

West Lane Charter School

Annual Site Review

29, June 2026

Gary E. Carpenter, Jr.

Superintendent, Fern Ridge School District

The annual review process took place with an on-site interview on Friday, June 5th at 9:00 AM. In attendance were myself, Gary Carpenter Superintendent FRSD 28, and FRSD Director of K-12 Programs Michelle Marshall representing the district, along with Director Mrs. Stuller and Business Manager Shawna Scroggins from WLC.

On Wednesday, June 24th I received a copy of the 25-26 annual report of WLC.

Included in this report are:

- My summary comments
- FRSD/WLC annual contract/charter review form (completed by WLC staff)
- 2024-2025 WLC Annual Report to FRSD

COMMENTS

STRENGTHS

- The program serves as an alternative option for students, many of whom are down to their last option, in regards to achieving a High School Diploma.
- WLC has their GED program up and running, with 6 students completing their GED in the 25-26 school year.
- Director Stuller attended FRSD board meetings when needed, including her annual board presentation. This is appreciated by the FRSD Board.
- WLC reports compliant in all areas of the annual contract charter review form.
- State test scores are hard to extrapolate any meaningful data, as the vast majority opt out. In 2026, WLC only had 1 of their Juniors take the exam.
- I appreciate the fact that Director Stuller reaches out for support when she needs it, at the same time she is also able and willing to do the work needed that allows those instances of needing significant district support, to be relatively rare.
- WLC has an involved school board whose members are a diverse representation of the area.

- Drop-out data continues to improve, and is within their goal identified in the WLC/FRSD contract.

AREAS OF IMPROVEMENT/CONCERNS/QUESTIONS/COMMENTS

- I am not noting any areas for improvement. I am confident that Director Stuller and her staff continue to work on improving their program through reflection, and the continual adding of supports for their students.
- Some questions I have, or considerations for the future.
 - Include attendance data in your end of year report. While attendance is tracked differently at virtual charter schools, it remains a critical indicator of success.
 - The next time the WLC/FRSD contract is bargained, there should be some discussion regarding OSAS requirements. In several areas of our contract it identifies the importance of WLC students participating in OSAS. In recent years, for whatever reason, WLC students are NOT participating in OSAS assessments.
 - During our end of year, on-site interview, Mrs. Stuller asked about the required Student Health Survey. I believe WLC is signed up, under the umbrellas of FRSD. We will confirm in the Fall.
 - Mrs. Stuller continues to serve as the school testing coordinator (STC), and there have been no issues.
 - Mid-year we had a conversation regarding credits that would be awarded for the completion of various GED component exams. I appreciate the willingness to discuss and address the concerns of the district in this area.

- **SUMMARY**

WLC is a program within the Fern Ridge School District that provides students a path to a diploma that is different than the regular public-school system. This year concluded year 2 of the current 5-year charter/contract with FRSD. Graduating students and academic success for a larger percentage of its students continues to be the biggest metric that will be used to assess the success of WLC.

Throughout Mrs. Stuller's tenure at WLC, communication and follow through has improved, and that is appreciated. Mrs. Stuller has been professional to work with and the District looks forward to continuing to partner in the future.

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West Lane Charter School Annual Report 2025–2026

MISSION STATEMENT

Guiding students to success by focusing on individual goals.

VISION

West Lane Charter School provides high-quality, personalized learning tailored to each student's unique needs. Students benefit from flexible at-home or personalized learning environments while having access to one-on-one support from teachers. Our staff is committed to helping each student achieve their post-graduation college or career goals.

ENROLLMENT AND ACADEMIC PERFORMANCE

In the 2025–2026 academic year, West Lane Charter School served **160 students**. Student mobility remained high, with many enrolling mid-year, exiting, and sometimes re-enrolling. Despite these challenges, we remain focused on individualized student support and progress.

Enrollment and On-Track Data by Grade

Grade	Total Enrolled	Year-End Enrolled	On Track at Enrollment	On Track at Year-End
9th	21	12	10	3
10th	39	27	14	9
11th	47	25	19	14
12th+	53	19	11	N/A

Student Success Outcomes

- 17 students earned a high school diploma
- 6 students completed their GED
- 6 seniors are continuing coursework over the summer or plan to return in the fall

Student progress data should be interpreted within the context of West Lane Charter School's highly mobile student population. Many students enroll throughout the year, often significantly behind in credits, while others withdraw before the end of the school year. As a result, the students represented in beginning-of-year and end-of-year on-track data are not necessarily the same group of students.

Despite these challenges, many students made meaningful progress toward graduation during the 2025–26 school year. Several students who entered behind in credits were able to regain ground toward graduation requirements, while 6 students successfully completed their education through the GED pathway. Among students who remained enrolled, many maintained or improved their academic standing, demonstrating that with individualized support and flexible learning options, students can continue moving forward toward their educational goals even when traditional pathways have not been successful.

KEY CHALLENGES

- **High Student Mobility:** Mid-year enrollments and re-enrollments disrupted continuity and progress tracking.
- **Inconsistent Academic Readiness:** Many students entered significantly behind on credits.
- **Attendance and Engagement:** Irregular attendance hindered progress. We are enhancing outreach, support services, and student engagement to address these barriers.

LOOKING AHEAD

While data reveals areas for growth, it also highlights our students' and staff's resilience and dedication. We remain committed to continuous improvement and increasing on-track rates and graduation outcomes.

BOARD OF DIRECTORS

The Board remains active in school operations and oversight.

Board Members:

- JR Davis - Chair, jrdavis@westlanetech.org
- Ric Ingham - Vice Chair, ringham@westlanetech.org
- Robbie McCoy - Treasurer, rmccoy@westlanetech.org
- Stacy Cornelius - Secretary, scornelius@westlanetech.org
- Jackie Turle, jturle@westlanetech.org
- Ryan Chambers, rchambers@westlanetech.org

Board Goal: 2026–2029

The West Lane Charter School Board of Directors established the following three-year strategic goals to guide governance priorities, monitor organizational performance, and ensure alignment with the school's mission:

Guiding students to success by focusing on individual goals.

These goals reflect the Board's role in oversight, accountability, and long-term sustainability.

Board Goal 1: Student Success & Completion

Improve measurable student outcomes in attendance, credit attainment, persistence, and graduation.

The Board will monitor progress toward improved student success indicators, including but not limited to:

- Reduction in chronic absenteeism
- Increase in regular attendance rates
- Improvement in credit attainment and on-track status (including 9th grade on-track indicators)
- Increase in on-time graduation and five-year completion rates

The Board will review student outcome data at least twice annually and ensure that progress toward these indicators remains a central focus of organizational decision-making.

Board Goal 2: Data-Informed Governance & Accountability

Strengthen governance practices through consistent use of meaningful, disaggregated data to guide strategic oversight and ensure accountability.

The Board will:

- Review a quarterly dashboard aligned to student outcomes and strategic priorities
- Monitor progress related to state accountability requirements (including Integrated Guidance, High School Success, and SB 141 metrics)
- Ensure student data is reviewed in a manner that supports equity and informed decision-making
- Annually review intervention framework effectiveness and overall program impact

The Board will use data trends, not isolated data points, to evaluate progress and inform policy and strategic direction.

Board Goal 3: Organizational & Fiscal Stability

Ensure the long-term fiscal health, enrollment stability, and organizational capacity of West Lane Charter School in alignment with its mission and strategic priorities.

The Board will:

- Review enrollment trends and retention patterns at least quarterly
- Monitor budget alignment with strategic priorities and staffing capacity
- Ensure responsible oversight of fund balance and financial sustainability

The Board's role is to provide oversight and ensure sustainability, while operational planning and execution remain the responsibility of the Director.

Review Cycle

These goals are established for a three-year cycle (2026–2029).

Progress will be reviewed regularly, and goals may be refined or updated as needed to reflect evolving organizational needs or state requirements.

STUDENT IMPROVEMENT DATA

Attendance

- Students are marked present with active participation and two-way communication within a 24-hour period
- Daily tracking and proactive family contact supports our tiered intervention model

Credit Attainment

Year	Fall Completed	Spring Completed	Total	Avg. Enrollment	Avg. Classes/Student	Avg. Credits/Student
2023–2024	270	319	590	88.7	6.65	3.32
2024–2025	302	408	710	100.5	7.06	3.53
2025–2026	335	479	814	90.6	8.98	4.49

Discipline

- With a largely remote model, discipline referrals are minimal:
 - This year we had one referral for disrespect.

Dropout Rates

- 2022–2023: 48.33%
- 2023–2024: 31.1%
- 2024-2025: 31.0%

Smarter Balanced Assessments

- 1 student tested in 2025–2026 (a decrease from previous year)
- Most families opted out
- Testing was offered both in person and remotely; state guidelines continue to be followed

Interim Assessments:

West Lane Charter School continued to monitor student academic growth through three benchmark assessment windows in Mathematics, Reading, and Language Arts. While participation declined throughout the year—a common challenge in alternative and virtual education settings—the data demonstrates encouraging growth among students who consistently engaged in the assessment process.

Mathematics

Mathematics showed some of the strongest gains of the year. The percentage of students performing in the highest achievement band (75th–99th percentile) increased from just 5% at the beginning of the year to 34% by the final testing window. At the same time, the percentage of students performing in the below-average range (25th–49th percentile) decreased from 38% to 21%, indicating that many students moved into higher achievement levels over the course of the year.

Reading

Reading results reflected growth at both ends of the achievement spectrum. The percentage of students scoring in the highest achievement band increased from 19% to 32% during the school year. While some students made significant gains, the data also highlights the continued need for intensive literacy support for students entering our program significantly below grade level. This reinforces the importance of our individualized instructional model and targeted interventions.

Language Arts

Language Arts demonstrated positive upward movement throughout the year. Students in the highest achievement band increased from 24% to 38%, while the percentage of students in the below-average range decreased from 34% to 19%. These results suggest that many students improved their reading comprehension, writing, and language skills and moved into higher-performing achievement categories.

Overall Reflection

Across all three content areas, West Lane Charter School saw an increase in the percentage of students performing in the highest achievement levels. Language Arts and Mathematics showed particularly strong gains, with substantial reductions in the number of students performing below average.

As a virtual alternative high school serving many highly mobile and credit-deficient students, assessment participation decreases throughout the year as students graduate, transfer, complete programs, or disengage from testing opportunities. Because of this, end-of-year results should be interpreted with appropriate caution. However, the data provides encouraging evidence that students who remained engaged and participated in multiple assessment windows demonstrated meaningful academic growth.

These results support our continued focus on individualized instruction, targeted interventions, and student-centered supports designed to help every student make progress toward graduation and post-secondary success.

Surveys and Family Engagement

As part of our commitment to continuous improvement, West Lane Charter School conducted a Student and Family Needs Assessment during mid-year conferences. Mid-year conferences were completed with 78% of eligible students and families, and all conference participants were invited to complete the needs assessment survey. While 21% of conference participants chose to respond, the feedback provided valuable insight into the experiences and needs of our school community. Survey responses indicated that students feel strongly connected to the school community, with 75% reporting a connection to at least one trusted adult at WLCS. Flexible scheduling, clear expectations, regular staff check-ins, and encouragement from staff were identified as the most important factors supporting student engagement. The greatest barriers to success included motivation, mental health concerns, and family responsibilities, highlighting the complex challenges many of our students navigate while pursuing their education. Students and families expressed strong interest in life skills education, college and career planning, and Career and Technical Education opportunities. Feedback also reinforced the value of personalized supports such as flexible pacing, counseling services, and frequent communication. Overall, the survey results affirm that WLCS's student-centered approach is meeting the needs of many students while helping guide future efforts to strengthen academic, social-emotional, and post-secondary supports.

FINANCIAL MANAGEMENT

Funding

- Primary funding comes from the Oregon State School Fund Grant, distributed via the Fern Ridge School District on a monthly basis

Audit & Fiscal Oversight

- Internal auditing procedures guide financial controls, ensure transparency, and safeguard assets
- A copy of our most recent audit was submitted to the district in the fall

Supporting Documents

- Budget-to-actual report included in accompanying documents

West Lane Charter School is committed to supporting all students in achieving their educational goals through innovation, flexibility, and personalized support. We thank the Fern Ridge School District for its continued partnership.

FERN RIDGE SCHOOL DISTRICT/WLTLC ANNUAL CONTRACT/CHARTER REVIEW

Academic Year: 25-26 Review Team: _____

Program/Area	Status C = In compliance NC = Not in compliance NA = Not Applicable NO = Not Observed	Evidence * List proof/artifact used to determine status
Safety / Health		
Compliance with criminal background checks for staff, volunteers, including volunteer list and volunteer driver's list.	C	ODE: on file
Driver's insurance on file and meeting limits.	C	on file
Immunization records are current.	C	eSchool
Form for mandatory reporting of child abuse, yearly training, parent awareness	C	Board Policy
Student & staff injury form. District kept informed. OSHA file up to date.	N/A	
School visitor policy, check in	C	on file
Medication log, administration document on file, staff training. Epi pin training log. Epi pins current and accessible.	C	Safe Schools
Staff training on blood borne, harassment, first aid	C	Safe Schools
Facilities		
Copy of annual fire safety inspection	C	on file
File on safety committee minutes, copy to District	C	
Schedule for Fire, Earth Quake, Lock-down and actual drills with comments	C	
Facilities clean, no clutter, grounds maintained	C	
Any/all upgrades prior approval from District	N/A	
Per Contract all use agreements are on file, fees paid	N/A	
Classroom (s), grounds conducive to safe learning environment	C	

Finances - Per Contract		
• Last year's certified audit on file and to District	C	Sent via email
• Current budget adopted, quarterly budget reconciled with no outstanding debt	C	Sent via email
• Responses to Management Letter on file, timely and copy to District	C	
• Payroll records maintained, state/federal deductions current, unemployment, workers comp. , PERS as applicable, etc.	C	on file
• Charitable annual report filed	C	
• Form 990 filed	C	
• In compliance with all applicable state & federal laws regarding gifts, donations, grants, copy to District	C	
• Policies, procedures for purchase order forms to establish fiscal accountability, compliance with state laws	C	on file
• Current list for enrollment, reconcile with District	N/A	
• Reserve goal(s) as per contract	N/A	
Records		
• Cumulative folders in secure location in a locked , fire proof cabinet	C	
• Special education records organized and in separate file folders.	C	
• Contracts with resident schools for Sped on file	N/A	
• Health files maintained separately	C	
• Attendance procedures established and accurate	C	on file
• Addressing excessive absences	C	
• Records retained for period specified by ODE	C	
• Applicable Div 22 data maintained	N/A	

Instruction/Assessment		
• Class enrollment reconcile with ADM	N/A	
• All NCLB core courses taught by HQT	N/A	
• Interventions – Differentiated Instruction	C	
• PDP on file per ODE and data driven as per OAKS and unit/course performance data	C	on file
• Syllabi and Plan Course Statements on File with District	N/A	
• Performance samples on file, analyzed	N/A	
• Instruction time maximized	C	
• Ed. program is nonreligious and nondiscriminatory as per contract	C	on file
• All students participate on State Tests, reported and used for SIP and PDP	C	
• SIP on file, updated and written with SMART goals	C	on file
• Offers instruction in all required content areas, meets academic content standards as per ORS 329.045(3)	C	
• Review any Independent Textbook adoptions or other Curriculum deviations	N/A	
• Teacher interview (2)		
• Students interviewed (3)		
Personnel		
• Personnel files kept in locked file with limited access	C	
• Resumes and applications on file for current staff	C	
• Position Descriptions on file for all staff specify NCLB HQT	N/A	
• Hiring procedures in place as approved by governing board	C	
• Teacher licenses and state registration on file, copy to District	C	
• In compliance with an ODE approved ELL	C	

program		
• All teachers, staff observed and evaluated	C	on file
• Teacher Interview (2)		
• Student Interview (3)		
• Parent Interview (2)		
• Data of annual report to District summarizing academic goals and progress toward meeting, student attendance, discipline data, policy issues per contract.	C	By end of June
• Meeting nondiscrimination requirements with school staff person responsible for compliance	C	
• Grievance file/ plan to resolve	C	
• Computer Internet Policy	C	
Governance		
• Review agenda, minutes, open meeting law compliance	C	on website
• Review of articles of incorporation bylaws and org chart as per contract. Any revisions to same made this year.	C	
• List of school board member addresses and telephone numbers available to community	C	on website
• Parents have information regarding how to contact board members or place item on agenda	C	on website
• Board understands core mission, goals in sufficient depth to permit effective oversight	C	
• Process in place for selecting new board members	C	bylaws
• Board has implemented and maintained appropriate policies, systems and processes: * Conflict of Interest Policy * Complaint Process	C	on file
• Board interview (1)		
Discipline		

• Student Code of Conduct is well defined and available to students and parents	C	handbook
• Computer/Internet use policy	C	on website
• Discipline policies reviewed each year and any changes approved by Board	C	
• Low level of misbehavior not tolerated, e.g., students not allowed to opt out of learning or engage in quiet chatter during instruction	N/A	
• Tracking of student non-compliance	C	
• Suspension/Expulsion records on file. Indicate procedures implemented as defined and consistent with District policy/practices.	C	
Food Service		
• Evidence all resident students provided opportunity to complete free/reduce meal application	C	offered at Registration
Follow-up from previous site visit/communication		
* Examples of Evidence of Compliance Current policy(ies) Minutes of charter meetings Contract(s) with school district(s) Written evaluation Inspection reports Correspondence/forms to ODE Audited financial statements Curriculum mapping/alignment documents State Student Performance Data Normed Tests Interviews and focus groups with students, parents, staff, etc. Other indicators as required in Contract . . .		