/24	Mar 22/23	Mar 21/22
LaCreole	*[728]*	Grade 6	Grade 7	Grade 8								
		164	196	171			**531**	528	538	575	578	577
DHS	*[1020]*	Grade 9	Grade 10	Grade 11	Grade 12	Post High	Odysseyware					
		194	224	204	196	4		**822**	834	878	861	829	871
MCAP	*[108]*	Grade 9	Grade 10	Grade 11	Grade 12							
		6	21	25	22			**74**	77	48	68	71	76
PADTC	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9					
	1	2	0	1	1	2	4	**16**	16	21	19	18	16
	Grade 10	Grade 11	Grade 12									
	2	2	1									
DVA										0	0	0	75
						Grand Total	**2405**	2410	2460	2559	2580	2628
						Including LVCS/DCS	2882					

LVCS CHARTER	Current	Last Year
In District	146	139
Out of Dist	62	71
Total	**208**	**210**
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

Dallas Community School							
KG	1st	2nd	3rd	4th	5th	6th	7th
15	20	26	26	25	25	17	18
			8th	9th	10th	11th	12th
Total	**269**		28	20	24	19	6
First year 2015-16							

LUCKIAMUTE VALLEY CHARTER SCHOOLS

2025-26

March

STUDENT TOTALS

	Current #'s	Last Year
In District	146	139
Out of District	62	71
TOTAL STUDENT #'s	208	210

BREAKDOWN BY GRADE LEVELS

	Current #'s	Last year
Kindergarten	21	22
1st Grade	24	21
2nd Grade	24	23
3rd Grade	27	24
4th Grade	25	25
5th Grade	22	25
6th Grade	23	29
7th Grade	23	20
8th Grade	19	21

NUMBERS CURRENT AS OF 02/26/2026

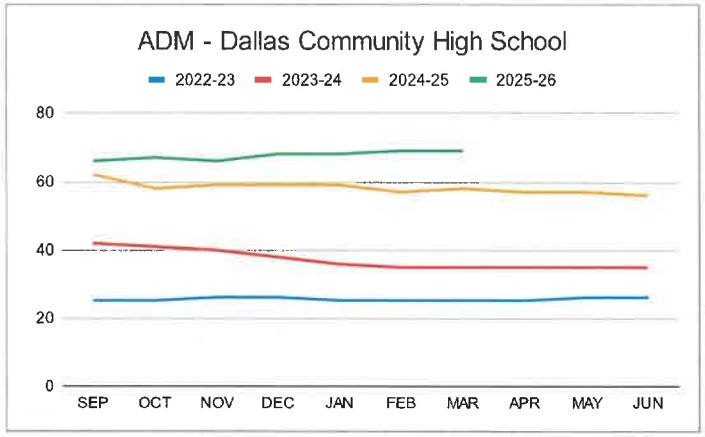
Dallas Community School & Dallas Community High School

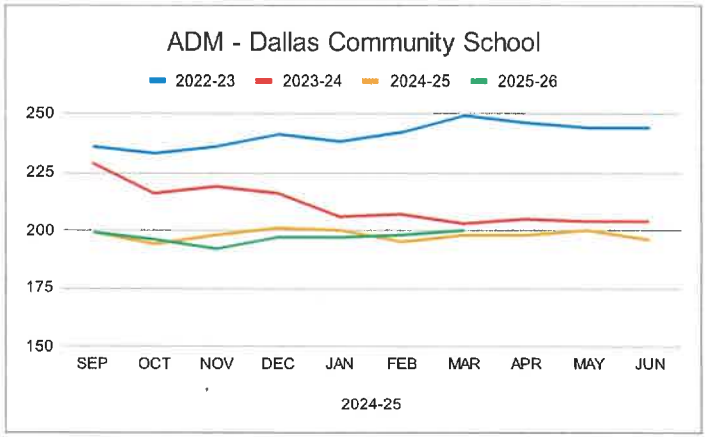
2025-26 Average Daily Membership (ADM) Enrollment

Grade Level	JUN 2025	SEP 2025	OCT 2025	NOV 2025	DEC 2025	JAN 2026	FEB 2026	MAR 2026	APR 2026	MAY 2026	JUN 2026
K	13	13	13	13	13	13	13	15	0	0	0
1	21	17	16	16	19	19	21	20	0	0	0
2	18	29	29	29	28	28	26	26	0	0	0
3	21	27	26	24	26	25	26	26	0	0	0
4	25	23	23	23	23	25	24	25	0	0	0
5	20	25	25	25	26	25	25	25	0	0	0
6	29	18	18	17	17	16	16	17	0	0	0
7	31	18	18	17	17	17	18	18	0	0	0
8	18	29	27	27	28	29	29	28	0	0	0
Total K-8	196	199	195	191	197	197	198	200	0	0	0
9	19	18	18	18	18	20	20	20	0	0	0
10	21	22	22	24	24	23	24	24	0	0	0
11	7	19	19	19	19	19	19	19	0	0	0
12	9	7	7	7	7	6	6	6	0	0	0
Subtotal 9-12	56	66	66	68	68	68	69	69	0	0	0

Total K-8	196	199	195	191	197	197	198	200	0	0	0
# changed	-4	3	-4	-4	6	0	1	2	-200	0	0
% changed	-2%	2%	-2%	-2%	3%	0%	1%	1%	-100%	#DIV/0!	#DIV/0!
K-8 Vacancy Rate	21.60%	0.50%	2.50%	4.50%	1.50%	1.50%	1.00%	0.00%	100.00%	100.00%	100.00%
K-8 Enrollment Cap	250	200	200	200	200	200	200	200	200	200	200

Total 9-12	56	66	66	68	68	68	69	69	0	0	56
# changed	-1	10	0	2	0	0	1	0	-69	0	0
% changed	-2%	18%	0%	3%	0%	0%	1%	0%	-100%	#DIV/0!	#DIV/0!
9-12 Vacancy Rate	44.00%	14.29%	5.71%	2.86%	2.86%	2.86%	1.43%	1.43%	100.00%	100.00%	20.00%
HS Enrollment Cap	*100*	*70*	*70*	*70*	*70*	*70*	*70*	*70*	*70*	*70*	*70*





Luckiamute Valley Charter Schools
Balance Sheet
As of February 28, 2026

	Feb 28, 26
ASSETS	
Current Assets	
Checking/Savings	
.1000 · Operating Account 7001075924	331,272.36
.1002 · Food Service-144000940	11,297.23
.1006 · Money Market -7566012082	672,956.13
1072 · Bill.com Money Out Clearing	-38.98
Total Checking/Savings	1,015,486.74
Accounts Receivable	
.1200 · Accounts Receivable	-24.00
Total Accounts Receivable	-24.00
Other Current Assets	
2121 · Payroll Asset	-0.33
Total Other Current Assets	-0.33
Total Current Assets	1,015,462.41
TOTAL ASSETS	1,015,462.41
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
.2000 · Accounts Payable	15,156.74
Total Accounts Payable	15,156.74
Credit Cards	
1703 · Credit Card at Elan Financial	1,086.53
Total Credit Cards	1,086.53
Other Current Liabilities	

Luckiamute Valley Charter Schools
Balance Sheet
As of February 28, 2026

	Feb 28, 26
.2100 · Payroll Liabilities	52,653.13
Total Other Current Liabilities	52,653.13
Total Current Liabilities	68,896.40
Total Liabilities	68,896.40
Equity	
3900 · Retained Earnings	470,549.35
Net Income	476,016.66
Total Equity	946,566.01
TOTAL LIABILITIES & EQUITY	1,015,462.41

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Luckiamute Valley Charter Schools
Profit & Loss Budget vs. Actual General Fund
July 2025 through February 2026

	Jul '25 - Feb 26	Budget	% of Budget
Ordinary Income/Expense			
Income			
R1200 · District Pass-Thru		299,502.00	
R1510 · Earnings on Investments	10,675.65	10,000.00	106.8%
R1600 · Food Service Sales	626.50	14,200.00	4.4%
R1920 · Donations	4,411.00	200.00	2,205.5%
R1960 · Recovery Of a Prior Year Expend	11,061.96		
R1990 · Miscelleneous	2,890.08	2,000.00	144.5%
R3101 · State School Funds	2,053,249.02	2,907,790.00	70.6%
R3102 · OR Free Expanded Eligible (EIG)		4,000.00	
R3199 · Other Unrestricted State Rev	16,362.99		
R3299 · Other Restricted State Gr	98,694.94	285,023.00	34.6%
R4300 · Restricted Rev. Direct from Fed		38,324.00	
R4500 · Restricted Rev. from Fed	30,509.07	45,000.00	67.8%
R4700 · Grants in Aid		2,000.00	
Total Income	2,228,481.21	3,608,039.00	61.8%
Gross Profit	2,228,481.21	3,608,039.00	61.8%
Expense			
1000 · 1000-INSTRUCTION			
1100 · Regular Programs			
1111 · Elementary Grades K-5			
111-111 · Licensed Salaries	220,481.44	491,617.00	44.8%
111-112 · Classified Salaries	83,706.40	142,430.00	58.8%
111-121 · Substitute Salaries	3,851.23	45,000.00	8.6%
111-131 · Extra Duty Salaries	8,487.65	10,000.00	84.9%
111-211 · PERS-Employer	72,020.58	231,598.00	31.1%
111-212 · PERS-EPPT	16,714.13	10,220.00	163.5%
111-220 · Social Security	24,876.68	41,544.00	59.9%
111-231 · Worker's Comp	180.30	1,366.00	13.2%
111-240 · Health Insurance	60,236.64	85,820.00	70.2%
111-241 · OR-PFL	1,359.71	2,164.00	62.8%
111-311 · Sub_Instructional Services	29,209.51		
111-341 · Travel	226.85	100.00	226.9%
111-355 · Printing	1,994.63	5,000.00	39.9%
111-399 · Purchased Services		10,000.00	
111-410 · Supplies	3,703.16	13,000.00	28.5%
111-420 · Textbooks	15,470.72	21,022.00	73.6%
111-460 · Non-Consumables		4,500.00	
111-470 · Computer Software	2,716.12	2,000.00	135.8%
111-480 · Computer Hardware	2,111.71	2,018.00	104.6%
Total 1111 · Elementary Grades K-5	547,347.46	1,119,399.00	48.9%

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Luckiamute Valley Charter Schools
Profit & Loss Budget vs. Actual General Fund
July 2025 through February 2026

	Jul '25 - Feb 26	Budget	% of Budget
1121 · Middle Programs 6-8			
121-111 · Licensed Salaries	139,467.05	286,869.00	48.6%
121-112 · Classified Salaries	22,713.89	53,010.00	42.8%
121-121 · Substitute Salary	1,061.40	26,000.00	4.1%
121-131 · Extra Duty Salaries	1,131.00	1,252.00	90.3%
121-211 · PERS-Employer	37,135.65	98,124.00	37.8%
121-212 · PERS-EPPT	8,970.01	6,263.00	143.2%
121-220 · Social Security	13,311.87	25,894.00	51.4%
121-231 · Workers Comp	88.76	846.00	10.5%
121-240 · Health Insurance	26,292.18	60,992.00	43.1%
121-241 · OR-PFL	732.10	1,354.00	54.1%
121-311 · Sub Instructional Services	8,060.32		
121-355 · Printing	824.29	2,016.00	40.9%
121-399 · Purchased Services	9,000.00	28,000.00	32.1%
121-410 · Consumables	5,214.47	11,700.00	44.6%
121-420 · Textbooks	685.56	27,960.00	2.5%
121-460 · Non-consumable		7,300.00	
121-470 · Computer Software	4,798.44	500.00	959.7%
121-480 · Computer Hardware	2,434.80	2,818.00	86.4%
Total 1121 · Middle Programs 6-8	281,921.79	640,898.00	44.0%
Total 1100 · Regular Programs	829,269.25	1,760,297.00	47.1%
1250 · Special Programs			
125-111 · Certified Salaries	25,712.41	51,540.00	49.9%
125-112 · Classified Salaries	35,802.54	56,847.00	63.0%
125-121 · Substitute Salaries	58.65	1,000.00	5.9%
125-131 · Extra Duty	3,587.48	7,000.00	51.2%
125-211 · PERS Employer	17,579.38	30,936.00	56.8%
125-212 · PERS-EPPT	2,614.31	1,975.00	132.4%
125-220 · Social Security	4,620.37	9,057.00	51.0%
125-231 · Workers Comp	39.95	379.00	10.5%
125-240 · Health Insurance	2,606.78	2,400.00	108.6%
125-241 · OR-PFL	253.62	474.00	53.5%
125-311 · Sub Instructional Services	2,158.88		
125-340 · Travel	914.60	1,084.00	84.4%
125-390 · General Professional/Tech	5,100.00	87,200.00	5.8%
125-410 · Consumables	116.46	200.00	58.2%
125-420 · Textbooks	891.40	200.00	445.7%
125-470 · Computer Software	135.00		
Total 1250 · Special Programs	102,191.83	250,292.00	40.8%
1270 · Title I			
127-111 · Licensed Salaries	31,561.54	64,011.00	49.3%
127-121 · Substitute Salaries		1,000.00	

Luckiamute Valley Charter Schools
Profit & Loss Budget vs. Actual General Fund
July 2025 through February 2026

	Jul '25 - Feb 26	Budget	% of Budget
127-211 · PERS	9,369.37	21,300.00	44.0%
127-212 · PERS-EPPT	2,123.12	1,360.00	156.1%
127-220 · Social Security	2,913.62	4,973.00	58.6%
127-231 · Worker's Comp	18.31	423.00	4.3%
127-240 · Health Insurance	10,107.97	18,533.00	54.5%
127-241 · OR-Paid Family Leave	141.57	260.00	54.5%
127-410 · Consumable Supplies		100.00	
Total 1270 · Title I	56,235.50	111,960.00	50.2%
Total 1000 · 1000-INSTRUCTION	987,696.58	2,122,549.00	46.5%
2000 · SUPPORT SERVICES			
2100 · Support Services - Students			
2113 · Social Work Services			
211-111 · Licensed Salaries	34,926.46	72,046.00	48.5%
211-211 · PERS-Employer	8,675.76	41,811.00	20.7%
211-212 · PERS-EPPT	2,095.56		
211-220 · Social Security	2,650.11		
211-231 · Workers Comp	12.74		
211-240 · Health Insurance	6,541.44		
211-241 · OR-PFL	139.72		
211-341 · Travel		395.00	
211-390 · Professional Dev		3,500.00	
211-410 · Consumables	308.98	315.00	98.1%
211-420 · Textbooks		1,000.00	
Total 2113 · Social Work Services	55,350.77	119,067.00	46.5%
Total 2100 · Support Services - Students	55,350.77	119,067.00	46.5%
2200 · Instructional Staff			
220-313 · Support Services		2,000.00	
220-341 · Travel			
Total 2200 · Instructional Staff		2,000.00	
2220 · Library/Media Center			
222-430 · Library Books	490.37	3,500.00	14.0%
222-450 · Periodicals	816.30	1,081.00	75.5%
Total 2220 · Library/Media Center	1,306.67	4,581.00	28.5%
2230 · Assessment and Testing			
223-312 · Testing Services	5,893.70	6,200.00	95.1%
Total 2230 · Assessment and Testing	5,893.70	6,200.00	95.1%
2240 · Instructional Staff Development			

Luckiamute Valley Charter Schools
Profit & Loss Budget vs. Actual General Fund
July 2025 through February 2026

	Jul '25 - Feb 26	Budget	% of Budget
224-312 · Instruction Improvement Service		5,000.00	
224-341 · Travel		1,000.00	
Total 2240 · Instructional Staff Development		6,000.00	
2310 · School Board			
231-131 · Extra Duty Stipend_Board Sec		2,000.00	
231-211 · PERS-ER		579.79	
231-212 · PERS-EPPT		37.01	
231-220 · Social Security		153.00	
231-231 · Workers Comp		5.00	
231-241 · OR-PFL		8.00	
231-340 · Board Travel_Conference	831.98	4,000.00	20.8%
231-382 · Legal Services	1,226.03	5,000.00	24.5%
231-410 · Consumables	4.38	2,000.00	0.2%
231-640 · Dues and Fees	2,449.65	5,000.00	49.0%
231-651 · Liability Insurance	39,750.00	38,955.00	102.0%
Total 2310 · School Board	44,262.04	57,737.80	76.7%
2410 · School Administration			
241-112 · Confidential Salaries	50,888.08	86,115.00	59.1%
241-113 · Administrator salaries	125,177.80	246,051.00	50.9%
241-121 · Admin Sub Salary			
241-131 · Extra Duty Salary	15,200.00		
241-211 · PERS-Employer	51,698.03	85,699.00	60.3%
241-212 · PERS-EPPT	7,764.49	5,470.00	141.9%
241-220 · Social Security	15,126.33	22,821.00	66.3%
241-231 · Workers Comp	69.26	1,343.00	5.2%
241-240 · Health Insurance	18,200.00	38,400.00	47.4%
241-241 · OR-PFL	752.44	1,193.00	63.1%
241-311 · Sub Instructional Services	830.21		
241-340 · Travel	817.63	3,000.00	27.3%
241-351 · Telephone	1,566.55	3,131.00	50.0%
241-353 · Postage	319.89	1,000.00	32.0%
241-390 · Professional Development	7,271.25	21,000.00	34.6%
241-410 · Consumables	1,574.55	4,209.00	37.4%
241-460 · Non-Consumables		190.00	
241-470 · Software	3,691.80	6,800.00	54.3%
241-471 · Software Maintenance		600.00	
241-640 · Dues and Fees	7,670.04	4,770.00	160.8%
Total 2410 · School Administration	308,618.35	531,792.00	58.0%
2500 · Support services-business			
2520 · Fiscal services			
252-114 · Managerial Classified	58,187.50	99,750.00	58.3%

Luckiamute Valley Charter Schools
Profit & Loss Budget vs. Actual General Fund
July 2025 through February 2026

	Jul '25 - Feb 26	Budget	% of Budget
252-211 · PERS - Company	15,497.09	31,004.00	50.0%
252-212 · PERS EPPT	3,743.25	1,979.00	189.1%
252-220 · Social Securtiy	4,696.48	7,631.00	61.5%
252-231 · Workers Comp	3,341.62	6,500.00	51.4%
252-232 · Unemployment	212.53	30,308.00	0.7%
252-240 · Health-Employer	4,800.00	8,400.00	57.1%
252-241 · OR-PFL	249.55		
252-380 · Payroll and Accounting Services	2,171.31	4,000.00	54.3%
252-381 · Audit Services	11,350.00	9,850.00	115.2%
252-410 · Supplies	74.29	198.00	37.5%
252-470 · Software	1,077.05	2,000.00	53.9%
252-640 · Dues and Fees	781.18	1,000.00	78.1%
252-690 · Grant Indirect Charges		167,366.00	
Total 2520 · Fiscal services	106,181.85	369,986.00	28.7%
2540 · Plant services			
254-112 · Classified Salaries	24,533.56	44,560.00	55.1%
254-131 · Extra Duty Plant Services	1,666.66	11,000.00	15.2%
254-211 · PERS-Company	7,661.13	10,108.00	75.8%
254-212 · PERS-EPPT	2,047.35	645.00	317.4%
254-220 · Social Securtiy	1,897.87	4,250.00	44.7%
254-231 · Worker's Comp	22.74	139.00	16.4%
254-240 · Health Insurance	1,944.00	1,944.00	100.0%
254-241 · OR-PFL	99.25	222.00	44.7%
254-322 · Repairs and Maintenance	17,420.02	25,000.00	69.7%
254-324 · Rental	5,373.86	7,500.00	71.7%
254-325 · Electricity	13,011.03	23,000.00	56.6%
254-327 · Water	4,645.69	3,200.00	145.2%
254-328 · Garbage	3,950.66	6,000.00	65.8%
254-329 · Other property services	10,026.00	7,400.00	135.5%
254-410 · Supplies	3,005.25	5,012.00	60.0%
254-460 · Non-consumables		2,000.00	
254-470 · Software_Network	2,280.00		
254-520 · Major Building Improvements	250.00	2,000.00	12.5%
254-530 · Improvements Other		4,000.00	
254-541 · Equipment	549.99	3,000.00	18.3%
Total 2540 · Plant services	100,385.06	160,980.00	62.4%
2550 · Transporation			
255-331 · Transportation	33,819.39	68,366.00	49.5%
Total 2550 · Transporation	33,819.39	68,366.00	49.5%
Total 2500 · Support services-business	240,386.30	599,332.00	40.1%
2660 · Technology Services			

800

Luckiamute Valley Charter Schools
Profit & Loss Budget vs. Actual General Fund
July 2025 through February 2026

	Jul '25 - Feb 26	Budget	% of Budget
266-112 · Classified Salaries	10,500.00	18,000.00	58.3%
266-211 · PERS Employer		5,218.00	
266-212 · PERS-Pick-Up		333.00	
266-220 · Social Security	803.25	1,377.00	58.3%
266-231 · Workers Comp		45.00	
266-241 · OR-PFL		72.00	
266-361 · Service Area Direction		2,250.00	
Total 2660 · Technology Services	11,303.25	27,295.00	41.4%
Total 2000 · SUPPORT SERVICES	667,121.08	1,354,004.80	49.3%
3000 · ENTERPRISE & COMMUNITY			
3120 · Food Services			
312-112 · Classified Salary	29,043.65	55,852.00	52.0%
312-121 · Substitute		2,000.00	
312-211 · PERS-Employer	4,461.78	16,191.00	27.6%
312-212 · PERS-EPPT	1,077.72	1,033.00	104.3%
312-220 · Social Security/Medicare	2,368.56	4,426.00	53.5%
312-231 · Workers Comp	24.36	145.00	16.8%
312-240 · Health Insurance	8,477.10	12,992.00	65.2%
312-241 · OR-PFL	122.17	231.00	52.9%
312-311 · Non Instructional Services	540.21	1.00	54,021.0%
312-318 · Travel-Trainings-Conferences	1,038.61	1.00	103,861.0%
312-341 · Mileage	1,852.51	1.00	185,251.0%
312-385 · Management Services		1.00	
312-410 · Supplies	2,678.06	500.00	535.6%
312-450 · Food	31,974.33	78,000.00	41.0%
312-460 · Non Consumables	1,250.00	1.00	125,000.0%
312-470 · Software	2,108.00	2,200.00	95.8%
312-541 · Equipment	4,812.56	1.00	481,256.0%
312-640 · Dues and Fees	1,500.00	1,000.00	150.0%
Total 3120 · Food Services	93,329.62	174,576.00	53.5%
Total 3000 · ENTERPRISE & COMMUNITY	93,329.62	174,576.00	53.5%
4000 · FACILITIES ACQUISITION & CONSTR			
4150 · Building Acq, const, impr. Ser			
415-520 · Building Improvements		19,808.00	
415-530 · Improvements-Other	4,307.33		
Total 4150 · Building Acq, const, impr. Ser	4,307.33	19,808.00	21.7%
Total 4000 · FACILITIES ACQUISITION & CONSTR	4,307.33	19,808.00	21.7%
6560 · Payroll Expenses	9.83		

Luckiamute Valley Charter Schools
Profit & Loss Budget vs. Actual General Fund
July 2025 through February 2026

	Jul '25 - Feb 26	Budget	% of Budget
66900 · Reconciliation Discrepancies	0.11		
Total Expense	1,752,464.55	3,670,937.80	47.7%
Net Ordinary Income	476,016.66	-62,898.80	-756.8%
Other Income/Expense			
Other Income			
R5200 · Interfund Transfers		62,893.00	
Total Other Income		62,893.00	
Net Other Income		62,893.00	
Net Income	476,016.66	-5.80	-8,207,183.8%

		JULY/AUGUST	SEPT.	OCT.	NOV.	DEC.	JANUARY	FEB.	YTD Total
	REVENUE								-
R1200	District Pass Thru Reimbursement								-
R1510	Earnings on investments	837.04	1,238.34	1,798.40	1,721.73	1,692.97	1,776.14	1,611.03	**10,675.65**
R1630	Special Functions								-
R1600	Food Service Sales		230.50	371.00			25.00		**626.50**
R1920	Donations Private Sources				3,625.00	786.00			**4,411.00**
R1960	Recovery Of A Prior Year Expenditure		11,061.96						**11,061.96**
R1990	Miscellaneous Income	2,000.00		730.00		53.08	85.00	22.00	**2,890.08**
R3101.	State School Funds	456,277.56	456,277.56	228,138.78		228,138.78	456,277.56	228,138.78	**2,053,249.02**
R3102	OR Free Expanded Eligible Breakfast								-
R3120	Reduced Breakfast/Lunch								-
R3199	Other Unrestricted State Rev				3,969.26	2,428.18		6,232.84	
R3299	Restricted State Grants			83,303.57	(11.85)		15,391.37		**98,683.09**
r4300	Restricted Rev Direct from FED								-
R4500	Restricted Federal Grants Thru State			10,725.47	7,406.14	4,502.33		11,619.69	**34,253.63**
r4700	Grants in aid								-
R5400	Beginning Fund Balance								
	TOTAL REVENUE	**459,114.60**	**468,808.36**	**325,067.22**	**16,710.28**	**237,601.34**	**473,555.07**	**247,624.34**	**2,215,850.93**

	EXPENDITURES BY OBJECT								
100	Salaries	54,100.00	151,754.50	166,200.08	126,741.48	135,195.76	140,890.10	152,864.27	**927,746.19**
200	Benefits	23,738.00	73,782.54	77,227.00	74,478.38	70,906.94	94,114.85	77,342.76	**491,590.47**
300	Services	22,260.46	8,134.73	42,275.17	47,389.01	17,988.08	27,641.43	15,756.73	**181,445.61**
400	Supplies	32,951.94	16,268.80	14,213.84	8,425.90	5,913.98	8,336.18	1,392.56	**87,503.20**
500	Equipment/Improvements	7,051.79	549.99	870.00	151.96		396.14	900.00	**9,919.88**
600	Dues & Fees	47,195.45	11.25	250.88	2,783.00	148.24	2,023.69	1,846.36	**54,258.87**
700	Contingency								-
	TOTAL EXPENDITURES	**187,297.97**	**250,501.81**	**301,036.97**	**259,969.73**	**230,153.00**	**273,402.39**	**250,102.68**	**1,752,464.22**

	EXPENDITURES BY FUNCTION								
1000	Instruction	27,998.47	152,677.62	183,932.10	148,561.27	141,396.55	165,940.27	163,253.10	**983,759.38**
2000	Support	142,753.19	82,361.45	99,685.01	98,874.86	78,215.01	92,540.04	76,628.72	**671,058.28**
3000	Food Services	12,390.83	15,462.74	17,419.86	12,381.64	10,541.44	14,922.08	10,211.03	**93,329.62**
4000	Improvements Other	4,155.37			151.96			9.83	**4,317.16**
6000	Operating Contingency								-
	TOTAL EXPENDITURES	**187,297.97**	**250,501.81**	**301,036.97**	**259,969.73**	**230,153.00**	**273,402.39**	**250,102.68**	**1,752,464.44**
	FUND BALANCE	**271,816.63**	**490,123.18**	**514,153.43**	**270,893.98**	**278,342.32**	**478,495.00**	**476,016.66**	

Luckiamute Valley Charter Schools
Profit & Loss
February 2026

		Feb 26
Ordinary Income/Expense		
Income		
R1510 · Earnings on Investments		1,611.03
R1990 · Miscelleneous		22.00
R3101 · State School Funds		228,138.78
R3199 · Other Unrestricted State Rev		6,232.84
R4500 · Restricted Rev. from Fed		11,619.69
Total Income		247,624.34
Gross Profit		247,624.34
Expense		
1000 · 1000-INSTRUCTION		
1100 · Regular Programs		
1111 · Elementary Grades K-5		
111-111 · Licensed Salaries	37,651.54	
111-112 · Classified Salaries	17,134.42	
111-121 · Substitute Salaries	632.50	
111-131 · Extra Duty Salaries	583.33	
111-211 · PERS-Employer	13,573.50	
111-212 · PERS-EPPT	3,167.86	
111-220 · Social Security	4,598.18	
111-231 · Worker's Comp	33.05	
111-240 · Health Insurance	9,474.69	
111-241 · OR-PFL	254.04	
111-311 · Sub_Instructional Services	3,381.79	
111-410 · Supplies	349.62	
Total 1111 · Elementary Grades K-5		90,834.52
1121 · Middle Programs 6-8		
121-111 · Licensed Salaries	22,801.11	
121-112 · Classified Salaries	4,941.18	
121-121 · Substitute Salary	266.72	
121-211 · PERS-Employer	6,105.80	
121-212 · PERS-EPPT	1,474.84	
121-220 · Social Security	2,224.37	

Luckiamute Valley Charter Schools
Profit & Loss
February 2026

	Feb 26
121-231 · Workers Comp	14.00
121-240 · Health Insurance	4,007.03
121-241 · OR-PFL	117.67
121-311 · Sub Instructional Services	2,158.88
121-410 · Consumables	36.73
Total 1121 · Middle Programs 6-8	44,148.33
Total 1100 · Regular Programs	134,982.85
1250 · Special Programs	
125-111 · Certified Salaries	3,801.21
125-112 · Classified Salaries	8,075.52
125-131 · Extra Duty	583.33
125-211 · PERS Employer	2,690.82
125-212 · PERS-EPPT	389.49
125-220 · Social Security	862.87
125-231 · Workers Comp	7.21
125-240 · Health Insurance	206.78
125-241 · OR-PFL	45.12
125-311 · Sub Instructional Services	778.48
125-340 · Travel	185.90
125-390 · General Professional/Tech	1,740.00
Total 1250 · Special Programs	19,366.73
1270 · Title I	
127-111 · Licensed Salaries	5,093.59
127-211 · PERS	1,403.57
127-212 · PERS-EPPT	320.02
127-220 · Social Security	408.02
127-231 · Worker's Comp	2.65
127-240 · Health Insurance	1,654.33
127-241 · OR-Paid Family Leave	21.34
Total 1270 · Title I	8,903.52

Luckiamute Valley Charter Schools
Profit & Loss
February 2026

	Feb 26	
Total 1000 · 1000-INSTRUCTION		163,253.10
2000 · SUPPORT SERVICES		
2100 · Support Services - Students		
2113 · Social Work Services		
211-111 · Licensed Salaries	5,654.41	
211-211 · PERS-Employer	1,404.56	
211-212 · PERS-EPPT	339.26	
211-220 · Social Security	428.94	
211-231 · Workers Comp	1.94	
211-240 · Health Insurance	1,090.24	
211-241 · OR-PFL	22.62	
Total 2113 · Social Work Services	8,941.97	
Total 2100 · Support Services - Students		8,941.97
2310 · School Board		
231-131 · Extra Duty Stipend_Board S...		
Total 2310 · School Board		
2410 · School Administration		
241-112 · Confidential Salaries	7,176.20	
241-113 · Administrator salaries	17,860.19	
241-131 · Extra Duty Salary	200.00	
241-211 · PERS-Employer	6,761.44	
241-212 · PERS-EPPT	1,113.19	
241-220 · Social Security	1,989.87	
241-231 · Workers Comp	8.74	
241-240 · Health Insurance	2,600.00	
241-241 · OR-PFL	97.56	
241-340 · Travel	150.23	
241-353 · Postage	15.01	
241-390 · Professional Development	252.76	
241-410 · Consumables	72.88	
241-640 · Dues and Fees	1,710.09	

Luckiamute Valley Charter Schools
Profit & Loss
February 2026

	Feb 26	
Total 2410 · School Administration		40,008.16
2500 · Support services-business		
2520 · Fiscal services		
252-114 · Managerial Classified	8,312.50	
252-211 · PERS - Company	2,213.87	
252-212 · PERS EPPT	534.75	
252-220 · Social Securtiy	655.68	
252-231 · Workers Comp	2.18	
252-240 · Health-Employer	700.00	
252-241 · OR-PFL	35.65	
252-640 · Dues and Fees	136.27	
Total 2520 · Fiscal services		12,590.90
2540 · Plant services		
254-112 · Classified Salaries	4,314.12	
254-131 · Extra Duty Plant Services	833.33	
254-211 · PERS-Company	1,071.63	
254-212 · PERS-EPPT	258.85	
254-220 · Social Securtiy	330.03	
254-231 · Worker's Comp	3.62	
254-240 · Health Insurance		
254-241 · OR-PFL	17.26	
254-322 · Repairs and Maintenance	1,955.00	
254-324 · Rental	637.00	
254-325 · Electricity	3,249.18	
254-327 · Water	116.75	
254-329 · Other property services	497.00	
254-410 · Supplies	189.17	
Total 2540 · Plant services		13,472.94
Total 2500 · Support services-business		26,063.84
2660 · Technology Services		
266-112 · Classified Salaries	1,500.00	

Luckiamute Valley Charter Schools
Profit & Loss
February 2026

	Feb 26	
266-220 · Social Security	114.75	
Total 2660 · Technology Services	1,614.75	
Total 2000 · SUPPORT SERVICES		76,628.72
3000 · ENTERPRISE & COMMUNITY		
3120 · Food Services		
312-112 · Classified Salary	5,449.07	
312-121 · Substitute		
312-211 · PERS-Employer	743.63	
312-212 · PERS-EPPT	179.62	
312-220 · Social Security/Medicare	416.86	
312-231 · Workers Comp	4.30	
312-240 · Health Insurance	1,112.85	
312-241 · OR-PFL	21.79	
312-311 · Non Instructional Services	288.40	
312-341 · Mileage	350.35	
312-450 · Food	744.16	
312-541 · Equipment	900.00	
Total 3120 · Food Services	10,211.03	
Total 3000 · ENTERPRISE & COMMUNITY		10,211.03
6560 · Payroll Expenses		9.83
Total Expense		250,102.68
Net Ordinary Income		-2,478.34
Net Income		-2,478.34

Dallas Community School

Financial Report - Q2, October 2025 to December 2025

Bank Balances as of:	JUL 2025	AUG 2025	SEP 2025	OCT 2025	NOV 2025	DEC 2025
Umpqua Bank Ending Balance	$1,078,059.10	$1,072,893.43	$942,594.45	$1,012,128.98	$1,048,129.65	$769,804.53
Live Oak Bank CD	$214,455.70	$215,223.91	$215,969.96	$216,743.60	$217,494.92	$218,274.02
Oregon State Credit Union CD	$0.00	$0.00	$0.00	$0.00	$0.00	$100,213.59

Bank Balances as of:	JAN 2026	FEB 2026	MAR 2026	APR 2026	MAY 2026	JUN 2026
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
Oregon State Credit Union CD						

REVENUE/RESOURCES	OCT 2025	NOV 2025	DEC 2025	Actual YTD	Budget YTD	Annual Budget	BVA%
State School Funding	$211,330.54	$211,330.54	$211,330.54	$1,479,313.77	$1,268,210.46	$2,536,421.00	116.65%
Interest Income	$773.64	$751.32	$992.69	$4,936.10	-	$9,600.00	-%
Restricted Grants	$0.00	$25,568.55	$0.00	$25,568.55	-	$322,275.96	-%
Misc. Income	$779.99	$1,268.00	$560.00	$2,924.60	-	-	-%
Total Revenue	**$212,884.17**	**$238,918.41**	**$212,883.23**				

100-GENERAL FUND [ALL EXPENDITURES ARE REPRESENTED HERE BY OBJECT CODE]	OCT 2025	NOV 2025	DEC 2025	Actual YTD	Budget YTD	Annual Budget	BVA%
100 Salaries	$110,067.36	$100,365.45	$98,913.70	$589,026.30	$689,190.70	$1,278,217.00	46.08%
200 Associated Payroll	$49,113.75	$45,973.12	$49,417.03	$286,655.91	$401,087.09	$687,743.00	41.68%
300 Services	$23,782.92	$18,176.69	$22,110.55	$166,749.38	$255,353.62	$422,103.00	39.50%
400 Supplies and Materials	$8,133.35	$2,657.33	$6,237.18	$54,500.90	$39,529.10	$94,030.00	57.96%
411 K-8 Allotments	$16,947.69	$5,833.00	$5,916.29	$50,644.60	$99,355.40	$150,000.00	33.76%
500 Equipment/Facility	$134.95	$0.00	$0.00	$55,986.80	$24,513.20	$80,500.00	69.55%
600 Dues & Fees	$2,705.75	$947.49	$5,240.75	$66,761.27	$32,859.73	$99,621.00	67.02%
Total Expenditures	**$210,885.77**	**$173,953.08**	**$187,835.50**	**$1,270,325.16**	**$1,541,888.84**	**$2,812,214.00**	

200-SPECIAL REVENUE FUNDS [INTEGRATED PROGRAM EXPENDITURES]	OCT 2025	NOV 2025	DEC 2025	Actual YTD	Budget YTD	Annual Budget	BVA%
100 Salaries	$14,677.72	$44,590.83	$14,612.87	$89,675.71	-	$0.00	-%
200 Associated Payroll	$4,878.15	$19,406.46	$9,237.98	$33,522.59	-	$0.00	-%
300 Services	$954.38	$30.50	$1,898.00	$8,089.42	-	$0.00	-%
400 Supplies and Materials	$2,287.84	$7,329.15	$0.00	$15,137.93	-	$0.00	-%
411 K-8 Allotments	$0.00	$0.00	$0.00	$0.00	-	$0.00	-%
500 Equipment/Facility	$0.00	$0.00	$0.00	$27,020.00	-	$0.00	-%
600 Dues & Fees	$0.00	$0.00	$0.00	$0.00	-	$0.00	-%
Total Expenditures	**$22,798.09**	**$71,356.94**	**$25,748.85**	**$173,445.65**	**$0.00**	**$0.00**	

Notes from the Business Office

Cash Position:

- Our primary checking account ended December 2025 with a balance of $769,805. We now have two CD's which earned a total of $993 of interest for the month, increasing the Live Oak CD balance to $218,274, and the new OSCU to $100,214.

Revenue Highlights:

- In December, we received regular State School Fund (SSF) payment of $211,330.54, and $560.00 of misc. income.

Expenditures Highlights (All Funds):

- December marked the end of Q2 of the 2025-26 fiscal year. Total expenditures for the month were $187,835.50. Object codes 100, 200, 300 are tracking in line with expectations at this point in the year. Expenditures in object codes 400, 500, and 600 are elevated due to timing-related factors, such as front-loaded supply purchases, facility costs, and annual fees that occur early in the year. These categories are expected to even out as the year progresses.

Restricted Grant Highlights (200):

- Expenses are now being populated into the board financials, however I'm still working on the budget side. Good news is Q1 & Q2 has been invoiced, receiving a total amount of $172,583 that will reflect in the January reporting.

Luckiamute Valley Charter School
Bridgeport Campus
Board Meeting Minutes
January 21, 2026
6:30pm

Call to Order: The meeting was called to order by the chairperson at 6:35pm.
Board Members Present: Vicki Avery, Kendall Cates, Matt Beasley, Greg Oldham, Fred Weisensee **Staff Members Present:** Christy Wilkins, Christine Caponi, Daniel Shimek
Board Secretary: Donna Santa Maria
Public In Attendance: None

1. Approval of Agenda-

1.Add: New Business-Financial Report: Board Vote on the 2026/2027 Audit contract.

2.Delete: New Business: Discussion

2.Consent Agenda- The December 2025 board minutes are approved with noted correction of Kendall Cates absence. Greg made a motion to approve as amended and Matt seconded. All in favor.

3.Announcements- Next Board meeting will be February 18, 2026, 6:30pm. Bridgeport Campus.

4.Public Comment- None

5.Old Business-None

6.New Business-

Directors Report- Christy Wilkins

1.Staff Teamwork-Christy commended all the staff in their commitment to student safety during an early closure due to torrential rains that were flooding roads in the area.

2.Senate Bill 141- The Education accountability Act. This bill will take effect in the fall of 2026. The guidance of the rules will begin to be released in February.

3.Facilities-In keeping with the continued maintenance and repairs of the buildings, the portables at Bridgeport are being assessed for dry rot repairs.

Financial Report-Christine Caponi

1.Financials- Fred noticed that the balance was low. Chrisitine explained that the check came in late and December would show two deposits.

2.Budget revenue cuts for the 2026-2027 year are likely to be at 5%.

3.Clarification was added to the Employee Manual for Health Insurance for Classified staff. General consensus was met by the Board.

4.Vote- Annual audit contract renewal. Fred made a motion to accept as presented. Greg seconded. All in favor.

7. Enrollment- Bridgeport is at 148. Pedee is 63, 2 additional students enrolled.

8.Adjournment-Chairperson adjourned the meeting at 7:15pm.

DALLAS COMMUNITY SCHOOL

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 Board of Directors
Dallas Community School Agenda
February 4, 2026

In Person
636 Main St.
Dallas, OR 97338

Join Zoom Meeting

https://us02web.zoom.us/j/87471057418?pwd=SDdHT2dRZEFUZEdXTGZ5bGY0dkJvdz09

1. Board Meeting Call to Order - 5:30 PM

2. Consent Agenda:
    a. February 4, 2026 Agenda
    b. January 8, 2026 Minutes

3. Public Comment:

4. Treasurer's Report - Heather
    a. December 2025 Financials

5. Executive Director Report - Andy Johnson
    a. Executive Summary - December
        i. Enrollment
        ii. Programs / Community Engagement
        iii. Staffing Update
    b. Strategic Plan Update / Continuous Improvement
    c. Challenges
    d. Additional Highlights

6. Board Discussion and Action:
    a. 2024-25 Audit - Acknowledgement

7. Adjourn

Next Meeting: March 4, 2026 @ 5:30 PM

Board Meeting Minutes for Thursday, January 8, 2026 @ 6:30 PM

PLEASE NOTE: IN PERSON & ON VIDEO CONFERENCE

Date:	January 8, 2026
Location:	686 Main St., Dallas, OR 97338

In Attendance

President:	Wendy Sparks
Vice President:	Erin Miller
Secretary:	Heather Irwin
Treasurer:	
Board Members:	Jessica Mackey,
Staff:	Andy Johnson, Molly Lund, Dawn Adams, Ian McMorrow
Visitors:	See Sign In Sheet

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:** 5:32 PM

2. **Consent Agenda:** The Board reviewed the Consent Agenda and added the following items prior to approval:
   a. Renewal of the Live Oak Bank Certificate of Deposit
   b. Changes in board meeting schedule

   The Consent Agenda included:

   c. January 8, 2026 Board Meeting Agenda
   d. December 10, 2025 Board Meeting Minutes
   e. Live Oak Bank Certificate of Deposit renewal

   Erin M. motioned to approve the Consent Agenda as amended, including the rollover of the Live Oak CD. Wendy S. seconded. Motion carried unanimously.

3. **Public Comment:** No public comment was made.

4. **Treasurer's Report:**
   a. **November Financials -** Heather I. reviewed the November financials, noting the school is on track for this time of year. The Live Oak Bank CD will be renewed in accordance with Board approval.

5. **Director Report by Andy Johnson:** The following summarizes key highlights and Board

discussion. See full report attached.

a. **Executive Summary:** Andy J. reported that December moved quickly due to winter break and exhibitions, both of which were highly successful, with strong student engagement and increased participation from families and the broader community. Staff returned from break rested and ready to begin the new term, with a continued focus on prioritizing meaningful work and supporting staff through the winter months.
   i. **Enrollment Update:** As of January 7, 2026, enrollment stands at 197 students in K–8 and 69 students at DCHS, for a total of 266 students, with three additional DCHS students scheduled to begin in Term 3 (February). The high school is at capacity and will not accept additional students, while the K–8 program is nearing its 200-student cap and is expected to begin a waitlist.
   ii. **Programs / Community Engagement:** No discussion, see full report.
   iii. **Facilities Update:** No discussion, see full report.
   iv. **Staffing Update:** Sara R. began as the new math teacher on January 5 and will transition into teaching math classes in February (Term 3), and Jenna P. has been hired as an ASL interpreter for a student.

b. **Strategic Plan Update / Continuous Improvement:** Andy J. reviewed progress toward the school's strategic goals, with discussion focused on the Jr. High program planned for launch in Fall 2026. The Board discussed space, enrollment, and student participation, noting that the program will utilize two upstairs classrooms, enrollment projections are based on current student numbers, and regular classes will remain available for students not participating.

   Andy J. shared that priority will be given to 8th graders transitioning to the high school, a point-based system will be used for placement, and additional information will be communicated to families by February. He noted the program is intended to strengthen students' transition to high school. The full Director's Report and Jr. High Plan were included in the Board packet.

c. **Additional Highlights:** Andy J. reported continued strengthening of the school's partnership with Dallas School District, including increased collaboration with the district's Special Education team to address changes in law and a new system of identifying special education needs in students. The Board was informed that the district is satisfied with the current partnership and reporting approach, and that the annual report will be submitted in written form, supported by ongoing monthly coordination.

6. **Board Discussion and Action:**
   a. **2024-25 Audit:** Heather I. reported that the audit is nearing completion and that the auditor has indicated a clean audit with no material weaknesses. Once finalized, the audit will be submitted to the required entities, all associated filing fees will be paid, and a copy will be shared with the Board. The Board will formally acknowledge the audit at the February meeting.

b. **New Board Members:** The Board discussed potential new Board members and noted that two candidates are currently under consideration. Andy J. shared information about prospective candidates with prior board experience and strong community connections, and Wendy S. will follow up with those potential candidates. The Board noted the need to identify three additional members as original Board members prepare to transition off and encouraged members to share additional names for consideration.
c. **Board Meeting Dates and Times**: The Board discussed adjusting future meeting dates and considered various options before agreeing to hold regular Board meetings on the first Wednesday of each month at 5:30 p.m. Heather I. will update the 2025–26 Board calendar and distribute it to the Board. The next Board meeting is scheduled for February 4.

Adjourn: 7:30 pm PM

Next meeting: February 4, 2026 @ 5:30 PM

Andy Johnson
Executive Director, DCS
Submitted: 02/04/2026
Reporting Period: January 2026

Executive Summary

January has a lot to it with "J Term" at the high school, and Winter Term starting at the K-8 program. There is a lot of moving parts that take place during this time. We have started to look ahead to some of the larger projects that we have on the horizon, such as the budgeting season, the updates to Cognia, and some major staffing lists that will be posted in the coming weeks. We are also meeting with a team that is creating the Jr. High program on a regular basis, which is a huge project that we are focusing on as a whole staff.

We have also been spending our energy moving toward aligning with who DCS has always been as a project-based learning school. We have created a "Snapshot of a DCS student" and have integrated the importance of PBL into our model of engaging, empowering, and equipping students. While this has always been a focus, helping to TRULY define this is essential, and we will be putting energy in making sure that our teachers have the professional development they need to feel equipped in this area.

Organizational Highlights

A quick look at some of the events and happenings at DCS in September:

- **ENROLLMENT**: As of 01/30/26 – 198 Students in K-8 / 69 Students at DCHS / 267 total – We have capped the High School enrollment at this point, and we are still hovering right at just under the cap we have for the K-8 program.
- **COMMUNITY ENGAGEMENT**: Our recent "New Beginnings" workshop was incredible. We had a great time celebrating the different cultural new year celebrations from China, Japan, Turkey, Mexico, Ecuador, and

Staffing and HR

- We had a part time K-8 IA go on leave in January and were able to hire a long term sub.
- We had a full time K-8 IA resign in January and have found a replacement.
- We plan to list the HS Administrator position in March and are working on updating job description.

- We plan to list the HS counselor position in March and are working on updating the job description.

Strategic Plan Update / Continuous Improvement

- *Strategic Goal #3* (Support for Staff): We are working to develop some tools to help our staff walk step by step through creating a PBL experience for students. This includes having PD on how to use our makerspace equipment, how to design meaningful experiences, and how to use foundational skills as a way to build skills to help with PBL.
- *Strategic Goal #8* (Start the Jr. High Bridge Program): We are meeting with a team of upcoming Jr. High students tomorrow in a focus group to talk about what they would like their Jr. High experience to look like. This focus group will be facilitated by Ian, Audrey, and Toni.
- *Strategic Goal #9* (Create a succession plan): We are starting the process of updating the necessary job descriptions and looking at staffing for the administrative roles in K-8 and HS.

Challenges

Staffing has been a challenge, as having moving pieces is always something that creates a sense of unknown. As our organization grows, our staff sees more movement than we have had in the years when we were a newer school, especially in those more entry level positions. Heather and I have been discussing how to work toward better staff retention, and during the budgeting process we will be seeing some of that

Additional Highlights

I have recently presented my thoughts with staff on the importance of PBL as a focus for Dallas Community School and our onsite offerings. This includes our need to bring more professional development to our team in this area. From the discussions surrounding this emerged an idea of creating a local, and possibly regional, professional development experience where we teach principles of project-based learning to educators who are looking to incorporate these principles into their own philosophy of learning.

The leadership team has started to meet weekly and work through a book by Chip and Dan Heath called "Switch". Through this process, we have been discussing the importance of mission alignment and how to work the vision into all of our decision making. This has helped us in everything from our budgeting process to examining some of our systems as we look at how we will approach things next year.