

6:30 PM
14, 2024

Thursday, March

AGENDA
Special Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, March 14, 2024, 6:30 PM in the Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.

- I. **CALL TO ORDER AND ROLL CALL (6:30 p.m.)***
- II. **ACKNOWLEDGMENT OF ARAB AMERICAN HISTORY MONTH**

Corvallis School District 509J

ACKNOWLEDGEMENT OF ARAB AMERICAN HERITAGE MONTH

Resolution Number 22-0302

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Arab Americans, which includes people with ancestry from North Africa to the Persian Gulf; and

WHEREAS the Corvallis School District affirms that students, families, staff, and community members should be valued for all aspects of their identities; and

WHEREAS, Arab American Heritage Month grew out of local efforts in several school districts throughout the nation in the 1900s; and

WHEREAS, Arab American Heritage Month has been proclaimed by several states since; and

WHEREAS, Arab Americans are largely left out of academic discourse; and

WHEREAS, Arab Americans have historically been and continue to be targeted by anti-Arab violence and actions of hate; and

WHEREAS, the U.S. Department of State designated April as Arab American Heritage Month in 2021; and

WHEREAS, Oregon proclaimed April as Arab American Heritage Month permanently in 2021; and

WHEREAS, Arab American Heritage Month has yet to be proclaimed at the national level; and

WHEREAS, Arab Americans have contributed to the history and collective future of Corvallis and Benton County, OR; and

WHEREAS, Arab American History Month provides an opportunity to continue the District's growth in learning about the many contributions of Arab Americans to the nation, world, and local community; and

WHEREAS, education is a necessary component for creating a more equitable and anti-racist community, nation, and world; and

WHEREAS, The Corvallis School District has made a commitment to equity and anti-racism;
and

WHEREAS, The Corvallis School District has a responsibility to honor and respect the diverse
histories of our community; and

WHEREAS, the Corvallis School District believes each and every student must be celebrated
and appreciated for the distinct and vibrant contributions made by sharing cultures, language,
ideas, beliefs and values within a school community.

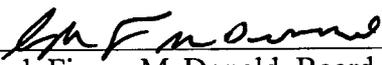
Therefore, let it be resolved by the Board of Education of the Corvallis School District:

does hereby proclaim **April 2022** as well as each April annually, as **Arab American Heritage
Month** in the District and strongly encourage students, families, staff, and community members
to join in existing local celebrations;

and encourage all schools in the district to help highlight this month in grade appropriate ways as
well as highlight the contributions of all Arab American peoples to the local community, nation,
and beyond both historically and in current times.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn
Counties, Oregon, at its regular meeting this 17th day of March, 2022.

Signed:



Sarah Finger McDonald, Board Chair

Attested:



Ryan Noss, Superintendent

III. **STUDENT REPRESENTATIVE REPORTS (6:40 p.m.)***

IV. **WORK SESSION WITH CORVALLIS PUBLIC SCHOOLS FOUNDATION (6:50 p.m.)***



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Superintendent Noss, Angela Hibbard, CFSD Executive Director

Meeting Date: March 14, 2024

Work Session with the Corvallis Public Schools Foundation (CPSF)

NO ACTION REQUESTED

1. Welcome & Introductions (5 min)
2. Board Goals Update (10 min)
3. Foundation Update (15 min)
4. CPSF / CSD Roles and Responsibilities and Communication (20 min)
5. Takeaways (10 min)



Corvallis
Public Schools
FOUNDATION

Joint Board Meeting

March 14, 2024





Corvallis
Public Schools
FOUNDATION

CPSF Update



Highlights from the year,
representing key Foundation
initiatives focused on:

*Educational Access
Learning Enrichment
Graduation Rates
&
Aligned w CSD Board goals*

IMAGINE Grants

\$80,000 was awarded to 31 grant programs

- School Garden at Mountain View
- Districtwide CSD student art exhibit
- STEM materials at Lincoln (pictured)
- Vihuelas for student mariachi at Garfield
- T-shirt printing business at College Hill



ALBANY DEMOCRAT-HERALD CORVALLIS GAZETTE-TIMES

MID-VALLEY

SATURDAY, DECEMBER 30, 2023 | A3

Corvallis schools get \$80K in grants

MID-VALLEY MEDIA

While Christmas has come and gone, it arrived earlier this month for the Corvallis School District.

That's because the Corvallis Public Schools Foundation announced a total of \$80,000 in grants awarded to school district staff for various education-related projects, according to a news release earlier in December.

Those funds come from IMAGINE grants and are available to any Corvallis School District staff member, including teachers.

IMAGINE stands for Innovation, coMmunity,

Action, chanGe, Inclusivity, collaboratiON and Engagement, according to the Corvallis Public School Foundation.

Beyond the arguably contrived acronym, the funding from such grants is dedicated toward "promoting student achievement, advancing equity, and facilitating real-world learning experiences and enhancing student health and well-being," according to the foundation's news release. To date, the foundation has awarded nearly \$900,000 through the program.

This year, the foundation awarded more than

30 grants supporting a variety of school programs, including a districtwide art exhibit, literary-themed reading lounges, family math nights and even vihuelas (it's a 15th-century fretted, plucked Spanish string instrument) for a student mariachi project.

Corvallis Public Schools Foundation Executive Director Angela Hibbard said the opportunities provided by these grants would be transformative for students in the classroom.

"These grants not only spark innovation but also contribute significantly to creating an educational en-

vironment where every student can thrive," Hibbard said in the news release.

Other IMAGINE-funded projects this year include the purchasing of children's books about Letitia Carson for elementary school classrooms, the creation of two sensory paths at Garfield Elementary to keep students moving through the halls, and an after-school woodworking program designed to boost women in the career and technical education fields, which will be offered at Cheldelein and Linus Pauling Middle Schools and at Crescent Valley and Corvallis High Schools.



ANDY CRIFE, MID-VALLEY MEDIA (FILE 2023)

Letitia Carson kindergarten students Zaiden Ruark, left, and Lucy Barmore work together to add water to the mud pie they were making in the school's garden in January of 2023. The school's garden program was funded by an IMAGINE grant.

For a complete list of program, you can visit the grant awardees and for more Corvallis Public Schools information about the grant Foundation website.

DICTIONARY ART

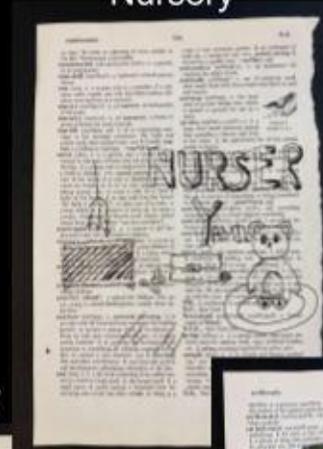
Music



Gypsy moth



Nursery



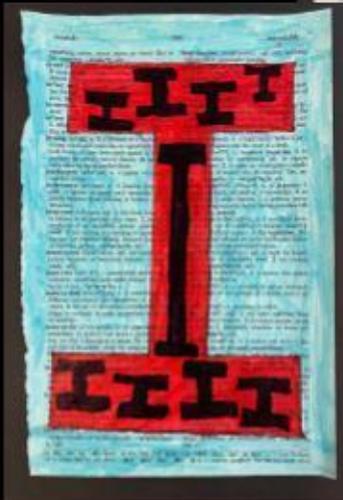
Anniversary



Inclusivity



Emerald

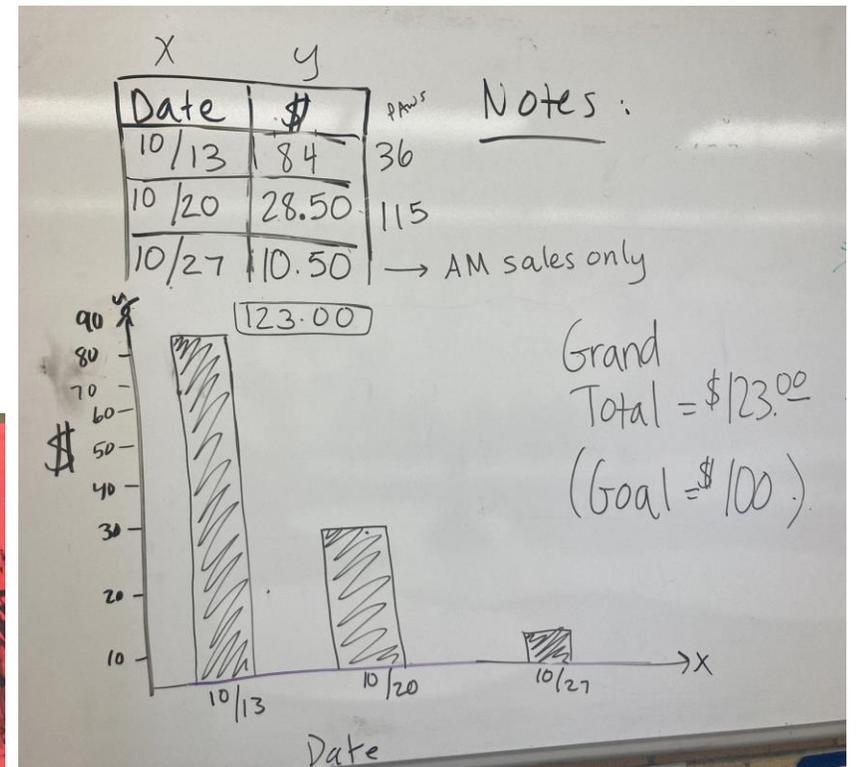


IMAGINE

Middle School Alt. Ed Support

Awarded a Special Project Grant of \$28K to support materials, resources, and opportunities for the Middle School Alternative Education Programs.

- Challenge Courses
- Inspirational Speakers
- Community Service Projects
- Entrepreneurial and wellness activities



Family Support Program

More than \$100K awarded to the Family Support Program

- Includes collaboration with Rotary Club of Corvallis to raise additional funds for cold weather gear for students in need



YEA! Grants



Award 14 student-driven initiatives through our Youth Empowerment and Action (YEA!) Grant program

- LGBTQIA+ Art Installation
- T- shirts for the Dual Immersion
- Sports Equipment For Life Skills



Hands Across Corvallis



Raised a record-breaking \$150K at this annual benefit





Schools ^{not} Out for Summer



Planning is underway for support for critical summer programs.

- Committed to at least doubling our support from last year.





CSD + CPSF Partnership



CPSF’s investment in key Foundation/Board-aligned initiatives — like those highlighted today — has grown dramatically.

Fiscal Year:	2015	2017	2019	2021	2023	FY '24 Projected
LEG/IMAGINE Grants	\$10,466	\$22,433	\$32,705	\$4,452	\$81,248	\$80,000
Family Support/SOS/Welcome	\$16,420	\$15,817	\$18,013	\$96,929	\$127,560	\$111,000
Summer Programs/GRI	\$41,282	\$36,623	\$96,300	\$21,180	\$7,654	\$75,000
Special Projects			\$14,333	\$49,656	\$46,140	\$50,000
Mental Health			\$12,673	\$73	\$45,448	\$0
YEA! Grants					\$2,074	\$19,177
Other initiatives (Golden Apples, PD, COVID etc.)	\$4,543	\$4,568	\$4,778	\$50,000	\$5,222	\$16,060
Scholarships Awarded	\$2,500	\$3,000	\$4,250	\$6,750	\$16,675	\$16,675
Total Spending Foundation Initiatives	\$75,211	\$82,441	\$183,052	\$229,040	\$332,021	\$367,912
Total Spending School-Directed Initiatives	\$427,306	\$459,641	\$286,119	\$70,883	\$120,485	<i>unknown</i>



Corvallis
Public Schools
FOUNDATION

Thank You!

**We look forward to
continuing our
partnership**



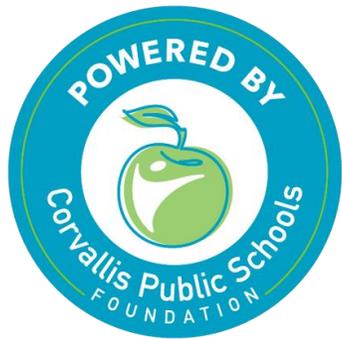


Corvallis
Public Schools
FOUNDATION

Joint Board Meeting

March 14, 2024





Board of Trustees
Governance: Sets strategic plan, fiscal oversight and compliance, policy-setting, hires/supervises ED

School Board
Governance: Sets policy, approves the district budget, hires/supervises Superintendent

Executive Director
Management: Operational, programing, and fundraising responsibility, staff and volunteer management, primary CSD liaison

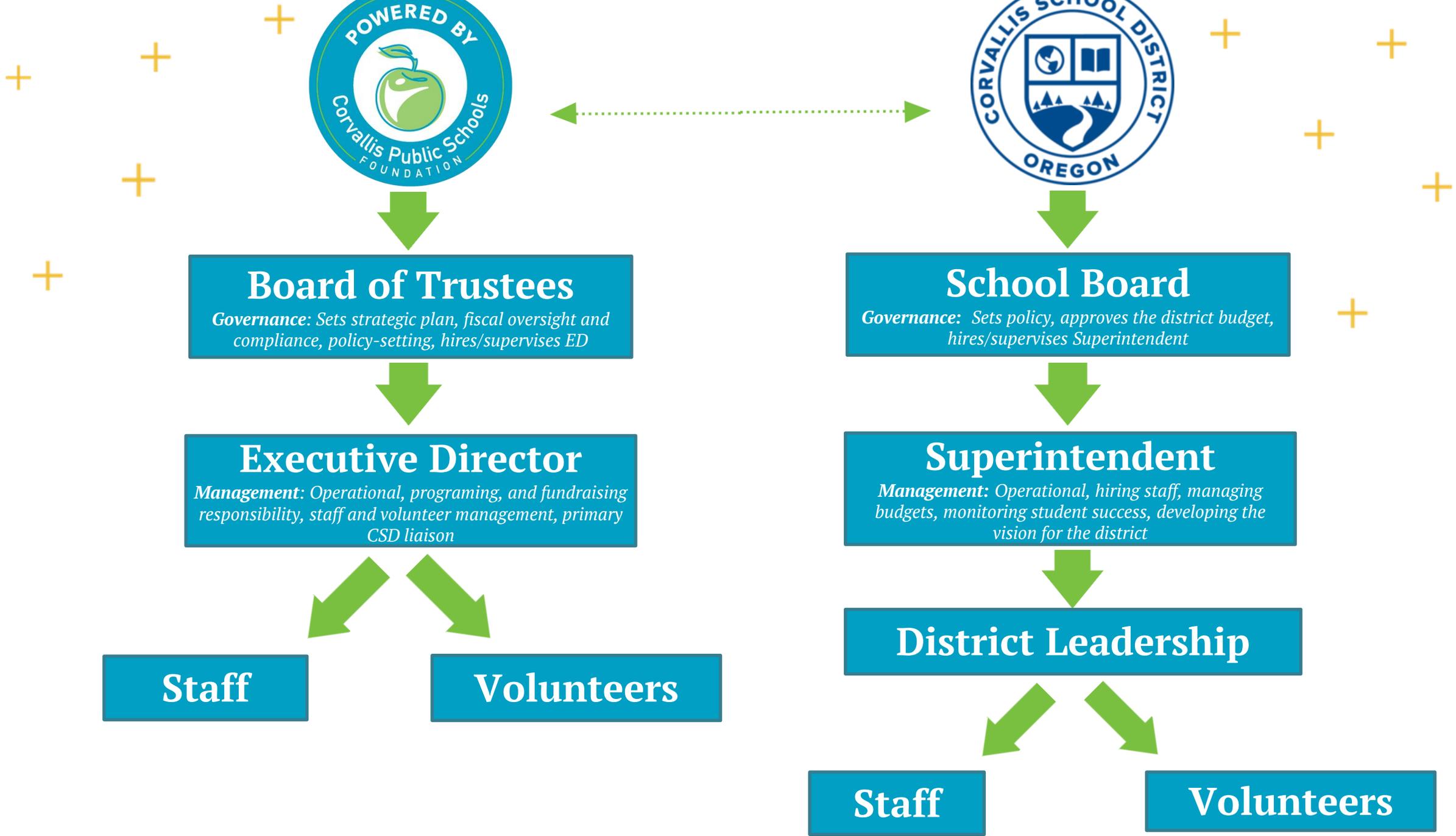
Superintendent
Management: Operational, hiring staff, managing budgets, monitoring student success, developing the vision for the district

Staff

Volunteers

Staff

Volunteers



V. MUDDY CREEK CHARTER SCHOOL RENEWAL (7:50 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kristen Miles
Meeting Date: March 14, 2024

Applicable Policies:

[Public Charter Schools - LBE](#)

[Public Charter Schools - LBE-AR](#)

Muddy Creek Charter School Renewal Request **ACTION REQUESTED**

Background

The Corvallis School District entered into a contract to allow the Muddy Creek Charter School to operate as a charter school in the district on November 5, 2007. Since 2007, Corvallis School District has renewed this charter in 2011, 2014, and 2019. The most recent contract between the Corvallis School District and Muddy Creek Charter School is set to expire on June 30, 2024.

The terms of the charter agreement state that during the fifth year of the term of the contract, Muddy Creek may request a renewal of the charter for a minimum of five years and no more than ten years (ORS 338.065(4)(c)). Muddy Creek is requesting a charter renewal for another five-year term.

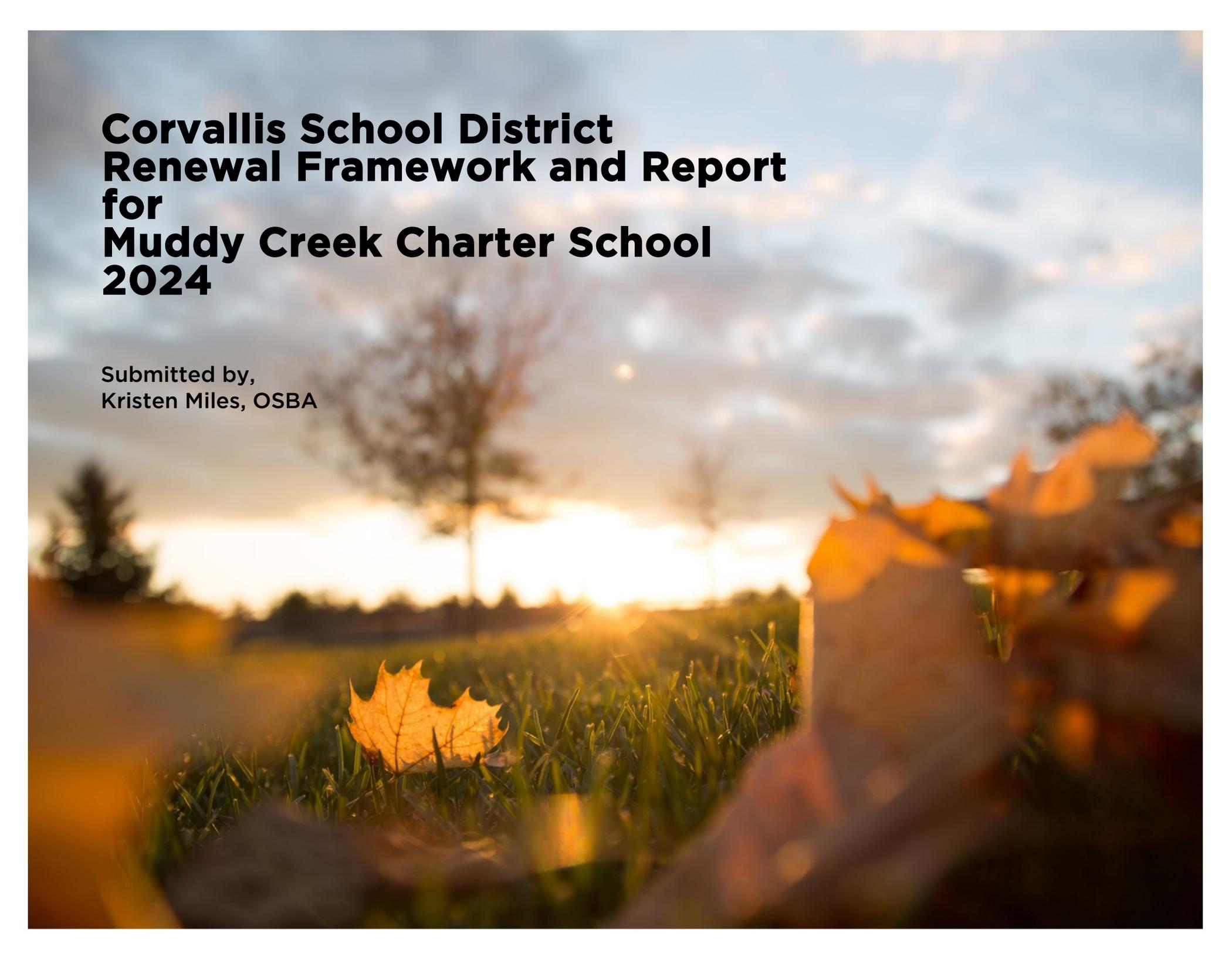
Attached is a full review of Muddy Creek Charter School completed by Kristen Miles from the Oregon School Boards Association. Data regarding student academic performance, financial performance, and organizational performance are contained within. In addition, Kristen Miles gives a recommendation for renewal. Following a vote for renewal, both Corvallis School District and Muddy Creek Charter School will enter into contract negotiations for the new charter contract.

ACTION REQUESTED

Approve the request to renew the charter with Muddy Creek Charter School.

MOTION REQUESTED

“I move that the board [renew/deny] Muddy Creek Charter School’s request for renewal as per ORS 338.065(5)(d) using the criteria specified in ORS 338.065(8).”

A photograph of a field at sunset. The sun is low on the horizon, creating a warm, golden glow. In the foreground, a hand is holding a large, yellow leaf. The background shows a line of trees and a cloudy sky.

Corvallis School District Renewal Framework and Report for Muddy Creek Charter School 2024

Submitted by,
Kristen Miles, OSBA

INTRODUCTION

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.”

(ORS 338.015)

The charter schools sponsored by Corvallis School District provide educational options for students and families as well as diverse professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring and the development and implementation of its educational program.

Corvallis School District is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, financially viable, their academic programs are successful and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

OSBA has established the following performance framework, which is largely derived from the “Core Performance Framework and Guidance” developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial and organizational performance, and to “... guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”

Because each charter school’s story and perspective on its own performance are critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that Corvallis School District and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the Corvallis School District

MUDDY CREEK CHARTER SCHOOL RENEWAL

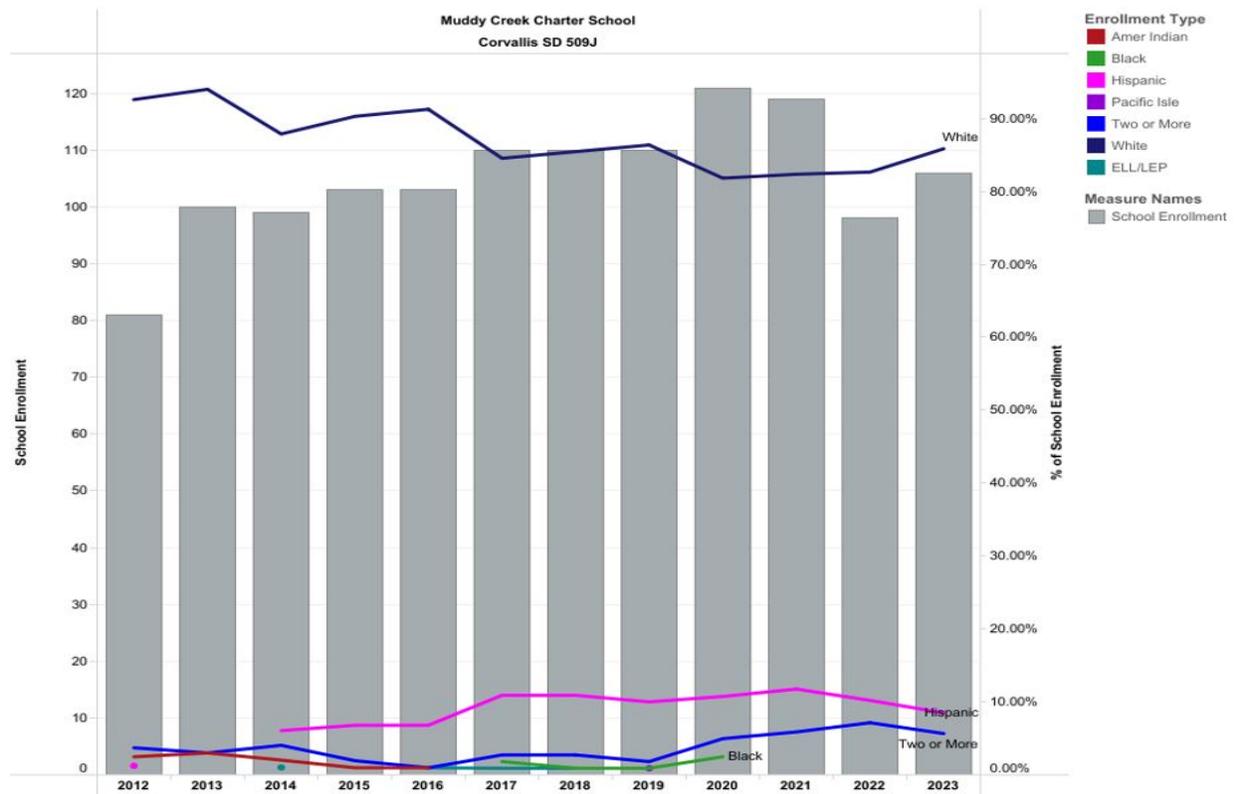
SUBMITTED BY, KRISTEN MILES, OSBA
FEBRUARY 2024

OVERALL TRENDS

The Muddy Creek Charter School is a charter school sponsored by the Corvallis School District. Its mission is "to provide an outstanding K-5 public educational program for children who reside in and around the Muddy Creek Watershed. In multi-age classrooms, the school will deliver a place-based, project-based integrated arts and science curriculum grounded in its rural agricultural setting and commitment to community service. Diverse learning styles will be fostered." (Continued on website.)

Muddy Creek student racial and ethnic demographics are indicated below.

Enrollment Breakdown (School Level)
District: Corvallis SD 509J
School(s): Muddy Creek Charter School
Note: Free Reduced Lunch values over 100% of enrollment are caused by some schools serving hot lunch to other nearby schools
Source: Oregon Department of Education



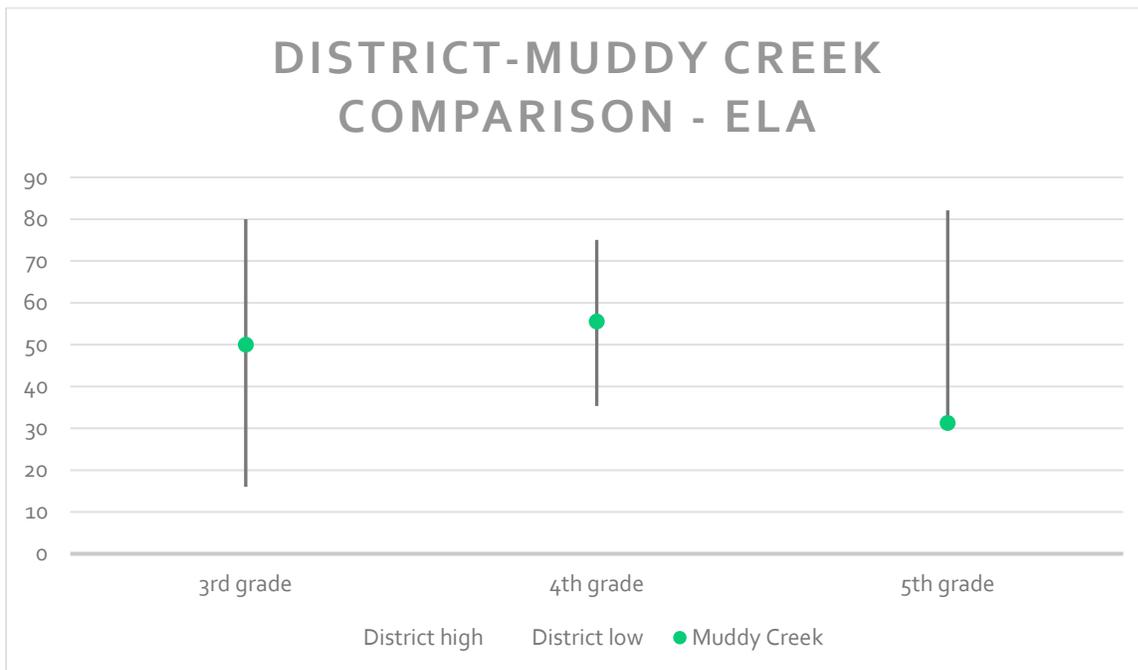
13% of students are identified as having disabilities, and 20% of students qualify for free or reduced lunch.

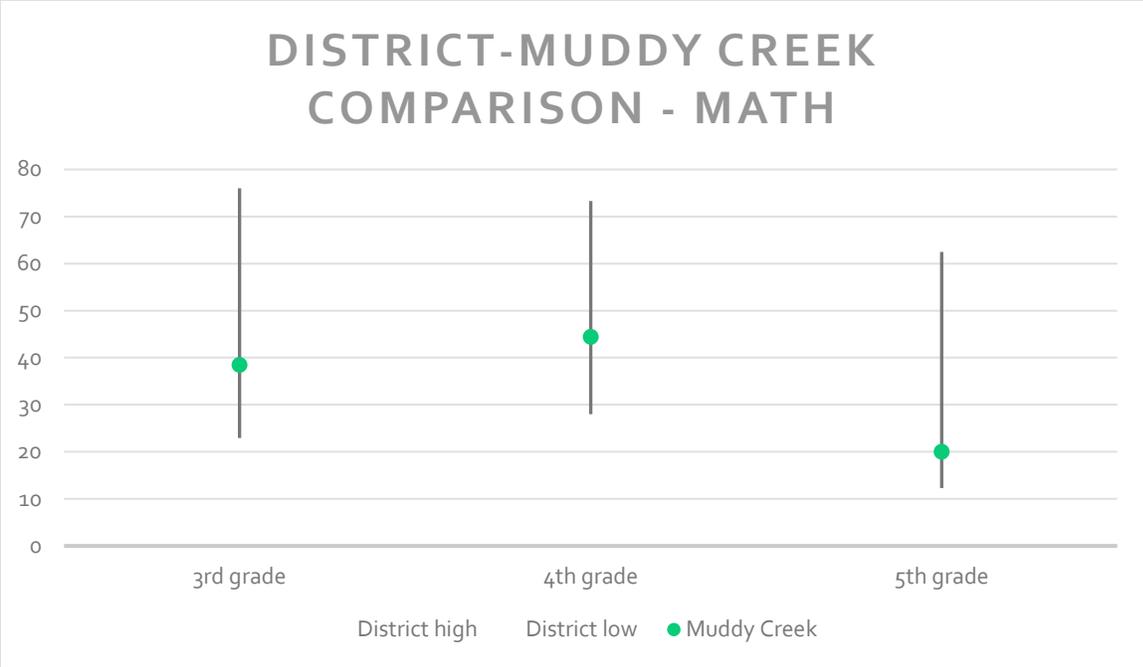
I visited Muddy Creek Charter School on February 5, 2024. I spoke with the director and observed classrooms. I saw students highly engaged in learning, and teachers providing guidance and instruction in well-managed environments. I also observed recess, where students were exploring and building their external environments through provided tools and objects as well as through play and playground equipment.

Muddy Creek had its public hearing on February 22, 2024. All of those who spoke did so in favor of renewing the charter school. Three written comments came in after the hearing. Two were in favor of renewing the charter, and one conveyed concerns over the charter school's provision of SpEd services.

ACADEMIC TRENDS

Performance comparison to the district in ELA and Math for all students for 2023 is below.





The graphs above show that, while performing in the middle of the district average for 3rd and 4th grade in ELA, Muddy Creek is the lowest-ranked school in ELA in the district in 5th grade. In Math, Muddy Creek performs near the lower end of mid-range in 3rd and 4th grade, and near the bottom of the district average in 5th grade.

Average student attendance falls slightly under the district average.

While state performance data is one metric to be considered in renewal, school-specific data should be taken into account.

Middle of year (MOY) data for DIBELS testing was strong for all grades tested, with at least 46% of students scoring at or above benchmark in all grades (with a high of 83% in grade 2). Beginning of year (BOY) data was only available for grades 1 and 2 but showed growth for each.

STAR math and reading results also showed growth in each testing period throughout 2022-23 and into the middle of the year for 2023-24.

FINANCIAL TRENDS

Near-term indicators: The school appears to be in a healthy financial position in the near term. It has approximately 140 days' cash on hand and is not in default. Its current ratio (assets divided by liabilities) is positive. Enrollment is 94% of what was budgeted, however, which requires some adjustment of budget expectations.

Long-term indicators: Long-term indicators are also mostly positive. The school's debt-to-asset ratio is low, one-year and multi-year cash flow are both positive, and the school has received audits free of material weaknesses. The aggregated total margin (three-year net income divided by three-year

revenues) is positive, but one-year total margin (income divided by revenues) does not quite meet standard.

ORGANIZATIONAL TRENDS

The school complies with instructional time requirements, most major components of applicable laws, and implements its stated mission. There are several areas in which the charter school is not yet in compliance, is coming into compliance, or was not in compliance last school year.

1. At the end of the last school year and the beginning of this school year, the district issued letters of concern to the charter school regarding records, discipline, and the identification of students with disabilities. On December 4, 2023, ODE issued a final order to the district responding to complaints regarding the provision of services to students qualifying for SpEd services. The district and the charter school should continue to collaboratively determine which of the required actions in this order are the responsibility of which party. These should be formalized in writing. Some required actions have already come due, and some are due in future months.

While the charter school is actively working on these issues and coming into compliance in these areas, this should be noted as an ongoing area of improvement until the district is satisfied that the terms of the contract are being fulfilled, and the charter school has a comprehensive, workable plan to address the concerns that are its responsibilities.

2. There is currently no written plan to serve English Learners as of this writing, though there is verbal assurance that the work is being done to identify and serve students who qualify.
3. While the board's agendas, minutes, and bylaws technically meet standard, there are a number of improvements to be made to the frequency with which agendas are posted, how votes are captured, and some small changes to the bylaws are recommended (after a legal review). More details are available in the rubric.
4. The board has not yet planned for an evaluation of its administrator.
5. One teacher appears not to be properly licensed. While this has been reported to be a processing error with TSPC, this should be remedied immediately either with an emergency license or by placing a qualified sub in the classroom.

COMMENDATIONS AND RECOMMENDATIONS

Muddy Creek offers a unique program in a rural setting to students and families seeking a place-based, project-based educational environment. It appears that the change in leadership has been positive and the school reports an improving relationship with the district and progress on concerns regarding provision of services to SpEd students.

Specific recommendations for the next charter contract are as follows:

1. Set specific goals for improvement in ELA and Math for 5th grade. These goals should be growth-oriented and should align with plans for teacher professional development.
2. The board should adopt a plan and process for evaluating the administrator.

3. Develop a plan for serving English Learners.
4. The school and the district should continue to work closely to ensure that the charter school is in compliance with applicable laws, regulations, policies, and the charter contract with respect to students with disabilities. This may involve additional professional development for charter school staff provided by the district, revisions to or review of the school's plan to identify students who may qualify for special education services, or additional reporting to the district.

ALIGNMENT WITH STATUTORY CRITERIA FOR RENEWAL

The school board must use the criteria in ORS 338.065(8)(a)(A-E) to make the renewal decision. Based on my review of the charter school renewal application, I have noted whether the charter school has met or not met the criteria below.

1. Is the charter school in compliance with ORS 338 and all other applicable state and federal laws?
ORS 338.065(8)(a)(A)
 Yes (this is currently in progress)
 No
2. Is the charter school in compliance with the contract? ORS 338.065(8)(a)(B)
 Yes (this is currently in progress)
 No
3. Is the charter school meeting or working toward meeting the student performance goals and agreements specified in the contract or in any other written agreements between the charter school and the district? ORS 338.065(8)(a)(C)
 Yes
 No
4. Is the charter school fiscally stable and has it used the sound financial management system described in the contract? ORS 338.065(8)(a)(D)
 Yes
 No

5. Is the charter school in compliance with any renewal criteria specified in the contract? ORS 338.065(8)(a)(E)

Yes

No

RENEWAL RECOMMENDATION

Muddy Creek Charter School meets or is working toward meeting renewal requirements as per ORS 338.065. I recommend that the Corvallis School Board renew the charter contract.

ACADEMIC PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the academic performance section of the annual report is to evaluate whether the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance," while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

THE FOLLOWING DATA ELEMENTS AND SOURCES ARE USED TO COMPLETE THE ACADEMIC PERFORMANCE ANALYSIS:

- The charter school's Oregon Report Card
- The charter school's contract
- The charter school's whole school growth and performance on standardized tests in reading and math
- The charter school's subgroup growth and performance on standardized tests in reading and math
- The district's Oregon Report Card
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The school's graduation rate (where applicable)
- The district's graduation rate (where applicable)
- The school's completion rate (where applicable)
- The district's completion rate (where applicable)
- The school's dropout rate (where applicable)
- The district's dropout rate (where applicable)
- The graduation, completion and dropout rates of comparison schools, as defined by ODE (where applicable)
- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc. (where applicable)

ACADEMIC PERFORMANCE

1. OREGON SCHOOL RATING SYSTEM:

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS OR EXCEEDS PERFORMANCE EXPECTATIONS COMPARED TO THE DISTRICT.	1A: Is the school meeting acceptable standards according to the state's school rating system?		Identified for intervention or considered failing by the state accountability system	Did not receive passing rating from the state accountability system	Passing rating from the state accountability system	Highest rating from the state accountability system	
	1B: Is the school meeting state designation expectations as set forth by the state and federal accountability system?		Identified as a "Priority" school	Identified as a "Focus" school	No designation	Identified as a "Model" school	
	1C: How are Economically Disadvantaged students achieving on state assessments in READING compared to the Economically Disadvantaged students in the district?		Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more	Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%	Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%	Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%	Muddy Creek: 36.4%; District: 31.6%

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL MEETS OR EXCEEDS PERFORMANCE EXPECTATIONS COMPARED TO THE DISTRICT.</p>	<p>1D: How are Economically Disadvantaged students achieving on state assessments in MATH compared to the Economically Disadvantaged students in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Muddy Creek: 27.3%; District: 28.6%</p>
	<p>1E: How are English Language Learners achieving on state assessments in READING compared to the English Language Learners in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Not enough data</p>
	<p>1F: How are English Language Learners achieving on state assessments in MATH compared to the English Language Learners in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Not enough data</p>

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL MEETS OR EXCEEDS PERFORMANCE EXPECTATIONS COMPARED TO THE DISTRICT.</p>	<p>1G: How are Students with Disabilities achieving on state assessments in READING compared to the Students with Disabilities in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Muddy Creek: 27.3%; District: 21.9%</p>
	<p>1H: How are Students with Disabilities achieving on state assessments in MATH compared to the Students with Disabilities in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Muddy Creek: 9.1%; District: 16.6%</p>
	<p>1I: How are students of historically underserved races/ethnicities achieving on state assessments in READING compared to the students of underserved races/ethnicities in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Not enough data</p>

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL MEETS OR EXCEEDS PERFORMANCE EXPECTATIONS COMPARED TO THE DISTRICT.</p>	<p>1J: How are students of historically underserved races/ethnicities achieving on state assessments in MATH compared to the students of underserved races/ethnicities in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Not enough data</p>

ACADEMIC PERFORMANCE

2. STUDENT ACADEMIC GROWTH:

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS OR EXCEEDS ACADEMIC GROWTH STANDARDS COMPARED TO ITS PEERS.	2A: Are students making expected annual academic growth in READING compared to their peers?		Average gap score change Level 1	Average gap score change Level 2	Average gap score change Level 3	Average gap score change Level 4 or 5	Oregon report card
	2B: Are students making expected annual academic growth in MATH compared to their peers?		Average gap score change Level 1	Average gap score change Level 2	Average gap score change Level 3	Average gap score change Level 4 or 5	Oregon report card

ACADEMIC PERFORMANCE

3. SUBGROUP GROWTH:

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL DEMONSTRATES INCREASED ACADEMIC PERFORMANCE OVER TIME.	3A: Is the school increasing academic performance over time for Economically Disadvantaged students in READING ?		Average gap score change Level 1	Average gap score change Level 2	Average gap score change Level 3	Average gap score change Level 4 or 5	Not enough data
	3B: Is the school increasing academic performance over time for Economically Disadvantaged students in MATH ?		Average gap score change Level 1	Average gap score change Level 2	Average gap score change Level 3	Average gap score change Level 4 or 5	Not enough data
	3C: Is the school increasing academic performance over time for English Language Learner students in READING ?		Average gap score change Level 1	Average gap score change Level 2	Average gap score change Level 3	Average gap score change Level 4 or 5	Not enough data
	3D: Is the school increasing academic performance over time for English Language Learner students in MATH ?		Average gap score change Level 1	Average gap score change Level 2	Average gap score change Level 3	Average gap score change Level 4 or 5	Not enough data
	3E: Is the school increasing academic performance over time for Students with Disabilities in READING ?		Average gap score change Level 1	Average gap score change Level 2	Average gap score change Level 3	Average gap score change Level 4 or 5	Not enough data
	3F: Is the school increasing academic performance over time for Students with Disabilities in MATH ?		Average gap score change Level 1	Average gap score change Level 2	Average gap score change Level 3	Average gap score change Level 4 or 5	

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL DEMONSTRATES INCREASED ACADEMIC PERFORMANCE OVER TIME.	3G: Is the school increasing academic performance over time for students of underserved races/ethnicities in READING ?		Average gap score change Level 1	Average gap score change Level 2	Average gap score change Level 3	Average gap score change Level 4 or 5	Not enough data
	3H: Is the school increasing academic performance over time for students of underserved races/ethnicities in MATH ?		Average gap score change Level 1	Average gap score change Level 2	Average gap score change Level 3	Average gap score change Level 4 or 5	Not enough data

ACADEMIC PERFORMANCE

4. STUDENT ATTENDANCE:

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS OR EXCEEDS STUDENT ATTENDANCE EXPECTATIONS	4A: What percentage of students at the charter school are identified as REGULAR ATTENDERS ? (attending 90% of the enrolled days)		Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 10% or more	Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 1-10%	Percentage of regular attenders meet or is greater than the district's percentage of regular attenders in the same grades by up to 10%	Percentage of regular attenders is greater than the district's percentage of regular attenders in the same grades by at least 10%	Muddy Creek: 60.8%; District: 63.3%

ACADEMIC PERFORMANCE

5. ALIGNMENT OF CORE CLASSES TO STANDARDS (MIDDLE/HIGH SCHOOLS ONLY):

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL'S CLASSES IN CORE SUBJECTS ARE ALIGNED TO OREGON STANDARDS	5A: Is the school aligning all classes in core subjects to COMMON CORE STATE STANDARDS ?		School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards and has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods.	School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods.	School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments or other methods.		

ACADEMIC PERFORMANCE

6. GRADUATION AND POST-SECONDARY READINESS (HIGH SCHOOLS ONLY):

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6A: What percentage of students are graduating within four years of entering high school as compared to other schools in the district?		Average graduation rate is less than the average district graduation rate by 10% or more	Average graduation rate is less than the average district graduation rate by 1-10%	Average graduation rate meets or exceeds the average district graduation rate by up to 10%	Average graduation rate exceeds the average district graduation rate by at least 10%	
	6B: What percentage of students are graduating within four years of entering high school as compared to their peers in like schools?		Average graduation rate is less than the average graduation rate of their peers in like schools by 10% or more	Average graduation rate is less than the average graduation rate of their peers in like schools by 1-10%	Average graduation rate meets or exceeds the average graduation rate of their peers in like schools by up to 10%	Average graduation rate exceeds the average graduation rate of their peers in like schools by at least 10%	

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6C: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to other schools in the district?		Average completion rate is less than the average district completion rate by 10% or more	Average completion rate is less than the average district completion rate by 1-10%	Average completion rate meets or exceeds the average district completion rate by up to 10%	Average completion rate exceeds the average district completion rate by at least 10%	
	6D: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to their peers in like schools?		Average completion rate is less than the average completion rate of their peers in like schools by 10% or more	Average completion rate is less than the average completion rate of their peers in like schools by 1-10%	Average completion rate meets or exceeds the average completion rate of their peers in like schools by up to 10%	Average completion rate exceeds the average completion rate of their peers in like schools by at least 10%	
	6E: What percentage of students dropped out during the school year and did not re-enroll as compared to other schools in the district?		Average dropout rate exceeds the average district dropout rate by 4% or more	Average dropout rate exceeds the average district dropout rate by 1-4%	Average dropout rate meets or is less than the average district dropout rate by up to 4%	Average dropout rate is less than the average district dropout rate by 4% or more	

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6F: What percentage of students dropped out during the school year and did not re-enroll as compared to their peers in like schools?		Average dropout rate exceeds the average dropout rate of their peers in like schools by 4% or more	Average dropout rate exceeds the average dropout rate of their peers in like schools by 1-4%	Average dropout rate meets or is less than the average dropout rate of their peers in like schools by up to 4%	Average dropout rate is less than the average dropout rate of their peers in like schools by 4% or more	

FINANCIAL PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the financial performance section of the annual report is to evaluate whether the charter school is financially viable.

Many of the indicators, performance targets and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance."

The following data elements and sources are used to complete the financial performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss and balance sheet

FINANCIAL PERFORMANCE

8. NEAR-TERM MEASURES:

STANDARD	INDICATOR	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS CURRENTLY FINANCIALLY STABLE.	8A: Current ratio: Current assets divided by current liabilities	Less than or equal to .9	Between .9 and 1.0 or equals 1.0	Greater than or equal to 1.1	15.12 - audit
	8B: Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)	Fewer than 15 days cash	Days cash is between 15 and 30 days	60 days cash	140 - audit
	8C: Enrollment variance: actual enrollment divided by enrollment projection in charter school board-approved budget	Less than 85% in the most recent year	Between 85-95% in the most recent year	Equals or exceeds 95% in the most recent year	94% - budget, conversation with director
	8D: Default	School is in default of loan covenant(s) and/or is delinquent with debt service payments		School is not in default of loan covenant(s) and/or is not delinquent with debt service payments	

FINANCIAL PERFORMANCE

9. SUSTAINABILITY MEASURES:

STANDARD	INDICATOR	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS FINANCIALLY STABLE OVER TIME.	9A: Total Margin: Net income divided by total revenue Aggregated total margin: Total 3-year net income divided by total 3-year revenues	Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10%	Aggregated 3-year total margin is greater than -1.5%, but trend does not "meet standard"	Aggregated 3-year total margin is positive and the most recent year total margin is positive	Aggregated total margin is 15% and meets standard. Total margin is (1%) and does not meet standard.
	9B: Debt to asset ratio: Total liabilities divided by total assets	Debt-to-asset ratio is greater than 1.0	Debt-to-asset ratio is between .9 and 1.0	Debt-to-asset ratio is less than .9	.75 - audit
	9C: Cash flow: Multi-year cash flow = Year 3 total cash - Year 1 total cash One-year cash flow = Year 2 total cash - Year 1 total cash	Multi-year cumulative cash flow is negative	Multi-year cumulative cash flow is positive, but trend does not "meet standard" (above)	Multi-year cumulative cash flow is positive and cash flow is positive each year	Cash flow is positive in both one-year and multi-year calculations - audit

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS FINANCIALLY STABLE OVER TIME.</p>	<p>9E: Is the school meeting financial reporting and compliance requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Complete and timely submission of financial reports, including annual budget, revised budgets (when applicable), quarterly financial reports and annual municipal audit • All other reporting requirements related to the use of public funds 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Complete and timely submission of financial reports, including annual budget, revised budgets (when applicable), quarterly financial reports and annual municipal audit • All other reporting requirements related to the use of public funds 	
	<p>9F: Is the school following Generally Accepted Accounting Principles (GAAP)?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> • A qualified audit opinion • An audit containing significant findings or conditions, material weaknesses or significant internal control weaknesses • An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> • An unqualified audit opinion • An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses • An audit that did not include a going concern disclosure in the notes or an explanatory paragraph within the audit report 	

ORGANIZATIONAL PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the organizational performance section of the annual report is to evaluate whether the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance."

The following data elements and sources are used to complete the organizational performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverables and reporting due dates
- Feedback from parents, students, charter school staff and other community stakeholders
- The student information system
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

ORGANIZATIONAL PERFORMANCE

11. EDUCATION PROGRAM:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p>	<p>11A: Is the school implementing the material terms of the education program as defined in the current charter contract?</p>	<p>The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.</p>	<p>The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.</p>	
	<p>11B: Is the school complying with applicable education requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to education requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Instructional days and/or minutes requirements • Graduation and promotion requirements • Content standards, including Common Core State Standards • The administration of state assessments • Implementation of mandated programming as a result of state or federal funding 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements, including but not limited to:</p> <ul style="list-style-type: none"> • Instructional days and/or minutes requirements • Graduation and promotion requirements • Content standards, including Common Core State Standards • The administration of state assessments • Implementation of mandated programming as a result of state or federal funding 	<p>Muddy Creek starts school at 8:30 and dismisses at 3:00 Monday - Thursday. On Friday, dismissal is at 2 pm. Instructional hours are calculated by subtracting time for lunch and recess.</p> <p>For grades K-8, Oregon requires 900 hours of instructional time with the following allowances:</p> <ul style="list-style-type: none"> • For grades K-3, 60 hours of recess

- For all grades K-8, 30 hours of PD; 30 hours of conference

Muddy Creek provides the following:

- K-2: 900.66 raw hours. Adding the aforementioned allowances, the total is 1020.66 hours.
- For grade 3, 943.66 raw hours, Adding the aforementioned allowances, the total is 1063.66 hours.
- For grades 4-5, 943.66 raw hours. Adding the aforementioned allowances, the total is 1003.66 hours.

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p>	<p>11C: Is the school protecting the rights of Students with Disabilities?</p>	<p>Consistent with the school's status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Identification and referral • Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans • Operational compliance, including appropriate inclusion in the school's academic program, assessments and extracurricular activities. • Discipline, including due process protections, manifestation determinations and behavioral intervention plans • Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans 	<p>Consistent with the school's status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Identification and referral • Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans • Operational compliance, including appropriate inclusion in the school's academic program, assessments and extracurricular activities. • Discipline, including due process protections, manifestation determinations and behavioral intervention plans • Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans 	<p>The district sent a letter to the charter school on June 30, 2022 with the following concerns (in brief):</p> <ul style="list-style-type: none"> • The charter school suspended a student who was undergoing assessment for special education accommodations with no notation in the student information system • The charter school may not have been doing its due diligence to ensure that IEPs were being implemented with fidelity • The school did not provide evidence that it was using an RTI program. <p>The district sent a letter to the school</p>

on September 15, 2023 with the following concerns (in brief):

- The charter school may not have been compliant with federal and state law concerning the discipline of students with disabilities
- The charter school may not have been using an RTI system to help identify student needs and communicate with the special education teacher regarding child find.

While this section does not meet criteria based on the stated corrective action plans issued by the district, the new administrator has committed to improving these deficiencies and has communicated

with the district about a plan to do so. She reports having an improved relationship this year with the district regarding SpEd compliance.

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p>	<p>11D: Is the school protecting the rights of English Language Learner students?</p>	<p>The school failed to comply with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Development and implementation of required plans related to the service of ELL students • Proper steps for identification of students in need of ELL services • Appropriate and equitable delivery of services to identified students • Appropriate accommodations on assessments • Exiting of students from ELL services • Ongoing monitoring of exited students 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Development and implementation of required plans related to the service of ELL students • Proper steps for identification of students in need of ELL services • Appropriate and equitable delivery of services to identified students • Appropriate accommodations on assessments • Exiting of students from ELL services • Ongoing monitoring of exited students 	<p>The administrator states that this work is being done for students, but there is no written plan for support of English Learners as of this writing.</p>

ORGANIZATIONAL PERFORMANCE

12. GOVERNANCE AND REPORTING:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</p>	<p>12A: Is the school complying with applicable governance requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to governance by its board, including, but not limited to:</p> <ul style="list-style-type: none"> • Board policies • Board bylaws • State open meetings law • Code of ethics • Conflicts of interest • Board composition and/or membership rules 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to governance by its board, including but not limited to:</p> <ul style="list-style-type: none"> • Board policies • Board bylaws • State open meetings law • Code of ethics • Conflicts of interest • Board composition and/or membership rules 	<p>While the school materially complies with applicable regulations about its board, the following is noted:</p> <p>The last board agenda posted on the website under the agenda link was July 13, 2023.</p> <p>A link to minutes posted on the website are more recent, with the last posted minutes being from February 8, 2024. However, this folder also contained the agenda. There were no minutes, however, just a link to two presentations.</p> <p>Minutes posted for the January 4 meeting contained tallies of votes that were confusing to read. For example, one vote was listed as (5, 5, 5, 5, 5, 5, 5, 6). It is unclear what this vote was meant to indicate.</p> <p>The bylaws should be updated in several sections.</p>

				<ul style="list-style-type: none">• Several areas refer to directors being paid. Board members cannot be paid for their service.• It should be noted that board committees are subject to public meetings laws• The rules under Executive Committee states that it should consist of three board members. Depending on the size of the board at the time, the board should ensure that this does not constitute a quorum.• Should the charter school close, distribution of assets will be to the State Board of Education• The board does not decide whether an individual board member has a conflict of interest. Each board member is responsible for declaring that.
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	<p>12B: Is the school holding its administration accountable?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> • Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement • The board conducting an annual evaluation of the administrator's performance 	<p>The school materially complies with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> • Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement • The board conducting an annual evaluation of the administrator's performance 	<p>The board has not yet planned for an annual evaluation of the administrator. The administrator has set her own goals, however.</p>
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STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</p>	<p>12C: Is the school complying with reporting requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including, but not limited to:</p> <ul style="list-style-type: none"> • Performance planning and performance • Attendance and enrollment reporting • Compliance with the charter contract and all applicable laws • Timely submission of all deliverables • Additional information as requested by the district 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including but not limited to:</p> <ul style="list-style-type: none"> • Performance planning and performance • Attendance and enrollment reporting • Compliance with the charter contract and all applicable laws • Timely submission of all deliverables • Additional information as requested by the district 	

ORGANIZATIONAL PERFORMANCE

13. STUDENTS AND EMPLOYEES:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL SAFEGUARDS STUDENT INFORMATION AND ENSURES EMPLOYEES ARE PROPERLY CREDENTIALLED</p>	<p>13A: Is the school protecting the rights of all students?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the rights of students, including, but not limited to:</p> <ul style="list-style-type: none"> • Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment) • The collection and protection of student information • Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction • Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices) 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the rights of students, including but not limited to:</p> <ul style="list-style-type: none"> • Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment) • The collection and protection of student information • Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction • Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices) 	<p>As noted above, a student undergoing assessment for SpEd services was suspended without a notation in the SIS in 2022.</p>
	<p>13B: Is the school meeting teacher and other staff credentialing requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and/or background check and fingerprinting requirements for all staff and volunteers.</p>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and background check and fingerprinting requirements for all staff and volunteers.</p>	<p>This standard nearly meets.</p> <p>One teacher required to be licensed or registered is not licensed, due to problems with TSPC. This violates ORS 338.135(7)(b) and the staff handbook (p.35) and should either be remedied immediately or a substitute should be</p>

ORGANIZATIONAL PERFORMANCE

14. SCHOOL ENVIRONMENT:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS.	14A: Is the school complying with facilities and transportation requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> Americans with Disabilities Act Fire inspections and related records Viable certificate of occupancy or other required building use authorization Documentation of requisite insurance coverage Student transportation 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> Americans with Disabilities Act Fire inspections and related records Viable certificate of occupancy or other required building use authorization Documentation of requisite insurance coverage Student transportation 	
	14B: Is the school complying with health and safety requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> Appropriate nursing services and dispensing of pharmaceuticals Food service requirements 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> Appropriate nursing services and dispensing of pharmaceuticals Food service requirements 	

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS.</p>	<p>14C: Is the school handling information appropriately?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the handling of information, including, but not limited to:</p> <ul style="list-style-type: none"> • Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities • Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities • Transferring of student records • Proper and secure maintenance of testing materials 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the handling of information, including, but not limited to:</p> <ul style="list-style-type: none"> • Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities • Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities • Transferring of student records • Proper and secure maintenance of testing materials 	

ORGANIZATIONAL PERFORMANCE

15. ADDITIONAL OBLIGATIONS:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH ALL OTHER OBLIGATIONS NOT PREVIOUSLY COVERED.</p>	<p>15A: Is the school complying with all other obligations?</p>	<p>The school was materially out of compliance with applicable legal, statutory, regulatory and/or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:</p> <ul style="list-style-type: none"> • Revisions to state charter law • Intervention requirements required by the district • Action items assigned by the district • Requirements by other entities to which the charter school is accountable (e.g. ODE) 	<p>The school materially complies with all other applicable legal, statutory, regulatory or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:</p> <ul style="list-style-type: none"> • Revisions to state charter law • Intervention requirements required by the district • Action items assigned by the district • Requirements by other entities to which the charter school is accountable (e.g. ODE) 	<p>The district sent a letter to the school on September 15, 2023 with the following concerns (in brief):</p> <ul style="list-style-type: none"> • The charter school may not have been appropriately documenting student discipline incidents

CONTACT

OREGON SCHOOL BOARDS ASSOCIATION

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VI. ADJOURNMENT (8:20 p.m.)*

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Sarah Finger McDonald	541-908-3756		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Jennifer Duvall, Human Resources Director	541-757-5840
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841