

Regular School Board Meeting

Wednesday, November 12, 2025 6:00 PM

Santiam Elementary School, 450 SW Evergreen Rd., Mill City, OR 97360

1. Call to Order

2. Flag Salute

3. Approval of / or Changes to the Agenda Action

4. Public Comment

The Santiam Canyon School Board of Directors values the opinion and input of students, staff, parents and the community members. Please keep comments to 3 minutes or less. If you intend to speak to the board, please fill out an intent prior to the call to order and hand it to the board chair. Before you begin your comments, please state your name and if you are speaking for an organization, please state that organization. For more information about public comments at a board meeting, please see Santiam Canyon School District Policy BDDH.

5. Consent Agenda

5.1. Board Minutes

6. Staff Report

6.1. ORCA- Allison Galvin

6.2. SES- Alisha Hansen

6.3. SJHHS- Blane Lazar

6.4. SJHHS- Student Report

6.5. Financial Report- Nichole Cooper

6.6. Superintendent Report- Krista Nieraeth

6.7. Enrollment Report

7. Action Items

7.1. OSBA Elections

7.1.1. Board of Directors Candidate- Position 10

7.1.2. Legislative Policy Candidate- Position 10

7.2. December School Board meeting date change

8. Informational Items

8.1. Presentation by Angela Moreno and Angie Moreno
on Regional Math Conference

8.2. Superintendent Evaluation Workbook

8.3. First Read of Policies

8.3.1. BBB- Board Elections

8.3.2. BBA-Board Member Qualifications

8.3.3. BBD- Board Member Removal from Office

8.3.4. BBE- Vacancies on Board

8.3.5. DN- Disposal of District Property

8.3.6. IICA- Field Trips and Special Events

8.3.7. IICAA- Trips

8.4. OSBA Conference Review

9. **Items for Next Meeting / Board Comments**

10. **Motion to Adjourn**

School Board Meeting
Regular Session
October 8th, 2025, 6:00 pm
Santiam Elementary

Board Members Present: Elizabeth Reeser, Josh Childress, Carl Anderson, Melissa Allison

Staff Present: Krista Nieraeth, Amber Jungwirth, Blane Lazar, Yvonne Hanna

Student: Xoe Jacobs

Visitors: Melody Rossiter

1.0 Call to Order and Flag Salute: Elizabeth Reeser called the board meeting to order at 6:00 pm and led the Pledge of Allegiance

2.0 Approval of/or Changes to the Agenda: None
Melissa Allison motioned to accept the agenda with no changes, Josh Childress second.
No Discussion. Motion passed 4-0

3.0 Public Comment: **None**

4.0 Consent Agenda
4.1 Hires/Resignations
4.2 Board Minutes

Melissa Allison motioned to accept the Consent Agenda, Josh Childress seconded
Motion passed 4-0

5.0 Staff Report

5.1 ORCA - Mrs. Galvin was not in attendance. Her report is available online.

5.2 SES – Mrs. Hansen was not in attendance. Her report is available online.

5.3 SJHHS – Mr. Lazar presented his report to the board, which can be found online.

5.4 SJHHS Student Report –Mr. Lazar introduced Xoe Jacobs to the Board.

Ms. Jacobs is the current class president and has been involved for the past three years in different roles in the leadership program. Ms. Jacobs stated she was asked to join the leadership beginning in 8th grade, but didn't. She was encouraged to join her freshmen year and has been a part of leadership ever since. She feels that

by joining leadership it has brought her out of her shell and she wants to help other students who may feel the same way.

Ms. Nieraeth asked Ms. Jacobs what her plans were for the future. Ms. Jacobs stated she has a desire to work with kids to make a difference in their lives like so many have for her. She is wanting to be a NICU Nurse and has already set up a job shadow for this. She may also attend the U of O for speech language pathology.

Mrs. Reeser asked Ms. Jacobs if being a part of leadership has helped her get out of her shell. Ms. Jacobs said most definitely.

Ms. Nierath asked what advice she would give to other students. Ms. Jacobs said “do something out of your comfort zone.”

- 5.5 Financial Report - Mrs. Hanna presented her report to the board. The report is available online.
 - 5.6 Superintendent Report – Ms. Nieraeth began by thanking Mrs. Hanna for the job that she has done for the past ten years. Ms. Nieraeth presented her report to the board, which is available online.
 - 5.7 Enrollment Report- Ms. Nieraeth gave the enrollment report for this year and historical data for last year. This will be a monthly report given to the board. Report can be found online.
 - 5.8 Safety Committee Report- Ms. Nieraeth gave the board an overview of the Safety Committee. Minutes from the last meeting are available online.
- 6.0 Action Items
- 6.1 Board Vice Chair Election
Josh Childress motioned to nominate Melissa Allison as the Vice Chair, Carl Anderson second. No discussion. Motion passed 4-0.
 - 6.2 Superintendent Goals
Ms. Nieraeth advised the board that each year the board needs to agree upon goals for the Superintendent by October 15th. Ms. Nieraeth will work on them throughout the year and the achievement of these goals will be part of her evaluation. Goals are available in the board packet.

Melissa Allison motioned to accept the Superintendent’s goals, Carl Anderson second. No discussion. Motion passed 4-0.
 - 6.3 High School Leadership Request for Overnight Trip
The Leadership class wants to attend the OASC conference in Seaside, November 1st - 3rd. A request letter from Mr. Hart, the leadership advisor, as well as the itinerary for the trip, was included in the board packet.

Josh Childress motioned to approve, Carl Anderson second. No discussion.
Motion passed 4-0.

6.4 Second Reading of Policies

A. JFCEB - Personal Electronic Devices, was presented to the board with the changes they wanted from the last meeting.

Melissa Allison motioned to accept the policy as presented, Josh Childress second. No discussion. Motion passed 4-0.

7.0 Informational Items

7.1 Division 22 Standards Presentation

Ms. Nieraeth gave a report to the board for the Division 22 Standards for the school year 2024-2025. These are required standards set forth by the State Board of Education that all schools are required to meet. The State also requires that each district present their compliance with these standards to their Board of Directors and Community before November 1st at a board meeting. The presentation is attached to Boardbooks and the Report on Compliance is posted to the District website.

7.2 JFCEB - AR - Request for Personal Electronic Devices Exception

Ms. Nieraeth went over the JFCEB-AR with the board. Administrative regulations are not approved by the board; instead, they are created by the superintendent. This will be posted on the policy page on our website.

8.0 Items for the Next Meeting

-OSBA Fall Roadshow - October 23rd, 2025. Please see email to sign up.
-Ms. Nieraeth told the board that if they have any questions, please feel free to reach out.

9.0 Motion to Adjourn

Josh Childress motioned to adjourn, Carl Anderson second. Motion passed 4-0



School Leader Report November 12, 2025

Enrollment

October 31, 2025	September 30, 2025	November 1, 2024	October 30, 2023
2,661	2,543	2,509	2,203

What's Happening in October

- **State Test Scores:** The official state test scores from this past spring have been released. Check out the information below to see how we did compared to the state, and how we did compared to ourselves last year.

Grade	LA-ORCA 2025	LA State-2025	LA-ORCA 2024	MA-ORCA 2025	MA State-2025	MA-ORCA 2024	Sc-ORCA 2025	SC State-2025	Sc-ORCA 2024
3	52	40	44	46	40	48	--	--	--
4	45	42	52	38	37	56	--	--	--
5	51	47	48	31	31	25	40	30	42
6	46	42	47	30	29	43	--	--	--
7	49	44	43	36	32	47	--	--	--
8	41	42	43	31	29	32	30	27	33
11	62	44	60	41	20	35	54	33	49

Shout out to 3rd, 5th, and 7th grade Language Arts, and 11th grade across the board!

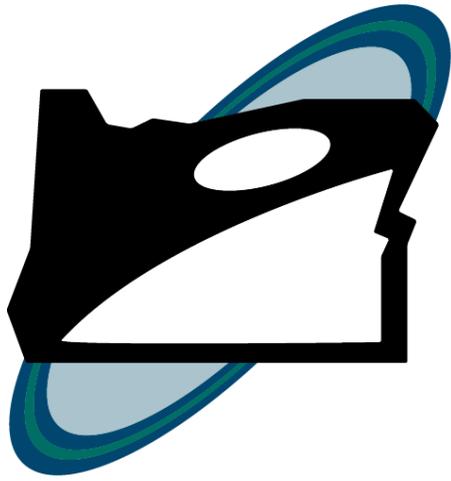
- **Student Clubs:** Student clubs are underway for the 2025-26 school year. This October, 56 total clubs began, serving 472 students as of November 4, 2025. Approximately 20% of the ORCA student body has chosen to participate in student clubs, which points to the incredible engagement and community being built between ORCA and its families. Student clubs are available to students at each grade level:
 - K-5: 10 clubs, with 158 student participants
 - Middle School: 22 clubs, with 156 student participants
 - High School: 24 clubs, with 158 student participants
- **Accreditation Update:** We had our 5-year accreditation visit on Tuesday, October 28. Our reviewer was very impressed with everyone she met. Her final comment was about how it is clear ORCA is a special place with a special community. While we won't know the results from her report for a month, I feel confident in the materials and testimonials we shared.
- **Board Training:** On Thursday, October 30, 2025, the Oregon Charter Academy board of directors met for training led by the school's legal counsel. This was a great time together to refresh on meeting requirements, updates to laws, and for the board to connect with each other. Oregon Charter Academy tries to hold an in-person board training every two years.



School Leader Report November 12, 2025

- Annual Report: Attached is the annual report that is submitted to the state and to the district. Annual reports are only required for charter schools, and serve as an overview of strengths and areas for improvement from the last year. Highlights include the increased graduation rate, test scores, and student engagement. We are continually working on improving math scores, 9th-grade on-track, and how to engage the traditionally unengaged students. The results from this past year help drive this year's action plan, and we are excited to see how the data continues to improve.
- Strategic Planning: [Click here](#) to review the 2021-26 Strategic Plan. While reviewing this document, I am proud of all that we have accomplished over the past five years and how we have maintained our focus on growth and improvement. This school year, I will be spending time gathering feedback from all of our stakeholder groups and developing a draft strategic plan for the board and our community to review, refine, and finalize. The goal in creating this document is to help drive improvement over the next five years.

Thank you for your continued support in helping us make the Oregon Charter Academy experience the best it can be for families and staff. This is a special place that is successful because the district, board, staff, and families all recognize that we are working in collaboration to support student success. Thank you!



OREGON CHARTER ACADEMY

Celebrating 20 Years of Virtual Education

Annual Report
School Year: 2024-25



**Letter from
Oregon Charter
Academy
Executive
Director,
Allison Galvin**

Oregon Charter Academy (ORCA) is pleased to submit our 19th annual accountability report for the 2024-25 school year.

The 2024-25 school year brought many successes. In our fifth year of operation as Oregon Charter Academy, we continue to be honored to have been recognized as a Cognia International School of Distinction, the only school of its kind on the West Coast to receive this distinction. Additionally, ORCA was named the Mid-Valley's Best Charter School for the fifth year in a row. ORCA is proud of these accolades, but even more proud of the accomplishments of our students who engage in school. ORCA's graduation rates showed significant improvement, with an almost 10% gain for a total graduation rate of 76.4%, the highest in ORCA's history. Additionally, ninth-grade on-track improved in the 2024-25 school year by 2%. In the annual state assessments, Oregon Charter Academy continues to outshine the state with higher pass rates in every tested subject and every grade band, with high school math scores leading the way with a 44% pass rate, compared to the state at 21%, and high school language arts with a 71% pass rate, while the state's rate is 46%.

While the state is still recovering from a reduction in students attending school, Oregon Charter Academy's enrollment improved for the 2024-25 school year. The average enrollment for the 2024-25 school year was 2,789. This is an increase of 14.5% as compared to the average enrollment for the 2023-24 school year of 2,436. Looking forward, it is believed that enrollment should continue to stabilize as 82.1% of the student population has responded with a positive intent to return for the 2024-25 school year.

Oregon Charter Academy maintains its focus on serving not just the academic needs of our students but also their social and emotional needs. One highlight from the 2024-25 school year is the staff-facilitated and student-supported Clothing Closet, where gently used clothes are donated from the ORCA community for the use of others in the ORCA community. The Clothing Closet is available for all students and families at the annual Open House in the fall and Spring Celebration in the spring, and upon request throughout the year. Additionally, 37 student-centered and facilitated clubs were offered, ranging from music club, chess club, GSA, and many more (Exhibit C). ORCA also offered 141 in-person and virtual field trips, highlighted by the continued partnership with NASA, the new Regional Event Days, and 879 attendees at the annual Spring Celebration (Exhibit B).

ORCA's focus on Career and College Readiness has been part of our success. The 2025 graduating class of the ASCEND (Career Technical Education) program earned a total of 156 industry certifications and a 100% graduation rate. ORCA also had its second senior AVID cohort, with 11 AVID students walking across the stage. Additionally, since the inception of the College Now Program, 1,602 students have earned college credit. In total, over 50% of college-bound graduates received post secondary scholarships, including 50 students who are accessing the Oregon Promise Grant, which reflects the strength of the CTE program where students are industry-ready upon graduation.

I would like to thank those who have helped make this school a success and positively impact the lives of our students. Our dedicated staff continues to contribute their energy and knowledge for the betterment of students and is essential to the school's accomplishments. Lastly, I would like to thank the parents and students of ORCA for placing their trust in us as the best option for their education.



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ANNUAL REPORT FOR 2024-25

833 NW Santiam Blvd
Mill City, OR 97360
(503) 897-2272

Vision and Mission

Our Vision:

Oregon Charter Academy students will utilize 21st Century Skills of communication, collaboration, creativity, and critical thinking to prepare for the rapidly changing economies of tomorrow.

Our Mission:

The mission of Oregon Charter Academy is to prepare all students for success in a global society through an inclusive, rigorous, academic environment where students have daily live interaction with highly qualified teachers and continuous access to curriculum. Oregon Charter Academy staff partners with families in a transparent, collaborative school environment to support all students in their academic journey.

School Organization

The board of directors of Oregon Charter Academy governs the school. The operating structure of the school is similar to a traditional educational environment with the school administrators supervising both the classified and licensed staff and acting according to the policies and procedures as approved by the board and outlined by state laws and regulations. All personnel decisions concerning the executive director, administrators, and teachers are the responsibility of the board.

The board of directors for the 2024-25 school year consisted of:

Joseph Brown – President
Kim Thatcher – Vice President
Jennifer Brady – Secretary
Misty Galofteanu – Treasurer
Laura Dillon – Member

ORCA's 2024-25 sponsor, Santiam Canyon School District, receives notification of all board meetings and frequent updates on school operations throughout the year. All board meetings are open to the public; notification of meetings and meeting agendas are posted at the school approximately one week before the meeting. Information about board meetings is also available on the website during the year, including displaying the meeting agenda and procedures for participating in meetings.

All board policies are in collaboration with the Oregon School Board's Association (OSBA), reviewed and updated annually, and posted on the school website.

www.oregoncharter.org/charter-board-home

The mission of Oregon Charter Academy is to prepare all students for success in a global society through an inclusive, rigorous, academic environment where students have daily live interaction with highly qualified teachers and continuous access to curriculum. Oregon Charter Academy staff partners with families in a transparent, collaborative school environment to support all students in their academic journey.



School Profile

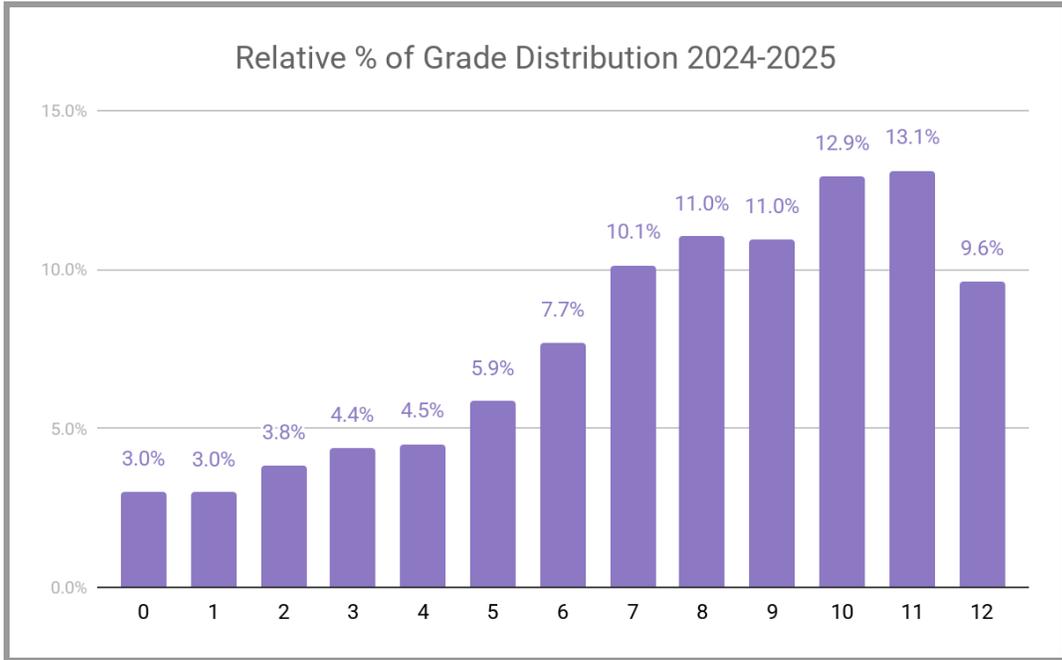
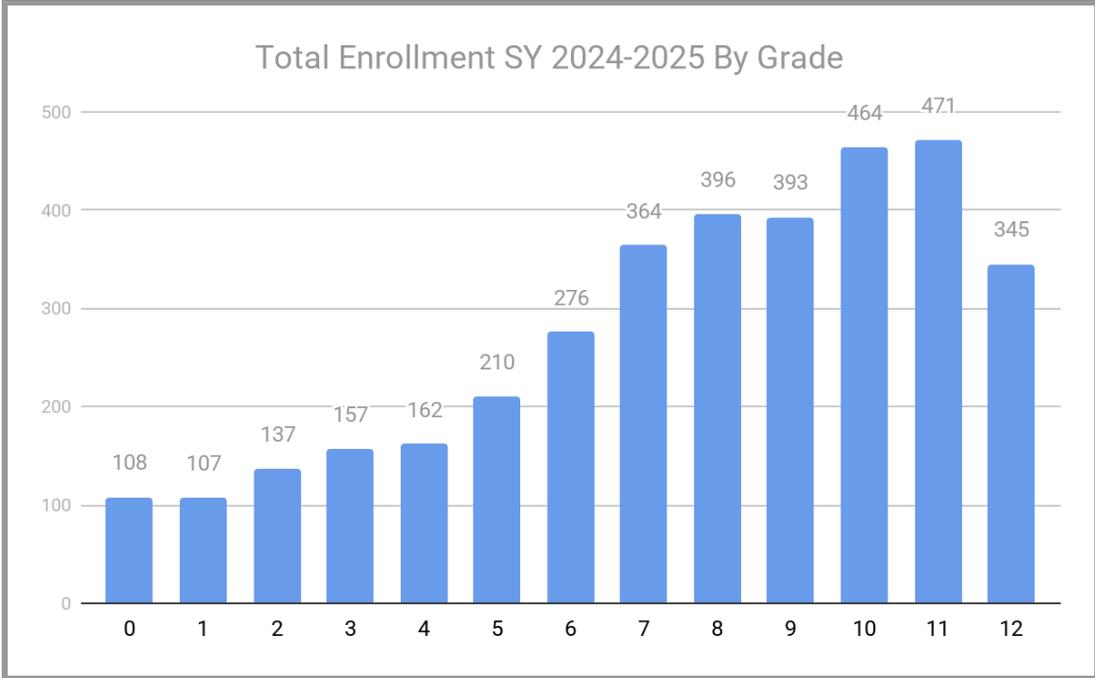
During the 2024-25 school year, ORCA enrolled a total of 3,696 students, with 3,014 students enrolled on the last day of school in June 2025. Approximately 75 percent of students who were enrolled at the end of the 2023-24 school year returned for at least part of the 2024-25 school year, and approximately 50 percent of all students enrolled during 2024-25 had not attended ORCA in 2023-24.

ORCA's senior class: There were 350 students enrolled in 12th grade at some point during the school year. 263 students were enrolled for the full academic year and of those students, 235, or 89 percent, graduated.

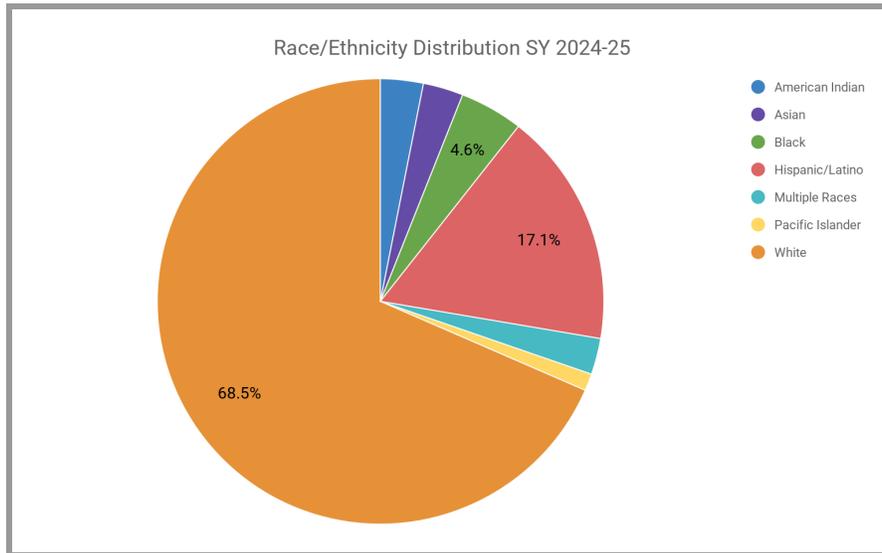
Twelve percent of this graduating class were accepted to four-year colleges, 30 percent were accepted to or plan on attending a two-year college and vocational programs, and the remainder have a variety of other exciting plans, including the military, missionary work, and contributing to Oregon's workforce. Over 50% of college-bound graduates received post secondary scholarships, including 50 students who are accessing the Oregon Promise Grant.

Oregon Charter Academy received funding for 2,838 students in 2024-25. Enrollment constraints include the three percent cap regulation which allows three percent of school-aged students within a district to enroll in a virtual charter school without the consent of the local district. ORCA continues to send reports of student enrollment twice a month to each district as the districts are responsible for calculating the three percent restriction. Notice of Intent to Enroll forms are sent to local districts for every student to inform the district that a student is considering enrollment at ORCA.

The ORCA student distribution by grade for 2024-25 is shown below. Tenth grade had the highest enrollment with 409 students (12.6 percent of the total) in 2023-24, which is in alignment with eleventh grade having the highest enrollment with 471 students (13.1 percent of the total) in 2024-25.



As of June 30, 2025, the minority population for 2024-2025 was 32 percent, which is two percent lower than in 2023-24. The largest minority group was “Hispanic or Latino” students, making up 17.1 percent of the total 2024-25 enrollment. The statewide Oregon minority percentage was 42.5 percent in 2024-25.



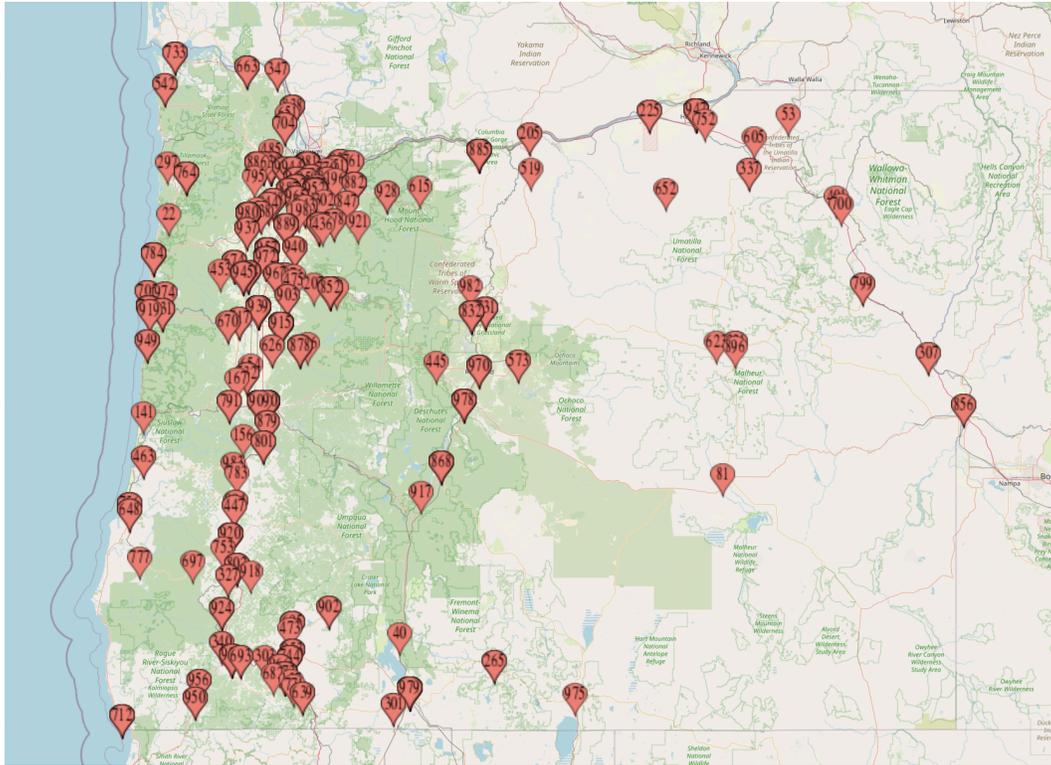
ORCA parents are asked to indicate their eligibility for free and reduced lunch as part of their application process by completing the “FARM” eligibility form. 76 percent of ORCA students/families completed FARM applications and 24 percent refused to report information. 41 percent who completed the application qualified for the Free or Reduced Meals program. This compares to 46 percent for ORCA in 2023-24.

Of the actively enrolled ORCA students at the end of the school year, 648 had IEPs in 2024-25 compared to 556 in 2023-24. 24 percent of students with an IEP were classified as having Other Health Impairments; this was the highest classification followed closely by Specific Learning Disability at 23.5 percent.

ORCA maintains an ELL program consistent with state guidelines and employs an ELL-endorsed teacher to work with the school’s students who were found to be eligible for the program. During the 2024-25 school year, 105 students were in the ELL program at some point. The number varies by month due to movement in and out of the program as students test out or are identified as eligible. ORCA ensures that all students complete the Home Language Survey and assesses all students based on those results, as is required. It should be noted that ORCA provided specialized lessons and services for all eligible students. 51 students participated in the virtual ELPA assessment in 2024-25 and two students were able to exit the ELL program based on those results.

The following map demonstrates the geographic diversity of the school by showing the location of all students who were enrolled at some time during the school year.

ORCA Enrolled Students 2024-25



Reasons for Choosing ORCA in 2024-25

To determine how well the school is meeting its original expectations for why students are enrolled, parents were asked to indicate if any of these statements applied to their children enrolled in ORCA. As is shown from these results, ORCA's original expectations for why the school would be selected continue to be validated by this data.

Which of the following describes a reason why you chose Oregon Charter Academy for your child/children?

- I do not want my child in a building during Covid 0.8%
- My child needs a flexible school option 35.9%
- ORCA provides a safe (social, physical and emotional safety)environment 23.9%
- I am not satisfied with my local district 22%
- I want to be more involved in my child's education 6.3%
- I believe virtual education is most relevant form of education 2.5%
- Other 8.6%



Report on Success in Meeting Annual Goals from Charter

Following are the school’s core goals, measurements and performance criteria as established in the current charter, as well as reports on ORCA’s success in achieving those goals in 2024-25.

Goal 1 – Test Results: All official published state test proficiency rates for the school will be within 90 percent of the state average. The calculation is a ratio of the school’s results to the state average for each tested subject-grade level. Each ratio is capped at 1.00 and a weighted average is computed based on the number of tests taken by students at the school. If an official pass rate and number of students tests counted are not available for a subject-grade level test, one will be computed using data maintained by the school.

2024-25 Result - Goal Met:

Grade	ORCA	State	Ratio
LA			
3	52%	40%	1
4	45%	42%	1
5	51%	47%	1
6	46%	42%	1
7	49%	44%	1
8	41%	42%	.98
11	62%	44%	1
Math			
3	46%	40%	1
4	38%	37%	1
5	31%	31%	.99
6	30%	29%	1
7	36%	32%	1
8	31%	29%	1
11	41%	20%	1
Science			
5	40%	30%	1
8	30%	27%	1
11	54%	33%	1
Average ratio from all grades/subjects combined = .998			



Goal 2 – Promotion: 95 percent of full academic year students will be promoted to the next grade for students enrolled in grades K-8. Also, ORCA’s annual graduation rate will continue to improve to be within 90% of the state averaged graduation rate by the end of the contract term.

2024-25 Result - Partially Met: 100 percent of full academic year students in grades K-8 were promoted and 62 percent of students in grades 9-11 earned at least one-fourth of the required high school credits. 88 percent of full academic year seniors graduated.

Goal 3 – Regular Attendees: ORCA’s regular attendee rate will continue to improve to be within 90% of the state published averaged by the end of the contract term.

2024-25 Result - Not Met : ORCA’s regular attendee rate was 62.8%.

Report on Success in Meeting 2024-25 Annual School Improvement Goals

A crucial part of ORCA’s plan for overall excellence is establishing clear academic and related goals for each student and for the school and implementing valid methods for measuring progress toward those goals. ORCA’s School Improvement Plan was the result of items or areas identified through parent surveys and discussions, teacher suggestions, test results, school operations, and outside reviews. Oregon Charter Academy’s focus is for “all” or “100 percent” of students to meet the goals, so ORCA recognizes when setting goals with those targets that attaining 100 percent of the goals is very challenging in practice.

Goal Description

Academic Growth: 95% of full-academic-year students in grades K-8 will demonstrate academic growth, measured by internal assessments and data monitoring throughout the school year, and 90% of full-academic-year high school students will earn 6 or more credits a year.

Goal 1

K-8: In reading and math, 90% of students will meet or exceed their targeted growth plan designated in the fall iReady diagnostic with a specific emphasis on achievement in each subgroup*.

2024-25 Result:

	Read	Math
All	49%	45%
FARM	46%	42%
ELL	50%	48%
SWD	44%	39%



504	56%	60%
A	53%	53%
B	40%	41%
I	55%	41%
P	50%	27%
M	71%	49%
H/L	43%	39%

Goal 2

High School: Successful course completion in core content area courses with a specific emphasis on each subgroup*.

- Language Arts: 85%
- Math: 80%
- Science: 90%
- Social Studies: 90%
- Applied Core: 85%
- CTE: 95%

2024-25 Result:

	LA	Math	Sci	SS	AC	CTE
All	80%	80%	84%	85%	85%	88%
FARM	76%	75%	79%	81%	80%	82%
ELL	62%	66%	68%	62%	66%	73%
SWD	76%	69%	80%	76%	77%	85%
504	77%	80%	84%	87%	86%	87%
A	80%	80%	91%	91%	86%	89%
B	70%	71%	75%	78%	81%	83%
I	82%	71%	84%	75%	82%	95%
P	83%	100%	100%	96%	98%	100%
M	89%	91%	88%	88%	90%	89%
H/L	76%	77%	79%	80%	81%	84%

Regular Attendees: ORCA's regular attendee rate will be within 90% of the state-published average.



Goal 1: Weekly attendance data will meet or exceed the target weekly attendance rates based on grade band with a specific emphasis on each subgroup*.

K-5: 94%

Middle School: 90%

High School: 85%

2024-25 Result: ORCA's state reported regular attendee rate was 62.8%.

	K-5	MS	HS
All	93%	89%	80%
FARM	91%	85%	78%
ELL	95%	90%	79%
SWD	91%	88%	80%
504	93%	88%	77%
A	94%	95%	85%
B	93%	85%	77%
I	89%	89%	82%
P	93%	88%	82%
M	97%	97%	90%
H/L	93%	86%	76%

Graduation: ORCA's annual graduation rate will be within 90% of the state-averaged graduation rate.

Goal 1: Graduation Rate - As calculated by the state, the 4-year graduation rate to be 72% or higher, and the 5-year graduation rate to be 78% or higher with a specific emphasis on achievement within each subgroup*. Note that for graduation rate, 504 students are included in students with disabilities.

2024-25 Result:

	4-Year	5-Year
All	76%	72%
FARM	61%	NA
ELL	86%	77%
SWD	62%	66%
504	**	**
A	90%	25%



B	75%	88%
I	71%	80%
P	NA	33%
M	75%	70%
H/L	77%	81%

Goal 2: High School On Track - As calculated by the state, 80% of students at each grade level will earn a total of 6 full credits towards graduation by the end of the school year with a specific emphasis on achievement within each subgroup*.

	9	10	11	12
All	63%	63%	62%	90%
FARM	57%	53%	56%	90%
ELL	36%	40%	53%	67%
SWD	54%	59%	48%	77%
504	57%	64%	51%	93%
A	60%	73%	80%	93%
B	65%	42%	62%	91%
I	47%	55%	53%	100%
P	100%	75%	80%	86%
M	85%	63%	64%	100%
H/L	52%	53%	52%	85%

*Subgroups include Low socioeconomic (FARM), English Learners (ELL), Special Education (SWD), 504 students, Race: Asian (A), African/American/Black (B), American Indian/Alaska Native (I), Native Hawaiian/Pacific Islander (P), Multiracial (M), and Ethnicity: Hispanic or Latino (H/L)

2025-26 School Improvement Planning Goals

ORCA is pleased with its progress toward its goals and objectives, but also notes that challenges remain. The ORCA governing board and the ORCA staff are committed to continuous school improvement and will continue to strive toward meeting the following goals for the 2025-26 school year.

In alignment with the goals outlined in the charter agreement, the School Improvement Plan (SIP) has three goals, and subgoals aligned to each goal. The goals and subgoals are:

1. **Academic Growth:** 95% of full-academic-year students in grades K-8 will demonstrate

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academic growth, measured by internal assessments and data monitoring throughout the school year, and 90% of full-academic-year high school students will earn 6 or more credits a year.

Sub-Goals:

- *K-8:* In reading and math, 90% of students will meet or exceed their targeted growth plan designated in the fall iReady diagnostic with a specific emphasis on achievement within the following groups:
 - Low socioeconomic, ELL, Special Education (SWD), 504, Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander, Ethnicity - Hispanic Latino
- *High School:* Successful course completion in core content area courses with a specific emphasis on the following subgroups:
 - Low socioeconomic, ELL, Special Education (SWD), 504, Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander, Ethnicity - Hispanic Latino

Target pass rates for 2024-25 are:

LA	Math	Science	Social Studies	Applied Core	CTE
85%	80%	90%	90%	85%	95%

2. **Regular Attendees:** ORCA's regular attendee rate will be within 90% of the state-published average.

Sub-Goal:

- Weekly attendance data will meet or exceed the target weekly attendance rates based on grade band with a specific emphasis on the following subgroups:
 - Low socioeconomic, ELL, Special Education (SWD), 504, Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander, Ethnicity - Hispanic Latino

K-5	6-8	9-12
94%	90%	85%

3. **Graduation:** ORCA's annual graduation rate will be within 90% of the state-averaged graduation rate.

Sub-Goals:

- *Graduation Rate:* As calculated by the state, the 4-year graduation rate to be 72% or higher, and the 5-year graduation rate to be 78% or higher with a specific emphasis on achievement within the following groups:



- Low socioeconomic, ELL, Special Education (SWD), 504, Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander, Ethnicity - Hispanic Latino
- *High School On Track:* As calculated by the state, 80% of students at each grade level will earn a total of 6 full credits towards graduation by the end of the school year with a specific emphasis on achievement within the following groups:
 - Low socioeconomic, ELL, Special Education (SWD), 504, Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander, Ethnicity - Hispanic Latino

Additional Benchmarks/Achievements

Ongoing Student Progress

The School Improvement Plan is a living document that will be part of our daily culture with staff. Data on this work will be pulled and reviewed with the board quarterly.

Accreditation

Oregon Charter Academy completed a full Accreditation Self-Study and hosted a site visit in March 2021, during which it was granted full accreditation through 2026. The school had been provisionally accredited since 2006 by the Northwest Accreditation Commission (NWAC). In 2012, NWAC officially became an accrediting division of AdvancED, and in 2020, AdvancED became Cognia. ORCA earned a score of 377.5 out of 400 during its 2021 site visit. The five-year average score for all schools in the Cognia network is 278.34 - 283.33. This led to ORCA being announced as one of Cognia's 79 International Schools of Distinction, awarded in the fall of 2021.

Financial Report

Oregon Charter Academy is required to prepare an annual budget and submit it for review to its board and its sponsor, the Santiam Canyon School District. It also is required to undergo a financial audit. The audit report for 2024-25 has been issued and the audited financial statements are attached under Exhibit F. The audit report is made available to parents, the Santiam Canyon School District Board, ODE, the State Board of Education, and others upon request. During 2023-24, the board designated its secretary and another member to serve as the audit committee; however, the audit will be presented to the entire board during its public meeting on January 22, 2025.

Based on the financial results of the school for 2023-24, ORCA's general fund balance as of June 30, 2024, was \$16,706,632.

For 2014-2015 government entities were required to implement GASB Statement no. 68 -Accounting and Financial Reporting for Pensions ("GASB 68"). ORCA adopted GASB Statement no. 68 -Accounting and Financial Reporting for Pensions ("GASB 68") in June 2015. In 2023-24, the effect of GASB 68 on ORCA's Total Net Position was (\$16,754,602).



ORCA applied for 501(c)(3) tax-exempt status by the Internal Revenue Service on Aug. 17, 2005, which was subsequently granted on May 26, 2006.

Conclusion

Oregon Charter Academy continues to make program improvements to meet the varied needs of students. This is highlighted through the work we have done to become an independent charter school beginning in the 2020-21 school year, which includes an updated Learning Management System and a dynamic, standards-aligned curriculum. ORCA is now designed to serve students' individual needs, and the staff can utilize the resources available to them to accomplish this.

Oregon Charter Academy's regular attendee data continues to be a challenge. This challenge includes continually developing strategies to address the chronically absent students and our ability to graduate students on time. Considerable focus and energy are dedicated to these areas. Graduation rates are closely tied to the fact that a substantial number of high school students enrolling in ORCA are deficient in the number of credits required at their grade level. Catching them up so that they may graduate on time is a significant challenge, but we remain committed to supporting all students and have bolstered our efforts in onboarding new students as well as in our credit recovery offerings and back-on-track plans to support these students.

Entering the school's 20th year of operation, and its 16th with seniors, ORCA's list of accomplished seniors continues to grow in the areas of academic excellence, sports, and fine arts. Evidenced by parent satisfaction and the increased number of returning students, ORCA looks forward to continued success, additional programs and supports, and commitment to its mission.



Exhibit A

School Profile

ABOUT OUR SCHOOL

OUR MISSION

The mission of Oregon Charter Academy is to prepare all students for success in a global society through an inclusive, rigorous, academic environment where students have daily live interaction with highly qualified teachers and continuous access to curriculum. Oregon Charter Academy staff partners with families in a transparent, collaborative school environment to support all students in their academic journey.

HISTORY

Oregon Charter Academy (ORCA) is an accredited, public school serving students in grades K–12 from across the state. Our students come from urban, suburban, and rural communities. Oregon Charter Academy was founded during the 2005–06 school year as a K–9 school. One grade level was then added per year and Oregon Charter Academy graduated its first 12th grade class in June of 2009.

OUR PROGRAM

Oregon Charter Academy includes a four-year comprehensive high school program with a high school enrollment of approximately 1100 students. Here are some important facts about Oregon Charter Academy: • Oregon Charter Academy is accredited by AdvancED. • Oregon Charter Academy has 157 certified/licensed professional staff, most holding advanced degrees. • School is in session 180 days between the months of August and June. • Students can earn up to 8.0 credits during the school year.

HIGH SCHOOL VIRTUAL VISITATION

College and University representatives are cordially invited to connect with our students through web-conferencing technology. A two-week advance notice is greatly appreciated so that we have time to notify students. For more information about setting up a web-conference session, please contact Marci Cammann at (971) 225-7467 or mcammann@oregoncharter.org.

ADVANCED COURSE OFFERINGS

Oregon Charter Academy offers a diverse and comprehensive curriculum, with courses in a wide range of disciplines. The core curriculum is geared toward preparing students for college and beyond. All science courses include hands-on laboratory units. Students have access to AP, Honors, College Preparatory, and Foundations programs, as well as advanced Career and Technical Education (CTE) pathways with opportunities to earn industry certifications prior. AP course offerings include: Calculus AB, Calculus BC, Statistics, English Language, English Literature, Environmental Science, Biology, and U.S. History. Honors course offerings include: Algebra, American Government, Biology, Chemistry, Economics, Physics, Language Arts 9–12, Geometry, Data Science, U.S. History, and World History. Please feel free to view all of our high school courses at www.oregoncharter.org.

CONTACT INFORMATION

www.oregoncharter.org
833 NW Santiam Blvd.
Mill City, OR 97360
Fax: 503-897-3376
Phone: 503-897-2272

SCHOOL ADMINISTRATION

Superintendent: Todd Miller
Executive Director: Allison Galvin
HS Principal: Joseph Mogford
ASCEND CTE Program Director: John Meyer
Sr. Mgr. of Counseling: Marci Cammann
High School Counselors: Shannon Churchill, Diana Hammond, Megan Kohl, Andrea Kyndhail, Sara Magas
Counseling Assistants: Brenna Merchant, Charity Vandehey
Registrar: Carie McCormick

ACCREDITATION



ELITE SCHOOLS TO WHICH STUDENTS WERE ACCEPTED:

- Cornell University
- Duke University
- Harvard University
- Mass. Institute of Technology
- Princeton University
- California Polytechnic Univ.
- University of Notre Dame

GRADUATION REQUIREMENTS

Oregon Charter Academy operates on a semester system utilizing Carnegie Units. One semester class equals one-half of a high school credit. Students who have taken high school level courses while in middle school may have been granted high school credit. The typical course load is six classes per semester.

24 Carnegie units of credit are required for graduation. Specific standard diploma requirements include:

Areas/Subject	Units for Graduation
Language Arts	4
Math*	3
Science**	3
Social Studies	3
Health	1
Physical Education	1
Humanities/CTE***	3
Career Education	1
Other Electives	5
Total	24

*At Algebra 1 or higher

**Including 2.0 credits of lab science

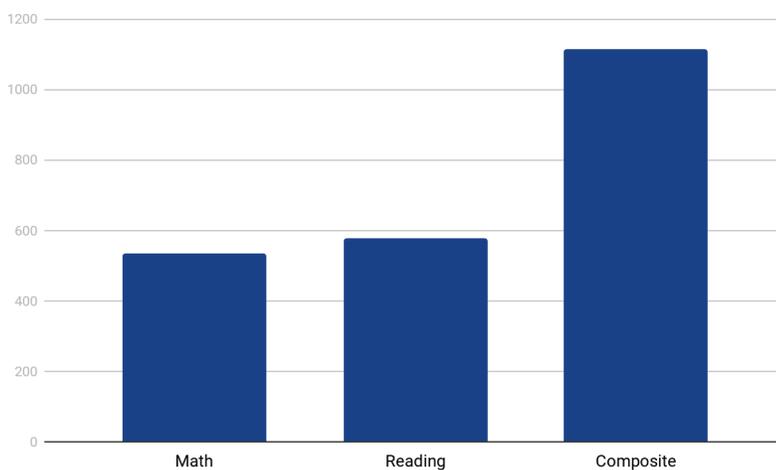
***Fine Arts, World Languages, Technology, Career Technical Education

Student transcripts reflect weighted grades if the student took Honors or Advanced Placement courses.

Class rank is calculated twice each year, at the end of each semester. Class rank is based upon the student's cumulative weighted G.P.A. for all high school courses, including transfer courses.

STUDENT PERFORMANCE

SAT SCORES FOR 2023-24



AP SCORES FOR 2023-24

- 91% of students scored a 3 or better
- 30% of students scored 5's

GRADE SCALE

Grade	Percentage	Passing	Non-Weighted	Weighted (Honors)	Weighted (AP)
A+	97 - 100	Yes	4.00	4.50	5.00
A	93 - 96	Yes	4.00	4.50	5.00
A-	90 - 92	Yes	3.67	4.17	4.67
B+	87 - 89	Yes	3.33	3.83	4.33
B	83 - 86	Yes	3.00	3.50	4.00
B-	80 - 82	Yes	2.67	3.17	3.67
C+	77 - 79	Yes	2.33	2.83	3.33
C	73 - 76	Yes	2.00	2.50	3.00
C-	70 - 72	Yes	1.67	2.17	2.67
D+	67 - 69	Yes	1.33	1.83	2.33
D	63 - 66	Yes	1.00	1.50	2.00
D-	60 - 62	Yes	0.67	1.17	1.67
F	0 - 59	No	0.00	0.00	0.00



Exhibit B

ORCA Field Trips

EVENT DATE	EVENT	LOCATION	REGION	# OF STUDENTS	# OF STAFF
SEPTEMBER 2024					
9/10/2024	Dream Job: Senior Editor	Virtual with Rubin Education	Virtual	2	1
9/12/2024	Tryon Creek Hike	Tryon Creek State Natural Area - Portland, OR	Portland Metro Area	4	2
9/13/2024	Open House	Santiam Elementary School - Mill City, OR	Mill City	302	Full Staff
9/26/2024	NASA Back to School Career Day	ORCA Large Zoom Room	Virtual	14	1
9/27/2024	Eugene Regional Meet & Greet	River Road Park - Eugene, OR	Eugene Area	19	16
9/27/2024	Portland East Regional Meet & Greet	Happy Valley Park - Happy Valley, OR	Portland Metro Area	20	22
9/27/2024	Portland West/North Coast Regional Meet & Greet	Mountain View Champions Park - Beaverton, OR	Portland Metro Area	40	27
9/27/2024	Southern Oregon Regional Meet & Greet	Don Jones Memorial Park - Central Point, OR	Southern Oregon Area	14	3
9/27/2024	Virtual Regional Meet & Greet: Amazing Animal Adaptations	April Bauguess Zoom Room	Virtual	15	2
9/27/2024	Salem-Keizer Chill and Chat at the Park (Regional Meet & Greet)	Keizer Rapids Park - Keizer, OR	Salem-Keizer Area	28	21
9/27/2024	Central Oregon Regional Meet & Greet	Alpenglow Park - Bend, OR	Central Oregon Area	10	15
9/27/2024	Eastern Oregon Regional Meet & Greet	Riverside Park Pavilion - La Grande, OR	Eastern Oregon Area	3	3
9/27/2024	South Coast Regional Meet & Greet	Ferry Road Park - North Bend, OR	South Coast Area	5	4
9/28/2024	Star Party	Adair County Park - Corvallis, OR	Salem-Keizer Area	0	2
OCTOBER 2024					
10/4/2024	FFA Informational Meeting	Jessica Morgan Zoom Room	Virtual	8	1
10/8/2024	Dream Job: Drone Operator	Virtual with Rubin Education	Virtual	1	3
10/10/2024	Live Tour of Monticello	Casey Comstock Zoom Room	Virtual	6	1
10/18/2024	Elementary Hangouts	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	26	2
10/18/2024	Middle School Hangouts	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	42	4
10/18/2024	High School Hangouts	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	46	5
10/18/2024	TEACH-NW ARISS	ORCA Large Capacity Zoom Room	Virtual	26	1

EVENT DATE	EVENT	LOCATION	REGION	# OF STUDENTS	# OF STAFF
10/18/2024	5th Grade Catapult	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	14	3
10/23/2024	Dream Job: Dental Assistant	Virtual with Rubin Education	Virtual	1	1
10/25/2024	Regional Event: Mahaffy Ranch Pumpkin Patch	Mahaffy Ranch - Coos Bay, OR	South Coast Area	7	3
10/25/2024	Regional Event: Legends & Tombstones	Pioneer Cemetary - Salem, OR	Salem/Keizer Area	30	21
10/25/2024	Regional Event: Hoffman Farms Pumpkin Patch	Hoffman Farms - Beaverton, OR	Portland Metro Area	58	30
10/25/2024	Regional Event: Johnson Farms Pumpkin Patch	Johnson Farms - Eugene, OR	Eugene Area	65	18
10/25/2024	Regional Event: Liepold Farms Pumpkin Patch	Liepold Farms - Boring, OR	Portland Metro Area	10	19
10/25/2024	Regional Event: Fall Fun in Terrebonne!	Smith Rock Rand - Terrebonne, OR	Central Oregon Area	9	10
10/25/2024	Regional Event: Haytsack Rock Tidal Ecosystem	April Baugess Zoom Room	Virtual	13	1
10/25/2024	Regional Event: Cove Pick'N Patch	Cove Pick'N Patch - Cove, OR	Eastern Oregon Area	2	3
10/25/2024	Regional Event: The Pumpkin Patch at Blackberry Bog Farm	Blackberry Bog Farm - Astoria, OR	Middle/North Coast Area	3	1
10/25/2024	Regional Event: Pheasant Fields Farm Pumpkin Patch	Pheasant Fields Farm - Medford, OR	Southern Oregon Area	24	2
NOVEMBER 2024					
11/7/2024	Laser Tag & Games at Bullwinkles	Bullwinkles - Wilsonville, OR	Portland Metro Area	13	3
11/8/2024	NASA Live Stream from Wallops Flight Facility	ORCA Large Capacity Zoom Room	Virtual	15	1
11/13/2024	Willamette Valley Ag Expo	Linn County Fair & Expo - Albany, OR	Salem-Keizer Area	4	1
11/13/2024	Ag Sales Competition	Silverton High School - Silverton, OR	Salem-Keizer Area	5	1
11/15/2024	BLS Training	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	5	4
11/15/2024	NHS/NJHS Presents the Annual Club Fair	Dan West Zoom Room	Virtual	38	2
11/15/2024	Board Game Event at Guardian Games	Guardian Games - Aloha, OR	Portland Metro Area	12	2
11/15/2024	Exploring a Career as an ASL Interpreter	ORCA Large Capacity Zoom Room	Virtual	64	4
11/15/2024	Industry Tour of Vogets	Voget Meats, Inc. - Hubbard, OR	Portland Metro Area	6	1

EVENT DATE	EVENT	LOCATION	REGION	# OF STUDENTS	# OF STAFF
11/15/2024	Industry Tour of Vogets	Virtual via Jessica Morgan Zoom Room	Virtual	1	1
11/19/2024	Dream Job: Construction Manager	Virtual with Rubin Education	Virtual	0	1
11/22/2024	Elementary Hangouts	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	25	1
11/22/2024	Middle School Hangouts	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	35	3
11/22/2024	High School Hangouts	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	31	2
11/26/2024	Tour of the American Museum of Natural History	Virtual via Michael Rodriguez Zoom Room	Virtual	15	1
DECEMBER 2024					
12/4/2024	Guest Speaker Kyle Wallace	Virtual via Erica Hand's Zoom Room	Virtual	10	1
12/6/2024	Virtual FFA Meeting	Virtual via Jessica Morgan's Zoom Room	Virtual	6	1
12/9/2024	Poetry Out Loud Workshop	Virtual via Stephanie Imig's Zoom Room	Virtual	2	1
12/11/2024	Guest Speaker Brian McLean of LAIKA Film Studion	Virtual via Erica Hand's Zoom Room	Virtual	17	1
12/13/2024	Elementary School Hangouts	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	20	2
12/13/2024	Middle School Hangouts	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	36	2
12/13/2024	High School Hangouts	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	33	2
12/13/2024	Ornament Making at Pottery Co.	The Pottery Company - Coos Bay, OR	South Coast Area	8	1
12/17/2024	NASA Live Stream: Gaining Traction on the Moon	Virtual via ORCA Large Capacity Zoom Room	Virtual	7	1
12/18/2024	Dream Job: Physical Therapist	Virtual with Rubin Education	Virtual	2	1
12/20/2024	Camas Planting	Hebert Farm and Natural Area - Corvallis, OR	Linn-Benton County Area	2	2
JANUARY 2025					
1/10/2025	Virtual FFA Meeting	Virtual via Jessica Morgan's Zoom Room	Virtual	11	1
1/10/2025	ORCA Winter Social	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	53	3
1/11/2025	HOSA Mock SLC	Tualatin High School - Tualatin, OR	Portland Metro Area	4	2
1/13/2025	NASA Live Stream: Gaining Traction on the Moon Pt. 2	Virtual via ORCA Large Capacity Zoom Room	Virtual	2	1
1/15/2025	NW Ag Show	Oregon State Fair & Expo Center - Salem, OR	Salem-Keizer Area	5	1

EVENT DATE	EVENT	LOCATION	REGION	# OF STUDENTS	# OF STAFF
1/17/2025	FFA District Creed and Public Speaking Competition	Chemeketa Community College - Salem, OR	Salem-Keizer Area	9	1
1/17/2025	Hospitality CTE: Harry Potter and the Goblet of Fire in Concert	The Hult Center - Eugene, OR	Eugene Area	0	1
1/24/2025	Poetry Out Loud Competition	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	5	1
FEBRUARY 2025					
2/7/2025	Regional Event: OMSI	OMSI - Portland, OR	Portland Metro Area	109	48
2/7/2025	Regional Event: DEFY Trampoline Park	DEFY - Eugene, OR	Eugene Area	61	10
2/7/2025	Regional Event: Game Day Fun!	Downtown Bend Library - Bend, OR	Central Oregon Area	0	12
2/7/2025	Regional Event: Get Air Salem	Get Air - Salem, OR	Salem-Keizer Area	42	44
2/7/2025	Regional Event: Let's Create Art!	Virtual via April Bauguess' Zoom Room	Virtual	5	7
2/7/2025	Regional Event: Charleston Marine Life Center	Charleston Marine Life Center - Coos Bay, OR	South Coast Area	5	2
2/7/2025	Regional Event: Marine Education Lab Experience	Hatfield Marine Science Center - Newport, OR	Middle & North Coast Area	8	1
2/11/2025	Dream Job: CNA	Virtual with Rubin Education	Virtual	3	1
2/20-2/22/2025	HOSA State Leadership Conference	Hyatt Regency - Portland, OR	Portland Metro Area	8	1
2/21/2025	FFA Meeting	ORCA Wilsonville Facility & Virtual	Portland Metro Area	14	1
2/26/2025	Dream Job: Large Scale Event Planner	Virtual with Rubin Education	Virtual	1	1
2/27/2025	Virtual School's Capitol Day	Willamette Heritage Center - Salem, OR	Salem-Keizer Area	2	3
2/27/2025	National Air and Space Museum Virtual Planetarium Show	Virtual via ORCA Large Capacity Zoom Room	Virtual	20	1
MARCH 2025					
3/4/2025	Oregon FFA Sectional Leadership Competition	Salt Creek Baptist Church - Dallas, OR	Salem-Keizer Area	1	1
3/7/2025	AHA BLS Training	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	2	2
3/7/2025	FFA Meeting	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	8	1
3/7/2025	SAT Prep Math Workshop	Virtual via Zoom	Virtual	4	3
3/10/2025	NASA Inflight Educational Downlink Live Broadcast	ORCA Wilsonville Facility - Wilsonville, OR and ORCA Large Capacity Zoom	Portland Metro Area and Virtual	344	--
3/11/2025	Dream Job: Rocket Launch Director	Virtual with Rubin Education	Virtual	0	1
3/14/2025	Regional Event: Eastern Oregon Preview Day	Eastern Oregon University - La Grande, OR	Eastern Oregon Area	0	2
3/14/2025	Regional Event: Chemistry Club Magic Show and Walking Tour of Eastern Oregon University	Eastern Oregon University - La Grande, OR	Eastern Oregon Area	5	2

EVENT DATE	EVENT	LOCATION	REGION	# OF STUDENTS	# OF STAFF
3/14/2025	Regional Event: Powell's Bookstore	Powells City of Books - Portland, OR	Portland Metro Area	39	32
3/14/2025	Regional Event: OSU-Cascades	OSU Cascades - Bend, OR	Central Oregon Area	1	7
3/14/2025	Regional Event: Oregon Coast Community College Campus Tour	Oregon Coast Community College - Newport, OR	North & Middle Coast Area	2	1
3/14/2025	Regional Event: Portland State University Tour	Portland State University - Portland, OR	Portland East Area	2	5
3/14/2025	Regional Event: Tour of Central Oregon Community College	Central Oregon Community College	Central Oregon Area	1	8
3/14/2025	Regional Event: Monmouth Walking Tour	Monmouth Oregon	Salem-Keizer Area	14	13
3/14/2025	Regional Event: Southwestern Oregon Community College Campus Tour	Southwestern Oregon Community College - Coos Bay, OR	South Coast Area	3	3
3/14/2025	Regional Event: Tour of Rogue Community College Table Rock Campus	Rogue Community College Table Rock Campus - White Chity, OR	Southern Oregon Area	2	3
3/14/2025	Regional Event: WOU Campus Tour	Western Oregon University - Monmouth, OR	Salem-Keizer Area	2	10
3/14/2025	Regional Event: Virtual College Tour	Virtual via Aprril Bauguess Zoom Room	Virtual	4	1
3/14/2025	Regional Event: Lane Community College Tour	Lane Community College - Eugene, OR	Eugene Area	5	14
3/14/2025	Regional Event: PCC SE Campus Tour	Portland Community College SE - Portland, OR	Portland Metro Area	3	5
3/16/2025	Science Olympiad State Tournament	University of Portland - Portland, OR	Portland Metro Area	13	2
3/19/2025	NW Youth Careers Expo	Oregon Convention Center - Portland, OR	Portland Metro Area	17	1
3/20-3/23	Oregon FFA State Convention	Deschutes County Fairgrounds - Redmond, OR	Central Oregon Area	3	1
3/21/2025	Elementary School Hangouts	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	19	2
3/21/2025	Middle School Hangouts	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	39	3
3/21/2025	High School Hangouts	ORCA Wilsonville Facility - Wilsonville, OR	Portland Metro Area	29	4
3/21/2025	Drama Clubs Prerecorded Performance of Student Written Play "Willow in the Woods"	Virtual via Large Capacity Zoom Room	Virtual	14	3
3/21/2025	SAT Prep Math Workshop	Virtual via Zoom	Virtual	2	3
APRIL 2025					
4/4/2025	FFA Meeting	ORCA Wilsonville Facility & Virtual	Portland Metro Area/Virtual	6	1
4/9/2025	Dream Job: Dietician	Virtual with Rubin Education	Virtual	1	2
4/10/2025	Japanese Internment Speaker	Virtual via Zoom	Virtual	2	1

EVENT DATE	EVENT	LOCATION	REGION	# OF STUDENTS	# OF STAFF
4/11/2025	Florence Coast Guard and Museum Field Trip	US Coast Guard Station - Florence, OR	South Coast Area	7	2
4/11/2025	SAT Math Preparation Workshop	Virtual via Zoom	Virtual	4	3
4/17/2025	Virtual Career Connection: Explore NASA's Telescopes	Virtual via Large Capacity Zoom Room	Virtual	4	1
4/18/2025	Oregon Zoo	Oregon Zoo - Portland, OR	Portland Metro Area	40	7
4/18/2025	Five Regions of the US	Virtual via Zoom	Virtual	10	2
4/18/2025	Middle School Spring Social "Swing into Spring!"	ORCA Wilsonville Facility	Portland Metro Area	62	2
4/25/2025	SAT Math Preparation Workshop	Virtual via Zoom	Virtual	2	3
4/25/2025	5th Grade Outdoor School	Hopkins Demo Forest - Oregon City, OR	Portland Metro Area	35	5
4/25/2025	FFA Meeting	ORCA Wilsonville Facility & Virtual	Portland Metro Area/Virtual	5	1
4/26/2025	PROM!	Chemeketa Eola Campus - Salem, OR	Salem-Keizer Area	103	6
4/26/2025	Oregon State FFA Veterinary Science Competition	Oregon State University - Corvallis, OR	Linn-Benton County Area	5	1
4/27/2025	Ag Fest	Oregon State Fairgrounds - Salem, OR	Salem-Keizer Area	5	1
MAY 2025					
5/2/2025	Envirothon	Oregon Garden - Silverton, OR	Salem-Keizer Area	5	1
5/2/2025	Author Visit and Read-Aloud: "Ellowyn's Kitchen Chaos"	Virtual via Zoom	Virtual	9	4
5/9/2025	Music Club Showcase	Virtual via Zoom	Virtual	19	3
5/9/2025	NWUCA Construction Career Day	NW College of Construction - Portland, OR	Portland Metro Area	2	2
5/16/2025	Spring Celebration	Linn County Fairgrounds and Expo Center - Albany, OR	Albany	376	Full Staff
5/23/2025	FFA End of Year Celebration	ORCA Wilsonville Facility & Virtual	Portland Metro Area	8	1
5/23/2025	Amphibious Forces Memorial Museum	Amphibious Forces Memorial Museum	Portland Metro Area	7	1
5/23/2025	Partners in Science Research Experience	Virtual via Zoom	Virtual	3	1
5/23/2025	Memorial Day Flag Planting	Restlawn Memorial Gardens - Salem, OR	Salem-Keizer Area	4	2
5/30/2025	Regional Event: Leaping Lamb Farm	Virtual via Zoom	Virtual	3	2
5/30/2025	Regional Event: Bowling at Lava Lanes Bend	Lava Lanes - Bend, OR	Central Oregon Area	11	8
5/30/2025	Regional Event: Bowling at Desert Lanes	Desert Lanes - Hermiston, OR	Eastern Oregon Area	17	3
5/30/2025	Regional Event: Bowling at First Bowl	Firs Bowl - Eugene, OR	Eugene Area	31	16
5/30/2025	Regional Event: Bowling at Muggly's	Muggly's Bowl - Toledo, OR	Middle & North Coast Area	28	1
5/30/2025	Regional Event: Bowling at Mt. Hood Lanes	Mt. Hood Lanes - Gresham, OR	Portland Metro Area	29	21



Exhibit C

Student Clubs



Exhibit D

Parent Satisfaction Survey

Parent Survey 2024-2025

run on 03/02/2025



surveys

Custom Survey

1 survey(s) 135 response(s)

Report Filters

School:
N/A

Ethnicity:
N/A

Tag:
N/A

Gender:
N/A

Grade:
N/A

Race:
N/A

Years Attended:
N/A

Parent Survey 2024-2025

Demographics

Number of Responses | Percentages of Total Responses

1. Gender

Male 19 14%

Female 113 86%

132 respondents

2. Race

American Indian/Alaskan Native 4 3%

Asian 6 5%

Black/African American 4 3%

White 121 95%

Native Hawaiian/Other Pacific Islander 1 1%

128 respondents

3. Ethnicity

Hispanic or Latino 14 11%

Not Hispanic or Latino 114 89%

128 respondents

4. Grade

K 1%

1 1%

2 6 4%

3 6 4%

4 7 5%

5 5 4%

6 18 13%

7 22 16%

8 22 16%

9 17 13%

10 20 15%

11 29 21%

12 15 11%

135 respondents

5. Years Attended

This is our first year 41 30%

1 year 10 7%

2 years 20 15%

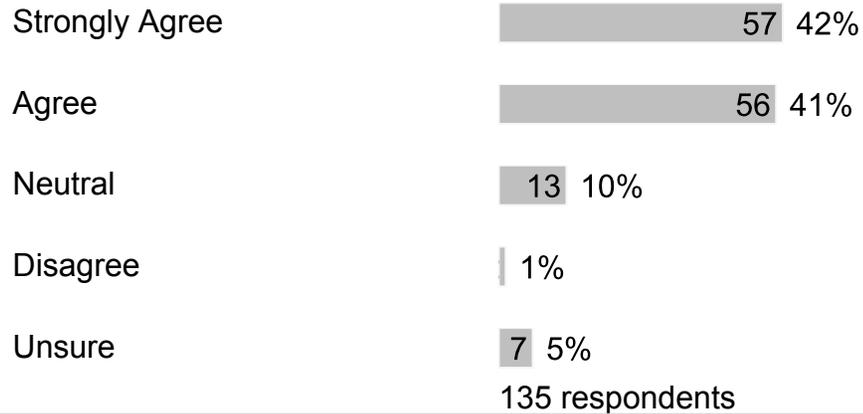
3 years 12 9%

More than 3 years 52 39%

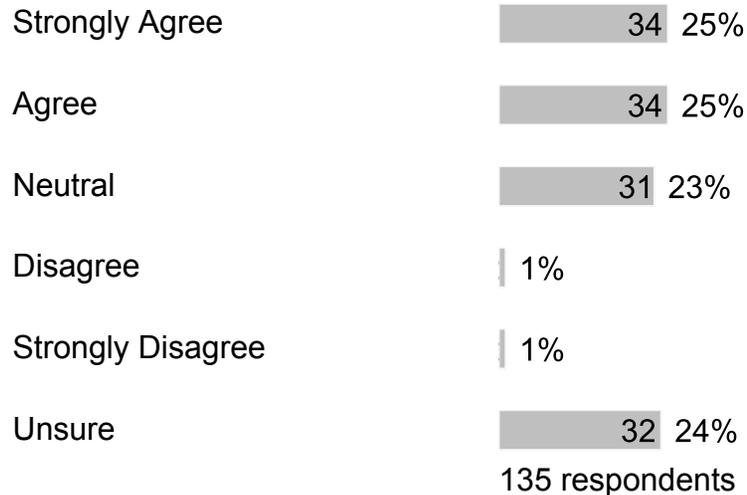
135 respondents

C. Mission and Vision

1. Our school's mission statement is clearly focused on student success.



2. Our school's mission statement is formally reviewed and revised with involvement from parents.



3. Our school has established goals and a plan for improving student learning.



Neutral 14 10%

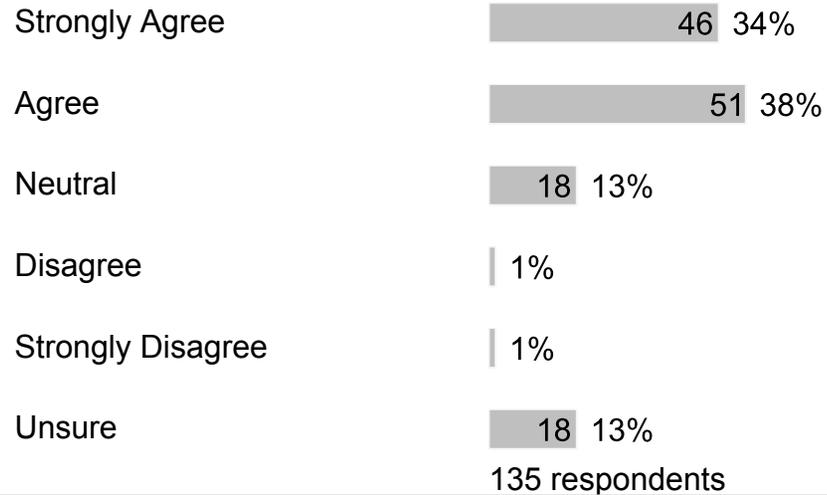
Disagree 3 2%

Unsure 8 6%

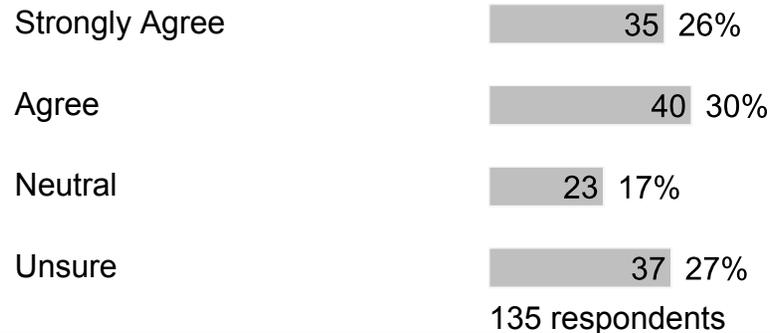
135 respondents

D. Governance and Leadership

1. Our school's governing body operates responsibly and functions effectively.



2. Our school's governing body does not interfere with the operation or leadership of our school.



3. Our school has high expectations for students in all classes.



Disagree 3 2%

Unsure 9 7%

135 respondents

4. Our school shares responsibility for student learning with its stakeholders.

Strongly Agree 38 28%

Agree 46 34%

Neutral 18 13%

Disagree 1 1%

Unsure 32 24%

135 respondents

5. Our school communicates effectively about the school's goals and activities.

Strongly Agree 55 41%

Agree 63 47%

Neutral 10 7%

Disagree 3 2%

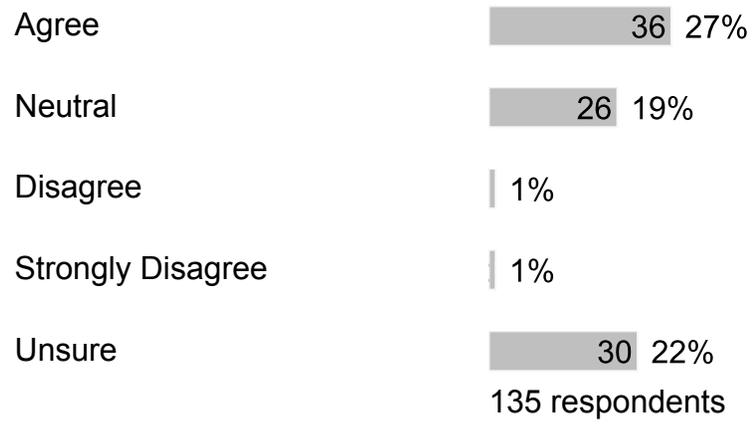
Strongly Disagree 1 1%

Unsure 1 1%

135 respondents

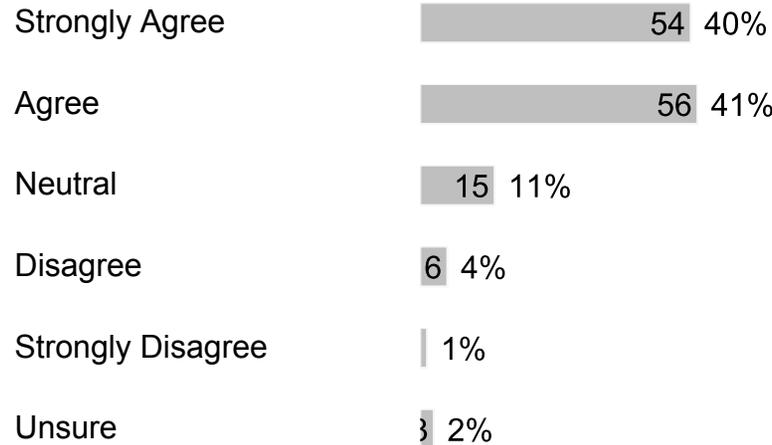
6. Our school provides opportunities for stakeholders to be involved in the school.

Strongly Agree 40 30%



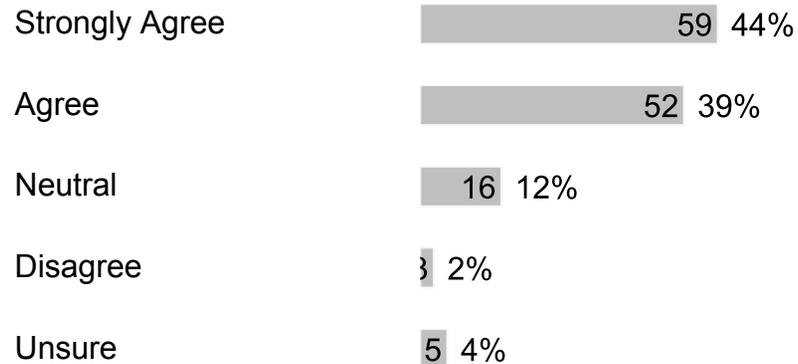
E. Teaching and Assessing for Learning

1. Teachers provide an equitable curriculum that meet my child's learning needs.



135 respondents

2. Teachers give work that challenges my child.



135 respondents

3. Teachers use a variety of teaching strategies and learning activities.



Neutral	14	10%
Disagree	1	1%
Strongly Disagree	1	1%
Unsure	6	4%

135 respondents

4. Teachers meet my child's learning needs by individualizing instruction.

Strongly Agree	43	32%
Agree	48	36%
Neutral	20	15%
Disagree	11	8%
Strongly Disagree	3	2%
Unsure	10	7%

135 respondents

5. My child's teachers help me to understand my child's progress.

Strongly Agree	50	37%
Agree	46	34%
Neutral	26	19%
Disagree	6	4%
Strongly Disagree	3	2%

Unsure 4 3%
135 respondents

6. Teachers keep me informed regularly of how my child is being graded.

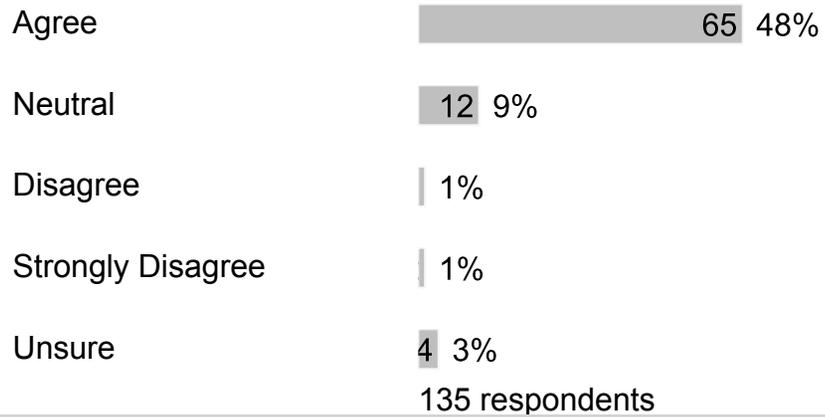
Strongly Agree 47 35%
Agree 49 36%
Neutral 26 19%
Disagree 8 6%
Strongly Disagree 4 3%
Unsure 1 1%
135 respondents

7. My child sees a relationship between what is being taught and their everyday life.

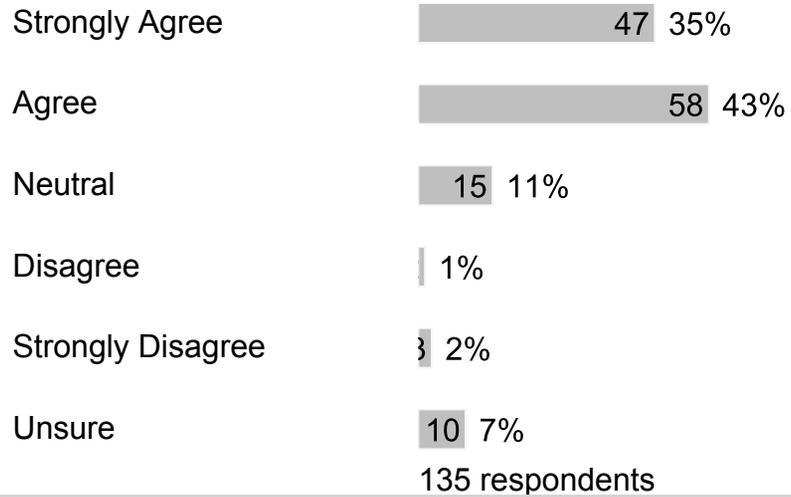
Strongly Agree 32 24%
Agree 59 44%
Neutral 20 15%
Disagree 11 8%
Strongly Disagree 4 3%
Unsure 9 7%
135 respondents

8. My child knows the expectations for learning in all classes.

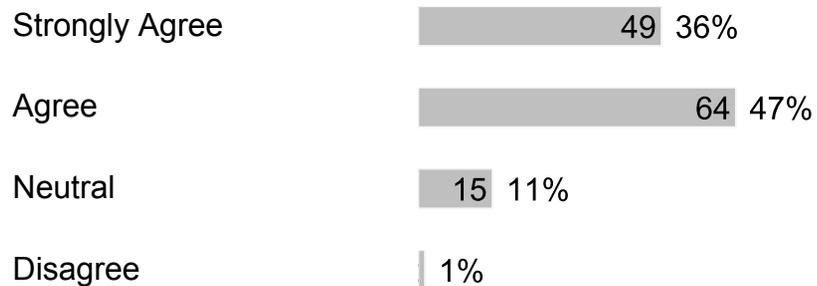
Strongly Agree 51 38%



9. My child has at least one adult advocate in the school.



10. My child is given multiple opportunities to demonstrate learning.



Strongly Disagree | 1%

Unsure 4 3%

135 respondents

11. My child has up-to-date computers and other technology to learn.

Strongly Agree 57 42%

Agree 61 45%

Neutral 10 7%

Disagree 5 4%

Strongly Disagree | 1%

135 respondents

12. My child has access to support services based on his/her identified needs.

Strongly Agree 50 37%

Agree 52 39%

Neutral 24 18%

Disagree | 1%

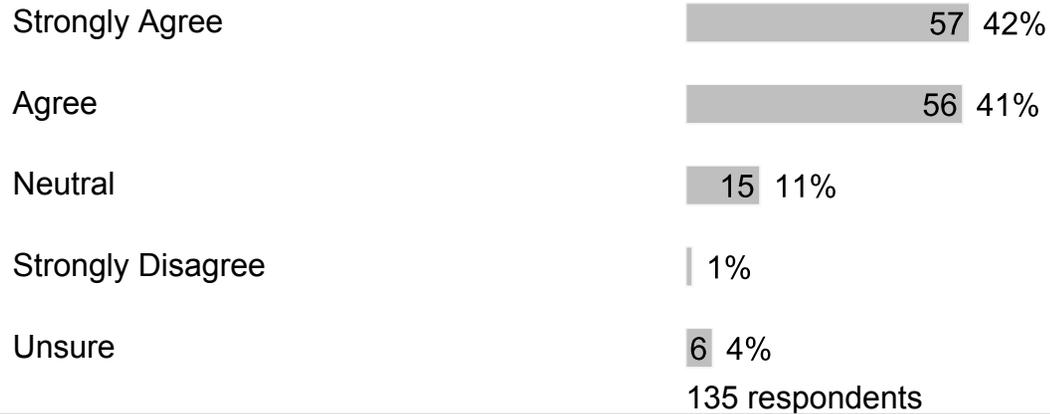
Strongly Disagree 3 2%

Unsure 5 4%

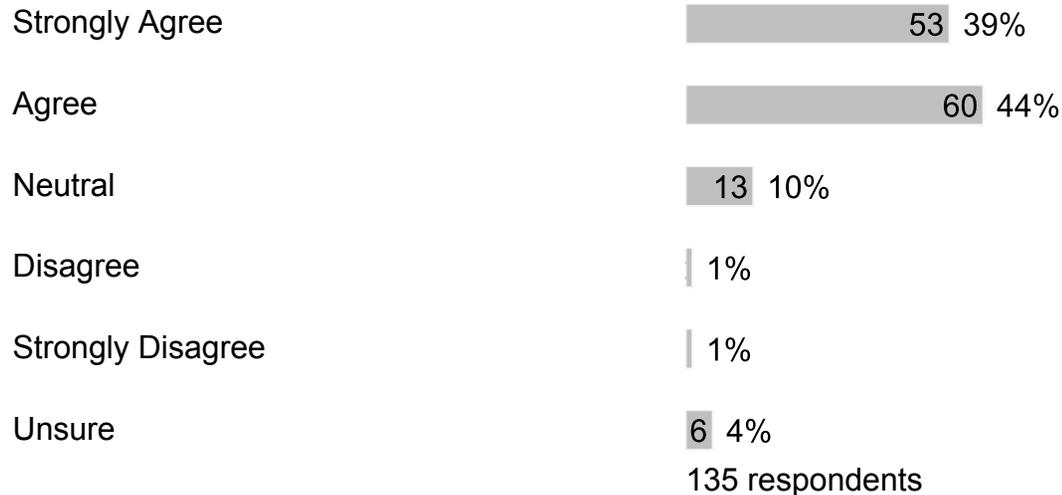
135 respondents

F. Resources and Support Systems

1. Our school provides qualified staff members to support student learning.



2. Our school provides an adequate supply of learning resources that are current and in good condition.



3. Our school provides a safe learning environment.



Neutral	7	5%
Unsure	1	1%
135 respondents		

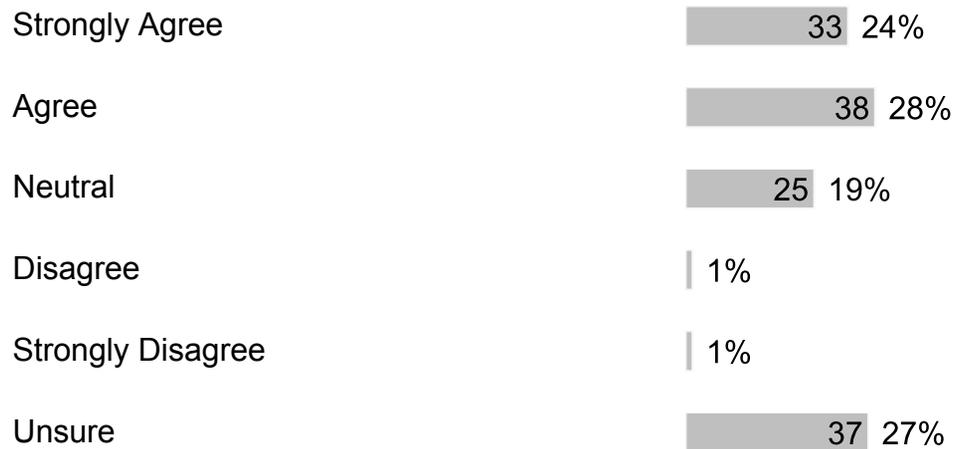
4. Our school provides excellent support services (e.g., counseling, and/or career planning).

Strongly Agree	51	38%
Agree	48	36%
Neutral	22	16%
Disagree	1	1%
Strongly Disagree	3	2%
Unsure	9	7%
135 respondents		

5. Our school provides opportunities for students to participate in activities that interest them.

Strongly Agree	48	36%
Agree	60	44%
Neutral	17	13%
Disagree	7	5%
Strongly Disagree	1	1%
Unsure	1	1%
135 respondents		

6. Our school ensures the effective use of financial resources.



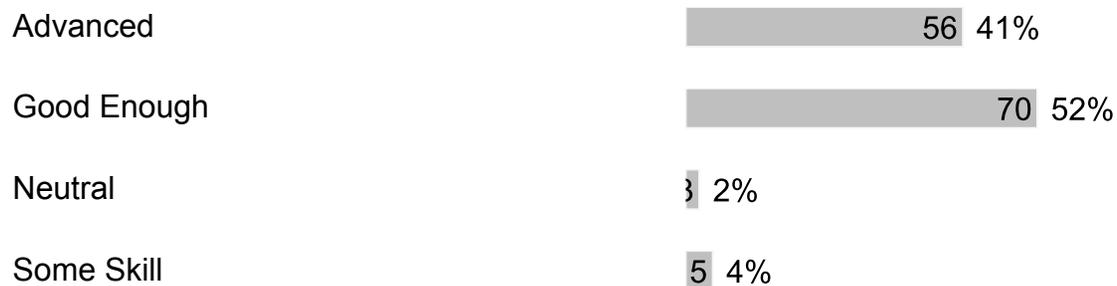
135 respondents

7. Our school ensures that instructional time is protected and interruptions are minimized.



135 respondents

8. On a scale of 1 - 5, with 1 being the lowest and 5 being the highest, how would you rate your own skills of using technology (smart phone, computer, etc.) to use our school systems (Canvas, Email, etc.)?



Beginner | 1%
135 respondents

9. With what type of technology do you regularly access our school systems? Check any that apply.

Computer | 104 77%

Mobile Device (Phone, Tablet, etc.) | 99 73%

None of the above | 1%

135 respondents

10. How frequently do you access our school systems to check on your student(s)' academic progress or attendance/engagement progress?

Daily | 63 47%

Weekly | 49 36%

Sometimes | 15 11%

Rarely | 8 6%

135 respondents

11. Which academic support(s) would benefit your child(ren)? Check any that apply.

Student Peer Tutoring | 27 20%

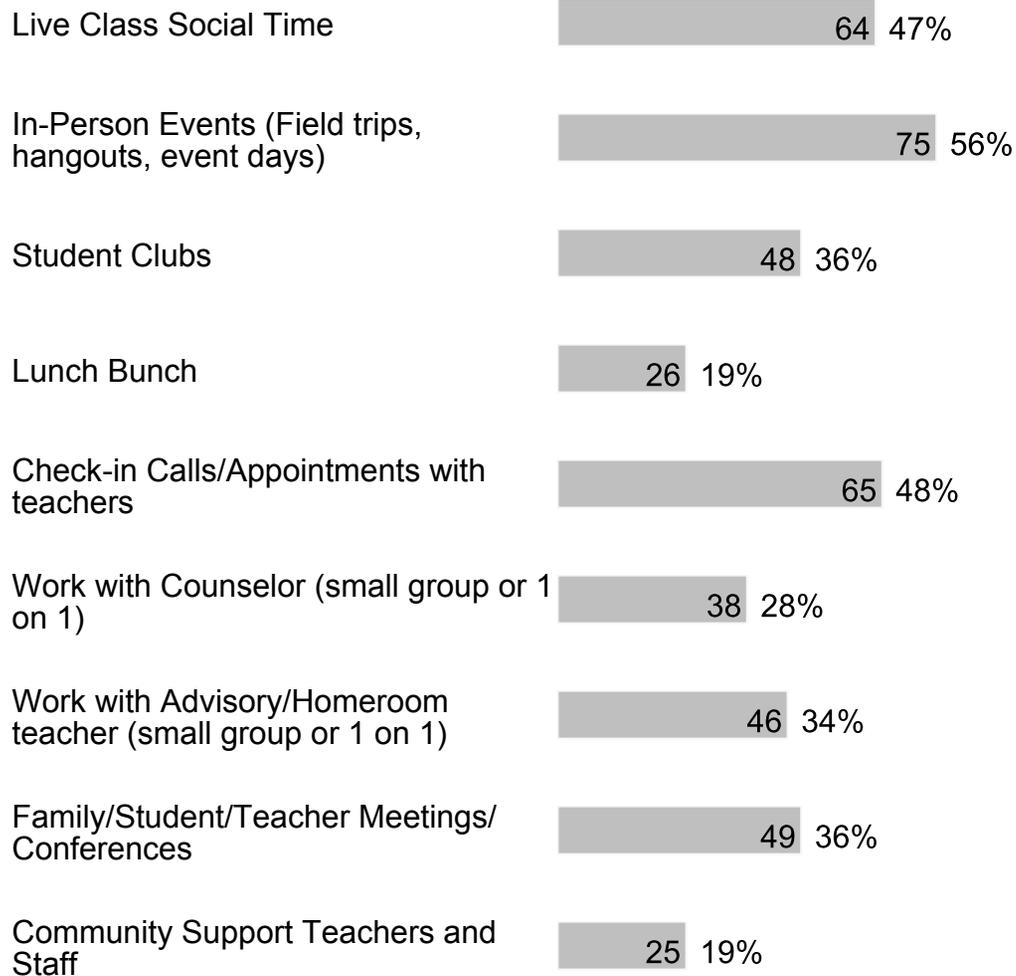
Small Instructional Student Groups | 52 39%

Teacher Open Offices | 66 49%



135 respondents

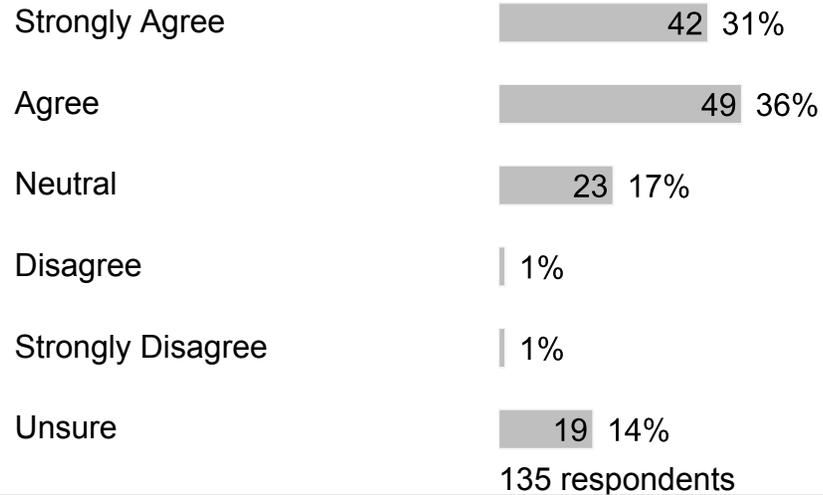
12. Which engagement support(s) would benefit your child(ren) in regular attendance and engagement at school? Check any that apply.



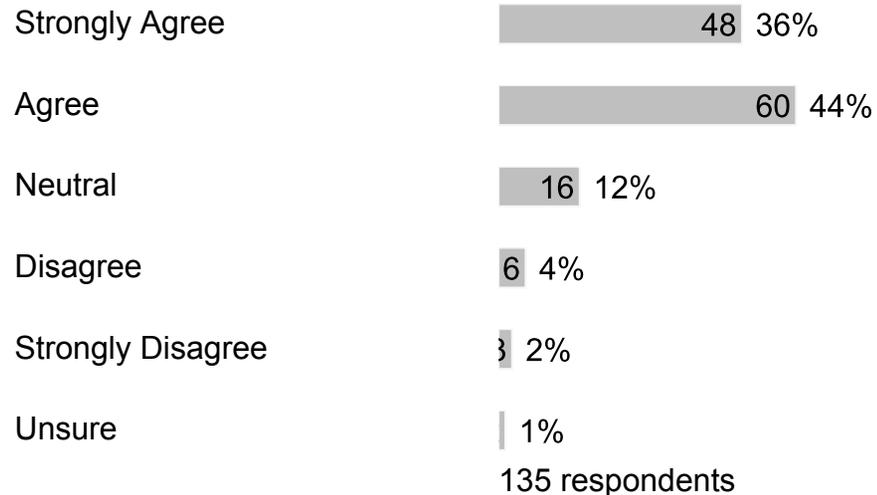
135 respondents

G. Using Results for Continuous Improvement

1. Our school ensures that all staff members monitor and report the achievement of school goals.

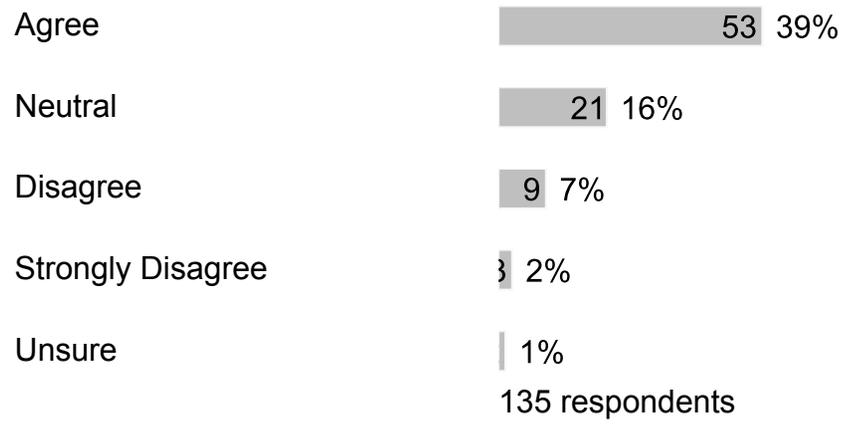


2. My child is prepared for success in the next school year.



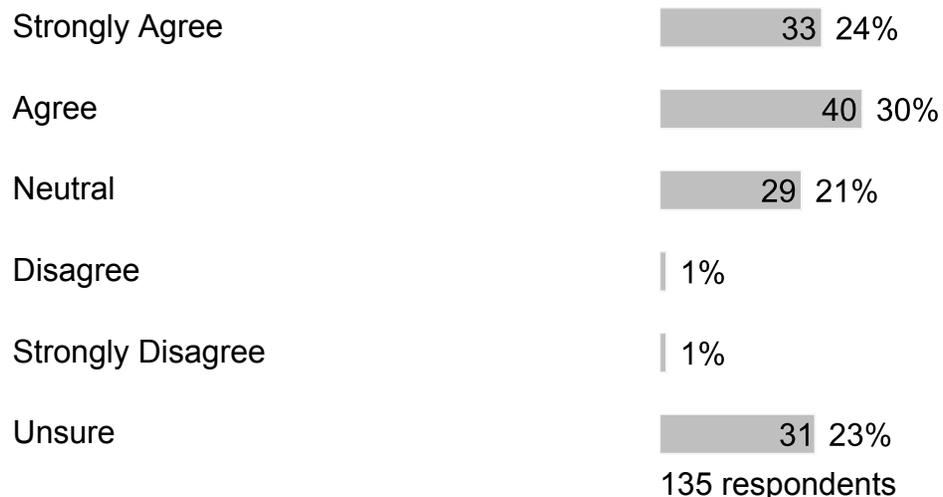
3. My child has administrators and teachers that monitor and inform me of their learning progress.



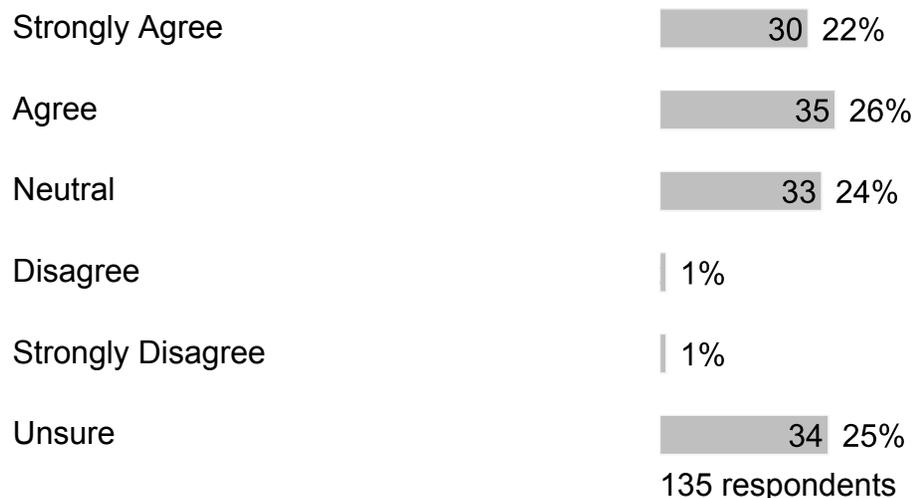


H. Community Engagement

1. My student's school addresses bias or discrimination toward my student's cultural, ethnic, language, disability status, economic, or gender group.



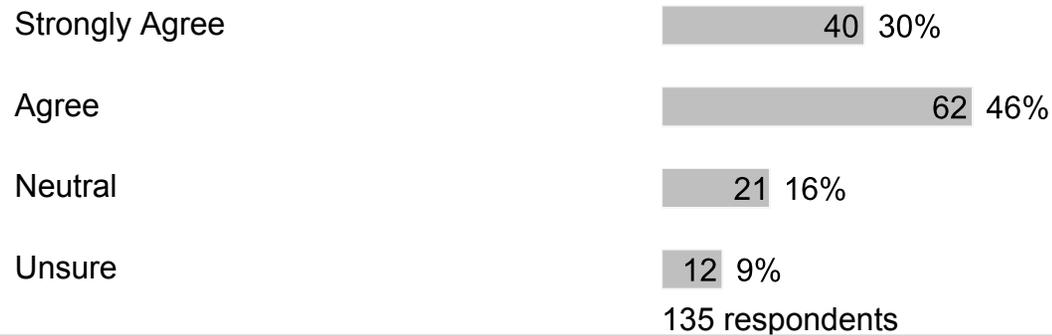
2. My student's racial and cultural diversity is recognized and discussed in a constructive way that includes staff and families (such as at family meetings, community events, school council meetings, discussion groups, etc).



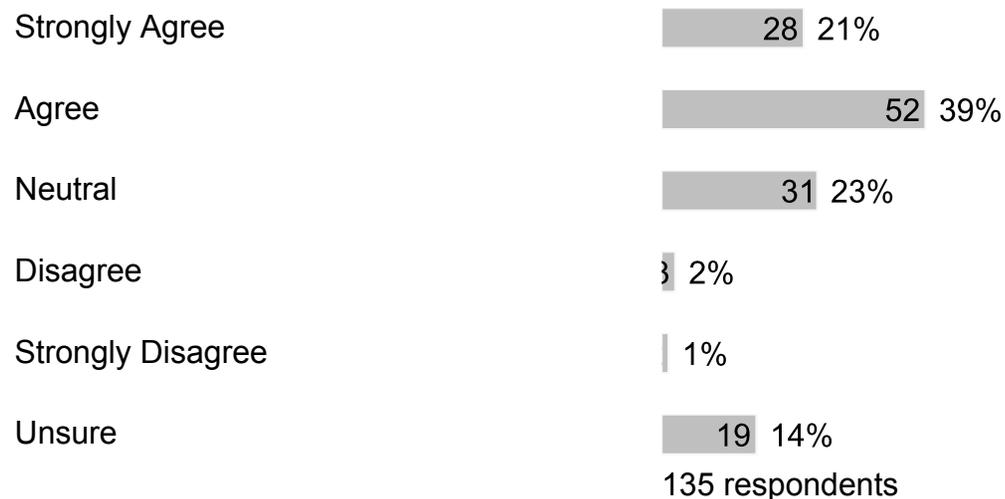
3. What are some things the school could do to support your student's cultural identity or lived experience?

Free form text answers are available in the exported CSV report

4. Students in the school treat my child with respect.



5. My student feels seen and cared for by their peers.



6. Teachers are interested in my student's well-being.



Strongly Disagree | 1%

Unsure 8 6%

135 respondents

7. I, or family members, have opportunities to voice our opinions to teachers about our student's experiences and education.

Strongly Agree 51 38%

Agree 54 40%

Neutral 18 13%

Disagree | 1%

Strongly Disagree | 1%

Unsure 9 7%

135 respondents

8. It is easy for me, or family members, to bring up problems or concerns with the principal, teachers, and/or counselors at school.

Strongly Agree 47 35%

Agree 57 42%

Neutral 19 14%

Disagree | 1%

Strongly Disagree | 1%

Unsure 9 7%

135 respondents

9. Staff members or interpreters who use my primary language are available during the school day to support families.

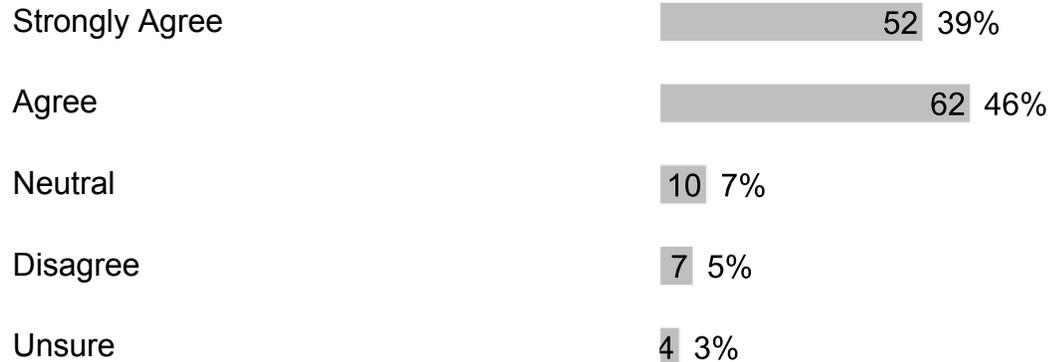


135 respondents

10. What are some steps the school could take to support your student's progress toward graduation?

Free form text answers are available in the exported CSV report

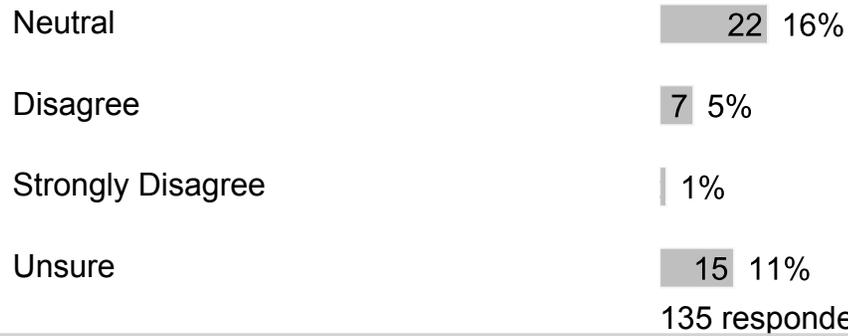
11. I know and understand how my student is being graded or evaluated in their learning.



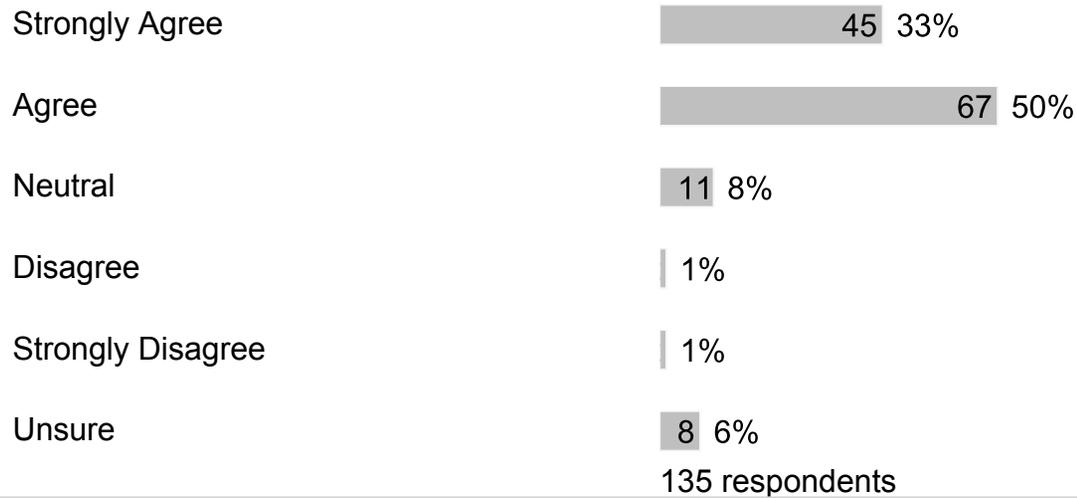
135 respondents

12. The school changes or adapts teaching methods, practices, and/or lessons based on the needs of my student.

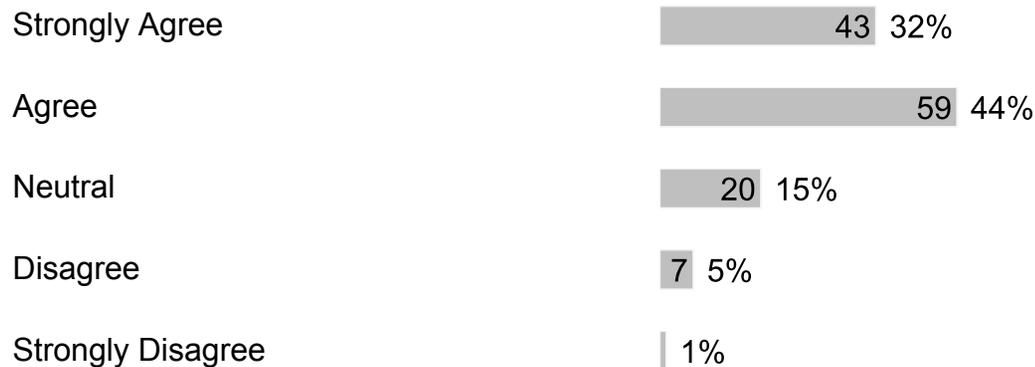




13. My student has opportunities to demonstrate understanding to peers and teachers.



14. My student has opportunities to take courses that are of interest to them.



Unsure 5 4%
135 respondents

15. I, or family members, know how college credit earned while in high school will help our student gain employment, be applied to a career pathway certificate, or college degree.

Strongly Agree 36 27%
Agree 46 34%
Neutral 28 21%
Disagree 7 5%
Unsure 18 13%
135 respondents

16. My student has a wide selection of Career Technical course (such as Agriculture, Computers, Design, Health Sciences, etc) available to choose from in their school that will prepare them for a current or future good paying occupation.

Strongly Agree 23 17%
Agree 50 37%
Neutral 27 20%
Disagree 1 1%
Strongly Disagree 4 3%
Unsure 29 21%
135 respondents

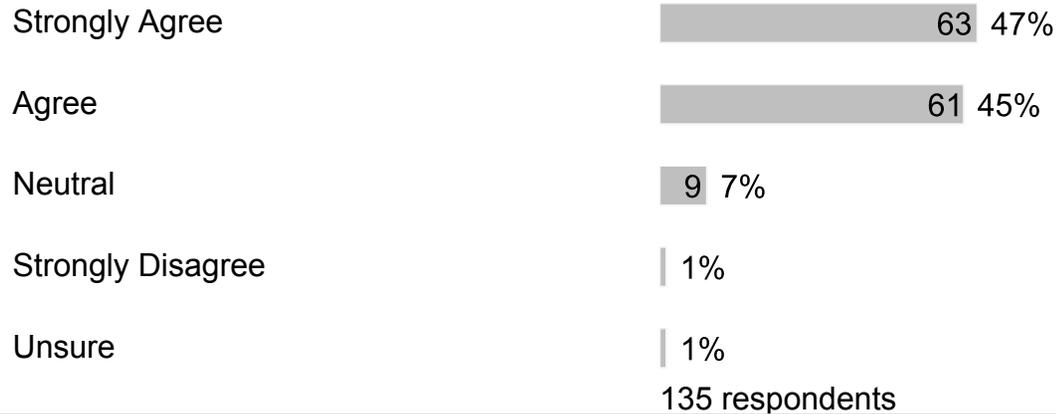
17. What courses would you like to be available for your student that aren't currently offered?

Free form text answers are available in the exported CSV report

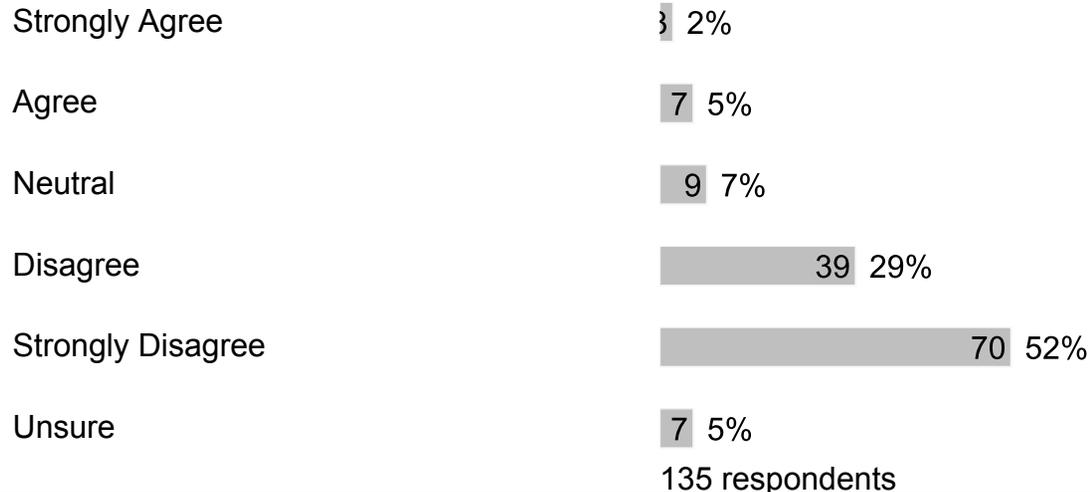
18. What is something school leaders could do to increase your student's sense of social and emotional security and their well being?

Free form text answers are available in the exported CSV report

19. My student feels protected from harm or danger at their school.



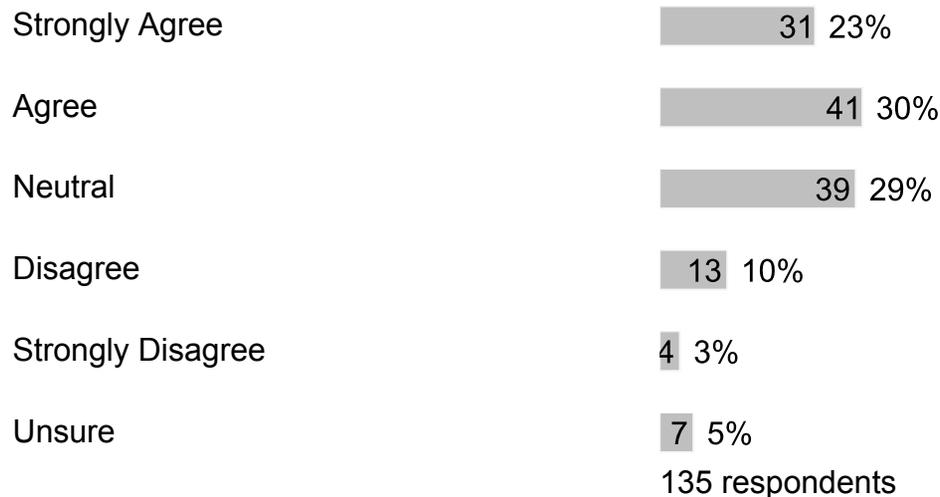
20. Students bully or harass my student online.



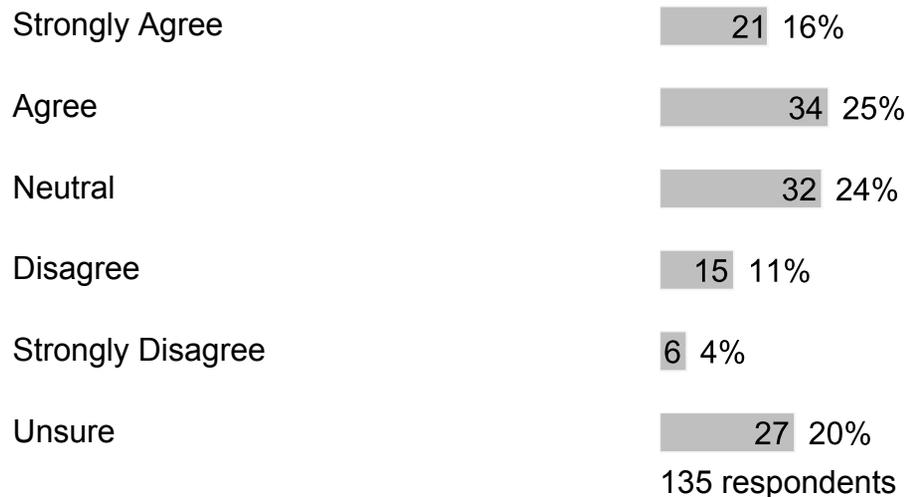
21. What are some steps the school could take to support your student's sense of belonging and inclusion?

Free form text answers are available in the exported CSV report

22. I am satisfied with the choice of school activities (e.g., clubs, field trips, events) outside of the regular school hours.



23. I understand what the ASCEND (Career Technical Education) program is and how it can benefit my student?



24. What are some things about the school that have had a positive impact on your student's education?

Free form text answers are available in the exported CSV report

25. What are some things the school could do to improve relationships between students , teachers, and other school staff?

Free form text answers are available in the exported CSV report

I. Open Ended Questions

1. What do you like best about Oregon Charter Academy?

Free form text answers are available in the exported CSV report

2. What you do like least about Oregon Charter Academy?

Free form text answers are available in the exported CSV report

3. What is one suggestion you would like to offer to improve our school?

Free form text answers are available in the exported CSV report

4. What do you wish you knew on day one at ORCA?

Free form text answers are available in the exported CSV report

5. What advice would you give to parent of a new student at ORCA?

Free form text answers are available in the exported CSV report



Exhibit E

2024-25 School Improvement Plan



School Improvement Plan
2024-25



Preamble:

When crafting the 2024-25 school year goals, Oregon Charter Academy leads with genuine commitment to our mission to prepare **ALL** of our students for success in a global society. With that guiding principle in mind, the measurements by which we are basing our success show evidence of a continuum of growth where we will incrementally increase our success rates, building victory upon victory.

Overall, there will be alignment between the goals outlined in the school improvement plan (SIP) and the charter contract. Initiatives, professional development, and processes and procedures will be driven by these three goals.

1. **Academic Growth**: 95% of full-academic-year students in grades K-8 will demonstrate academic growth, measured by internal assessments and data monitoring throughout the school year, and 90% of full-academic-year high school students will earn 6 or more credits a year.
2. **Regular Attendees**: ORCA's regular attendee rate will be within 90% of the state-published average.
3. **Graduation**: ORCA's annual graduation rate will be within 90% of the state-averaged graduation rate.

All goals will be evaluated quarterly on November 1, January 27, April 4, and June 13.



Academic Growth

Goal: 95% of full-academic-year students in grades K-8 will demonstrate academic growth, measured by internal assessments and data monitoring throughout the school year, and 90% of full-academic-year high school students will earn 6 or more credits a year.

Sub-Goals:

1. K-8: In reading and math, 90% of students will meet or exceed their targeted growth plan designated in the fall iReady diagnostic with a specific emphasis on achievement within the following groups:
 - a. Low socioeconomic
 - b. ELL
 - c. Special Education (SWD)
 - d. 504
 - e. Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander
 - f. Ethnicity: Hispanic Latino

2. High School: Successful course completion in core content area courses with a specific emphasis on the following subgroups:
 - a. Low socioeconomic
 - b. ELL
 - c. Special Education (SWD)
 - d. 504
 - e. Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander
 - f. Ethnicity: Hispanic Latino

Target pass rates for 2024-25 are:

LA	Math	Science	Social Studies	Applied Core	CTE
85%	80%	90%	90%	85%	95%



Academic Growth - Action Plan

Goal	Evidence-Based Practice/ Strategy	Grade Band	Expectations	Responsible Persons Involved	Resources/PD	Timeline	Measurement of Progress
SG1	Prioritization of iReady Usage	K-8	Use of iReady or IXL individual pathway assignments to practice standards-based skills regularly. (1 lesson passed a week at a minimum)	K-8 Staff	IXL and i-Ready lessons	Ongoing, beginning September 3	Usage report.
SG1, SG2	6-12 Peer Tutoring	6-12	Weekly availability for peer tutoring support at least 2x per week	6-12 Staff		Ongoing, beginning October 1	
SG1	Core course intervention classes in grades 6-8	6-8	Students in need of foundational support will be enrolled in intervention courses.	MS Admin and staff	Intervention courses are built to meet the individual needs of students.	Ongoing	Increased achievement in core courses.
SG1	Oral reading assessments with all elementary students	K-5	Baseline with all students. Progress monitoring with below grade level.	K-5 Staff	Sounds to Spelling, i-Ready	Ongoing, beginning September 3	Teacher data tracking.
SG1	K-5 Math Interventionist	K-5	Build and facilitate mastery pathways in Canvas for math intervention.	K-5 Math Interventionist	Canvas Mastery, i-Ready, IXL	Ongoing, beginning October 1	Student referral and exit.
SG1	Formative Reading and Math Assessments at least 3 times per year	K-8	All students' baseline reading and math abilities were assessed using the	K-8 teachers	iReady	Ongoing / Quarterly	iReady data

The mission of Oregon Charter Academy is to prepare all students for success in a global society through an inclusive, rigorous, academic environment where students have daily live interaction with highly qualified teachers and continuous access to curriculum. Oregon Charter Academy staff partners with families in a transparent, collaborative school environment to support all students in their academic journey.



			iReady diagnostic				
SG1	Individualized learning paths for students.	K-8	Developmentally appropriate weekly expectations for time and lesson completion.	K-8 Teachers	i-Ready and/or IXL	Ongoing	iReady and IXL Usage Data
SG1	Use of schoolwide collaborative study groups	6-8	Weekly, 1x per week	6-8 Teachers, Admin	AVID CSG Training and Implementation	Ongoing	Attendance and Pass Rates
SG1	Offer both Math and Core live class each day (M-Th)	K-5	All teachers adopt this model for 24-25	K-5 Teachers, Admin	Teacher collaboration	Ongoing	Attendance and Pass Rates
SG1	iReady Reports sent 3x per year to families	K-8	At the conclusion of each diagnostic window	Admin, K-5 teachers	iReady Reports	October, February, June	i-Ready MyPath engagement
SG1	iReady Diagnostics proctored via live class	6-8	Within the diagnostic window, teachers will provide live class time for completion of iReady	6-8 Teachers	N/A	October, February, May	Completion Rates
SG 2	High School Grade Level PLCs	9-12	Regular PLC meetings, data review	9-12 Teachers, Admin	Grade Guardian and PowerSchool Data, Teacher collaboration	Quarterly	Attendance and Pass Rates
SG 2	Algebra 1 Prioritization	9-12	Reduce class size in Algebra 1 courses, secondary math vertical alignment, Algebra 1 course revisions	6-12 Math Teachers, Admin	iReady reports, Teacher collaboration	Ongoing	Attendance and Pass Rates

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SG 2	Landing Page Revisions	9-12	Task force to refine home pages to better meet the diverse needs of students	9-12 Teachers, Admin	Canvas, Teacher collaboration, SYS tech, and accessibility support	Ongoing in 2024-25 school year	Testing throughout the year, full implementation in 2025-26
SG 2	CTE Integration	9-12	Every student will take at least one CTE course in high school	8-12 Advisors and Counselors, Admin, CTE Teachers	PowerSchool data	Ongoing	Transcript data

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Regular Attendees

Goal: ORCA's regular attendee rate will be within 90% of the state-published average.

Sub-Goal:

1. Weekly attendance data will meet or exceed the target weekly attendance rates based on grade band with a specific emphasis on the following subgroups:
 - g. Low socioeconomic
 - h. ELL
 - i. Special Education (SWD)
 - j. 504
 - k. Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander
 - l. Ethnicity: Hispanic Latino

K-5	6-8	9-12
94%	90%	85%



Regular Attendees - Action Plan

Evidence-Based Practice/ Strategy	Grade Band	Expectations	Responsible Persons Involved	Resources/PD	Timeline	Measurement of Progress
Instructional Mentors and/or Peer Observations focus on highlighting Instructional Framework usage during class visits.	K-12	Instructional Mentors and peer observations will utilize the Instructional Framework to support best practices in online education.	Instructional Mentors, K-12 Teachers	PD Pathways, Teacher collaboration, Instructional Mentors	Ongoing	Attendance data, pass rates
Supervisors focus on highlighting Instructional Framework usage during class observations.	K-12	All administrators will use the Instructional Framework as a tool in classroom observations, celebrating examples and coaching for improvement.	Admin	PD Pathways, Teacher collaboration, Instructional Mentors	Ongoing	Attendance data, pass rates
Professional Development Sessions use/frame session outcomes using Instructional Framework language.	K-12	Facilitators of PD will integrate online best practices outlined in the Instructional Framework.	Instructional Mentors, Admin	PD Pathways, Teacher collaboration, Instructional Mentors	Ongoing	Attendance data, pass rates

The mission of Oregon Charter Academy is to prepare all students for success in a global society through an inclusive, rigorous, academic environment where students have daily live interaction with highly qualified teachers and continuous access to curriculum. Oregon Charter Academy staff partners with families in a transparent, collaborative school environment to support all students in their academic journey.



Implementation of student collaborative experiences through weekly collaborative study groups.	6-8	Increased peer-to-peer discourse regarding coursework weekly.	6-8 Staff, Admin	AVID Collaborative Structures Professional Learning		
Peer-to-peer support through tutoring and mentoring.	6-12	Weekly opportunity for students to connect with peers regarding coursework and student experience	6-12 Staff	Peer Tutoring course, Student Government, NHS	Ongoing	Attendance Data, Pass rates
Onboarding Support	K-12	Increased student engagement early in enrollment. Long-term success at ORCA.	Madeline Smith Teacher referral	Advisor collaboration, HS New Student Docs	Ongoing	Teacher feedback, late start attendance data and pass rates
Student Clubs - Marquee and student suggested	K-12	Additional social opportunities and exploration of interest(s)	K-12 Staff	Clubs website, teacher advisors	Ongoing	Attendance Data
Continued development of a schoolwide, comprehensive mental health system.	K-12	Increase in regular attendance rate and retention rate.	K-12 Staff	NCS3 Year Two PD	Ongoing	Attendance Data, Pass rates
Attendance All-Star awards	K-12	Monthly recognition of students with a monthly attendance rate of 90% or better	K-8 Admin	Award templates in PS, email templates in K-8 communication document	Monthly	Attendance Data

The mission of Oregon Charter Academy is to prepare all students for success in a global society through an inclusive, rigorous, academic environment where students have daily live interaction with highly qualified teachers and continuous access to curriculum. Oregon Charter Academy staff partners with families in a transparent, collaborative school environment to support all students in their academic journey.



Weekly Celebrations	K-8	Weekly recognition of achievements for attendance, i-Ready completion, etc.	K-8 Admin	Weekly attendance data, i-Ready lesson completion report	Weekly	Attendance Data, Pass rates
Maintain or improve upon Friday live class offerings	K-12	HS math help sessions, Career Explorations, MS PE, Clubs, and Explorations Courses on Fridays	K-12 Staff	Zoom, Live Class Schedule	Ongoing	Attendance Data
Weekly contact with families missing 50% of the previous 10-day attendance	K-12	Use of classified attendance support to contact truant students	K-12 Admin, Classified Attendance Support	Bulk Texter Tool	Weekly	Number of occurrences in the 50% report
High School Grade Level PLCs	9-12	Regular PLC meetings, data review	9-12 Teachers, Admin	Grade Guardian and PowerSchool Data, Teacher collaboration	Quarterly	Attendance and Pass Rates

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Graduation

Goal: ORCA's annual graduation rate will be within 90% of the state-averaged graduation rate.

Sub-Goals:

1. Graduation Rate - As calculated by the state, the 4-year graduation rate to be 72% or higher, and the 5-year graduation rate to be 78% or higher with a specific emphasis on achievement within the following groups:
 - a. Low socioeconomic
 - b. ELL
 - c. Special Education (SWD)
 - d. 504
 - e. Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander
 - f. Ethnicity - Hispanic Latino

2. High School On Track - As calculated by the state, 80% of students at each grade level will earn a total of 6 full credits towards graduation by the end of the school year with a specific emphasis on achievement within the following groups:
 - a. Low socioeconomic
 - b. ELL
 - c. Special Education (SWD)
 - d. 504
 - e. Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander
 - f. Ethnicity - Hispanic Latino



Graduation - Action Plan

Goal	Evidence-Based Practice/ Strategy	Grade Band	Expectations	Responsible Persons Involved	Resources/PD	Timeline	Measurement of Progress
SG 1, 2	Implementation of intervention courses at the middle school level to solidify learning habits.	6-8	Students in need of foundational support will be enrolled in intervention courses.	MS Admin and staff	Intervention courses are built to meet the individual needs of students.	Ongoing	Increased achievement in core courses.
SG 1, 2	Implementation of Enroll, Enlist, Employ to broaden awareness of post-secondary options and pathways.	6-12	Students will have opportunities to understand the variety of post-secondary options available to them and how to identify and pursue options of interest.	AVID, ASCEND, Counselors, Advisory staff, 6-12 Teachers, Admin	Open House, Spring Celebration, Post-Secondary planning/options live sessions (via CE STAR and Advisory courses), FAFSA night event, collaboration with teachers, Industry tours, College and trade school campus tours, Military recruiter interactions.	Ongoing	Increase in grad rate and enrollment in post-secondary options
SG 1, 2	AVID "Organization" Vertical Alignment	K-12	Students will progressively learn Organizational strategies through the AVID framework	K-12 Teachers, Admin, AVID Site Team	AVID PD Pathway, AVID Resources, Teacher collaboration	Ongoing	Attendance and Pass Rates

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SG 1, 2	High School Grade Level PLCs	9-12	Collaboration to improve pass rates at each grade level, regular PLC meetings, data review	9-12 Teachers, Admin	Grade Guardian and PowerSchool Data, Teacher Collaboration	Quarterly	Attendance and Pass Rates
SG 1, 2	Algebra 1 Prioritization	9-12	Reduce class size in Algebra 1 courses, secondary math vertical alignment, Algebra 1 course revisions	6-12 Math Teachers, Admin	iReady reports, Teacher collaboration	Ongoing	Attendance and Pass Rates
SG 1, 2	Landing Page Revisions	9-12	Task force to refine home pages to better meet the diverse needs of students	9-12 Teachers, Admin	Canvas, Teacher collaboration, SYS tech, and accessibility support	Ongoing in 2024-25 school year	Testing throughout the year, full implementation in 2025-26
SG 1, 2	CTE Exposure	9-12	Every student will take at least one CTE course in high school	8-12 Advisors and Counselors, Admin, CTE Teachers	PowerSchool data	Ongoing	Transcript data
SG 1, 2	Peer-to-peer support through tutoring and mentoring.	6-12	Weekly opportunity for students to connect with peers regarding coursework and student experience	6-12 Staff	Peer Tutoring course, Student Government, NHS	Ongoing	Attendance Data, Pass rates

The mission of Oregon Charter Academy is to prepare all students for success in a global society through an inclusive, rigorous, academic environment where students have daily live interaction with highly qualified teachers and continuous access to curriculum. Oregon Charter Academy staff partners with families in a transparent, collaborative school environment to support all students in their academic journey.



Exhibit F

Financial Audit



SANTIAM ELEMENTARY SCHOOL

STAND TOGETHER • FIND YOUR PATH • NEVER GIVE UP

Alisha Hansen, Principal
Savannah Bradd, Office Manager/Registrar
450 SW Evergreen St.
P.O. Box 198
Mill City, OR 97360

alisha.hansen@santiam.k12.or.us
savannah.bradd@santiam.k12.or.us
503-897-4034 Fax
503-897-2368 Ph.

Board Report - November, 2025

Recent Events:

- Willamette Valley Pie sales ended. We will have an assembly next Thursday to celebrate top winners. Peppy the Pie (aka Stephanie Grenbemer) and I will be getting pied in the face.
- Capital Dental provided 99 dental screenings, 173 sealants, 8 protective restorations, 77 fluoride applications, and 60 iodine applicants totalling \$9,426 of services to our students.
- Our Stayton Sports clothing sale has ended. Families purchased \$1,114 worth of Santiam and SES gear.
- The Scholastic Book Fair ran from November 3rd-7th. Special thanks to Sarah Martinez, Melinda Tobey, and PTO members Chandra Clayton and Daniela Salina for their help setting up and running the book fair. Efforts like this would not be possible without their help.
- Parent/Guardian/Teacher Conferences were held November 6th and 7th. Stay tuned for the number of families that attended.
- We had a Lockdown drill with Linn County today.
- Staff dressed up in Disney themed customs for Halloween.



Coming Soon:

- December 5th: District TAG presentation by Angela Allen for the Oregon Department of Education. All staff are invited to participate in this event.
- November 14th: K-5th grade movie rewards party
- November 18th: 4th-5th Grade will be going to an OSU Women's Basketball Game
- November 20th: 2nd Grade will go to OMSI

Northwest Math Conference:

- Angela Moreno (math specialist) and Angie Moreno (4th grade teacher) will do a short presentation on the math 2 day math conference they attended in October.

Santiam Canyon School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sexual orientation, sex or age in providing or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the American with Disabilities Act.

The following has been designated to coordinate compliance with these legal requirements and may be contacted at the Santiam Canyon School District office for additional information and/or compliance issues: Title II Coordinator, Title IX Coordinator and Section 504 Coordinator: Director of Special Programs, 150 SW Evergreen St./PO Box 197, Mill City, OR 97360, (503) 897-2321

SANTIAM WOLVERINES

STAND TOGETHER • FIND YOUR PATH • NEVER GIVE UP

Blane Lazar, Principal
Amber Jungwirth, Vice Principal
Monica Burmeister, Office Manager

300 SW Cedar St, PO Box 199
Mill City, OR 97360
503-897-2311 Ph. 503-897-3154 Fax

NOVEMBER 2025 BOARD NOTES

STUDENT GUEST-

Roselynn Lyness - 12th Grader

Participates in Leadership (Senior Class President)

Went to the OASC Conference, November 1st through 3rd

Participated in Volleyball program last 4 years, scorekeeper and player

Next year plans to attend Chemeketa CC, major in Marine Conservation

WOLVERINE EMPLOYEE FOCUS-

Fall Coaches - **Cross Country**, **Football**, and **Volleyball**

Michelle Sisk and Jordan Young

Tyson Childress, Josh Childress, Kerry Crowston, Aaron Farnen, Jon Hart, Dustin Keys, Randall Klagge, Jesse Sendlinger, Kris Sims, and Robert Young

Alicia Boyd, Dan Cunderman, McKenzie Dodge, Maria Farnen, Crystal Johnson, and Amber Jungwirth

Competed with class, respect, worked hard, and pushed to greatness!

SJSHS NEWS AND NOTES-

October Conferences

- Good participation (about 20%)
- Staff noticed a consistent stream of visitors
- Thinking of plans for Spring conferences...

Leadership Conference - November 1st-3rd

- Leadership class attended OASC at Seaside
- Connected with 900 other Leadership students
- Our students taught a class about Doernbechers Event
 - Standing room only and great feedback
- Came back with ideas and inspiration to improve SJSHS
- Our students had great spirit, noted by an OASC board member
- Desiree was asked to join the OASC Board
- Leadership has grown by leaps and bounds over the last 3 years



FAFSA Night - November 13th

- Opportunity for parents to learn about financial aid
- Hosted through our ASPIRE partnership

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New Teaching Staff Update

- Ken Armstrong
- Toby Burroughs
- Candace Harris
- Randall Klagge
- Alyssa Kormann (new MS Counselor)

Starting Santiam Leadership Team

Create a team of members who answer:

- What is our vision?
- Who are we?
- What do we want for our students?
- What will make SJSHS better?
- What data do we want to track?

WOLVERINE ATHLETIC CORNER-

Cross Country

- Coached by Michelle Sisk and Jordan Young
- Eli Piercy got 11th overall at League meet
- Getting more competitive every year
- Runners ended the season with great times and P.R.'s

Football

- Coached by Tyson Childress
- Ended season with a 7-2 record, 2nd place in league
- Hosting a home playoff game on November 7th vs. Culver
- Thank you to Coach Tyson and his coaching staff

Volleyball

- Coached by Alicia Boyd
- Varsity ended season ranked #9 in state, and 17-5 record
- Tied for league championship, automatically qualified for playoffs
- Lost in the Round of 16 to Weston-McEwen in 4 sets
- Thank you to Coach Boyd and her coaching staff

Middle school girls basketball and middle school wrestling have started!

UPCOMING EVENTS-

November 7	Home Playoff Football Game vs. Culver
November 8	Hall of Fame Banquet
November 13	FAFSA Meeting
November 14-16	Alumni Tournament
November 10-25	Food Drive



November 6, 2025

TO: Santiam Canyon Board
FROM: Michelle Glover, Business Services Specialist
RE: Financial Statements for fiscal year 2025-26

Board Members,

Attached are the financial statements through October 31, 2025. The reports include:

- General Fund Statement of Revenues – Budget vs. Actual
- General Fund Statement of Expenditures – Budget vs. Actual
- Total Appropriations for the year

Fiscal Year 2025–26

For July 1 through October 31, actual revenues and expenditures show an estimated Ending Fund Balance of \$5,195,049. Of this total, \$1,881,338 is set aside as Contingency and Unappropriated Ending Fund Balance. We will be reviewing enrollment and property tax revenue through the next month and make updates with ODE before the next recalculation of the State School Fund.

Updates

There are many things happening at the state level that have the potential to impact funding through this biennium. The first are the proposed budget reductions made by each state agency to assist with statewide rebalancing decisions. More details on impact to programs and funding will be released on November 10th. The second is the next revenue forecast that will be shared on November 19th.

It is important to remember that any changes to the state budgets require legislature approval which would occur during the short session in February. This will allow districts time to advocate and make plans on how potential changes may impact budgets both this year and next year.

Investments

As of October 31, 2025, Santiam Canyon's investments total \$12,285,393.11 in the Local Government Investment Pool, earning an annualized interest rate of 4.57%.

Please don't hesitate to reach out with any questions or concerns about these statements.

Santiam Canyon School District 129J
 General Fund: Statement of Revenues Budget Vs. Actual
 For the Fiscal Year 2025-2026

Source	Budget 2025-2026	Actual YTD Rev. 10/31/2025	Projected through 6/30/2025	Total Estimated 2025-26	(Over)/Under Budget	Budget 2024-25	Estimated YTD Rev. 6/30/2025
SSF Funding							
1111 Current Year Property Taxes	2,583,621	-	2,730,517	2,730,517	(146,896)	2,442,678	2,581,560
1112 Prior Year's Property Taxes	29,286	20,764	29,264	50,028	(20,742)	30,417	51,960
1114 Payment in Lieu of Property Taxes	13,370	33	12,535	12,568		12,523	11,772
1190 Penalties & Interest on Investments	13,567	-	6,432	6,432		10,112	4,794
2101 County School Funds	2,500	-	2,500	2,500	-	2,500	3,384
3101 State School Support Funds	39,521,666	16,473,792	23,065,806	39,539,598	(17,932)	34,313,011	35,047,829
3101 SSF - Due from ODE FY24/25				-	-		1,559,988
3101 SSF - Small HS Grant				-	-		30,566
3101 SSF - Small HS/HC disability FY24/25				-	-		49,564
3103 Common School Fund	465,672	-	465,672	465,672	-	415,262	140,220
3104 State Timber	300,000	285,631	14,369	300,000	-	300,000	455,858
Total SSF Funding	42,929,682	16,780,220	26,327,095	43,107,315	(185,569)	37,526,503	39,937,495
Total SSF Revenue	\$ 42,929,682	\$ 16,780,220	\$ 26,327,095	\$ 43,107,315	\$ (185,569)	\$ 37,526,503	39,937,495
Non State School Support Formula Sources							
Local Sources							
1510 Earnings on Investments	450,000	195,848	254,152	450,000	-	300,000	550,732
1710 Admissions/Fees	10,000	5,943	4,057	10,000	-	10,000	5,803
1910 Rentals	1,000	-	60	60	940	5,000	300
1920 Donations from Private Sources	18,000	-	15,726	15,726	2,274	25,000	21,841
1943 Serv Provided to Charter School	1,535,796	256,058	1,279,738	1,418,174	117,622	1,314,999	1,418,175
1960 Recovery of Prior Year Expenditures		7,558		7,558	(7,558)		303
1980 Indirect Fees		-					54,054
1990 Miscellaneous Local Revenue	38,388	11,839	26,549	38,388	-	40,000	34,724
1991 Miscellaneous ERATE	6,500	6,221	279	6,500	-	6,500	11,757
Total Non Formula Local Sources	2,059,684	483,467	1,580,561	1,946,406		1,701,499	2,097,689
Intermediate Sources							
2102 Education Service District Apportionment	288,000	-	288,000	288,000	-	200,000	372,575
2199 - Other Inter. Sources (HERT)	500	265		265	235		985
2800 Revenue in Lieu of Taxes	500	-	-	-	500	500	-
Total Intermediate Sources	289,000	265	288,000	288,000	500	200,500	373,560
State/Federal Sources							
3299 Other Restricted Grants-In-Aid- YTP		-	-	-	-		9,979
4201 Foster Care Transportation	5,000	-	-	-			2,450
4703 Carl Perkins	2,500	-	-	-			-
4801 Federal Forest		-	-	-			10,253
Total State/Federal Sources	7,500	-	-	-	-	-	22,682
Other Sources							
5400 Beginning Fund Balance*	5,226,881	-	5,468,335	5,468,335	(241,454)	5,100,000	5,109,577
Total Other Sources	5,226,881	-	5,468,335	5,468,335	(241,454)	5,100,000	5,109,577
Total Non SSF Revenue	\$ 7,583,065	\$ 483,732	7,750,759	\$ 7,702,741	\$ (240,954)	\$ 7,001,999	7,603,508
Total Resources	\$ 50,512,747	\$ 17,263,952	\$ 39,546,188	\$ 50,810,056	\$ (426,523)	\$ 44,558,502	\$ 47,541,003
				\$ 45,615,007			
				\$ 5,195,049			
				\$ 1,881,338			
				\$ 3,313,711			

Santiam Canyon School District 129J
 General Fund: Statement of Expenditures Budget Vs. Actual
 For the Fiscal Year 2025-2026

Function	Budget 2025-2026	Actual YTD EXP 10/31/2025	Projected through 6/30/2025	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	Budget 2024-25	Actual YTD Exp. 6/30/2025
Instruction								
1111 Elementary, K-5 or K-6	1,853,942	273,566	1,339,775	1,613,342	240,600	87.02%	1,656,791	1,441,777
1121 Middle/Junior High Programs	858,829	135,908	593,447	729,354	129,475	84.92%	806,930	666,743
1122 Middle/Junior High School Extracurricular	101,947	6,464	46,643	53,106	48,841	52.09%	103,118	53,716
1131 High School Programs	1,405,712	235,309	1,058,142	1,293,452	112,260	92.01%	1,251,124	1,151,209
1132 High School Extracurricular	395,609	106,309	255,813	362,122	33,487	91.54%	338,941	310,250
1140 Pre-Kindergarten Program	35,000	-	25,188	25,188	9,812	71.97%	35,000	25,188
1210 Programs for the Talented and Gifted	6,729	507	2,901	3,408	3,321	50.65%	6,388	3,236
1220 Restrictive Pgms for Students w/Disabilities	750,378	107,377	629,828	737,205	13,173	98.24%	579,380	569,209
1223 Community Transition Centers	-	-	-	-	-	0.00%	12,233	-
1250 Programs for Students w/Severe Disabilities	529,991	75,195	424,978	500,173	29,818	94.37%	400,919	378,363
1271 Remediation	21,304	4,878	23,846	28,725	(7,421)	134.83%	29,133	20,583
1283 District Alternative Programs	30,800	2,130	12,405	14,535	16,265	47.19%	22,800	10,760
1288 Charter School Payments	36,325,251	13,552,876	20,865,847	34,408,712	1,916,539	94.72%	31,951,262	30,274,302
1288 Charter School Payments - May FY2425 ADJ	-	-	-	-	-	0.00%	-	1,804,085
1291 English Second Language Programs	25,948	1,993	14,253	16,246	9,702	62.61%	13,499	8,452
Total Instruction	\$ 42,341,440	\$ 14,502,512	\$ 25,293,067	\$ 39,785,569	\$ 2,555,871		\$ 37,207,518	36,717,874
Support Services								
2112 Attendance Services	-	0.00	-	-	-	-	32,144	0.00
2120 Guidance Services	252,735	50,481.44	275,973	326,455	(73,720)	129.17%	230,218	120,103.22
2139 Health Servcies	3,100	10,140	280	10,420	(7,320)	336.14%	3,100	29,647
2143 Psychological Services	1,500	-	-	-	1,500	0.00%	1,500	-
2150 Speech Pathology and Audiology Services	36,800	-	-	-	36,800	0.00%	26,836	-
2190 Service Directions, Student Support Svcs	201,460	57,117	140,314	197,431	4,029	98.00%	107,110	120,659
2222 Library/Media Center	111,191	9,139	91,918	101,058	10,133	90.89%	106,073	96,406
2230 Assessment and Testing	9,100	-	-	-	9,100	0.00%	9,100	-
2240 Staff Development	63,447	353	45,146	45,499	17,948	71.71%	56,893	40,799
2310 Board of Education	101,500	21,017	68,097	89,115	12,385	87.80%	97,000	85,164
2321 Office of the Superintendent Services	486,416	151,805	316,121	467,926	18,490	96.20%	436,732	420,131
2410 Office of the Principal Services	607,208	242,993	543,265	786,258	(179,050)	129.49%	551,882	546,328
2520 Fiscal Services	274,045	103,852	172,500	276,352	(2,307)	100.84%	221,986	223,855
2542 Care and Upkeep of Building Services	1,532,994	601,548	631,557	1,233,106	299,888	80.44%	1,458,502	1,173,186
2543 Care and Upkeep of Grounds Services	196,061	41,047	95,354	136,401	59,660	69.57%	161,582	112,413
2544 Maintenance	-	-	-	-	-	0.00%	9,786	-
2550 Student Transportation Services	805,845	206,097	414,512	620,609	185,236	0.00%	781,867	525,333
2574 Printing, Publishing and Duplicating Services	48,250	16,604	25,398	42,001	6,249	87.05%	46,250	40,260
2649 Other Staff Services	5,200	1,021	219	1,240	3,960	23.85%	5,200	1,240
2669 Other Support Services-Central	330,707	125,481	163,993	289,474	41,233	87.53%	282,678	306,904
Total Support Services	\$ 5,067,559	\$ 1,638,696	\$ 2,984,647	\$ 4,623,344	\$ 444,215		\$ 4,626,439	\$ 3,842,427
Community Services								
3100 Food Service	55,110	5,976	33,118	39,095	-	-	53,240	23,986
Total Community Services	\$ 55,110	\$ 5,976	\$ 33,118	\$ 39,095	\$ -	\$ -	\$ 53,240	\$ 23,986
Other Requirements								
4150 Building Acquisition, Construction, and Improvem	-	-	-	-	-	0.00%	5,000	-
5200 Transfers of Funds	1,167,000	-	1,167,000	1,167,000	-	100.00%	817,000	1,105,856
6000 Contingency	1,281,338	-	-	-	1,281,338	100.00%	1,299,305	-
7000 Unappropriated Ending Fund Balance	600,000	-	-	-	600,000	100.00%	550,000	-
Total Other Requirements	\$ 3,048,338	\$ -	\$ 1,167,000	\$ 1,167,000	\$ 1,881,338		\$ 2,671,305	\$ 1,105,856
Total Requirements	\$ 50,512,447	\$ 16,147,185	\$ 29,477,833	\$ 45,615,007	\$ 4,881,425		\$ 44,558,502	\$ 41,690,143

Santiam Canyon School District 129J

Appropriations: Budget Vs. Actual

For the Fiscal Year 2025-2026

General Fund (100)	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
1000 Instruction	\$ 42,341,440	\$ 14,502,512	\$ 23,466,793	\$ 37,969,305		\$ 4,372,135
2000 Support Services	\$ 5,067,559	\$ 1,638,696	\$ 2,639,836	\$ 4,278,532		\$ 789,027
3000 Community Services	\$ 55,110	\$ 5,976	\$ 33,118	\$ 39,095		\$ 16,015
5200 Transfers	\$ 1,167,000	\$ -	\$ -	\$ -		\$ 1,167,000
6000 Contingency	\$ 1,281,338	\$ -	\$ -	\$ -		\$ 1,281,338
Sub Total	\$ 49,912,447	\$ 16,147,185	\$ 26,139,747	\$ 42,286,932		\$ 7,625,515
Special Revenue Funds						
1000 Instruction	\$ 3,349,972	\$ 291,915	\$ 1,055,401	\$ 1,347,316		\$ 2,002,656
2000 Support Services	\$ 1,455,488	\$ 43,714	\$ 115,810	\$ 159,525		\$ 1,295,963
3000 Community Services	\$ 753,427	\$ 124,316	\$ 322,608	\$ 446,924		\$ 306,503
4000 Facility Acquisition	\$ 250,000	\$ -	\$ -	\$ -		\$ 250,000
5100 Debt Service	\$ 34,487	\$ 5,484	\$ 9,676	\$ 15,160		\$ 19,327
6000 Contingency	\$ 750,000	\$ -	\$ -	\$ -		\$ 750,000
Sub Total	\$ 6,593,374	\$ 465,429	\$ 1,503,496	\$ 1,968,924		\$ 4,624,450
PERS Bond Debt Service (302, 303, 304)						
2000 Support Services	\$ 20	\$ 0	\$ -	\$ 0		\$ 20
5100 Debt Service	\$ 1,685,267	\$ -	\$ -	\$ -		\$ 1,685,267
6000 Contingency	\$ 339,386	\$ -	\$ -	\$ -		\$ 339,386
Sub Total	\$ 2,024,673	\$ 0	\$ -	\$ 0		\$ 2,024,673
Facilities (400)						
4000 Facilities Acquisition	\$ 2,500,000	\$ 11,677	\$ -	\$ 11,677		\$ 2,488,323
6000 Contingency	\$ 250,000	\$ -	\$ -	\$ -		\$ 250,000
Sub Total	\$ 2,750,000	\$ 11,677	\$ -	\$ 11,677		\$ 2,738,323
Total Appropriations	\$ 61,280,494	\$ 16,624,291	\$ 27,643,242	\$ 44,267,534		\$ 17,012,960
Total Unappropriated	\$ 1,559,124	\$ -	\$ -	\$ -		\$ 1,559,124
TOTAL	\$ 62,839,618	\$ 16,624,291	\$ 27,643,242	\$ 44,267,534		\$ 18,572,084



Santiam Canyon School District 129J

Post Office Box 197
150 SW Evergreen St.
Mill City, Oregon 97360
Office (503) 897-2321

Krista Nieraeth, Superintendent
Nichole Cooper, Business Manager
Lindsay Sloan, AP & Payroll
Lisa Follis, District Secretary

Santiam Canyon School District Board Report November 2025

1. STAND TOGETHER- We celebrate our strengths and differences

a. STAFFING UPDATES

- i. Current Job Openings:
 1. Certified subs (always shorthanded and always in need of more)
 2. Classified subs (always shorthanded and always in need of more)

b. NEW BUSINESS MANAGER

As of November 1st, 2025, Nichole Cooper is SCSD's new business manager. Nichole has been enrolled in OASBO's Business Managers Academy to learn the ins and outs of the job, as well as has been training under Yvonne Hanna in the previous months. I am very excited to be working with Nichole in helping ensure that the district is in compliance with all state and federal financial regulations, as well as working to help plan for the district's financial future.

2. FIND YOUR PATH- We prepare for the future

- a. **OSBA DISTRICT POLICY REVIEW:** OSBA recently completed an audit of Santiam Canyon School District's current board policies. Moving forward, I'll be working with district staff to review any policies that are outdated or need updates, identify ones that are needed, and look at those that are recommended for deletion. Starting this month, you'll begin to see updated policies coming to the Board for first readings, with second readings and adoptions scheduled in the following months.

It's important that Board members take time to read through the policies before our meetings so you're ready to discuss and ask questions. If anything is unclear or you'd like more information, please don't hesitate to reach out to me prior to the meeting. Policies that we are reviewing are based on laws and legal guidance and are written by OSBA attorneys, who we pay through our OSBA and PACE dues. While there's room for local adjustment based on their recommendations, the intent is to make sure we're staying compliant and consistent with state and federal laws and statutes. Our district policies are the foundation for our handbooks, procedures, and daily operations, so keeping them up to date is key. Reviewing and adopting policies is one of the main responsibilities of the Board, and helps ensure our district continues to run smoothly and in alignment with current laws and best practices.

Santiam Canyon School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sexual orientation, sex or age in providing or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the American with Disabilities Act.

The following has been designated to coordinate compliance with these legal requirements and may be contacted at the Santiam Canyon School District office for additional information and/or compliance issues: Title II Coordinator, Title IX Coordinator and Section 504 Coordinator: Director of Special Programs, 150 SW Evergreen St./PO Box 197, Mill City, OR 97360, (503) 897-2321

If any board member would like to review policies with me to bring to the board for consideration, please let me know and we can set up a monthly meeting to review.

- b. **SCHOLARSHIP WORK:** In collaboration with Mr. Lazar and Ms. Jensen, we have been coordinating efforts to ensure that all procedures are in place for the Quinn Scholarship. I have been in contact with the University of Oregon to confirm that we are aligned with their required timeline so that our seniors can access this opportunity. Ms. Jensen is working directly with students to help them prepare for the application process and will oversee the coordination of interviews, which are scheduled to take place later this winter.

In addition, the Detroit Lake Recreational Area Business Association has reached out to the district to discuss the creation of a new scholarship for Santiam Canyon seniors. I will be working with the Foundation to establish the framework and process for this scholarship and will then transition the management of that process to Ms. Jensen once it is finalized. Thank you to the Detroit Lake Foundation for partnering with us to help expand opportunities for our seniors for their higher education goals.

3. NEVER GIVE UP- We push through to reach our goals

a. DISTRICT AND SCHOOL FACILITIES UPDATE:

Following the recent PACE insurance walkthrough, the district has made significant progress in addressing the items identified in the report. At Santiam Elementary School, the gutters and downspouts were repaired and redirected to ensure proper water flow away from the building. For SJSHS, we are also in the process of purchasing safety equipment for classroom machinery to ensure all machines meet safety standards. Staff have also been diligent in ensuring that exits, electrical panels, and fire pull stations remain unobstructed, and that rooms not in use are properly closed and locked and places where students are at are properly supervised. In addition, we contracted a professional hood cleaning company to service the SJSHS food cart, and they will return during Winter Break to clean all cafeteria hoods and range outlets throughout the district. Loose boards in the football konnex were replaced to eliminate any tripping hazards or openings that could allow pests to enter. The old softball bleachers were removed and replaced with new bleachers that meet safety standards, and we extend our appreciation to Chris Lindemann and his crew for completing that work.

These efforts reflect our ongoing commitment to maintaining a safe environment for students and staff, and I want to thank Lindsay Sloan, Lisa Follis, Chuck Follis, Dale Hopson, Amber Jungwirth, Alisha Hansen, Blane Lazar, and George Morreira for their contributions in addressing these issues and assisting with walkthroughs and repairs.

The district has also made improvements to our electrical and lighting systems. Both the football and gym concession stands experienced breaker overload issues due to the number of machines in use. To resolve this, Northside Electric was contracted to install additional outlets in both locations, which has significantly improved safety and functionality during events. The lights in the covered play area were inspected and replaced as needed, and an astronomical timer was added so that lights automatically turn on at dusk and off at a set time each night, improving visibility and safety for

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evening use. In partnership with Musco Lighting, Northside Electric also addressed issues with our football field lighting. Several bulbs had burned out, leading to uneven field lighting, and replacements are being made to ensure optimal visibility prior to the state playoff game. I appreciate the efforts of Sam Proctor and Blane Lazar for coordinating this work and thank you to Chuck Church and his team at Northside Electric for their responsiveness.

In compliance with House Bill 2531, the district will begin the process of converting all remaining lighting in the district to LED. Working with Northside Electric, we have developed a schedule to replace any outdated ballasts and bulbs beginning during Winter Break, with completion expected by Spring Break. This project will not only improve energy efficiency but also reduce long-term maintenance costs. Northside Electric will assist the district in applying for available rebates to help offset project expenses.

To ensure compliance with federal asbestos management requirements, the district has contracted a G2 Consultants from Bend to update our AHERA (Asbestos Management) Plan during Winter Break. This review will ensure that the district remains compliant with the mandated three-year inspection and reporting cycle and will help us maintain safe building conditions for staff and students.

Additionally, this week, Guardian Fire of Salem will clean the fire suppression system in SJSHS' food cart, and over the Winter Break, replace the fire suppression system in the SJSHS cafeteria. The current system is outdated and has prevented us from safely using the griddle for cooking. The new fire suppression system will bring us into compliance and allow staff to expand food preparation beyond reheating to full cooking, improving both safety and functionality in our food service operations.

Overall, the district continues to make steady progress in maintaining safe, efficient, and compliant facilities. The completion of these projects ensures that all students and staff have access to a secure and supportive learning environment.

District Enrollment

Grade Level	2025-2026 SY										2024-2025 SY									
	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	83	100	103	0	0	0	0	0	0	0	90	105	112	116	115	115	112	115	116	115
1st	117	119	123	0	0	0	0	0	0	0	104	109	111	112	113	122	122	125	123	123
2nd	120	127	125	0	0	0	0	0	0	0	133	135	140	143	140	139	138	141	142	141
3rd	148	152	153	0	0	0	0	0	0	0	150	163	168	165	161	166	176	180	187	188
4th	185	189	191	0	0	0	0	0	0	0	145	157	166	167	170	170	169	167	177	178
5th	166	168	177	0	0	0	0	0	0	0	178	190	195	197	196	208	209	216	227	226
6th	200	204	214	0	0	0	0	0	0	0	190	209	219	235	240	262	265	274	290	290
7th	267	265	284	0	0	0	0	0	0	0	244	267	277	294	302	327	338	355	366	370
8th	328	337	355	0	0	0	0	0	0	0	268	299	314	327	330	349	367	381	386	385
9th	291	305	313	0	0	0	0	0	0	0	252	277	296	313	325	345	360	371	381	375
10th	333	360	371	0	0	0	0	0	0	0	295	323	356	369	375	393	411	424	430	426
11th	380	390	406	0	0	0	0	0	0	0	331	346	364	382	383	409	425	440	444	438
12th	384	387	391	0	0	0	0	0	0	0	320	333	341	353	353	344	346	347	345	342
Total ADM	3002	3103	3206	0	2700	2913	3059	3173	3203	3349	3438	3536	3614	3597						

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

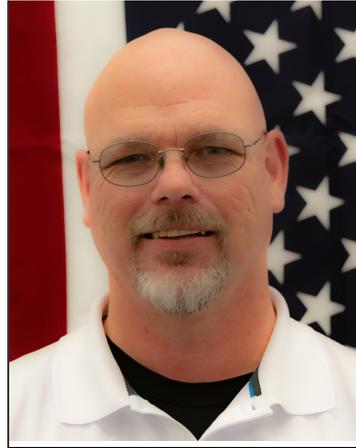
E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



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Date

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2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Jason E. Curtis Date: 9/25/25

Address: 809 Washburn St.

City/Zip: Brownsville/97327

Business phone: _____

Residence phone: _____

Cell phone: (541) 619-5340

E-mail: jason.curtis@centrallinn.k12.or.us

District/ESD/CC: Central Linn School District

Term expires: 6/27 Years on board: 3

Region: 10 Position #: 5

Insert your high-resolution digital photo (head shot):

- 1) Open this doc in Adobe
- 2) Click on Tools tab
- 3) Click Edit PDF
- 4) Click on Add Image
- 5) Navigate to where photo is
- 6) Position photo in this frame

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

 9/25/25
Name Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
I am currently on the LPC and would like to continue forward with the experience I have gained in the last year. My initial goal was to gain insight into the process to see where I can best serve our region. Now that I have experienced the full range of the past Legislative Session, I want to engage our region in discussions of the positive outcomes and what areas can have a stronger voice in Salem.
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
I strive to bring all voices into the conversation and create an environment of collaboration. I don't shy away from difficult conversations if that is what it takes to achieve positive results. I hosted the last Round Table discussion for our Region at the OSBA summer convention and I believe the outcome to be very positive while addressing some challenging issues our region is facing.
3. What do you see as the two most challenging legislative issues faced by OSBA?
The first is creating avenues whereby regions can have a voice in the legislative process prior to the legislative session. Many of the "bad bills" could be avoided if we can redirect the efforts of our legislators by giving first hand insight into the true needs of our region. The second is truly engaging our region in the overall process. The OSBA does a great job in Salem, but it's difficult to share all information.
4. What do you see as the two most challenging legislative issues faced by your region?
Our region is primarily smaller rural districts and our larger districts still encompass a lot of rural area. Legislation isn't always a "one size fits all" scenario and that is one challenge when larger, more metropolitan regions, seem to have a louder voice in Salem. The second is truly engaging our region in the process. OSBA needs to regain the trust of many smaller districts in our region.
5. What is your plan for communicating with boards in your region about legislative issues?
This past year was difficult to determine what was already being communicated by OSBA in the regular email vs. what I should be sending in addition to that. I plan to use the OSBA portal more and visit districts more often. I have visited several and plan to do more.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Current LPC committee member

Other education board positions held/dates:

Current Central Linn School District Board Chair Zone Five-7/22-Present

Occupation (Include at least the past five years):

Employers:

Sand Ridge Charter School-Teacher

Curtis Excavation-Business Owner

Dates:

8/01-7/03

7/03-Present

Schools attended (Include official name of school, where and when):

High school: Lebanon Union High School, Lebanon OR, 1994-97

College: Oregon State University, Corvallis OR, 1997-2001

Degrees earned: BS Elementary Education

Education honors and/or awards:

National Honor Society Member

Other applicable training or education:

N/A

Activities, other state and local community services:

Brownsville Rural Fire Dept. Volunteer (Current), Brownsville Recreation Center Volunteer Coach (Current), AYSO Soccer Volunteer Coach/Ref. (Past)

Hobbies/special interests:

Attending my children's sporting events, Motocross Racing, Reading Non-Fiction (My daughters say that isn't reading, but I greatly enjoy learning new things), Community Events

Business/professional/civic group memberships; offices held and dates:

Sharing Hands; Board Member 2014-2018

Brownsville Fire Association; Secretary, VP, President 2013-Present

Brownsville Chamber of Commerce; Member 2015-Present

Additional comments:

Thank you for your consideration. It's been an honor serving you this past year and I look forward to taking what I've learned and making big strides for our region this next season if I am re-elected.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.



SUPERINTENDENT EVALUATION WORKBOOK

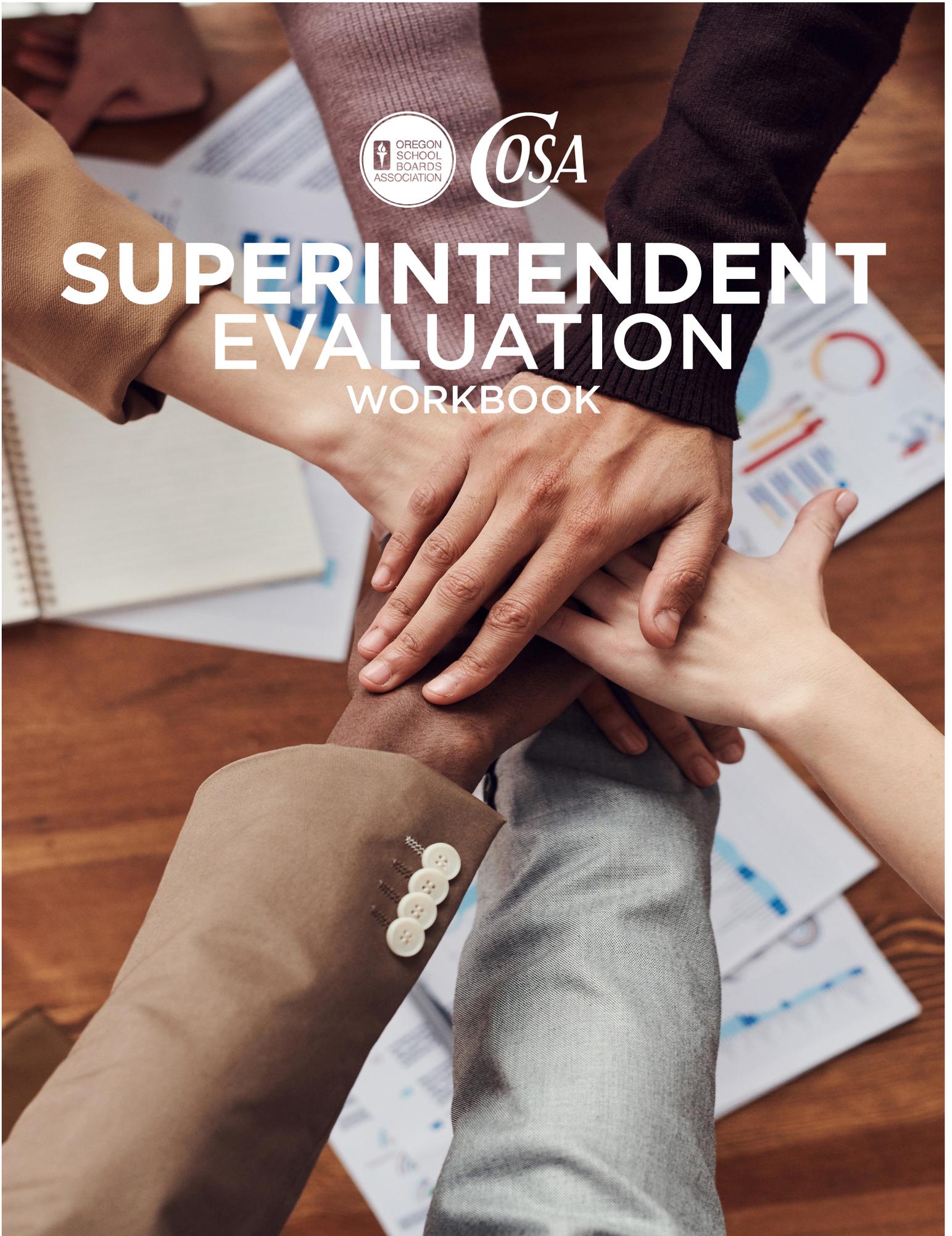


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**OREGON SCHOOL
BOARDS ASSOCIATION**

1201 Court St NE, Ste 400 | Salem, OR 97301
503-588-2800 or 800-578-6722
www.osba.org | info@osba.org



**COALITION OF OREGON
SCHOOL ADMINISTRATORS**

707 13th St SE, Suite 100 | Salem, OR 97301
503-581-3141
www.cosa.k12.or.us

rev 6/2020

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,



Jim Green, OSBA Executive Director



Craig Hawkins, COSA Executive Director

SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
 - reviewing past performance
 - communicating future expectations and goals
 - determining future professional development for the superintendent
 - making ongoing employment decisions (contract extension and compensation)
-

FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- **PART 1 SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**
These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- **PART 2 SUPERINTENDENT GOALS. (Appendix B)**
This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- **PART 3 EVIDENCE OF PERFORMANCE. (Appendix C)**
This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**
This consists of a targeted feedback survey (TFS)¹ of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.
- **PART 5 EVALUATION SUMMARY. (Appendix E)**
This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach¹.

EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

¹Described later in this workbook

SUPERINTENDENT EVALUATION AT A GLANCE

Time to start thinking about next year!



MARCH THROUGH AUGUST | PRE-EVALUATION

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

AUGUST THROUGH MARCH* | CHECK-IN MEETINGS

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

JANUARY THROUGH MARCH* | GATHER INFORMATION

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

MARCH* | EVALUATION RESULTS

By March 15th, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

MARCH* | EVALUATION CONCLUSION

The board adopts the short narrative summary in open session. This corresponds to Part 5.

*Review the superintendent's contract and district policy for any applicable deadlines.

PERFORMANCE RATINGS

PART 1 (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:

4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

PART 2 (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

TIMELINE AND ACTION

1. **PRE-EVALUATION** (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statutes, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

2. **CHECK-IN MEETINGS** (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

3. **GATHER INFORMATION** (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

4. **EVALUATION RESULTS** (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." ([ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions](#), Revised August 2018, Question #8.)

PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)

ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

- (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.
- (2) The governing body of a public body may hold an executive session: ...
 - (i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing...
- (8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

OAR 199-040-0020 Permitted Topics for Executive Session

- (3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

ORS 342.513 Renewal or nonrenewal of contracts for the following year.

- (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.
- (2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)

POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

EVALUATION RESULTS

APPENDICES

APPENDIX A

PART 1

EVALUATION COMPONENT PERFORMANCE STANDARDS

INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

KEY:

4 = ACCOMPLISHED PERFORMANCE

Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE

Performance in this area consistently meets the standard.

2 = DEVELOPING

Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

STANDARD 1

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING



COMMENTS

STANDARD 2

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING



COMMENTS

STANDARD 3

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING



COMMENTS

STANDARD 4

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING



COMMENTS

STANDARD 5

COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING



COMMENTS

STANDARD 6

EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING



COMMENTS

STANDARD 7

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING



COMMENTS

STANDARD 8

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING 

COMMENTS

APPENDIX B

PART 2

EVALUATION COMPONENT GOALS

INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

SAMPLE GOAL STATEMENT 1:

PERFORMANCE INDICATORS:

(Insert indicators of success here)

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5

SUMMARY RATING — GOAL 1: *(check one)*

4 3 2 1 N/A

COMMENTS:

SAMPLE GOAL STATEMENT 2:

PERFORMANCE INDICATORS:

(Insert indicators of success here)

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5

SUMMARY RATING — GOAL 2: *(check one)* 4 3 2 1 N/A

COMMENTS:

SAMPLE GOAL STATEMENT 3:

PERFORMANCE INDICATORS:

(Insert indicators of success here)

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5

SUMMARY RATING — GOAL 3: *(check one)* 4 3 2 1 N/A

COMMENTS:

APPENDIX C

PART 3

EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent’s day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"> • Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities. • Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision. • Implements the district’s continuous improvement plan and communicates its progress. 	<ul style="list-style-type: none"> • Evidence of how you have constructed and enacted an equity vision and mission across the district and community: <ul style="list-style-type: none"> · Newspaper, school banners, website, photo, or other media · Actions communicating clear and coherent vision: newsletter, professional development, etc. · Meetings or presentations to collaborate and implement vision, mission, goals and plans • Models learning through attending professional development opportunities and applying knowledge (transparency) • Presentation of at least one plan (e.g., CIP or SIA application) • Resources are clearly aligned with the vision and strategic initiatives: <ul style="list-style-type: none"> · Budget examples of how funds support the vision/strategic initiatives · Staffing patterns that reflect where there is an identified need · Data support goals that are aligned to student learning and growth • Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

ARTIFACTS

- Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices
- Evidence of ability to confront conflict and build consensus
- Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation
- Reflective journals and evidence of adaptative behavior
- Equity and inclusion plan
- Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

ARTIFACTS

- Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)
- Diversity training/awareness plan; evidence of an equity lens and implementation of the plan
- Sections in employee handbooks that demonstrate an inclusive district culture
- External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)
- Evidence that all student needs are addressed equitably
- Response to staff or public concerns/issues (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)
- Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

ARTIFACTS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome date, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district’s mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

ARTIFACTS

- Evidence of participation in community/school events
- Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)
- Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports
- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)
- Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.
- Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities
- Memberships and participation with community organizations (e.g., PTA, city council, etc.)
- Participation in state, regional and national initiatives (documentation)
- Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)
- Response to public and/or stakeholder concerns/issues (documentation)
- Union collaboration (e.g., minutes, negotiations, grievances, etc.)
- Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.
- An internal or external communication plan
- Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contract effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

ARTIFACTS

- Staff recruitment and retention plan (including demographics to match student and community population)
- Union collaboration (minutes, negotiations, grievances, etc.)
- Uses data from a variety of sources to inform labor trends, negotiations and bargaining
- Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.)
- Staff attendance and retention rates
- Development plans for improving the capacity of leadership at all levels
- Documentation of coaching for instruction, curriculum, assessment and inclusion
- Meaningful engagement of staff to improve cultural competency and equitable practice (documentation)
- Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

ARTIFACTS

- District budget reflects priorities and expectations
- Economic vision that includes participation with community development groups/stakeholders
- Enrollment trend forecasts
- External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)
- Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.
- Grants received/applied for that are aligned with goals of the district, plans for sustainability
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Construction project(s) management, including timelines, budgets and implementation techniques
- Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

ARTIFACTS

- Administrative team meeting agendas
- Board and administrative goals
- Board meeting agendas
- Timeliness of board packets
- Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials
- Collaborative partners (documentation)
- Comprehensive District Improvement Plan
- External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)
- Onboarding plan for board members to understand roles and responsibilities
- Meaningful interpretive reports of student achievement data delivered in accessible language
- Notes from state officials
- Participation in state, regional, national initiatives (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- State Report Card data (including disaggregated data by sub-groups and groups of interest)
- Work with city council on city/school initiatives (documentation)
- Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

APPENDIX D

PART 4

EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent’s goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number of participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

APPENDIX E

PART 5

SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.



**OREGON SCHOOL
BOARDS ASSOCIATION**

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**COALITION OF OREGON
SCHOOL ADMINISTRATORS**

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Santiam Canyon School District 129

Code: BBB
Adopted: 5/06/10
Readopted: 2/11/15
Orig. Code: BBB

Board Elections

1. Number of Directors

The Board will consist of five members elected and will be known as the district school board. The term of office shall be four years. ~~All positions shall be at-large. The Board endorses the principal that the various geographical areas of the district should be represented by Board membership; therefore, Board candidates shall be nominated by zone and elected at large as provided in Oregon statute. All zones shall be re-evaluated every 10 years at the 10 year census.~~

2. ~~Board Zones~~

~~The district shall be divided into two zones:~~

a. ~~Zone No. 1~~

~~Includes the region of the district, which lies west of milepost 40 on highway 22 and includes the areas known as the North Fork, Gates and Mill City. Zone No. 1 shall be represented by Board positions No. 1, No. 2, No. 3 and No. 4~~

b. ~~Zone No. 2~~

~~Includes the region of the district, which lies east of milepost #40 on highway 22 and includes the areas known as Detroit, Idanha and Marion Forks. Zone No. 2 shall be represented by Board position No. 1.~~

3.2. Designation of Board Positions

Board members' positions and their respective successors in office will be designated by numbers as Position No. 1, No. 2, No. 3, ~~and No. 4~~ ~~and No. 5 for Zone 1 and Position No. 1 for Zone 2.~~¹ In all proceedings for the nomination or election of candidates for or to the office of Board members, every petition for nomination, declaration of candidacy, certificate of nomination, ballot or other document used in connection with the nomination or election will state the position number to which the candidate aspires.

Individuals may seek more than one elected position such as school board and education service district board.

¹ Prior to the vote taken on ~~[insert date]~~ September 10, 2025, the district was zoned, with Zone 1 having four positions and Zone 2 having one position. With the change to at-large positions, Zone 1 positions retained their position number and Zone 2 Position 1 because Position 5.

Re-elections for Board positions will occur as follows:

- ~~Zone No. 1~~—Position No. 1: Spring 2017, and every four years thereafter;
- ~~Zone No. 1~~—Position No. 2: Spring 2017, and every four years thereafter;
- ~~Zone No. 1~~—Position No. 3: Spring 2017, and every four years thereafter;
- ~~Zone No. 1~~—Position No. 4: Spring 2015, and every four years thereafter;
- ~~Zone No. 2~~—Position No. 5: Spring 2015, and every four years thereafter.

END OF POLICY

Legal Reference(s):

[ORS 249.013](#)
[ORS 255.235](#)

[ORS 255.245](#)
[ORS 332.011](#)

[ORS 332.018](#)
[ORS 332.118 - 332.138](#)

1st Read

Santiam Canyon School District 129

Code: BBBA
Adopted: 12/01/05
Readopted: 2/11/15
Orig. Code: BBBA

Board Member Qualifications

A person is eligible to serve as a Board member if ~~they are~~~~he/she is~~ an elector of the district. An “elector” means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and must have been a resident within the district for one year immediately preceding the election or appointment. ~~Additionally, if the district is zoned, the individual must meet the requirements of ORS 332.124 – 332.126.~~

No person who is an employee of the district is eligible to serve as a Board member while so employed. A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located. A district or charter school substitute bus driver in a district with an average daily membership of 50 or less may serve as a Board member.

END OF POLICY

Legal Reference(s):

[ORS 137.230 - 137.285](#)
[ORS 247.002](#)
[ORS 247.035](#)

[ORS 249.013](#)
[ORS 332.016](#)
[ORS 332.018](#)

[ORS 332.030](#)
[ORS 332.124](#)
[ORS 332.126](#)

Oregon Constitution, Article II, Section 2.

Cross Reference(s):

BBE - Vacancies on the Board

Santiam Canyon School District 129

Code: BBD
Adopted: 11/04/99
Readopted: 2/11/15
Orig. Code: BBD

Board Member Removal from Office

The Board shall declare the office of a director vacant upon any of the following:

1. The death or resignation of an incumbent;
2. When an incumbent ceases to be a resident of the district ~~or zone~~;
3. When an incumbent ceases to discharge the duties of office for two consecutive months unless prevented by sickness or unavoidable cause;
4. When an incumbent ceases to discharge the duties of office for four consecutive months for any reason;
5. When an incumbent is removed from office or their election is declared void by judgement of a court;
- ~~6. When an incumbent has been recalled from office by district voters;~~
- ~~7.6. When an incumbent is elected by zone and moves from the zone to which he/she was elected. The incumbent shall continue to serve as director to June 30 next following the next regular district election. At that election, a successor shall be elected to serve the remainder, if any, of the unexpired term to which the director was elected. If the term to which the director was elected expires June 30 next following the election of the successor, the successor shall be elected to a full term.~~

Vacancies will be filled through appointment by the Board unless a majority of the positions are vacant at the same time. In that case, vacancies will be filled by the Linn-Benton-Lincoln Education Service District.

END OF POLICY

Legal Reference(s):

[ORS 249.865 - 249.877](#)

[ORS 332.030](#)

[ORS 408.240](#)

Cross Reference(s):

BBE - Vacancies on the Board

Santiam Canyon School District 129

Code: BBE
Adopted: 9/02/99
Readopted: 2/11/15
Orig. Code: BBD

Vacancies on the Board

Vacancies will be filled through Board appointment. The Board appointee must be a legally registered voter and a resident within the district for one year immediately preceding the appointment. ~~and a resident of the zone from which the vacancy has occurred. If the vacancy occurs in a zone, the Board shall advertise for a 20-day period to find an eligible resident from the same zone. If an eligible zone resident cannot be found, the Board shall appoint one of the eligible residents from the district.~~

The appointee will serve until June 30 of the next regular district election, at which time the individual elected in May of that year will fill the remaining portion of an unexpired term or serve a full four-year term. If, however, a vacancy occurs on a Board after the filing date for candidates, the appointee will serve until June 30 of the subsequent regular district election year. At the next regular district election, a replacement will be duly elected.

A Board member so elected as a replacement will serve the remaining year(s) of the term of office of the Board member being replaced.

In the event of multiple vacancies, the position vacated first will be filled first.

Upon appointment by the Board, the newly appointed Board member(s) will be sworn and seated immediately.

If the offices of a majority of Board members are vacant at the same time, the Directors of the Linn-Benton-Lincoln Education Service District shall appoint persons to fill the vacancies from qualified school district voters.

END OF POLICY

Legal Reference(s):

[ORS 249.865 - 249.877](#)
[ORS 255.245](#)

[ORS 255.335](#)
[ORS 332.030](#)

[ORS 332.122](#)
[ORS 332.124](#)

Cross Reference(s):

BBBA - Board Member Qualifications
BBC - Board Member Resignation
BBD - Board Member Removal from Office

OSBA Model Sample Policy

Code: DN
Adopted:

Disposal of District Property

The Board may, at any time, declare district property as surplus and authorize its disposal when such property is no longer useful to the district, unsuitable for use, too costly to repair or obsolete.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the district, the Board may dispose of them in another manner.

If the district property was purchased with state, federal or private grant funds disposal of the property shall be made as outlined in the grant or by state or federal regulations.

END OF POLICY

Legal Reference(s):

[ORS 279B.055](#)

[ORS Chapters 279A, 279B and 279C](#)

[ORS 332.155](#)

EDUCATION, TITLE 34 C.F.R. PART 80 § 80.32(e)

OSBA Model Sample Policy

Code: IICA
Adopted:

Field Trips and Special Events**

The district/~~Board~~ recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day.

Field trips and other curricular/cocurricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals.

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, and the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool.

Written parental permission must be obtained for each trip. The signed form showing parental approval and acknowledgment of student conduct guidelines will be maintained on file for a period of one year.

The administration will develop rules to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules will reinforce district policy in areas such as alcohol, tobacco and unlawful drug use, procedure to be used in cases of illness or accident, and methods for communicating with administrators/parents in discipline and emergency situations.

All out-of-state ~~and overnight travel~~ must have prior Board approval. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 336.014](#)

[ORS 339.155](#)
[ORS 339.240](#) to [-339.250](#)

Santiam Canyon School District 129

Code: **IICAA**
Adopted: 9/02/99
Readopted: 7/08/15
Orig. Code(s): IICAA

Trips

The district recognizes trips as an extension of the school experience. District-sponsored trips may be authorized.

In-state trips, including overnight trips that are within the state, require approval by the principal. Requests for ~~overnight~~, out-of-state or foreign travel shall be submitted to the superintendent and the Board for approval. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

Students participating in trips will be subject to the student code of conduct. Violations will result in appropriate disciplinary action and may include referral to law enforcement.

Private groups and organizations may be permitted to use district facilities and equipment during ~~nonschool~~non-school time to promote trips on the same basis as facilities and equipment are provided to others.

Advertising, including the distribution of materials, will be allowed during the school day.

Private groups and organizations may not use the district name in any way to promote their activities.

The superintendent will develop ~~administrative~~ regulations for district-sponsored trips, including the approval process, procedures to be used in case of accident or illness and student conduct violations.

END OF POLICY

Legal Reference(s):

[ORS 332.105](#)
[ORS 332.107](#)
[ORS 336.014](#)
[ORS 339.155](#)

[OAR 581-022-1020](#)



State School Fund Basics for School Board Members

Vanessa Clark | State School Fund Program Manager

Agenda



- History & Philosophy
- Components & Formula
- Data Factors
- Q&A

Welcome! Who's in the room?

Set Your Intentions

- What is one thing you hope to learn in this session?
- What is one thing you are looking forward to at the conference?



Note about Acronyms

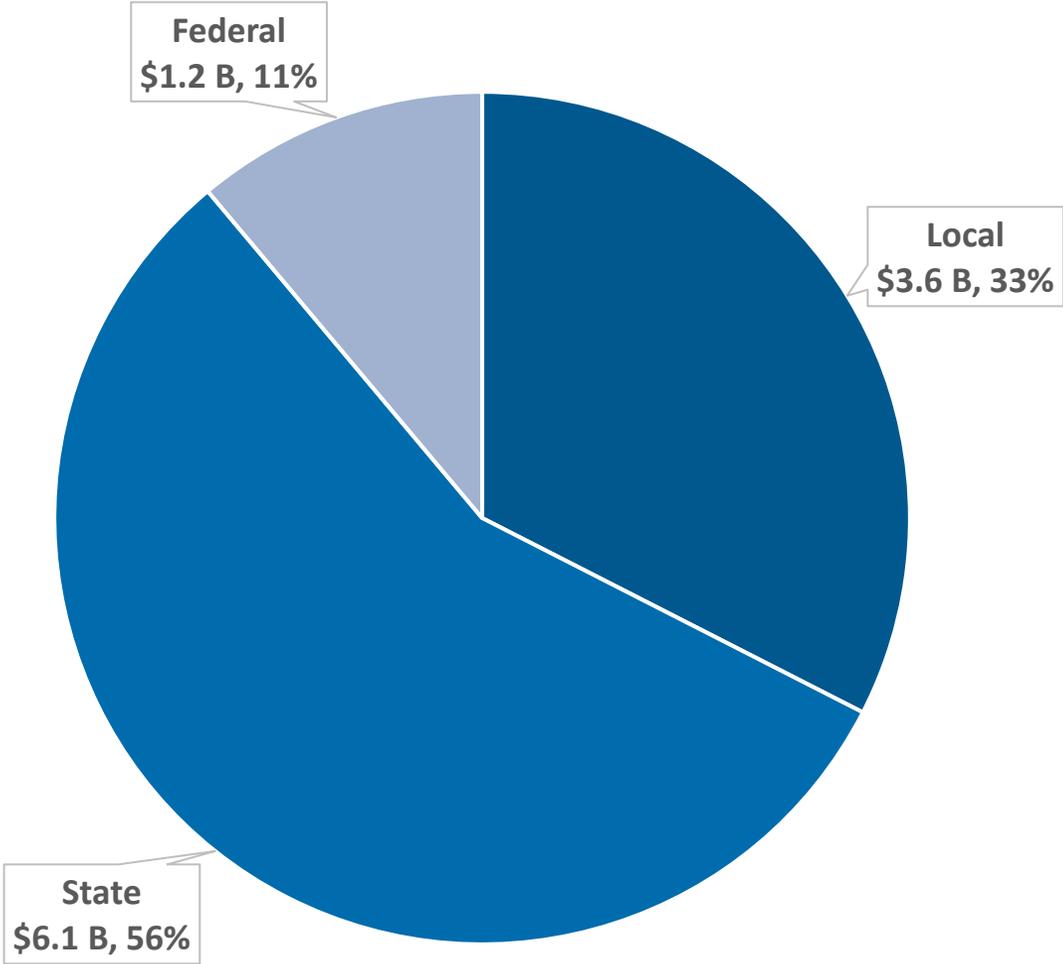
This is **dense** content! Acronyms will be used sparingly, but they can be helpful to communicate dense information.

- **ADM** or **ADMr**: average daily membership (resident); similar to student enrollment
- **ADMw**: weighted average daily membership
- **EMR**: Estimate of Membership and Revenues; a data collection used to inform the State School Fund Estimates
- **IEP**: Individualized Education Plan
- **SSF**: State School Fund



State School Fund History & Philosophy

2023-24 Funding Sources for Oregon's Schools

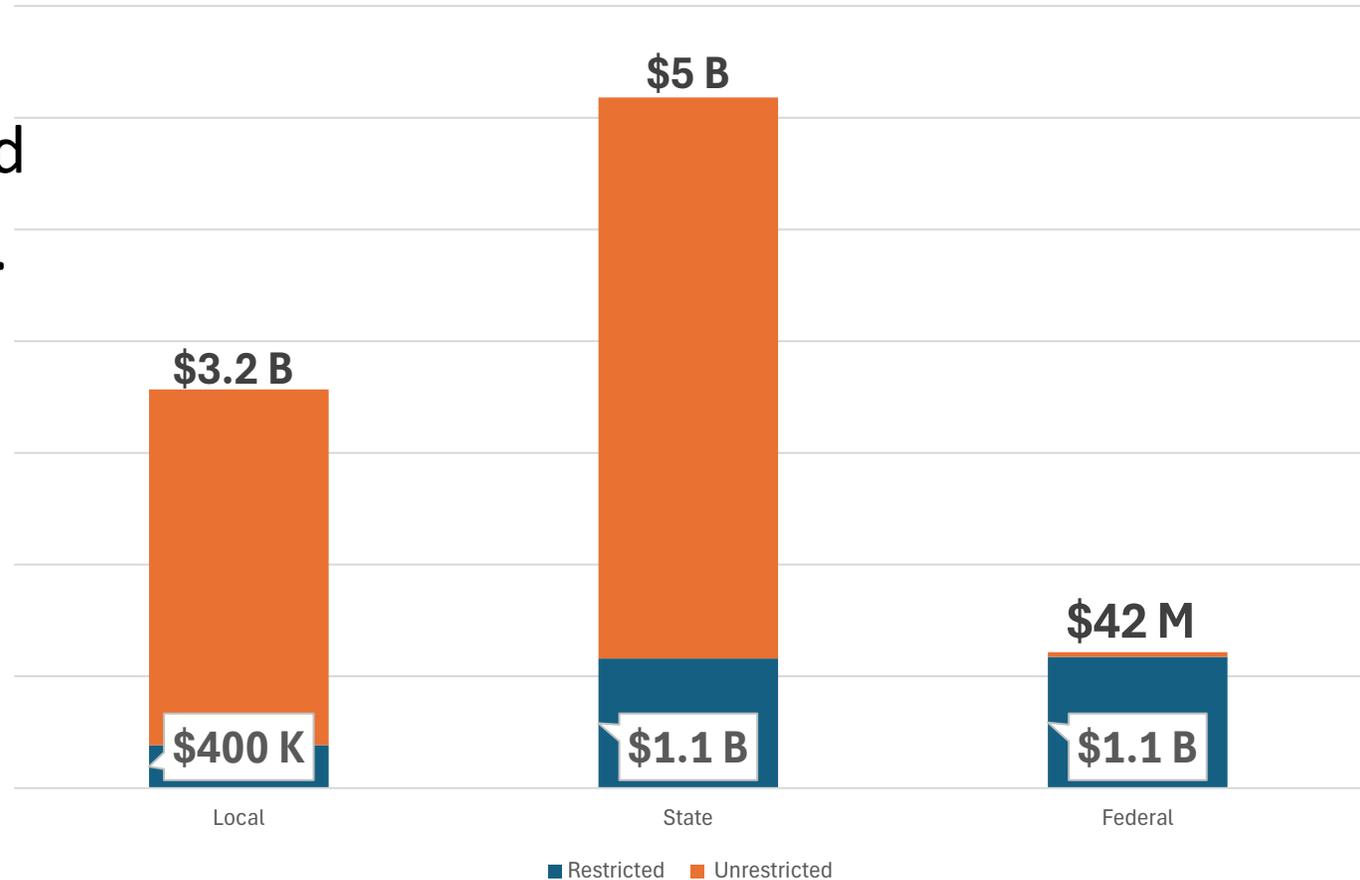


Oregon K-12 Funding
Totals **\$10.9 Billion**

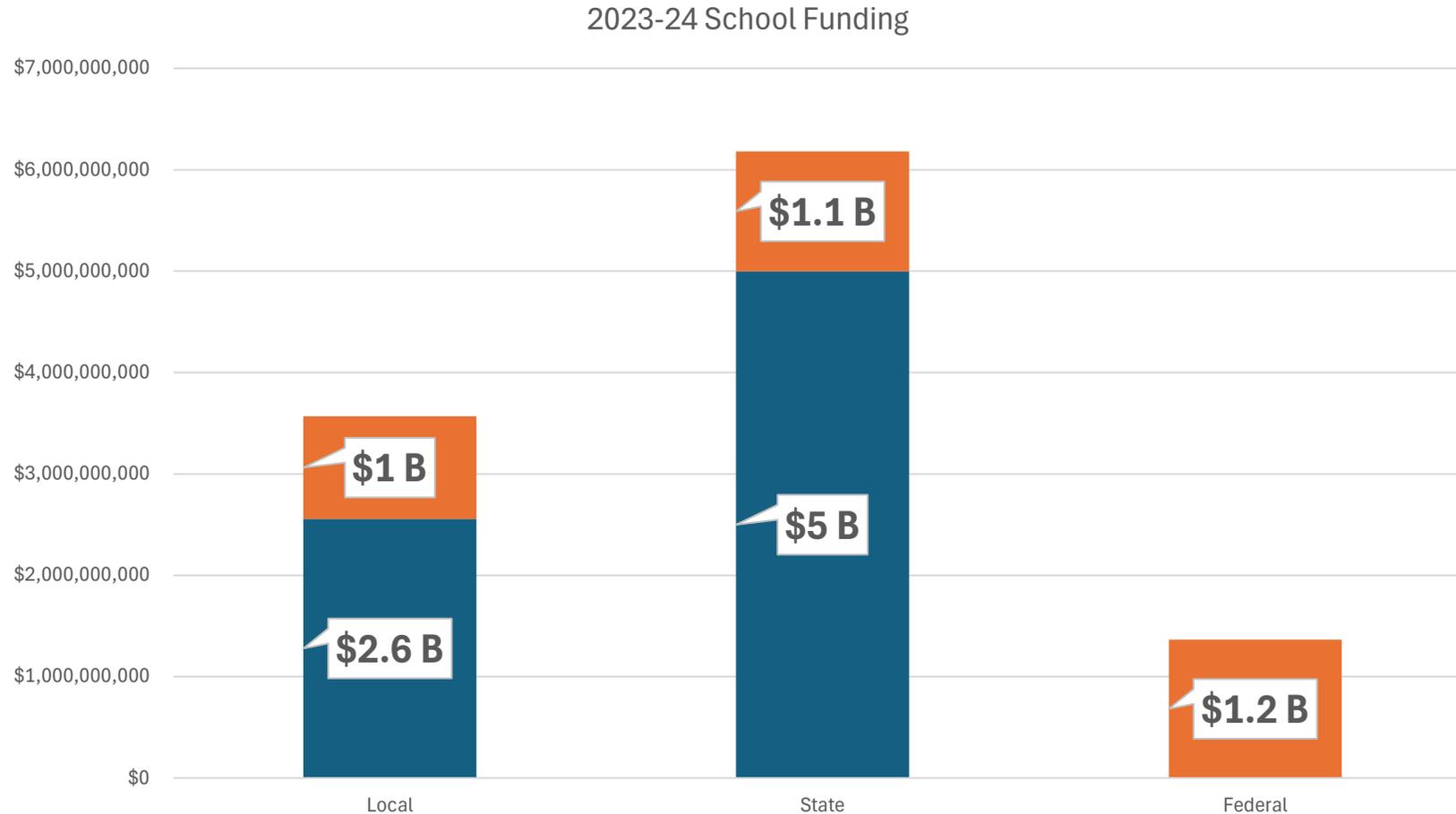
Use of Funds

Unrestricted means funds can be used for any legal purpose desired by the district without restriction.

Restricted means funds must be used for a categorical or specific purpose. If such money is not completely used by the district, it must be returned, usually, to the intermediate governmental unit.



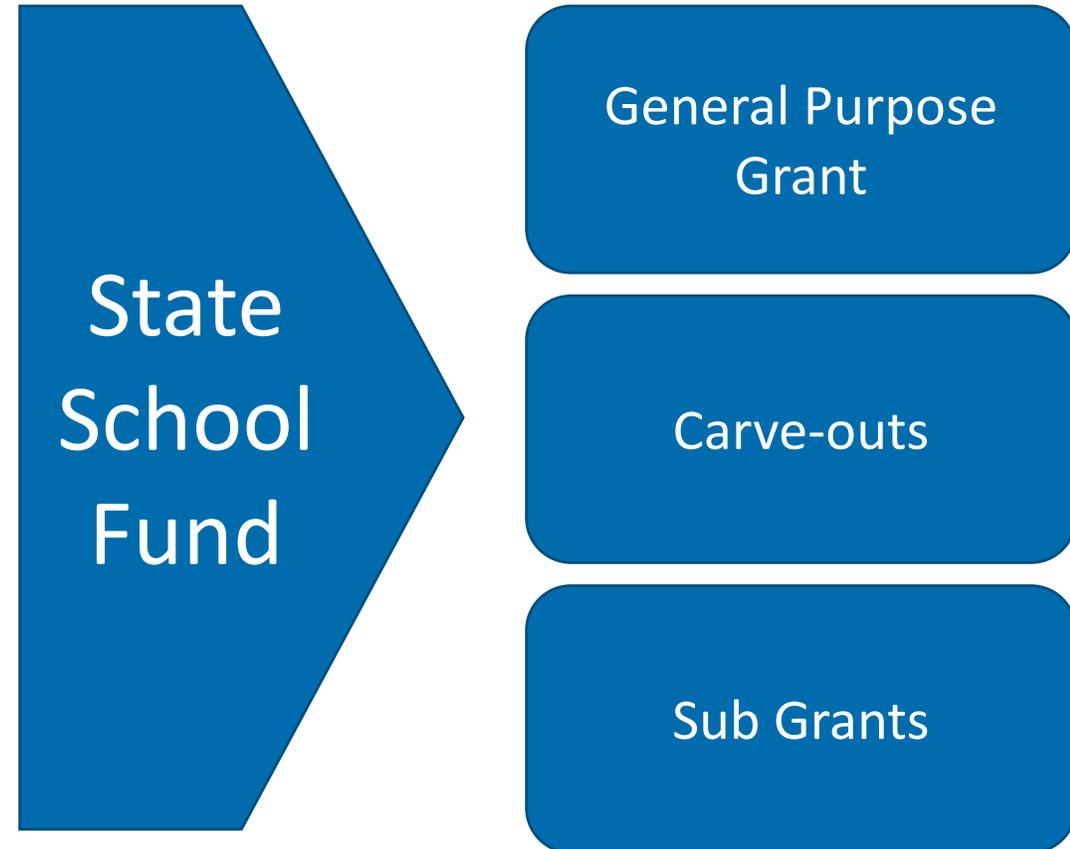
State School Fund - Portion of Revenue



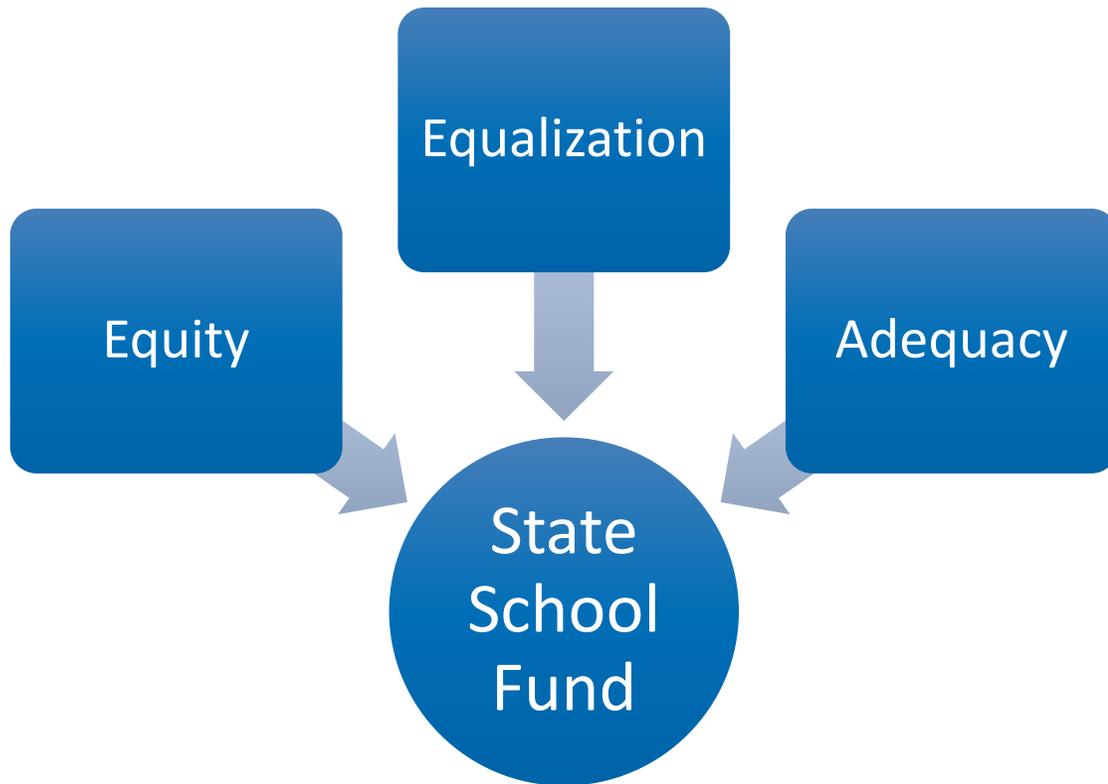
What is the State School Fund?

State School Fund (SSF) is a combination of state and local funds dedicated to the operation of K-12 public schools.

- Legislature appropriates funds each biennium
- ODE manages the grants and distributes the funds monthly (*except June*) according to formula

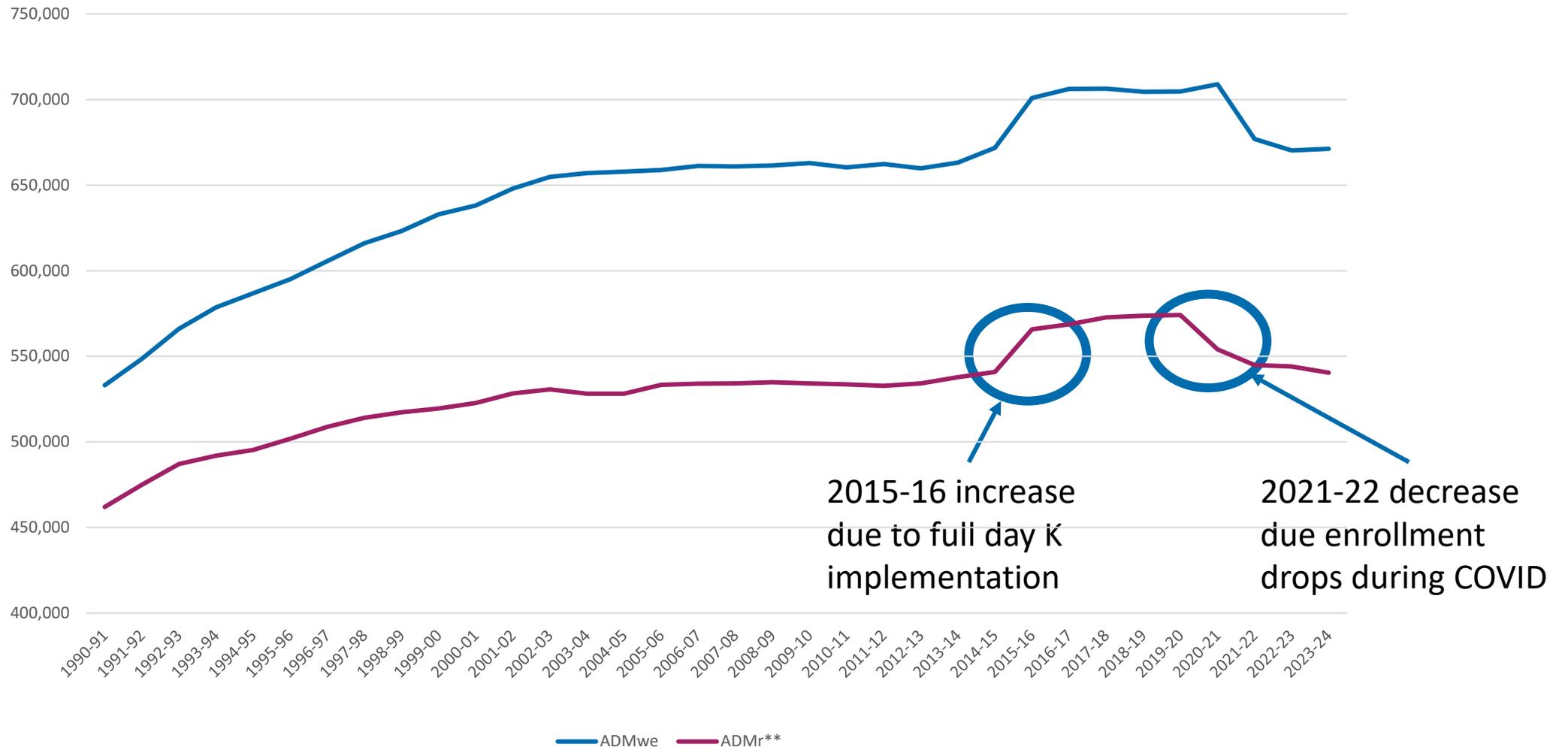


State School Fund Philosophy



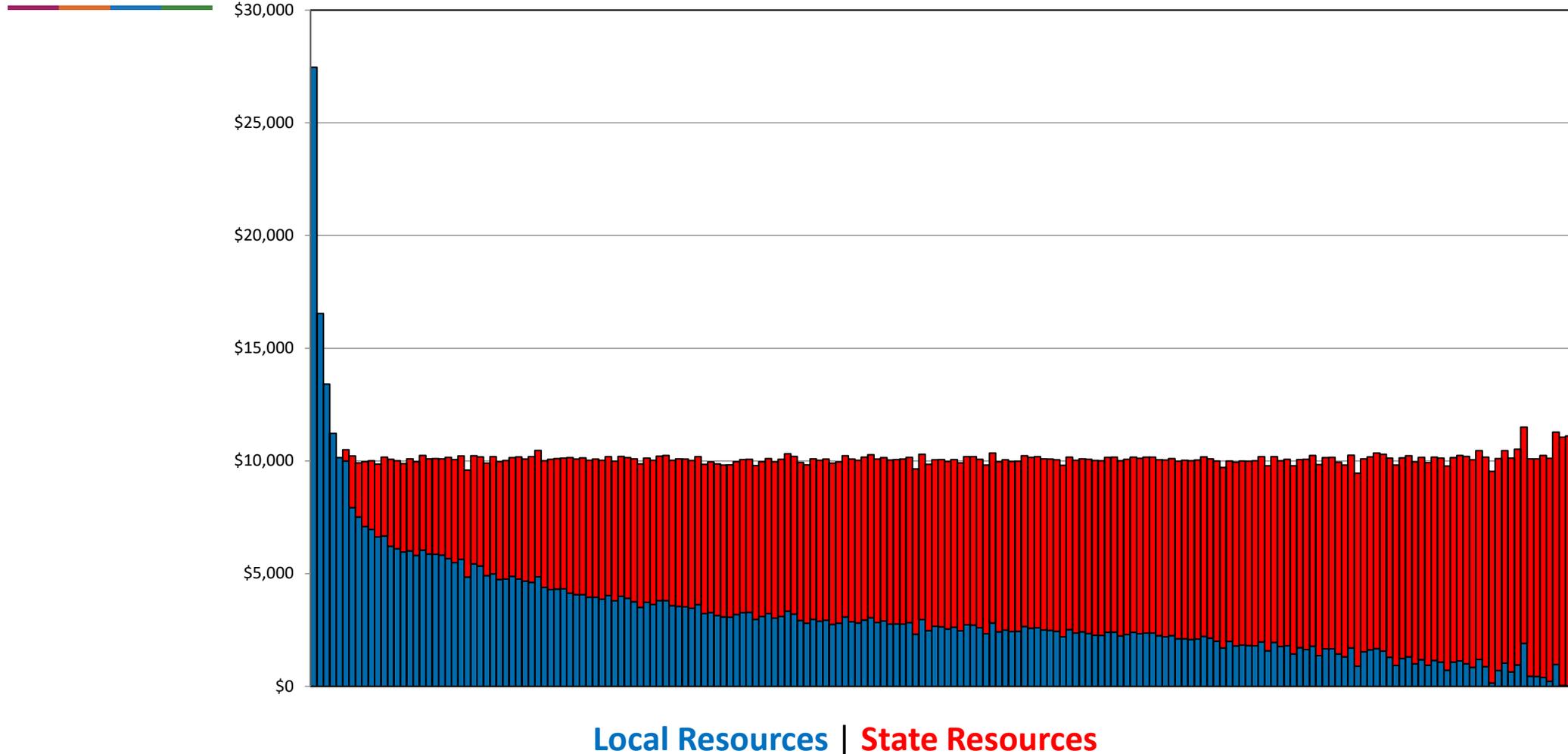
- Equity
 - Student enrollment + weights to determine funding for each district
 - Weights designed to address student needs
- Equalization
 - Combining State and Local funding sources to provide an equal amount of funding per student weight
- Adequacy
 - Amount of funding available for distribution to all school districts

Student Enrollment and Weights Over Time



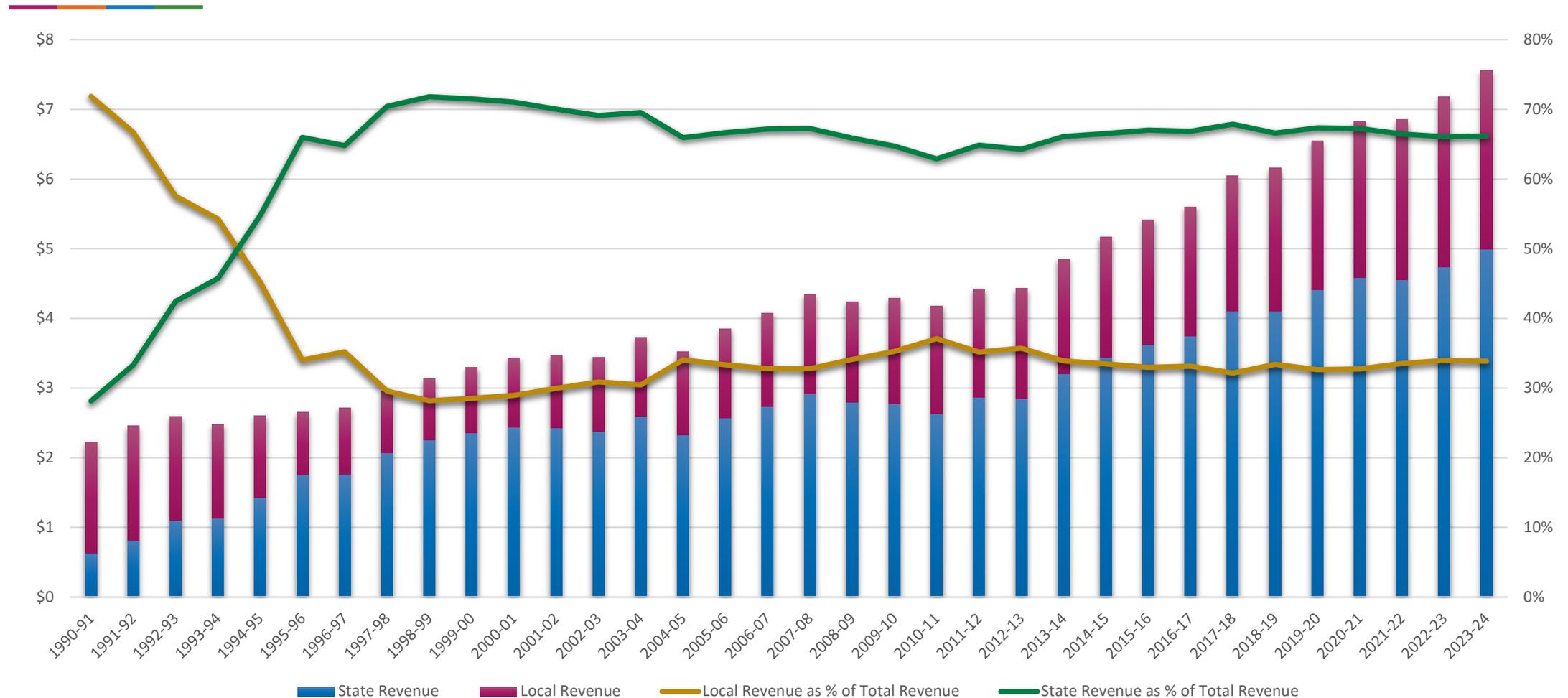
State School Fund Equalization Across Districts

General Purpose Grant Per Weighted Student
(2023-24)

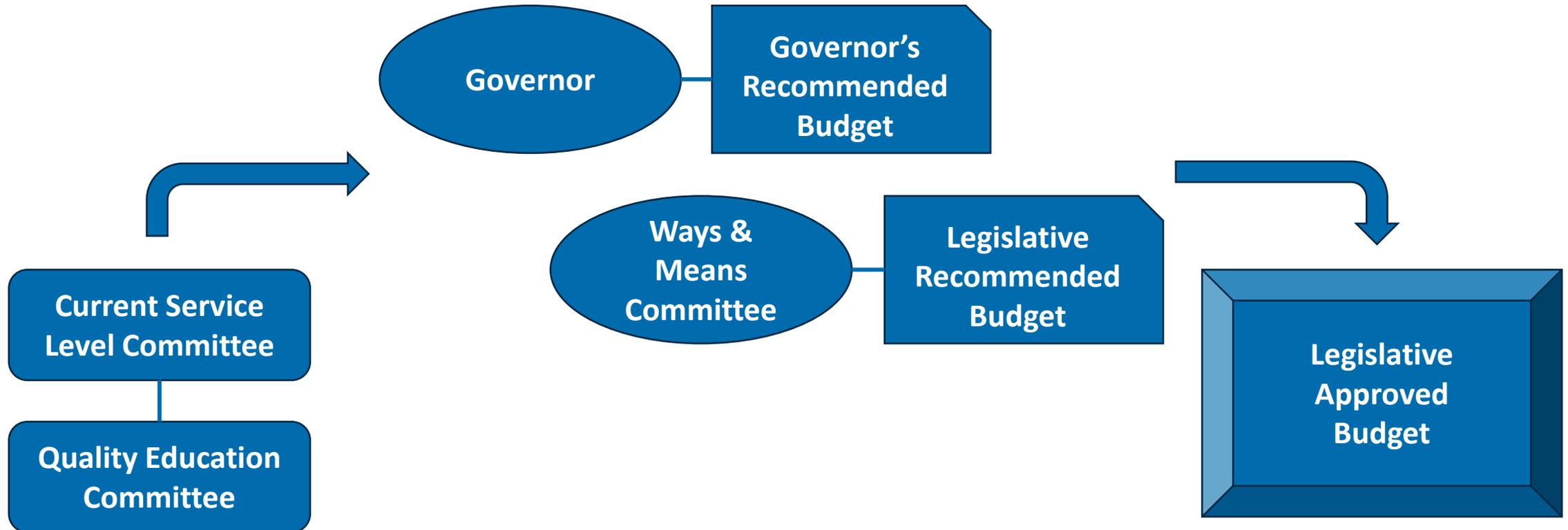


State and Local Revenues as % Total Revenue

(in billions)



How is the State School Fund Funded?



Statute & Rules

- [ORS 327](#)
- [OAR Division 23](#)



SSF History & Philosophy – Partner Share



Share with a partner:

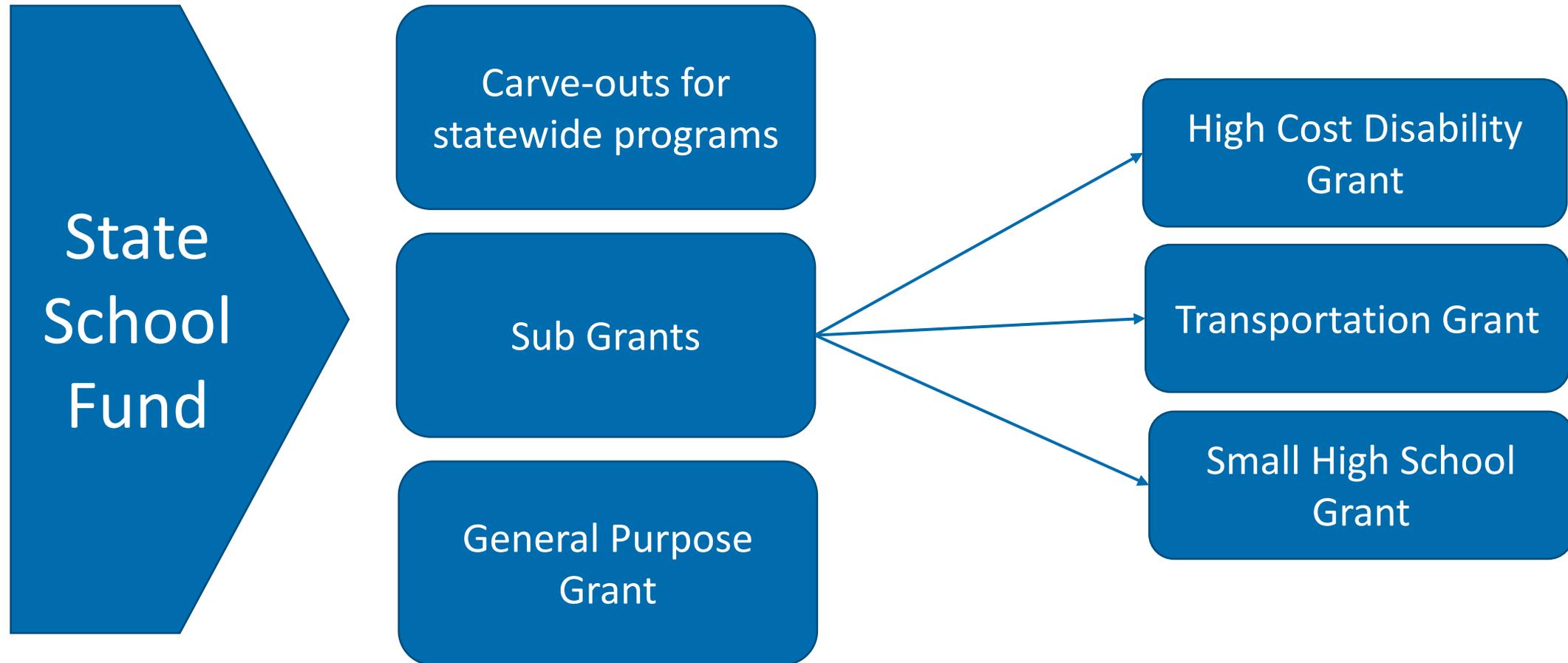
- One thing you learned.
- One thing you wonder.

Write down your wonderings and questions to come back to during Q&A time at the end of the session.



State School Fund Components & Formula

What are the components of the SSF?



Sub Grants

High Cost Disability Grant

- \$55 million per year
- Reimburses districts for students on an IEP who have over \$30,000 in eligible expenses in a year
- Estimated payment in first year. Reconciled in May of following year with actuals
- Targeted expenditures

Small High School Grant

- \$2.5 million per year
- Small Districts < 9,500 ADMw
- Small High Schools < 350 ADMr/ 4 grades
- Paid in May
- No spending restrictions

Transportation Grant

- No maximum
- Reimburses eligible expenses
- Reimburse rates of 70%, 80%, or 90% (based on cost/ADMr)
- Targeted expenditures

Assumptions Page

	2025-26	2026-27	2025-27 Biennium
	\$5,566,106,000	\$5,793,294,000	\$11,359,400,000
2025-26 Budget Appropriation for school districts & ESDs:			\$5,566,106,000
Oregon Revised Statute		Less Reserve Account:	(\$20,000,000)
327.008(14),(15)		Less TAG, Speech Pathology, and Oregon Digital Learning:	(\$1,050,000)
327.023(1),(3),(4)		Less Long Term Care and State Schools:	(\$14,500,000)
327.008(12)		English Language Learner Improvement Funds:	(\$6,250,000)
327.008(11)(b)(A)		Educator Advancement Fund (EAF):	(\$3,397,356)
327.008(18)		Less Small High School Grant:	(\$2,500,000)
327.008(3)		Less Charter School Closure Funds:	(\$300,000)
327.339		Less Local Option Equalization Grant:	(\$3,500,000)
327.008(7),(8),(16)		Less Office of School Facilities:	(\$7,500,000)
327.008(9)		Skilled Nursing Facilities (pediatric nursing):	(\$1,244,095)
327.008(19), 327.029		Oregon Youth Challenge program and Recovery Schools:	(\$3,234,383)
327.008(17)		Menstrual Hygiene HB 3294	(\$2,808,917)
Transfers/Deductions			(\$66,284,750)
State Revenue for Formula			\$5,499,821,250
District Local Revenue:			\$2,576,255,813
ESD Local Revenue:			\$175,141,230
Local Rev. for Formula (District + ESD)			\$2,751,397,043
Total Revenue For Formula			\$8,251,218,293
District Share at 95.50%			\$7,879,913,470
ESD Share at 4.50%			\$371,304,823
Other Transfers/Deductions:		327.008(10) Less High Cost Disability Grants:	(\$55,000,000)
327.008(11)(b)(B)		Less share of EAF:	(\$9,484,284)
Districts			(\$64,484,284)
327.008(13)		Less ESD testing contract:	(\$484,000)
327.008(11)(b)(C)		Less share of EAF:	(\$9,484,284)
ESDs			(\$9,968,284)
Formula Revenue for Distribution			
School Districts			\$7,815,429,186
ESDs			\$361,336,539

Carve-outs for statewide grants and programs

Local revenues added to the State School Fund

Portion into school district and ESD side of the formula

Formula Revenue to distribute to school districts and ESDs

General Purpose Grant Calculation

$$\left(\begin{array}{l} \text{Teacher} \\ \text{Experience} \\ \text{Adjustment} \end{array} \times \$25 \right) + \$4,500 \text{ Target} \times \text{Ext ADMw} \times \text{Funding Ratio} = \text{General Purpose Grant}$$

2025-2026 General Purpose Grant

Multiply the Teacher Experience Adjustment of -2.39 by \$25 then add \$4500 to the result = \$4,440.25

Then multiply \$4,440.25 by the Extended ADMw 1465.5924 and then by the funding ratio 2.48076126416 = \$16,143,793.70

Funding Ratio Calculation

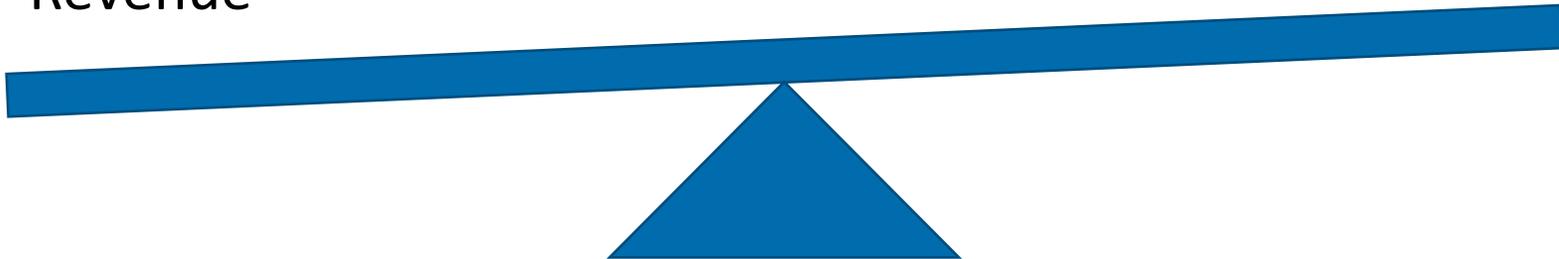
$$\left(\begin{array}{l} \text{School Districts} \\ \text{Formula Revenue} \\ \text{for Distribution} \end{array} \right) \div \text{Transportation Grant} \div \text{State Ext ADMw} \div \$4,500 \text{ Target} = \text{Funding Ratio}$$

All data can be found on the Assumptions Page, the first page of every SSF Estimates document.

State School Fund Grant

General Purpose Grant + Transportation Grant = Total Formula Revenue

Total Formula Revenue = Local Revenue = State School Fund Grant



State School Fund Estimate

STATE SCHOOL FUND GRANT

2025-2026

Based on \$11,359,400,000 Budget with a 49/51 split as of 6/16/2025

Curry County, Brookings-Harbor SD 17C - 1974

2025-2026 Local Revenue

Property Taxes and in-lieu of property taxes from local sources	=	\$7,422,263.00
Common School Fund	=	\$171,516.80
County School Fund	=	\$140,000.00
State Managed Timber	=	\$0.00
ESD Equalization	=	\$0.00
In-Lieu of Property Taxes(non-local sources)	=	\$0.00
Revenue Adjustments	=	\$0.00
Sum of Local Revenue	=	\$7,733,779.80

2025-2026 Experience Adjustment

District Average Teacher Experience	=	9.7
State Average Teacher Experience	=	12.09
Experience Adjustment (Difference in District and State Teacher Experience)	=	-2.39

2025-2026 Transportation Grant

Salaries	=	N/A
Payroll	=	N/A
Purchased Services	=	N/A
Supplies	=	N/A
Other	=	N/A
Garage Depreciation	=	N/A
Bus Depreciation	=	N/A
Fees Collected	=	N/A
Non-Reimbursable	=	N/A
Net Eligible Trans Expenditures	=	\$1,350,000.00
Transportation per ADMr Rank		63%
Transportation Reimbursement Rate		70.00%
70.00% of the Net Eligible Transportation Expenditures = the Transportation Grant \$945,000.00		

2025-2026 Extended ADMw

2025-2026 ADMw	1,400.24	2024-2025 ADMw	1,465.59	Extended ADMw	1,465.59
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2025-2026 General Purpose Grant

Multiply the Teacher Experience Adjustment of -2.39 by \$25 then add \$4500 to the result = \$4,440.25
Then multiply \$4,440.25 by the Extended ADMw 1465.5924 and then by the funding ratio 2.48076126416 = \$16,143,793.70

2025-2026 Total Formula Revenue

Add the General Purpose Grant \$16,143,793.70 to the Transportation Grant \$945,000.00 = \$17,088,793.70

2025-2026 State School Fund Grant

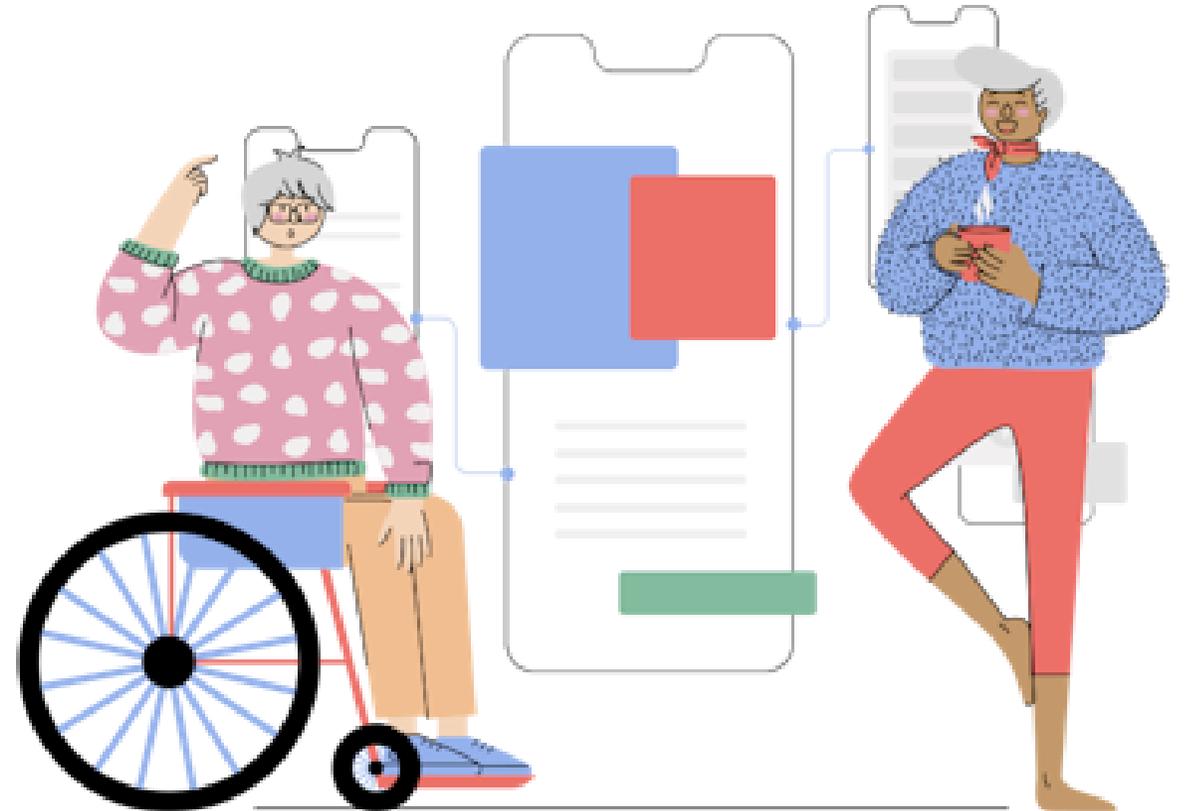
Subtract the Local Revenue \$7,733,779.80 from the Total Formula Revenue \$17,088,793.70 = \$9,355,013.90

2025-2026 Rates per ADMw

General Purpose Grant per Extended ADMw	=	\$11,015	Total Formula Revenue per Extended ADMw	=	\$11,660
Charter Schools Rate(ORS 338.155)	=	\$11,529			

What do you think?

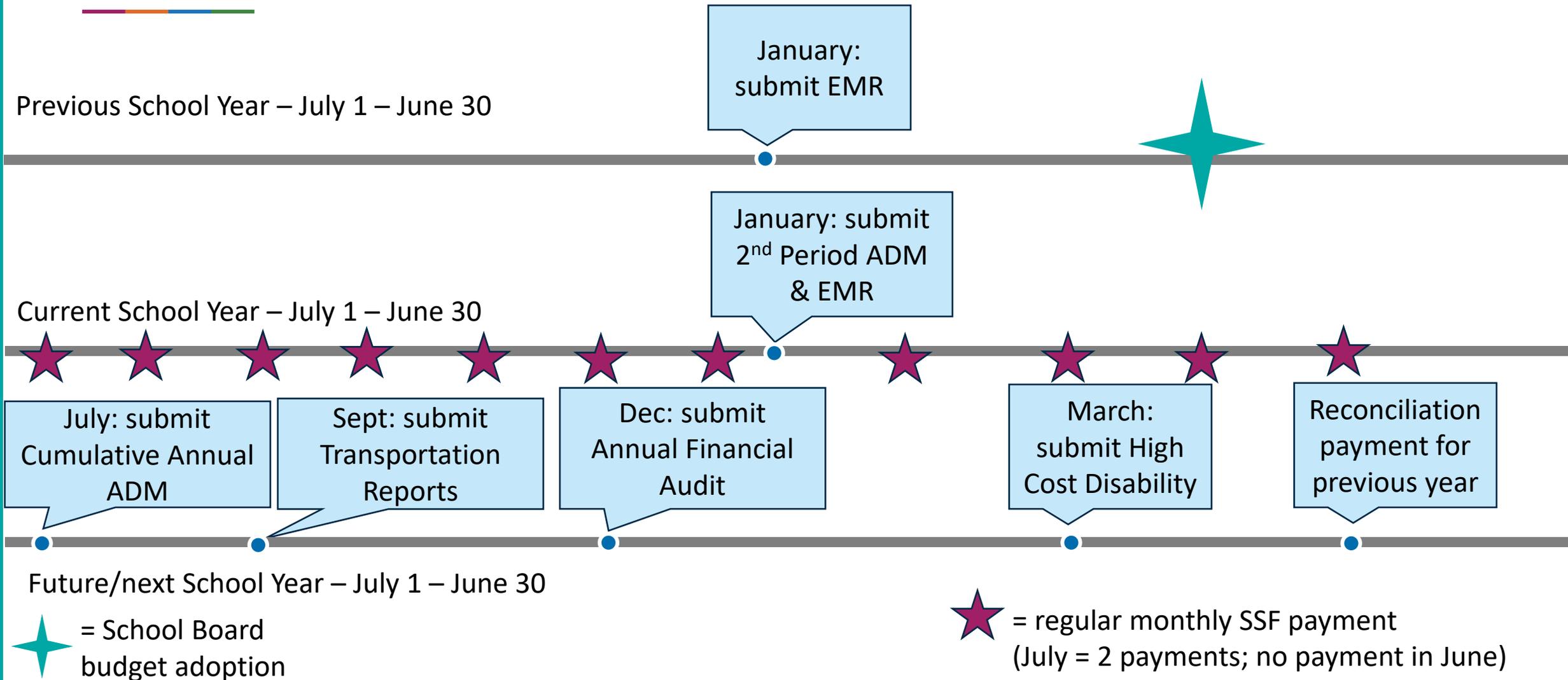
- Is the SSF restricted or unrestricted funding?
- Which of the SSF sub grants is the largest?
- What factors might change between the original SSF Estimate to the final SSF Estimate?
- What is the biggest factor in the SSF formula?
- How often do you look at the SSF Estimates?



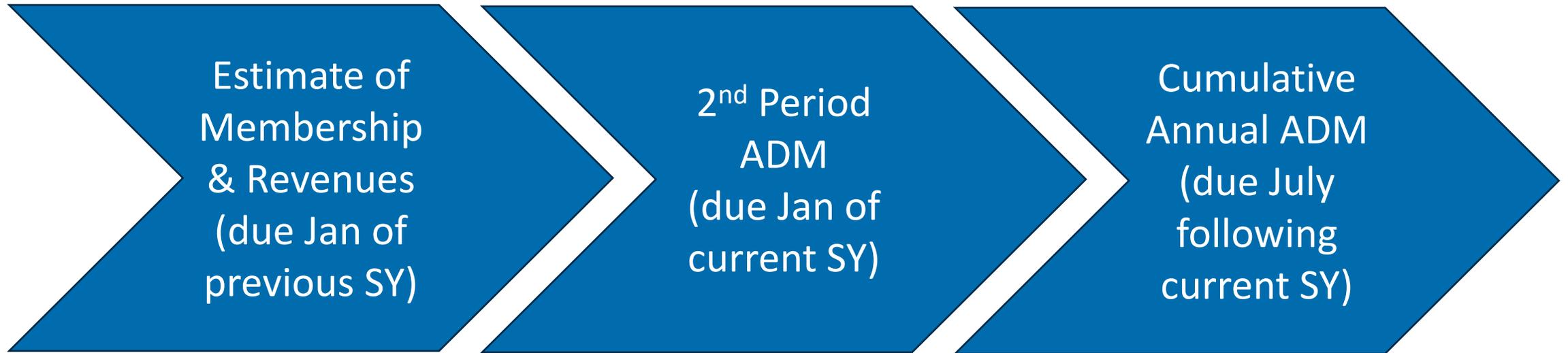


State School Fund Data Factors

Timeline of One Year of SSF (in Three Years)



Data Collection Sources for ADM



SY = School Year

ADMw Breakout Report

2025-2026 Extended ADMw				
Brookings-Harbor SD 17C: District total extended ADMw for funding calculations				
		2025-2026		2024-2025
ADMr:	1,180.00 X 1.00	1,180.00	1,237.09 X 1.00	1,237.09
Students in EL programs:	35.00 X 0.50	17.50	33.68 X 0.50	16.84
Students in Pregnant and Parenting Programs:	0.00 X 1.00	0.00	0.00 X 1.00	0.00
185 IEP Students capped at 11% of District ADMr:	129.80 X 1.00	129.80	136.08 X 1.00	136.08
Students on IEP Above 11% of ADMr:	17.70 X 1.00	17.70	17.70 X 1.00	17.70
Students in Poverty:	218.94 X 0.25	54.74	229.53 X 0.25	57.38
Students in Foster Care and Neglected/Delinquent:	2.00 X 0.25	0.50	2.00 X 0.25	0.50
Remote Elementary School Correction:	0.00 X 1.00	0.00	0.00 X 1.00	0.00
Small High School Correction:	0.00 X 1.00	0.00	0.00 X 1.00	0.00
Post Graduate Scholars:	0.00 X-0.25	0.00	0.00 X-0.25	0.00
		2025-2026 ADMw 1,400.24		2024-2025 ADMw 1,465.59
		Brookings-Harbor SD 17C Extended ADMw		1,465.59
		Brookings Harbor SD 17C Extended ADMw		1,465.59

ADMw Breakout Report Categories

1. Exact counts from school district (data collections)

2. Calculation based on data from school districts

3. Calculation based on data from external partners (Census, ODHS)

Brookings-Harbor SD 17C: District total extended ADMw

2025-2026

ADMr:	1,180.00 X 1.00	1,180.00
Students in EL programs:	35.00 X 0.50	17.50
Students in Pregnant and Parenting Programs:	0.00 X 1.00	0.00
185 IEP Students capped at 11% of District ADMr:	129.80 X 1.00	129.80
Students on IEP Above 11% of ADMr:	17.70 X 1.00	17.70
Students in Poverty:	218.94 X 0.25	54.74
Students in Foster Care and Neglected/Delinquent:	2.00 X 0.25	0.50
Remote Elementary School Correction:	0.00 X 1.00	0.00
Small High School Correction:	0.00 X 1.00	0.00
Post Graduate Scholars:	0.00 X -0.25	0.00

2025-2026 ADMw 1,400.24

ADMw & Extended ADMw

Brookings-Harbor SD 17C: District total extended ADMw for funding calculations

	2025-2026		2024-2025	
ADMr: 1,180.00 X 1.00	1,180.00	1,237.09 X 1.00	1,237.09	
Students in EL programs: 35.00 X 0.50	17.50	33.68 X 0.50	16.84	
Students in Pregnant and Parenting Programs: 0.00 X 1.00	0.00	0.00 X 1.00	0.00	
185 IEP Students capped at 11% of District ADMr: 129.80 X 1.00	129.80	136.08 X 1.00	136.08	
Students on IEP Above 11% of ADMr: 17.70 X 1.00	17.70	17.70 X 1.00	17.70	
Students in Poverty: 218.94 X 0.25	54.74	229.53 X 0.25	57.38	
Students in Foster Care and Neglected/Delinquent: 2.00 X 0.25	0.50	2.00 X 0.25	0.50	
Remote Elementary School Correction: 0.00 X 1.00	0.00	0.00 X 1.00	0.00	
Small High School Correction: 0.00 X 1.00	0.00	0.00 X 1.00	0.00	
Post Graduate Scholars: 0.00 X-0.25	0.00	0.00 X-0.25	0.00	
	2025-2026 ADMw 1,400.24	2024-2025 ADMw 1,465.59		
	Brookings-Harbor SD 17C Extended ADMw		1,465.59	

**Extended
ADMw =
greater of the
two years**

Teacher Experience Adjustment



- Includes in-state and out-of-state experience
- Teacher experience from Staff Position Collection
 - Codes 05, 08, 22, and 23
- Can be positive or negative

Timing of Data Factors

Direct Data

Updated from ADM Data Collections Midyear and Following End of School Year

- ADMr
- English Learner weight
- Pregnant & Parenting weight

Calculated Data

Spring of Concurrent School Year

- IEP (capped at 11%) weight*
- Poverty weight
- Foster Care and Neglected/Delinquent Facilities weight (FND)

Calculated Data

Spring Following End of School Year

- IEP Cap Waiver weight
- Remote Elementary Corrections weight
- Small High School Corrections weight
- Teacher Experience Adjustment

Data Factors' Potential Challenges



Direct Data

Updated from ADM Data Collections Midyear and Following End of School Year

- Changes to these data could impact which year is used for Extended ADMw.

Calculated Data

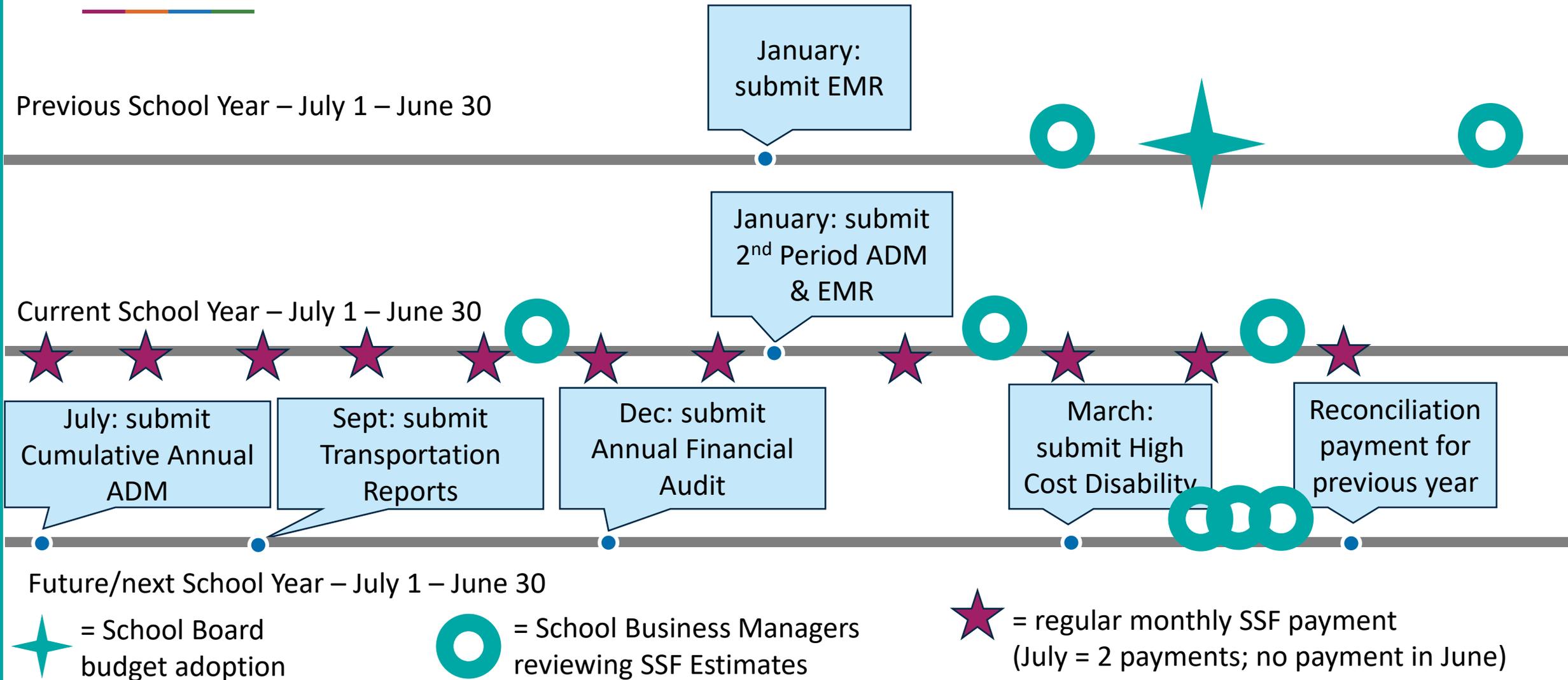
Spring of Concurrent School Year

- Poverty and FND: Frequent misunderstanding that these data points are estimates from outside sources lead to an expectation that they will be updated again to align to district data.

Spring Following End of School Year

- IEP Cap Waiver: Comparative analysis means this cannot be independently calculated by each school district.
- Remote and Small School Corrections: Uses most recent Annual ADM data for estimates, which can be slow to show loss of these weights.
- Teacher Experience Adjustment: Workforce changes aren't always visible to school district business managers.

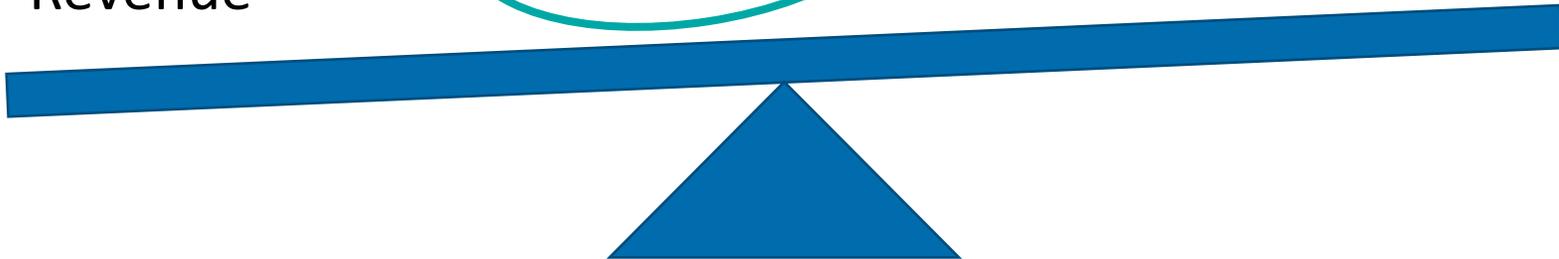
Timeline of One Year of SSF (in Three Years)



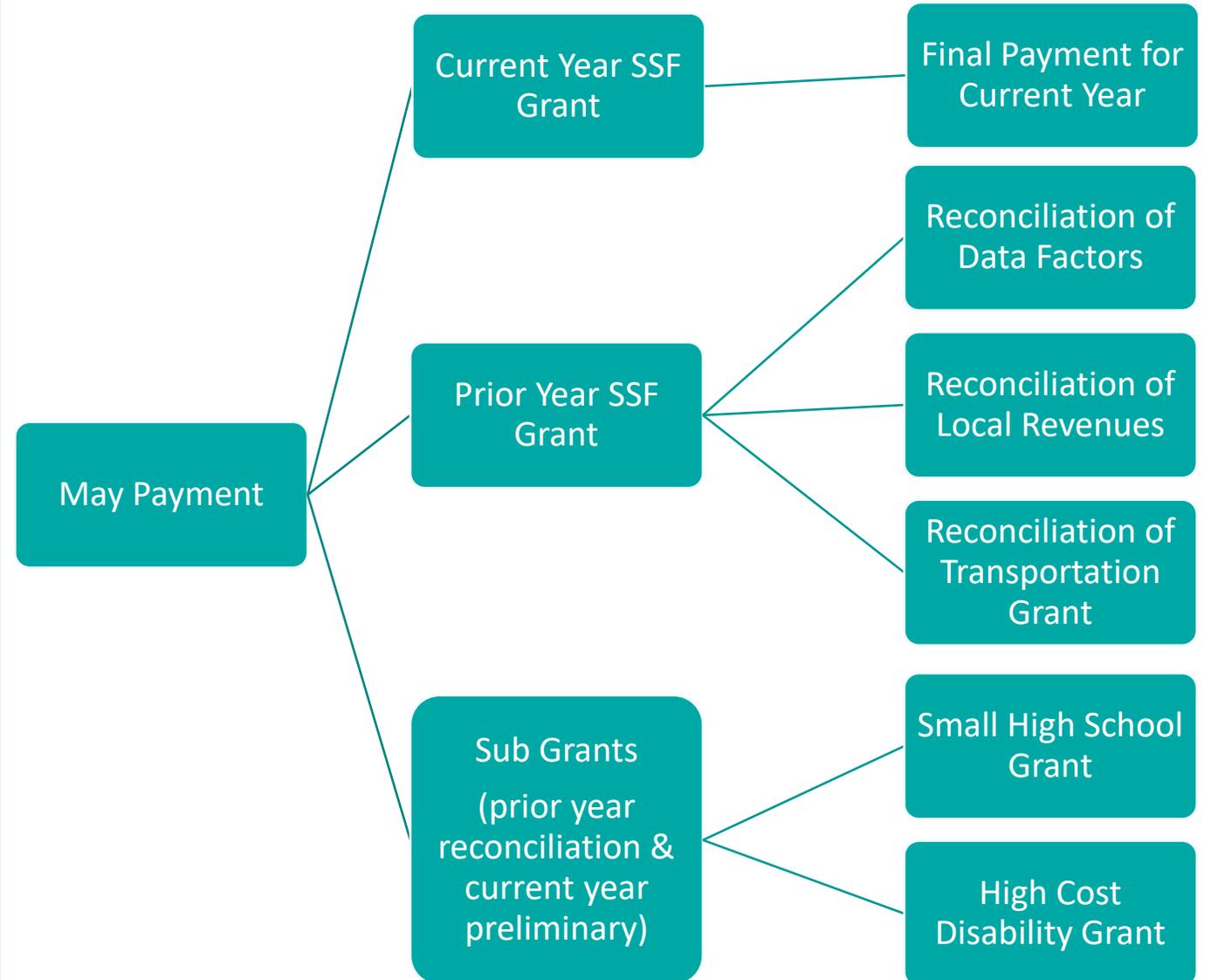
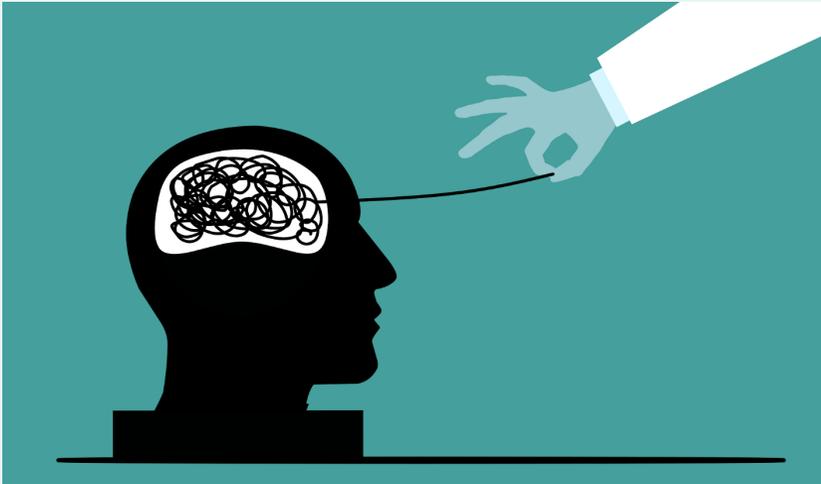
Additional Factors with Potential Challenges

$$\text{General Purpose Grant} + \text{Transportation Grant} = \text{Total Formula Revenue}$$

$$\text{Total Formula Revenue} - \text{Local Revenue} = \text{State School Fund Grant}$$



May Reconciliation



State School Fund Learning Resources

SSF School District Estimates	+	SSF ESD Estimates	+
SSF School District Payment Statements	+	SSF ESD Payment Statements	+

State School Fund Learning Resources

We recommend starting with the [State School Fund Learning Resources Canvas course](#).

This course is designed to be used as a learning resource that you can navigate through all at once or as a reference tool that allows you to access exactly the content you need, when you need it. Additional resources can be found below.



New resources to help with learning about and understanding the SSF formula.

Visit the [State School Fund Estimates and Payment Statements webpage](#).



Closing and Q&A

Question & Answer Session



Did you learn what you hoped to learn from this session?

What questions do you still have?

Thank you!

**Vanessa Clark | State School Fund
Program Manager**

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Reference Resources



- [School Finance Statute: ORS 327](#)
- [Oregon Administrative Rules for School Finance: Division 23](#)
- [State School Fund Estimates and Pay Statements webpage](#)
 - Check out the “Learning Resources” section of our webpage under the Estimates and Payments docs.
- [SSF Grants, Expenditure Reports, and Other Funding Related Reports webpage](#)



**School Board Members:
Duties and Legal
Requirements regarding
Labor Relations**

Nancy Hungerford
The Hungerford Law Firm
2025

AGENDA

- ✓ Powers and authority of board – and limitations
- ✓ Board role in hiring and terminating staff
- ✓ Dealing with complaints and grievances
- ✓ Involvement in bargaining labor contracts
- ✓ Related ethical requirements for board members

Congratulations!

You're a school board member!

OREGON LAW GOVERNS SCHOOL BOARD'S POWERS AND LIMITS:

- Oregon's constitution makes education a state responsibility and function.
- The state constitution provides that the Governor is the state superintendent of public instruction.
- The legislature enacts laws governing the administration of public schools (ORS).
- Oregon law creates a State Board of Education, with most members appointed by the Governor.
- The State Board adopts administrative rules (OARs)

Local School Boards:

“Pursuant to law... have control of district schools and are responsible for educating children residing in the district.” ORS 332.072

POWERS

- Set the calendar and hours of operation
- Adopt textbooks and other instructional materials
- Adopt courses of study and set graduation requirements
- Provide for transportation of students BUT
- Provide for construction, maintenance of facilities BUT
- Must establish rules for the government of schools and pupils

but

LIMITATIONS

- Must meet minimum requirements for each grade level (or get ODE waiver)
- Must involve staff and generally must choose from state-approved list
- Must teach certain subjects [e.g. Am. history, sex abuse prevention]
- Must meet legal requirements for driver training, availability to students
- Must pass bonds by vote of citizens, must meet safety requirements
- Those rules (Policies) must be “consistent with the rules of the State Board of Education”

School Board Operations

- By law, at its first meeting after July 1 must elect a chair and vice-chair
- Must provide for time and place of regular and special meetings
- **A majority of members = a quorum to hold a legal meeting BUT...**
- All action of board must be in a public meeting EXCEPT for...
- The board cannot meet outside of the District EXCEPT...
- Can authorize district participation in interscholastic activities BUT...
- The board must authorize all contracts before payment (including all labor agreements) BUT...
- No member may serve as chair for more than four years in a row.
- Must provide notice to the public at least 24 hours in advance.
- **“Yes” vote by majority of members required to transact any business.**
- Boards may hold expulsion hearing or examine confidential student records.
- A majority may attend state or national training meetings together.
- The “league” must implement “equity focused policies” and complaint procedures.
- The board may authorize Supt. by policy to pay certain bills.

Board and Personnel

- The Board approves the employment of the Superintendent BUT...
- Can employ a superintendent for a defined period of time BUT (except for interim or acting superintendent)..
- Cannot employ a superintendent for more than a three-year term BUT...
- May hire personnel necessary to carry out duties & powers of Board BUT...
- The District must maintain written personnel policies AND
- School boards must can determine policies and terms of employment for employees BUT
- Board generally acts on recommendation of Supt. on other employment decisions.
- Cannot enter into contract providing less than one-year pay (or remnant of contract) for a “no cause” dismissal.
- Can “issue a subsequent contract for additional 3 years at any time.”
- Personnel must be employed as per OARs adopted by State Board, TSPC
- Superintendent must inform employees of policies availability
- Must bargain terms/conditions of employment if position is included in CB unit as per ERB rules and CB law.

Public Participation in District Decisions regarding personnel

Although the public has a desire to participate in school district decision-making, the right to do so is limited under state law:

1. Voters elect the school board and can recall board members.
2. The public has a legal right to speak at only one required meeting a year: the mandatory budget hearing in June.
3. BUT, if a school board wants to interview candidates for superintendent in an executive session, the board must, before beginning the selection process, include in a public meeting an agenda item that allows members of the public to comment on the qualities they want in a superintendent.
(Violations subject each board member to a finding of ethics violation by Oregon Government Ethics Commission and possible fines of \$1,000).

Optional Public Participation in District Board Meetings

Public participation in board meetings is a decision of the board (other than the budget hearing).

The board has the discretion to allow or not:

- Public input on topics being studied by the board at work sessions.
- Boards may limit or eliminate public comment sections of agendas.
- Even where an employee or student chooses an open hearing, there is no right of the attending public to speak.
- Some topics, such as complaints against staff, should be referred to the superintendent under policies and CBAs and come before the Board only after decision-making at the lower level.*

The purpose of the Public Meetings Law is to allow the public to watch and monitor the Board's actions, not necessarily participate in decision-making.

Board involvement in Hiring and Retention

- The Board hires only one employee – the Superintendent – and determines what the compensation package will be.
- The Board may set goals for the Superintendent, relating to District objectives – and can schedule periodic updates.
- The Board determines (as part of the employment agreement) how/ when the Supt. will be evaluated.
- The Board may take action to extend the Superintendent's contract – or not, but must comply with any provisions in that contract for renewal dates, prior evaluations, etc.

Other Board Involvement in personnel hiring, renewal and termination

- The Board acts on recommendations by the Superintendent for hiring, renewal, and termination of licensed staff (teachers and licensed administrators).
- Some Districts include classified staff personnel actions on Board agenda, as well.
- Collective bargaining agreements may add requirements for Board involvement with classified personnel actions.
- ORS 332.544, requiring “just cause” for dismissal of classified employees, no longer requires Board action

Board Involvement in Ruling on Complaints about School Personnel

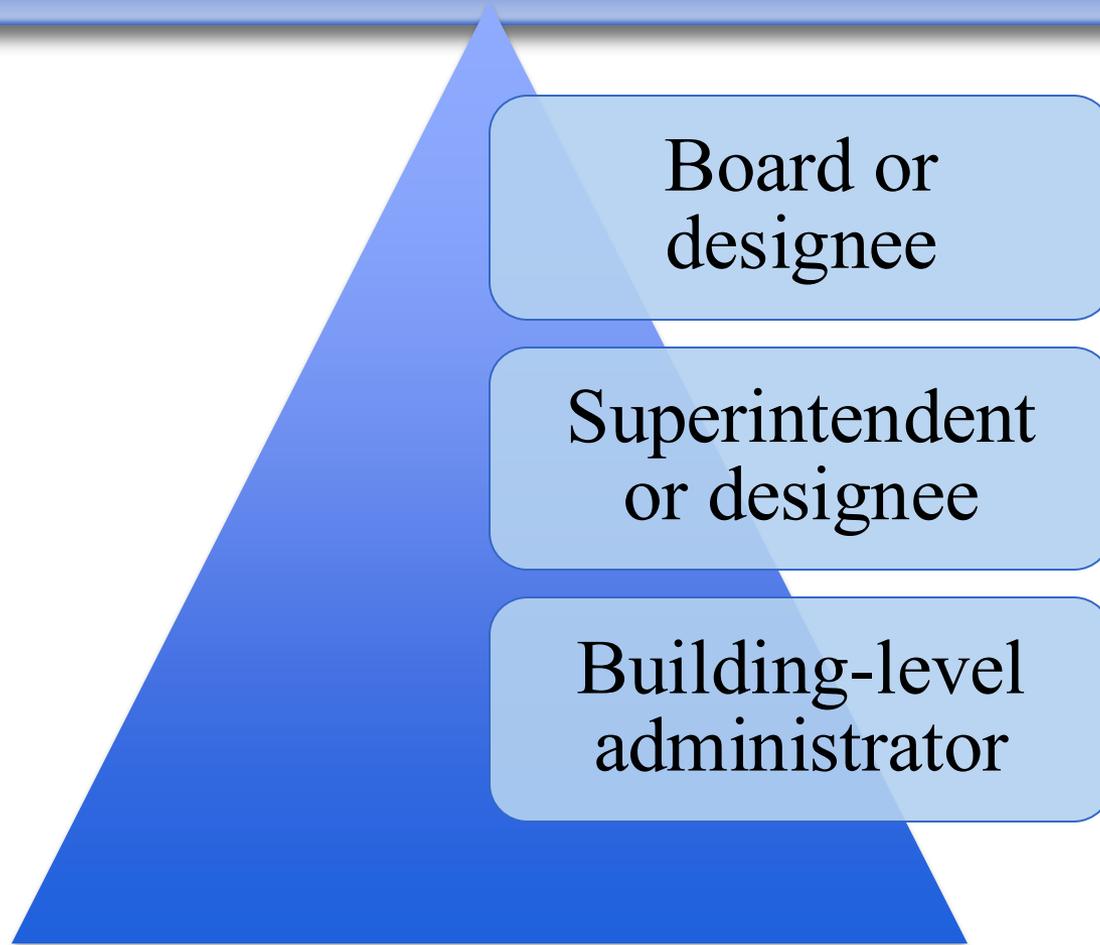
Procedures established by statute:

- Some policies and procedures (e.g. probationary teacher nonrenewal hearing) allow employee to choose public hearing.

Procedures established by policy:

- General complaint procedure in policy may provide for full board review or review by designee authorized by board.

Steps in Typical Complaint Process



WHAT IF?

You have visited several times and volunteer in your 5th-grade child's classroom and have serious concerns about the teacher's treatment of some students and her preparation for class?

- You can bring your concerns to the Superintendent or District Director, or Principal, just as can other parents.

Your high school-aged child is getting poor grades in a math class taught by the Association bargaining chair, and you want to meet with the teacher, but you're not sure that it is a good idea...

- You have the same rights as any other parent to schedule a conference with the teacher, but let the Supt. or HR Director know of your concerns and consider their input.

Responding to Complaints by or about Employees

Complaints of violation of CBA by Employee

- Insist on following CBA procedure.
- Involve the Union at the appropriate step.
- Grievance step in front of school board is optional but subject to CBA

Complaints of violation of policies, ARs

- In general, District will use procedures in KL-AR except when specialized complaint procedure established by law (e.g., Title IX).
- District may hire outside investigator (generally through legal counsel) with report potentially appealable to Board.

Board Policy on Complaints about or by Employees

Whole board involvement in every complaint

- Public perception of access
- Time demands may be excessive
- Board cannot escape misuse by perennial complainant

Alternatives

- Board considers Supt. decision and patron appeal in exec session; decides whether to hold hearing.
- Board delegates the appeal to independent hearing officer, with report back to board
- Board designates 1-2 members to hear appeal, and to report back to whole board for action.

Board Involvement in Collective Bargaining

*Board needs to be involved in CB planning & positions, especially on financial parameters, and be updated frequently about progress (or not).

*Board member(s) can serve as members of the District's bargaining team but must be prepared to attend planning and bargaining sessions consistently and to operate as part of team.

Employee Relations Challenges – and Solutions?

Board members may be asked to be independent problem-solvers by certain staff members.

- Solution: Review board policy for processing complaints or concerns and advise on proper procedure and/or appropriate contact person.

Board member asked to intervene in resolving a staff member's complaint

- Board members can listen but interject, “I am only one member of the board. Here’s how you can have your complaint heard, starting with...”

Employee Relations Challenges– and Solutions?

Complaints about employees by parents, community members during public board meetings

- Board Chair must be prepared to intervene immediately and direct speaker to appropriate office or administrator.
- Board Chair can explain about procedures to use in bringing a complaint and why those must be followed.

Complainants choose a public hearing (re: expulsion of student, dismissal of employee)

- Introduction by Board Chair or Superintendent (or attorney) as to how and why the hearing will be conducted and what conduct is expected of the audience during the hearing.

Ethical Issues for Board Members

- Board members have no authority to act alone.
- Board members cannot use their positions to financially benefit themselves or their families.
- Board members must maintain confidentiality of documents, proceedings as law requires.
- Board members cannot make decisions in executive sessions (except expulsion appeals).
- Board members must be alert to questions from the press, community members about matters discussed in executive session.

