



OAK HILL
SCHOOL

Annual Report 2021-2022

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Letter from the Board of Trustees:



Leia Pitcher
Board Chair

We are proud to present to this community the Oak Hill School Annual Report. Reflecting over the past few years, I am grateful to this community for coming together to support our students, faculty, and programs in the midst of a long, drawn-out pandemic. Our community is resilient, generous, and committed, and I consider myself fortunate to be a part of it. Specifically, thank you to all families who have donated time, in-kind, or funds. Every gift has had a meaningful and positive impact.

Oak Hill has not issued an annual report since before the COVID-19 pandemic, and the Board of Trustees thanks our 3rd party auditors, Hoffman Stewart & Schmidt, P.C., for ensuring that the information provided here is accurate, transparent, and informative. Oak Hill staff have worked diligently to bring us to this point, and we are deeply appreciative of their work.

These past few years have been ones with many transitions for the school. In the spring of 2022, the Board of Trustees made the difficult decision to close the high school, in the interest of the long-term financial sustainability of Oak Hill. While this decision was heartbreaking, it opened the door to imagine a future where Oak Hill could evolve to the next size and level as a private school: to simultaneously enrich the quality of education and student experience, increase scholarship availability, and establish long-term financial stability for further development.

As you'll see in this report, Oak Hill was extremely fortunate to receive support from both our community and the federal government's programs for pandemic relief. As the latter form of support becomes unavailable, the Board and the leadership of the school are focused on both continued operational excellence and improved student recruitment and retention to bring us to a budget that is not only balanced, but sustainable. I am looking forward to bringing consistent reports to this community in the coming years, illustrating our growth, durability, and strength.

What has been clear to me throughout the transitions of the past few years is how intensely all of us in this community love our school. Oak Hill is special place. Our students are cultivating their love of learning and community on such a beautiful campus, supported by caring, thoughtful and excellent faculty and staff. I offer my deepest thanks to everyone in this community - faculty, staff, parents, and students - who are creating and contributing to this remarkable environment each and every day.

With gratitude and appreciation,

Leia Pitcher
Board President

Letter from the Interim Head of School:



Amelie Aust
Interim Head
of School

Dear Oak Hill Community,

It is my pleasure to provide you with Oak Hill's annual report, based on the audited financials from our fiscal year July 1, 2021-June 30, 2022. Typically, this report would be released in October following the year-end close, before the annual fundraising efforts in the Fall. We felt it was important to release the report as soon as possible, even if off-cycle, to get on track with financial and mission transparency as we re-organize and prepare to grow into the future. With current financial process improvement underway, we will aim for this year's fiscal year report to be published Fall of 2023.

I am pleased to report that due to smart spending, our generous community giving, and securing Federal support through the PPP program, Oak Hill balanced the budget in 2021-22 and is still in good financial standing, despite significant headwinds. I encourage you to take time to recognize our teams shown in our organizational charts, reminisce at the program photos of the students learning, exploring and growing, and to study the audited financial results. Our community found a way to capture what is so special about Oak Hill, and preserved it through unprecedented times.

As you will see in the following pages, the story of the 2021-22 school year was one of transition through the pandemic, with our leadership change to a Co-Head of School model, and the closing of the high school (grades 9-12).

What are the implications of closing the high school? By the time decision on the high school was made, it was past the typical enrollment period when families make decisions for the following fall. Therefore, it was too late to plan for increased enrollment and re-allocation of the high school's space to grow the lower school for the following year. For context, this report foreshadows a tighter 2022-23 school year that we are in today, bridging the lower over-all enrollment due to the high school's close before we execute growth plans for the lower school into the future.

As you review this report, I encourage all members of the Oak Hill community to engage and ask any questions you may have. Most of all, I ask that we embrace this report from 2021-22 as a tremendous effort by a small organization navigating a continuing pandemic and major organizational change at the same time. I thank our teams and volunteers for being such incredible stewards of Oak Hill, and for your support in continuing to provide a transformational education to our students and your children.

Very best regards,

Amelie Aust
Interim Head of School

Lower School Faculty



Meghan Bury
Pre-Kinder
Teacher



Rowen Westervelt
Educational
Asstistant



Kathy Westervelt
Kinder
Teacher



May Halvorsen
Educational
Asstistant



Pamela Beeler
1st Grade
Teacher



Rachel Ffolliott
Educational
Asstistant



Denise Murray
3rd Grade
Teacher



Linnea Birchmeier
Educational
Asstistant



Sabra Quimby
2nd Grade
Teacher



Holly Shao
Educational
Asstistant



Jordan Blincoe
3rd Grade
Teacher



Eriko Fisher
Educational
Asstistant



Barbara Sloat
4th Grade
Teacher



Kellie Johnson
Educational
Asstistant



Kim Davis
5th Grade
Teacher



Karol Herbert
Educational
Asstistant

Middle School Faculty



Dana Giles
English &
History



Alice Chatham
Math &
Science



Elizabeth Moir
Science



Stefanie Lune
English &
History



Jennifer Sherlock
Health & Sexuality
Education



Rachel Walker
Math

Specialists



Tim McLaughlin
Upper School
Music Specialist



Melanie Pearson
Visual Art
Specialist



Kitsann Means
Theater Specialist



Vicki Brabham
Lower School
Music Specialist



Jim Luzzi
Naturalist



Jenny DeLuca
Physical
Education



Sophie Wang
Mandarin
Teacher



Noelle Buske
Spanish
Teacher

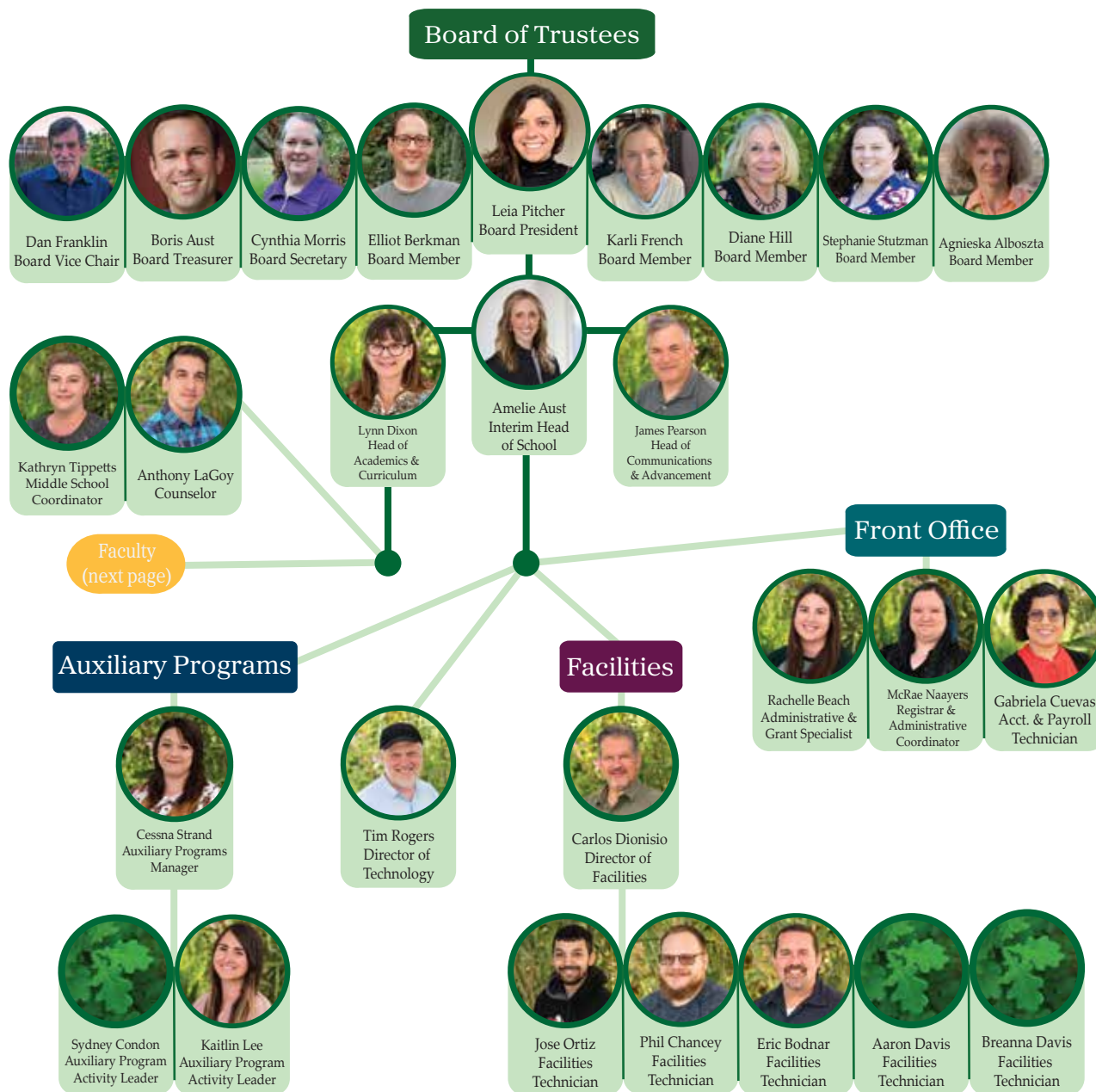


Christiane Lamien
Lower School
French Teacher



Kathryn Tippetts
Upper School
French Teacher

Organizational Structure





Boris Aust
Board Treasurer



Leia Pitcher
Board President



Cynthia Morris
Board Secretary

Letter from the Oak Hill Board Finance Committee

Dear Oak Hill Community,

It is our privilege to work closely with the Board of Trustees and the leaders of Oak Hill to ensure that the school is financially sound.

In the 2021-2022 fiscal year, Oak Hill School was able to run a balanced budget, despite the lower enrollment due to the Covid-19 pandemic rolling forward from the year before. Total net tuition after financial assistance awards covered 87.3% of operating expenses, excluding depreciation. The gap between net tuition and operating expenses was filled with community giving and by securing Federal support from the Payroll Protection Program. This is a very common scenario with many independent schools across the country, and we want to thank our teams for their creativity to deliver programs and capture available extra funding, while also being disciplined in our planning and spending.

Our goal by the 2024-25 school year is to have our operating costs covered completely by net tuition revenue. We will unlock this possibility by increasing our enrollment and size of the lower school, by more effective development with a focus on campus and program improvements, increased auxiliary programs and with increased grant applications and awards.

Note the following highlights from the year's audited financials:

- Despite the challenging economic times, our community gave over \$200,000 to Oak Hill for the Annual Fund, Auction, and as restricted targeted gifts.
- Oak Hill awarded over \$600,000 in tuition assistance, as part of our commitment to make our unique programs available to as wide a range of families as possible.
- Oak Hill applied for and received \$488,766 in support through the Payroll Protection Program.

We look forward to any questions regarding this report and look forward to more timely audited financials and Annual Reports going forward.

Best regards,

Boris Aust, Leia Pitcher, Cynthia Morris

\$3,078,998
Expenses

\$2,608,438
Net Tuition
Revenue

87.3%
Expenses
Covered by
Tuition

\$606,567
Tuition Assis-
tance Awarded

\$204,034
Community
Contributions

\$488,766
Govt Support
Secured

\$1,330,276
Year end
Balance

Expense Summary 2021-22

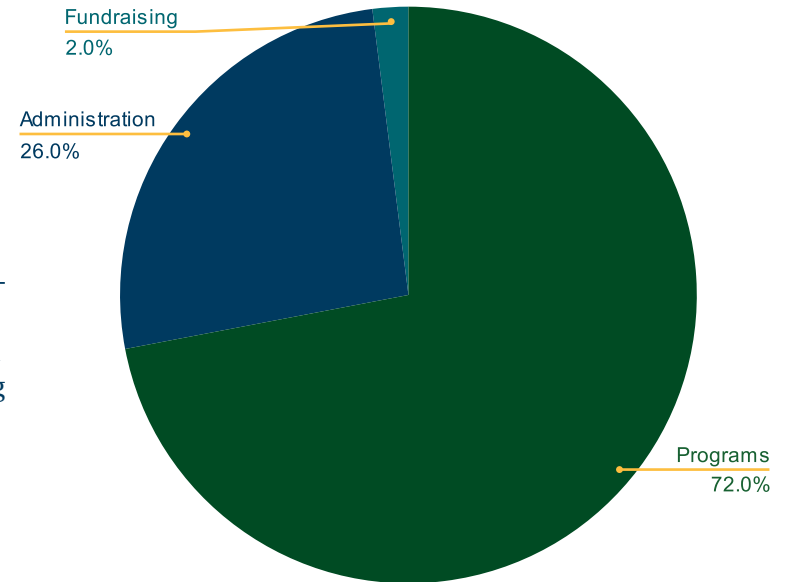
In the 2021-22 fiscal year, Oak Hill's costs totaled \$3,078,998 (excluding \$214,941 in depreciation expenses). Of our total spend, audited results showed a 72% spend on programs, up from 67% in the prior year. Of the total expenses, the largest investment annually at Oak Hill is in our people, with 73% of our operating budget going to the employees who contribute to programs, administration and keeping up our beautiful campus.

The chart to the right shows our total spend by type, which has personnel time allocated within each bucket. "Programs" includes academics and auxiliary such as our enrichment classes, Kids Club after school, and our summer camp. "Administration" includes administrative personnel FTEs, office expenses, marketing and promotion, professional fees, and insurance. "Fundraising" expenses were lower than normal due to the ongoing pandemic and no in-person auction and are made up mainly of personnel time.

Facilities was separately calculated, including all maintenance and upgrades to our campus, equipment, utilities, inspections, and personnel, as well as depreciation. Our auditors used standard practice to allocate facilities expenses of \$589,026 over the three categories.

In 2021-22, Oak Hill began a review of our compensation, benefits, and over-all employee experience to ensure we continue to attract and retain qualified, educated professionals that support our mission. Over the next few years, the community should expect to see gradual increases in personnel-related expenses, especially for those who are directly involved with our academic programs.

In addition, we will need to invest more into our campus. Partly due to some deferred maintenance that was delayed during the pandemic, as well as managing some aging historical infrastructure located amidst rural acreage, this will be visible in upcoming budgets and reports. Lastly, due to the increased wildfire danger in the summer and fall months, we are working closely with the Oregon State Fire Marshal to be responsible stewards to manage our brush and fire safety in our woods and on campus.



Financial Summary

Revenue

| | 2021-22 Audited Financials ending 6/30/2022 | | 2020-21 Audited Financials ending 6/30/2021 | |
|--|---|-------|---|-------|
| Tuition & Fees, net of tuition assistance & scholarships | \$ 2,608,438 | 90.6% | \$ 2,325,665 | 90.4% |
| Auxiliary Programs, KIDS Club, Enrichments, Summer | \$ 78,889 | 2.7% | \$ 12,382 | 0.5% |
| Interest & Dividends / Misc Income (Loss) | \$ (11,909) | -0.4% | \$ 11,142 | 0.4% |

| | | | | |
|--------------------------------|---------------------|--------------|---------------------|--------------|
| Total Operating Revenue | \$ 2,675,418 | 92.9% | \$ 2,349,189 | 91.3% |
|--------------------------------|---------------------|--------------|---------------------|--------------|

| | | | | |
|--|------------|------|------------|------|
| Contributions | \$ 178,066 | 6.2% | \$ 144,709 | 5.6% |
| Restricted Gift(s) - dedicated to a specific purpose | \$ 25,968 | 0.9% | \$ 79,720 | 3.1% |
| Government Grants (PPP) | \$ 488,766 | | \$ 511,600 | |

| | | | | |
|-----------------------|---------------------|-------------|---------------------|-------------|
| Total Revenue* | \$ 2,879,452 | 100% | \$ 2,573,618 | 100% |
|-----------------------|---------------------|-------------|---------------------|-------------|

Expenses

| | | | | |
|-------------------------------|--------------|-------|--------------|-------|
| Salaries & Benefits Expenses | \$ 2,405,287 | 78.1% | \$ 1,951,941 | 75.9% |
| Academic & Auxiliary Expenses | \$ 252,480 | 8.2% | \$ 326,699 | 12.7% |
| Administration & General | \$ 202,334 | 6.6% | \$ 133,566 | 5.2% |
| Fundraising | \$ 3,998 | 0.1% | \$ 457 | 0.0% |
| Facilities & Maintenance | \$ 214,899 | 7.0% | \$ 159,400 | 6.2% |

| | | | | |
|----------------------------|---------------------|-------------|---------------------|-------------|
| Total Expenses**/** | \$ 3,078,998 | 100% | \$ 2,572,063 | 100% |
|----------------------------|---------------------|-------------|---------------------|-------------|

* Excludes pandemic-related government grants

** Excludes depreciation (accounting non-cash) expense of \$214,941 (2021-22)

*** Excludes depreciation (accounting non-cash) expense of \$166,081 (2020-21))

Enrollment Summary 2020-2022

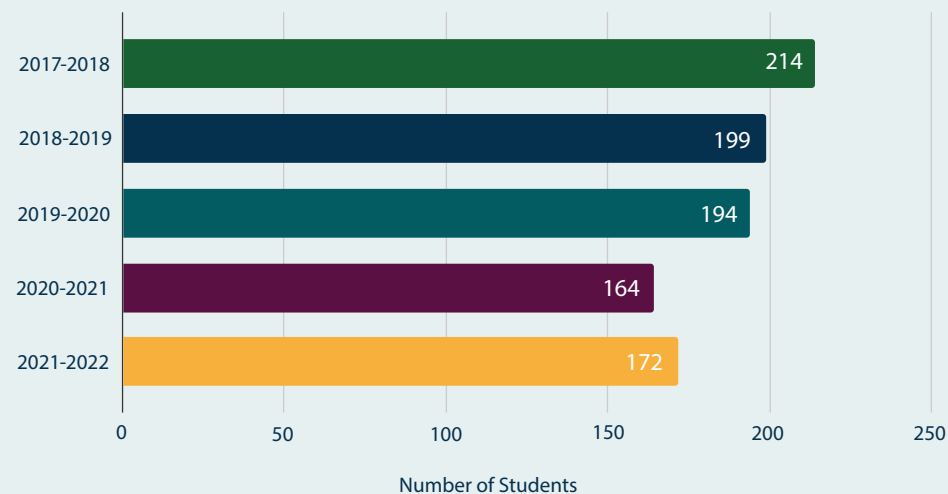
When the Covid-19 Pandemic began in March 2020, independent schools were in a challenging situation as learning moved online. With such reliance on revenue generated by tuition, many schools saw a drop in enrollment as families transitioned to public and online institutions.

At Oak Hill, we experienced a 15% attrition rate in the 2020-21 year, but to increase to 172 students, in 2021-2022.

As students came back into classrooms, there was a renewed interest in smaller class sizes, highly personalized and enriched programming, and a school community that offered support and involvement.



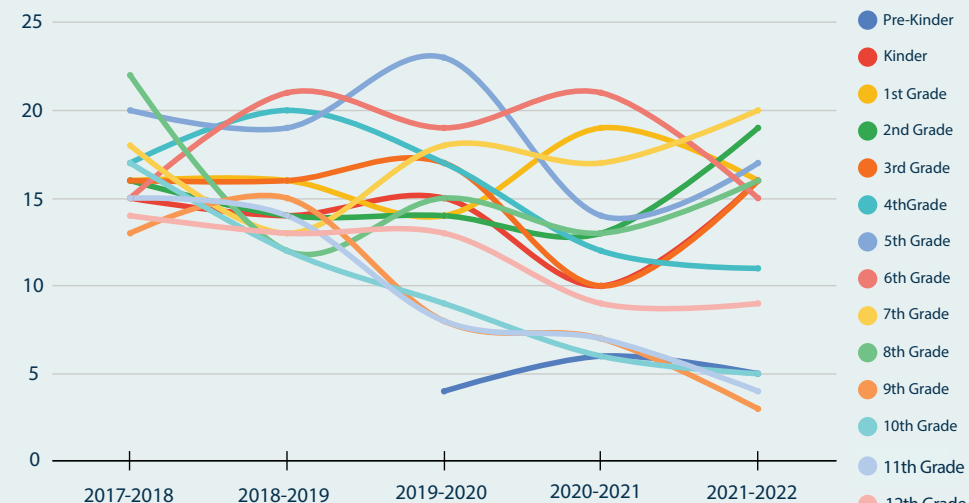
Oak Hill School Total Enrollment 2017-2022



Total Enrollment by Grade Level 2017-2022

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---------------|------------|------------|------------|------------|------------|
| PreK | -- | -- | 4 | 6 | 5 |
| Kinder | 15 | 14 | 15 | 10 | 16 |
| 1st | 16 | 16 | 14 | 19 | 16 |
| 2nd | 16 | 14 | 14 | 13 | 19 |
| 3rd | 16 | 16 | 17 | 10 | 16 |
| 4th | 17 | 20 | 17 | 12 | 11 |
| 5th | 20 | 19 | 23 | 14 | 17 |
| 6th | 15 | 21 | 19 | 21 | 15 |
| 7th | 18 | 13 | 18 | 17 | 20 |
| 8th | 22 | 12 | 15 | 13 | 16 |
| 9th | 13 | 15 | 8 | 7 | 3 |
| 10th | 17 | 12 | 9 | 6 | 5 |
| 11th | 15 | 14 | 8 | 7 | 4 |
| 12th | 14 | 13 | 13 | 9 | 9 |
| Total: | 214 | 199 | 194 | 164 | 172 |

Oak Hill School Total Enrollment by Grade Level 2017-2022



Community Giving 2020-2022

The Annual Fund is an annual fundraising effort that represents one of the most important ways the community can help Oak Hill School continue to provide an exceptional educational experience and supports the creation of caring and responsible critical thinkers.

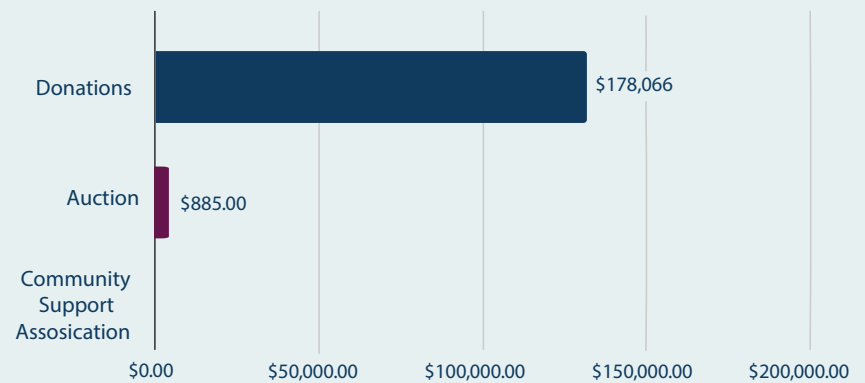
Gifts to the Annual Fund directly impact every student in every grade. The Annual Fund is used to ensure that we offer a learner-centered environment with innovative and relative curriculum, that we recruit and retain the most dedicated, caring and talented faculty, that we foster opportunities for exploration and development in the arts, languages, and interdisciplinary learning, and we maintain our beautiful and unique campus environment.

Annual Fund gifts are designed for donors to give support to the areas of greatest need at our school, including faculty support, tuition assistance, facilities maintenance and renovation, as well as programs that enhance the educational experience, such as extracurricular activities, technology education, and the visual and performing arts.

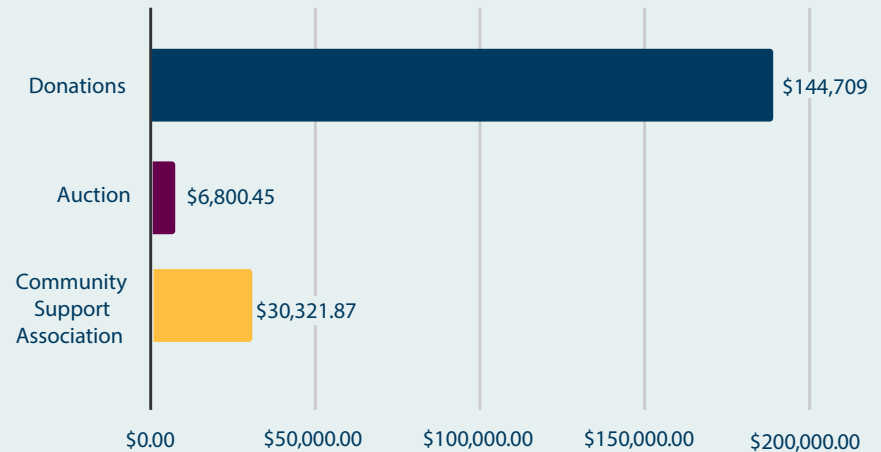
We ask all members of the Oak Hill School community, including parents, faculty, alumni, grandparents and friends, to support our students by giving to the Annual Fund. Participation is important, and every gift is vital to helping us continue to provide and enhance the unparalleled educational experience here at Oak Hill School.



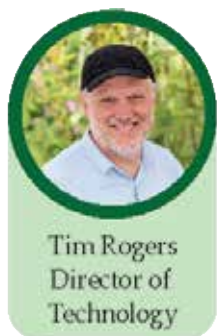
Community Giving 2020-2021



Community Giving 2021-2022



Technology Department Update



As for many of us, 2020-2021 for IT at Oak Hill School was a year of rebuilding, and of working to return to some semblance of normalcy.

During the depths of the pandemic, when we were doing mostly distance learning, most of the computers, monitors, and other equipment was either loaned to faculty or to students, or was reallocated to new uses on campus - faculty who were doing distance learning from their office or classrooms, or students on campus for our camps. I was happy that we were able to meet most of our needs with what we had, but that did mean that once we returned to campus, everything needed to be updated, fixed - or replaced. The pandemic was hard on our IT equipment!

It also meant that upgrading computers and other equipment took a back seat to more pressing concerns. Many of our Computer lab and classroom computers reached their end-of-life during the pandemic. A large number of iMacs, for example, could no longer be upgraded to the current (or even near-current) operating system, and worse, could no longer run some of the applications, or access some of the websites, we routinely use. A big part of my work during 2020-2021 was to find solutions and work-arounds for that, until we are able to return to a more typical upgrade and replacement schedule. I was pleased to be able to install Debian Linux on a number of iMacs, and found that it worked nicely for us. I should give us a few more useful years with our old machines. And it is great to be able to give students the opportunity to use not only Windows 10/11, macOS, and Chromebooks, but also Linux machines. I love how flexible they are at this age. As long as it runs a web browser (and maybe Minecraft!), they are perfectly happy. Adults, not so much!

We also continued our work to upgrade campus infrastructure. We were able to complete our migration from our 1990s era telephone system (using wiring dating to the original Gonyea ranch) to a modern voice-over-IP telephone system. This also enabled us to begin working to upgrade and expand our public address system. Our goal is to be able to easily make announcements and alerts that can be heard throughout our sprawling campus. Migrating to our new telephone system makes that possible, and should meet our telephone needs for many years to come.

We also added a comprehensive network monitor, allowing us to not only monitor the health of all of the network devices, printers, and school-owned computers on campus, but to get instant notifications of problems. I'm always happier preventing fires than putting them out, but if I need to put out a fire, I like to be the first to know about it! And, as always, we were able to build this system for very low cost, using a Raspberry Pi 4, Debian Linux, and the open source Zabbix software.

Yippee for open source!

Tim Rogers
Director of Technology

Oak Hill School Programming



OUTDOOR PURSUITS 6th grade survival training: Students learn the five basic skills needed to survive most outdoor adventures: knot tying, building shelters, map & compass navigation, and creating a personal '10 Essentials' survival kit. Students work to master these skills and the class utilizes the expansive backwoods of the OHS campus. This course lays the foundation for all skills needed to have a positive and safe future outdoor pursuits experience.

7th grade Snow Camping: This trip takes students into one of the local National forests and adjacent Wilderness Areas for a snow camping experience. Students snowshoe to a cabin where they spend the time building snow shelters, making day hikes into the snowy wilderness, and learning specific skills necessary to survive a winter setting.

8th grade South Sister Hike: This is the capstone activity for the entire outdoor pursuits program: an three day ascent to the top of the 10,358 foot South Sister in the Cascade Range. They first hike to Mo-raine Lake to establish a basecamp; the second day is a climb to the top of the peak, on the third day, they breakcamp and head for home. The actual climb is physically challenging with the last few miles being very steep and rugged. No technical skills are required and the reward for getting to the top is great, both extrinsically - from the top, on a clear day, you can see half of our beautiful state - and intrinsically - it is not everyday that one climbs a 10,000 foot peak.



NATURAL WORLD PROGRAM: The Natural World Program encourages an ecological perspective on all aspects of human life. By this we simply mean viewing the world from the basic understanding that human beings gain their sustenance and live out their lives through wonderful networks of interdependent relationships. A keen awareness of the depth of these relationships tends to generate a sense of obligation to them in the curious and eager-hearted mind.

We begin where the students begin. We believe that all students are natural born inquirers, whose minds, being constantly renewed by curiosity, are activity striving to make sense of their world. We simply extend that curiosity to the diverse habitats, landscapes and wildlife of the Oak Hill campus. There is always something new everyday. All of our work is guided by the goal to expand our perception of the world around us, and to find our human place in the natural landscape.





MANDARIN For the K–2nd grade students we focus more on pronunciation. We sing a lot of songs with very basic vocabulary and sentence structures, while we draw a lot of Chinese characters. Our goal is to establish a strong foundation, namely pronunciation of initial and final sounds, tones, and basic sentence structure.

For 3rd–5th grade students, we teach them the mini version of the middle school curriculum. They do a lot of reading and listening comprehension, as well as writing short paragraphs. Our activity–based curriculum enables students to acquire practical communication skills and experience the joy of learning another language. We organize teaching and learning materials based on the needs and characteristics of students, with the goal of making the classes more interactive. The materials use Pinyin, Chinese characters, and English together. The classes cover many topics in real life. Lessons are organized through songs, rhymes, calligraphy, stories, and games. By rising to stiff linguistic challenges, the student gains confidence as he or she discovers an entire new world, both in language and in self.

FRENCH The K–2 French curriculum is focused on learning a large range of vocabulary and using the vocabulary to create sentences. Also, we use photos, maps, music, and short videos of different French speaking places to engage students’ imaginative and inquisitive minds. Holidays such as Christmas, Valentine’ s Day, Mardi Gras, and Easter are celebrated as they are shared with most French speaking countries.

In 3rd–5th grade, we start working with complex sentences adequate to their level, grammar including conjugating verbs, and spelling. Not only do we focus on speaking, but we also do enough reading and writing. The curriculum is designed to prepare your student for Middle and High School French. My goal is that, as my students move to each grade level, they are able to converse about themselves in French introducing themselves, saying their likes, dislikes, and their hobbies, and improve their reading skills.



SPANISH The language program at Oak Hill School follows the philosophy that learning languages other than English and having an understanding of other cultures is an integral part of each student’ s education.

The objectives in teaching languages are not only for students to attain linguistic mastery and cultural awareness, but also for students to enhance their intellectual aptitude, creative abilities, and social awareness. The study of foreign languages also serves to inform and bolster students’ evolving understanding of English, history, art, and other disciplines. These multiple objectives are undertaken in an environment that encourages critical thinking and strives to promote a lifelong love of learning. The ultimate goal of the program is to help create students who are cognizant of their role as world citizens and who are well on their way to becoming bilingual and multicultural individuals.

LOWER SCHOOL MUSIC Laying foundations for life-long love and study of music, students develop musical skills while creating, performing, and responding to music. The music curriculum is also designed to help students understand the role music and the arts play in cultures around the world and throughout history.



MIDDLE SCHOOL MUSIC Through the study of music, beginning Oak Hill music students will develop critical listening skills, an understanding of the structure of all music, and an appreciation for music from a wide variety of cultures. This class will help start their path of playing music on any instrument. Discover the instrument that suits your style and learn the skills to improve your abilities to be able to play with others in a band.

Advanced music is for the young musician who has some experience with an instrument or vocal training. Performance, audio production, instrumental and vocal skills training, and relevant music theory and history will all be focuses of the class. Let's have fun and play some good music!

VISUAL ART In Visual Art students will be encouraged to explore their creativity, stretch their imaginations, and reap the many benefits of art making while experimenting with a wide variety of tools, techniques, and subject matters. These experiments will be guided so that the students are also learning about elements of art and design in a way that is fun and approachable. Many art projects will be inspired by other artists, indigenous populations, or holiday traditions. Visual Art class will be a place of creativity, self expression, and fun!



THEATRE & PUBLIC SPEAKING The Lower school public speaking program allows students to discover their authentic voice, develop tools with which to communicate with an audience, and become leaders. The opportunity for students to have a positive experience sharing a speech each week helps solidify self-confidence, comfort, and joy in regard to public speaking. We also work on becoming active listeners and respectful audience members.

For Middle school the focus is on movement, character, stage combat, voice, active listening techniques and communication. Students learn to give constructive feedback as they evaluate fellow actors. Scripted scene-work from respected playwrights will be introduced as an exploration of all aspects of the human condition. Advanced students will use games and exercises to support a small theatrical or cinematic production generally with full costumes, props, and sets. This will be shown an audience at the end of the semester.



