

Gresham-Barlow



School District

BOARD OF EDUCATION

Board Business Meeting

AGENDA

February 1, 2018

BOARD OF EDUCATION

February 1, 2018

Board Work Session – 6 p.m. - CANCELLED

Board Business Meeting – 7 p.m.

Public Safety and Schools Building
1331 NW Eastman Parkway, Gresham, OR

I. CALL REGULAR BUSINESS MEETING TO ORDER AND PLEDGE OF ALLEGIANCEII. ROLL CALL

_____ Kris Howatt, Chair	_____ Kathy Ruthruff, Director
_____ Sharon Garner, Vice-Chair	_____ Blake Petersen, Director
_____ Carla Piluso, Director	
_____ John Hartsock, Director	
_____ Matt O'Connell, Director	_____ A. Katrise Perera, Superintendent

III. COMMUNICATION FROM THE AUDIENCE

Time has been set aside later on the agenda for Citizens' Requests of the Board. If anyone in the audience wishes to address the board this evening, there are yellow "Citizens' Requests of the Board" forms on the table in the back of the room; please complete a form and give it to our board secretary, Ms. Avery.

IV. APPROVE MEETING AGENDAV. CONSENT AGENDA

All items listed below are matters considered by the board to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the board or persons in the audience requests specific items be removed from the consent agenda and placed on the regular agenda.

1. Minutes from Regular Business Meeting.....January 4, 2018
- Minutes from Regular Work Session.....January 18, 2018
2. Financial Report
3. Personnel Report: Employment Contracts

VI. RECOGNITIONS

4. Student Recognition: Band and Choir, Gresham High School.....Ketelsen
5. Student Recognition: Band and Choir, Sam Barlow High School.....Ketelsen

VII. GRESHAM-BARLOW EDUCATION FOUNDATION REPORT

6. Gresham-Barlow Education Foundation (GBEF) Report.....Vadnais

VIII. SUPERINTENDENT'S REPORT

IX. PRESENTATIONS

7. Lewis and Clark Montessori Charter School Annual Report.....Evans

X. RECESS/RECONVENE (5 Minutes)

XI. COMMITTEE MEETING MINUTES AND/OR REPORTS

This portion of the board meeting agenda has been provided for the presentation of advisory committee minutes. No action or discussion is required by the board; however, there may be occasional reports or discussion regarding work being completed by the committee(s).

8. Superintendent Evaluation Committee Minutes of January 11, 2018.....Hartsock
9. Policy Review Committee Minutes of January 16, 2018.....Ketelsen

XII. ASSOCIATIONS REPORTS

- Gresham-Barlow Education Association (GBEA) (2 Minutes)
- Oregon School Employees Association (OSEA) (2 Minutes)

XIII. CITIZENS' REQUESTS OF BOARD (3 Minutes per Guest / 15 Minutes Total)

XIV. RECESS/RECONVENE (5 Minutes)

XV. ACTION ITEMS

The board may, by majority vote, take action on items listed under first reading or information.

First Reading

10. Bond: Communications Equipment.....Schofield
11. Bond: Low Voltage Specifications,
Procurement and Project Management.....Schofield
12. Bond: Powell Valley Roof Replacement.....Schofield
13. Bond: Furniture Acquisition, Phase 2.....Schofield
14. Audit RFP and Appointment.....Schofield
15. Open Enrollment HB 3681 Application Process.....Ketelsen

Second Reading

None.....n/a

XVI. BOARD REPORTS AND REQUESTS

XVII. DISTRICT LEADERSHIP TEAM (DLT) REPORTS

XVIII. INFORMATION ITEMS

- | | |
|---|-----------|
| 16. Annual Technology Report to the Board | DeWitz |
| 17. Staff Recognitions | Ketelsen |
| 18. Financial Update | Schofield |

XIX. ANNOUNCEMENTS

- Feb. 9, 2018: Board Planning Session – 8 a.m. - 5 p.m.
Springwater Trail Conference Room
Gresham City Hall
- Feb. 22, 2018: Board Work Session - 6 p.m.
Council Chambers Conference Room
Public Safety and Schools Building *(Note: This meeting will not be at the Center for
Advanced Learning (CAL) as previously listed on the 2017-18 Regular Board Meeting Schedule)*
- Mar. 1, 2018: Board Work Session - 6 p.m.
Council Chambers Conference Room
Public Safety and Schools Building
- Mar. 1, 2018: Regular Board Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

XX. ADJOURNMENT (Estimated time for adjournment: No later than 9 p.m.)

GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.
Minutes of Regular Board Meeting / Business

January 4, 2018

The Gresham-Barlow School District Board of Education met in regular session on Thursday, January 4, 2018 in the council chambers of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon.

The meeting was called to order at 7:03 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, John Hartsock, Matt O'Connell, Blake Petersen, Carla Piluso, and Kathy Ruthruff. All board members were present.

The following members of the superintendent's district leadership team (DLT) were present:

Katrise Perera	Superintendent
James Hiu	Deputy Superintendent of Human Resources
Mike Schofield	Chief Financial Officer
Julie Evans	Executive Director of Elementary Education
Sara Hahn-Huston	Executive Director of Secondary Teaching and Learning
John Koch	Executive Director of Student Support Services
Athena Vadnais	Director of Communications and Community Engagement
Angie Kautz	Director of Elementary Teaching and Learning
April Olson	Director of Federal Programs
Bill DeWitz	Director of Technology Services

The following members of the superintendent's district leadership team were absent:

Teresa Ketelsen	Deputy Superintendent of Teaching and Learning
Karina Bruzzese	ELL Director

John Koch led board members, administrators and all those present in the Pledge of Allegiance.

Note: All handouts provided at this session have been uploaded to the School Board page on the district's web site: www.gresham.k12.or.us. Copies are also on file at the district office.

MOTION 60 MEETING AGENDA (7:04 p.m.)

Item number 12, Licensed Collective Bargaining Agreement 2017-2020, was moved up on the agenda to just after item number 7, Student Recognition – Sam Barlow High School Athletes. Following this change, it was moved by John Hartsock, seconded by Sharon Garner, and carried unanimously to approve the meeting agenda as amended.

MOTION 61 CONSENT AGENDA (7:05 p.m.)

The following items were included on the consent agenda:

1. Minutes from Regular Work Session.....December 7, 2017
- Minutes from Regular Business Meeting.....December 7, 2017
- Minutes from Regular Work Session.....December 14, 2017
2. Financial Report
3. Personnel Report: Employment Contracts
4. Policy Updates

It was moved by Matt O'Connell, seconded by Carla Piluso and carried unanimously to approve the consent agenda as presented.

RECOGNITIONS (7:06 p.m.)

School Board Recognition Month: Superintendent Perera read a statement and thanked the Board for their tireless hours of service to this District. A short video of thanks from numerous students and staff was shared. Athena Vadnais read a proclamation from Governor Kate Brown, recognizing school board members for their volunteer service.

National Board for Professional Teaching Standards (NBPTS): James Hiu provided background on the rigorous renewal process for a teacher to maintain their NBPTS certification. Tina Bethmann, a West Orient social studies teacher, was recognized for having completed the requirements necessary for renewal. Ms. Bethmann could not be present at the meeting.

Student Recognition – Sam Barlow High School Athletes: James Hiu recognized three Sam Barlow High School athletes who have achieved state champion status or its equivalent. Chair Howatt presented a Certificate of Recognition to Abi Hoffman and Madison Button, who were present at the meeting.

Women's Soccer

Abi Hoffman, Freshman, 1st team All- State (Forward)

Women's Water Polo

Madison Button, Senior, 1st Team All-State (Goalie)

Rochelle Beavers, Junior, 1st Team All-State (Field Player)

MOTION 62 Licensed Collective Bargaining Agreement 2017 - 2020 (7:18 p.m.)

Action Item #12 was moved to this location on the agenda.

James Hiu congratulated the representatives of the Gresham-Barlow Education Association and the Gresham-Barlow School District bargaining teams on a successful settlement. The Board was asked to approve the Collective Bargaining Agreement between the East County Bargaining Council and the Gresham-Barlow School District for the years 2017-2020.

It was moved by Sharon Garner, seconded by Kathy Ruthruff and carried unanimously to approve the Collective Bargaining Agreement between the East County Bargaining Council and the Gresham-Barlow School District No. 10Jt for 2017-2020, as presented.

RECESS/RECONVENE (7:24 p.m.)

The Board took a brief recess to sign the contract documents and enjoy celebratory refreshments with the committee members and the audience present. The meeting was recessed at 7:24 p.m. and reconvened at 7:40 p.m.

GRESHAM-BARLOW EDUCATION FOUNDATION REPORT (7:40 p.m.)

Steve Lewis, a foundation board member of the Gresham-Barlow Education Foundation, reported on foundation activities.

Steve Lewis shared that the Foundation made the difficult decision to discontinue the Scrip program. The potential liability for lost or stolen Scrip was too great and not covered by the Foundation's insurance. They understand its popularity, but as a board they were compelled to make the decision. Lewis emphatically conveyed there has been no impropriety in the Scrip operation that led to this decision. He thanked Cindy Dewey for her diligence in managing the program.

Upcoming GBEF events include:

- Feb. 6, 2018 – 5:00 p.m. until closing – McMenamins Power Station Pub will split the night's proceeds with the Foundation.
- Mar. 13, 2018 – 5:00 p.m. until 9:00 pm – the annual Phone-a-thon will be held at the Center for Advance Learning (CAL) in the Forum room. High school students will be making the solicitation calls and all are asked to Answer the Call. The proceeds will be used for eBooks and technology again this year.

SUPERINTENDENT'S REPORT (7:49 p.m.)

Superintendent Perera did not have any items to report.

PRESENTATIONS (7:49 p.m.)

Metro East Web Academy (MEWA) Annual Report: Julie Evans introduced the MEWA administrators who would be presenting their annual report in accordance with ORS 338.095(1). Dr. David Gray, Tonia Gebhart, and Christina Struyk-Bonn highlighted demographic information, operational data, and student programs that MEWA offers.

Following the presentation, Dr. Gray, Ms. Gebhart, and Ms. Struyk-Bonn answered questions from the board.

COMMITTEE MEETING MINUTES AND/OR REPORTS (8:13 p.m.)

There were no committee minutes or reports presented.

ASSOCIATIONS REPORTS (8:13 p.m.)

Rhett Hyman, a teacher at East Orient Elementary School, reported on behalf of the Gresham-Barlow Education Association (GBEA). He thanked the Board for their service. He also congratulated all parties involved for successful negotiations resulting in a three-year contract.

OSEA: a representative could not be present. Chair Howatt read a statement. The OSEA thanked the Board for their service to the district and in recognition of that, they made a \$100 donation to the GBEF in the Board's name.

CITIZENS' REQUESTS OF THE BOARD (8:15 p.m.)

There were two citizens' requests of the board submitted prior to the start of the meeting.

Vicki Thompson, former Scrip Coordinator for Gresham High School, provided a written statement in support of the Scrip program. Chair Howatt read the statement into the record.

Cindy Dewey, the former Scrip Coordinator for the Gresham-Barlow Education Foundation, provided a statement in support of the Scrip program. She highlighted the program benefits for students and expressed that she would like to see the program reinstated.

ACTION ITEMS

Board Governance Planning Retreat (8:19 p.m.)

The Gresham-Barlow School district Board of Directors has an all-day training session scheduled for February 9, 2018. A consultant, Deborah Keys Write, has been identified to provide customized board governance training on self-assessment and goals. Chair Howatt noted that the amount for the training and expenses is \$4,500.00.

MOTION 63 It was moved by Sharon Garner and seconded by Kathy Ruthruff to approve the contract for Deborah Keys Write to provide board governance training at the February 9, 2018 board planning retreat.

In the interest of consistent purchasing and procurement practices, John Hartsock asked if other quotes were received, even though the dollar amount does not warrant additional quotes. Chair Howatt and Superintendent Perera confirmed that the individual was referred by OSBA and no other bids were solicited.

MOTION 64 It was moved by Matt O'Connell, seconded by Blake Petersen and carried unanimously to amend the motion to read a \$4,500 contract amount.

Motion 63 now reads to approve the contract for Deborah Keys Write to provide board governance training at the February 9, 2018 board planning retreat as amended to include a contract amount of \$4,500.00. The motion carried unanimously.

Good to Great - Values (8:24 p.m.)

Blake Petersen highlighted the results of working with the District Leadership Team at the December 14, 2017 work session, to identify the Board Values when the Board is at their very best. The Academic Audit results were also considered in the development of these Values, which are part of the Values, Vision & Mission of the district. The Board's primary Values are Stewardship, Community and Integrity; all viewed through an equity lens. Focus is also given to the importance of the profession of educator.

There was a brief discussion about moving this item on to the February Board Planning Retreat, versus approving the current Values as the basis for further development.

MOTION 65 It was moved by John Hartsock, seconded by Carla Piluso and carried unanimously to adopt the value, vision, and mission values prepared by the committee and presented this evening, with the three primary topics being Stewardship, Community, and Integrity.

Licensed Collective Bargaining Agreement 2017 - 2020 (8:33 p.m.)

This item was addressed earlier in the meeting.

Postpone Material Selection (8:33 p.m.)

Sara Hahn-Huston shared that the Oregon Department of Education (ODE) has a materials selection timeline for districts to select curriculum. The timeline was provided as a handout. Mrs. Hahn-Huston proposed that the Board approve the District's postponement of adopting instructional materials in the areas of English Language Development (ELD) and Science, indicating the district would be off-cycle with the recommended timeline.

The discussion that followed focused on the need for curriculum in these areas to support district wide planning and consistency. There was also discussion on whether this is a recommendation versus a requirement from ODE.

Chair Howatt stated that this issue requires additional information for the Board to make an informed decision. This item will be on the Board meeting agenda on February 1, 2018, with the Board's request for information including budget information, what the adoption priority is for these items, and what the postponement timeline would look like.

MOTION 66 OSBA Legislative Policy Committee, Position 19, Run-off Election (8:51 p.m.)

The recent election for Position 19 of the Multnomah Region Legislative Policy Committee (LPC) resulted in a tie between GBSD Board member John Hartsock, and Rita Moore, Portland Public Schools. The run-off election will be held in January with only those districts located within the Multnomah Region allowed to vote. The voting closes at 5:00 pm on January 31, 2018.

It was moved by Chair Howatt, seconded by Matt O'Connell and carried unanimously to elect John Hartsock to the Legislative Policy Committee, Position 19.

BOARD REPORTS AND REQUESTS (8:53 p.m.)

Board members summarized activities they participated in over winter break and provided information for upcoming events.

DISTRICT LEADERSHIP TEAM (DLT) REPORTS (9:02 p.m.)

Athena Vadnais reported that the new GBSD website became active this week. She thanked the Technology Department and the Communications Team for their diligence to migrate the volumes of information from the previous website into this new platform. Mrs. Vadnais expressed appreciation to the schools for the work they did to prepare their sites for migration.

INFORMATION ITEMS

Healthy and Safe Schools Plan (9:03 p.m.)

In mid-August of 2016, the State Board of Education adopted new administrative rules requiring each school district to develop a Healthy and Safe Schools Plan. Included in the requirements of the administrative rules is a report to the board on the required elements of the Healthy and Safe Schools Plan. The Plan includes all areas of environmental importance, i.e., pesticides, radon gas, water quality, air quality, asbestos, etc. PBS Engineering and Environmental performed the

required tests in each of the above areas and on each campus. The detailed data is available on the district website.

Terry Taylor, Director of Facilities, presented information on the environmental testing results and annual statement. John Hartsock suggested that the annual data shared could also include required staff trainings and fire systems test results.

Financial Update (9:16 p.m.)

Mike Schofield briefly reviewed the November 30, 2017 financial statement, highlighting the increase in revenue due to property tax payments from the County. He confirmed that in February he will have the expanded bond budget and schedule, as well as the fiscal impact of the Collective Bargaining Agreement for the Board's review.

Standards Assurance of Compliance (9:20 p.m.)

Julie Evans summarized that pursuant to ORS Chapter 581, Division 22, Standards for Public Elementary and Secondary Schools must be presented in a public manner, such as at a school board meeting. Following staff's in-depth review of the standards, administration confirms that the district is in compliance with all of the Division 22 rules and specifications.

ANNOUNCEMENTS (9:22 p.m.)

- Jan. 18, 2018: Board Work Session – 6 p.m.
Partnership Room
Center for Advanced Learning (CAL)
- Jan. 25, 2018: No Board Meeting
OASE/COSA Winter Conference
- Feb. 1, 2018: Board Work Session – 6 p.m. - CANCELLED
Council Chambers Conference Room
Public Safety and Schools Building
- Feb. 1, 2018: Regular Board Meeting – 7 p.m.
Council Chambers
Public Safety and Schools Building

ADJOURNMENT (9:22 p.m.)

There being no other business, the meeting was adjourned at 9:22 p.m.

Submitted by: _____
Sarah Avery
Administrative Assistant to the Superintendent and
Board of Directors

Note: These minutes were approved by the board on _____:sa

GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.
Minutes of Regular Board Work Session

January 18, 2018

The Gresham-Barlow School District Board of Education held a regular work session on Thursday, January 18, 2018, in the Partnership Room at the Center for Advanced Learning, 1484 NW Civic Drive, Gresham, Oregon.

The meeting was called to order at 6:16 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, John Hartsock, Matt O'Connell, Blake Petersen, Carla Piluso, and Kathy Ruthruff.

The following members of the superintendent's district leadership team were present:

A. Katrise Perera	Superintendent
James Hiu	Deputy Superintendent of Human Resources
Teresa Ketelsen	Deputy Superintendent of Teaching and Learning
Mike Schofield	Chief Financial Officer
Julie Evans	Executive Director of Elementary Education
Sara Hahn-Huston	Executive Director of Secondary Teaching and Learning
John Koch	Executive Director of Student Support Services
Athena Vadnais	Director of Communications and Community Engagement
Angie Kautz	Director of Elementary Teaching and Learning
April Olson	Director of Federal Programs

Sean Spellecy of New Dawn Security was also present.

MOTION 67 MEETING AGENDA (6:16 p.m.)

It was moved by Kathy Ruthruff and seconded by Sharon Garner to approve the meeting agenda. Chair Howatt moved agenda item numbers 4, Bond Facility Safety and Security Update, and 7, Board Meeting Safety Assessment, to the top of the agenda to accommodate the guest presenter in attendance. The motion carried unanimously, 7 to 0, to approve the meeting agenda as amended.

MOTION 68 BOND: SAM BARLOW HIGH SCHOOL CTE ROOF REPLACEMENT (6:17 p.m.)

As part of the 2016 capital construction bond, the administration issued an invitation to bid to replace the Career Technical Education (CTE) section of roofing at Sam Barlow High School. The project was advertised in December and five bids were received.

It was moved by Blake Petersen, seconded by Matt O'Connell, and carried unanimously, 7 to 0, to approve McDonald & Wettle Roofing as the lowest responsible bidder pending successful contract negotiations at a base bid amount not to exceed \$345,000 and authorize the administration to spend an additional \$30,000 in repair if required.

BOND: FACILITY SAFETY AND SECURITY UPDATE (6:21 p.m.)

A critical component of the 2016 capital improvement bond is increasing student, staff, and community safety and security in district facilities. Last fall, the administration began working with New Dawn Security to provide an assessment of current conditions at district schools as well as suggested improvements.

Sean Spellacy of New Dawn Security provided a risk assessment presentation and updated the board on safety and security at district schools. Further discussion of this topic followed his presentation.

BOARD MEETING SAFETY ASSESSMENT (6:46 p.m.)

At a prior board meeting, the administration was asked to conduct a safety assessment of board business meetings. The administration asked Sean Spellacy of New Dawn Security to attend a board business meeting to provide input on improving safety and security at board business meetings.

Mr. Spellacy shared thoughts, comments, and recommendations on how to improve safety and security at board business meetings. He suggested taking time each month to work through a safety and security scenario. Following his comments, there was further discussion on this topic.

E-LEARNING RESOURCES AND DIGITAL CONTENT (6:56 p.m.)

There is a significant increase in the use of technology as an educational tool in the Gresham-Barlow School District. As teachers and students evolve in their utilization of educational technology and digital resources, the Teaching and Learning and Technology Services departments are collaborating to develop and refine systems and processes to ensure students a safe digital learning environment.

Angie Kautz provided the board with information on the work being done to address the complex issues of student safety and privacy in the digital environment. This included the process teachers must follow to have an e-learning resource approved for use in the classroom. Further discussion followed her presentation.

P-3 PROJECT GRANT OPPORTUNITY (7:18 p.m.)

April Olson provided an update to the board on the P-3 Schools Project and application status. This project aligns early learning at grades K through 3 by connecting families to schools before kindergarten. The district, in partnership with Early Learning Multnomah (ELM) and the Multnomah County SUN Service System, had the opportunity to apply for the P-3 Grant. The application was submitted before winter break. Ms. Olson noted that they are waiting to hear back if they have been awarded the grant.

TEACHING, EMPOWERING, LEADING AND LEARNING (TELL) SURVEY (7:23 p.m.)

Teresa Ketelsen provided information on the Teaching, Empowering, Leading, and Learning (TELL) Survey. This survey is offered every other year to educators across the state of Oregon. It will be offered again in February 2018. The survey

allows educators to provide input on policy and practices that drive school achievement. Other areas of input include teaching conditions, how time is used during the day, effectiveness of school and teacher leadership, facilities and resources, professional learning, etc.

Each school in the district is setting aside time during a staff meeting or professional learning time for teachers to complete the survey.

BACKPACK FULL OF CASH FILM SCREENING (7:27 p.m.)

Backpack Full of Cash is a feature-length documentary that explores the growing privatization of public schools and the resulting impact on children.

The district is researching the possibility of hosting a screening for this documentary. Chair Howatt provided logistical information, including the cost, if the documentary were to be shown at the Mt. Hood Theatre. Following Chair Howatt’s remarks, there was further discussion of the topic.

EXECUTIVE SESSION (7:39 p.m.)

The board recessed into executive session at 7:39 p.m. to review and evaluate employment-related performance of the superintendent pursuant to ORS 192.660 (2)(i). The regular work session was reconvened at 8:32 p.m.

ANNOUNCEMENTS (8:32p.m.)

Jan. 25, 2018: No Board Meeting
OASE/COSA Winter Conference

Feb. 1, 2018: Board Work Session - 6 p.m. - CANCELLED
Council Chambers Conference Room
Public Safety and Schools Building

Feb. 1, 2018: Board Business Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

Feb. 9, 2018: Board Planning Retreat – 8 a.m. - 5 p.m.
Springwater Trail Conference Room
Gresham City Hall

ADJOURNMENT (8:35 p.m.)

There being no further business, the work session was adjourned at 8:35 p.m.

Submitted by: _____
Sarah Avery
Administrative Assistant to the Superintendent and
Board of Directors

Note: These minutes were approved by the board on _____:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: February 1, 2018

RE: No. 2 – Financial Report

EXPLANATION: Business Office: The business office is busy taking care of calendar year end activities including issuing form 1099's and W-2 forms for staff and vendors.

Budget: Budget meetings with schools and departments will begin soon and the next State Revenue Forecast is scheduled for February 16, 2018.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS:

1. Financial Report/Summary (Ending December 31, 2017)
2. Quarterly Investment Report (Ending December 31, 2017)
3. Quarterly Grant Award Summary (Ending December 31, 2017)
4. Bond Expenditure/Encumbrance (Ending December 31, 2017)

RECOMMENDATION: None

REQUESTED ACTION: Consent agenda approval.

MS:mkh:sa

GENERAL FUND

	Actual QTR 1	Actual Dec	Actual QTR 2	Projected QTR 3	Projected QTR 4	Projected Annual	Actual YTD	Adopted Budget	Variance To Budget	
Revenue										
Current Taxes	-	2,322,331	26,824,894	755,000	640,000	28,219,894	26,824,894	26,700,000	1,519,894	
Prior Year Taxes	145,369	21,327	140,113	80,000	100,000	465,482	285,482	500,000	-34,518	
Other Taxes / Interest	259	268	344	2,950	550	4,103	603	15,000	-10,897	
Total Taxes	145,628	2,343,926	26,965,351	837,950	740,550	28,689,479	27,110,979	27,215,000	1,474,479	
Common School Fund	-	-	-	750,000	750,000	1,500,000	-	1,500,000	0	
County School Fund	-	-	-	-	2,000	2,000	-	2,000	0	
Federal Forest Fees	1,430	-	-	-	11,750	13,180	1,430	12,000	1,180	
State School Fund (SSF)	28,998,001	7,247,537	21,742,223	21,150,000	14,100,000	85,990,224	50,740,224	84,600,000	1,390,224	
Other SSF Revenue	28,999,431	7,247,537	21,742,223	21,900,000	14,863,750	87,505,404	50,741,654	86,114,000	1,391,404	
Total Formula Revenue	29,145,059	9,591,463	48,707,574	22,737,950	15,604,300	116,194,883	77,852,633	113,329,000	2,865,883	
High Cost Disability	-	-	-	-	600,000	600,000	-	600,000	0	
Prior Year SSF	-	-	-	-	-	-	-	-	0	
State Restricted	-	-	-	-	-	-	-	-	0	
Other State Revenue	-	-	-	-	600,000	600,000	-	600,000	0	
Tuition / Transportation	1,068	4,800	19,517	18,000	71,000	109,585	20,585	100,000	9,585	
Earning on Investment	89,033	63,670	136,898	75,000	70,000	370,931	225,931	300,000	70,931	
Student Fees / Admissions	35,734	56,125	127,373	76,000	161,500	400,607	163,107	365,000	35,607	
Rentals	53,437	58,444	90,891	72,000	60,000	276,328	144,328	250,000	26,328	
Donations	-	-	-	60,000	100,000	160,000	-	250,000	-90,000	
Services to other Funds	-	11,160	21,804	20,000	410,000	451,804	21,804	480,000	-28,196	
Misc.	28,470	13,207	197,129	90,000	155,000	470,599	225,599	450,000	20,599	
MESD Transfer	-	-	1,825,000	-	-	1,825,000	1,825,000	2,000,000	-175,000	
Other County Funds	-	-	-	-	-	-	-	-	0	
Drivers' Education	-	-	-	-	-	-	-	-	0	
Other Federal Revenue	-	-	-	-	-	-	-	-	0	
Child Care Development	-	7,983	23,397	20,000	5,000	48,397	23,397	40,000	8,397	
Sale of Fixed Assets	-	-	-	-	-	-	-	5,000	-5,000	
Bond Proceeds	-	-	-	-	-	-	-	-	0	
TRANSFERS	-	-	-	-	-	-	-	-	0	
Total Other Revenue	207,742	215,389	2,442,009	431,000	1,032,500	4,113,251	2,649,751	4,240,000	-126,749	
TOTAL REVENUE	\$29,352,801	\$9,806,852	\$51,149,583	\$23,168,950	\$17,236,800	\$120,908,134	\$80,502,384	\$118,169,000	2,739,134	68.1%
								12,115,813	BFB Budget	
Expenditures										
Licensed Salaries	3,016,488	2,982,614	8,947,846	9,315,970	15,200,000	36,480,304	11,964,334	36,912,450	432,146	
Support Staff Salaries	1,587,981	950,158	2,867,477	2,847,925	4,150,000	11,453,383	4,455,458	11,813,662	360,279	
Admin Salaries	1,396,094	462,211	1,390,251	1,394,205	1,410,000	5,590,550	2,786,345	5,522,931	-67,619	
Confidential Salaries	106,629	41,687	121,367	127,894	129,000	484,890	227,996	499,037	14,147	
Subs' / Temp Salaries	310,259	363,190	1,067,219	950,000	1,490,000	3,817,478	1,377,478	3,863,751	46,273	
Total Salaries	6,417,451	4,799,860	14,394,160	14,635,994	22,379,000	57,826,605	20,811,611	58,611,831	785,226	
PERS	1,563,296	1,196,483	3,601,015	3,731,593	5,500,000	14,395,904	5,164,311	15,175,842	779,938	
FICA	486,260	356,518	1,077,437	1,104,645	1,695,000	4,363,342	1,563,697	4,454,679	91,337	
Insurance	1,540,434	1,135,517	3,408,042	3,453,984	5,450,000	13,852,460	4,948,476	13,824,446	-28,014	
Other Benefits	313,624	81,231	355,386	314,461	505,000	1,488,471	669,010	1,356,340	-132,131	
Total Benefits	3,903,614	2,769,749	8,441,880	8,604,683	13,150,000	34,100,177	12,345,494	34,811,307	711,130	
Purchased Services	1,615,018	1,447,989	3,834,137	3,600,000	4,950,000	13,999,155	5,449,155	14,451,075	451,920	
Charter School Payments	2,321,286	652,445	2,277,701	2,000,000	1,400,000	7,998,987	4,598,987	8,173,566	174,579	
Supplies & Materials	453,812	144,180	504,016	375,000	865,000	2,197,828	957,828	2,263,290	65,462	
Capital Outlay	-	-	39,075	10,000	10,000	59,075	39,075	50,000	-9,075	
Other Objects	606,849	7,330	38,901	15,000	35,000	695,750	645,750	761,025	65,275	
Transfers	820,000	-	-	-	-	820,000	820,000	820,000	0	
TOTAL EXPENDITURES	\$16,138,030	\$9,821,553	\$29,529,870	\$29,240,677	\$42,789,000	\$117,697,577	\$45,667,900	\$119,942,094	\$2,244,517	38.1%
Reserves - Contingency/Unappropriated Ending Balance								6,963,168		
Beginning Cash Balance							\$11,855,631	\$0		
							\$3,210,557	\$126,905,262	Budget	
							\$15,066,188			
							12.8% (Percentage of Projected Expenditures)			
							Expenditure Summary			
							Salaries	20,811,611	45.6%	
							Benefits	12,345,494	27.0%	
							Purchased Serv	10,048,142	22.0%	
							Supplies	957,828	2.1%	
							Capital Outlay	39,075	0.1%	
							Other Objects	645,750	1.4%	
							Transfers	820,000	1.8%	
							\$	45,667,900	100.0%	

As of December 31, 2017

Gresham-Barlow School District
Quarterly Investment Report

2017-2018

Investment Description	Date Purchased	Maturity Date	Yield To Maturity (A)	Coupon	Cost (B) 6131/6135	Percent of Portfolio	Par Value	Interest Paid in Purchase 6201	Interest Rec'd 12/31/2017	Estimated Net Profit at Maturity	Interest Revenue Rec'd as of 12/31/2017	Purchase Price	Estimated Interest Income 6/30/17	PAR-COST
General														
Checking					598,720.51									
Local Government Investment Pool	n/a	n/a	1.62		40,805,681.82	12.79%								
Local Government Investment Pool	n/a	n/a	1.62		2,547,594.43	0.80%								
US Bank Money Market Account	n/a	n/a	0		0.00	0.00%								
Umpqua Bank Money Market Account	n/a	n/a	0.15		7,575.30	0.00%								
US Treasuries	12/21/17	3/22/18	1.271	0	14,955,729.17	4.69%	15,000,000	0.00	0.00	44,270.83	0.00	14,955,729.17	44,270.83	44,270.83
US Agencies	12/21/17	4/20/18	1.608	0	3,979,733.33	1.25%	4,000,000	0.00	0.00	20,266.67	0.00	3,979,733.33	20,266.67	20,266.67
Bond														
Checking					247,006.90									
Local Government Investment Pool	n/a	n/a	1.62		3,691,666.30	1.16%								
T-Bill	8/23/17	2/22/18	0.907	0	9,955,005.56	3.12%	10,000,000	0.00	0.00	44,994	0.00	9,955,005.56	44,994.44	44,994.44
FHDN	8/23/17	2/27/18	0.917	0	14,929,875.00	4.68%	15,000,000	0.00	0.00	70,125	0.00	14,929,875.00	70,125.00	70,125.00
FMCDN	8/31/17	3/6/18	0.917	0	8,958,150.00	2.81%	9,000,000	0.00	0.00	41,850	0.00	8,958,150.00	41,850.00	41,850.00
FMCDN	8/31/17	3/13/18	0.917	0	8,956,575.00	2.81%	9,000,000	0.00	0.00	43,425	0.00	8,956,575.00	43,425.00	43,425.00
FHLB	7/7/17	3/19/18	1.085	0.875	10,983,940.00	3.44%	11,000,000	28,875.00	48,125.00	83,435	19,250.00	11,012,815.00	64,185.00	16,060.00
FNMA	7/13/17	3/28/18	1.066	0.875	24,966,250.00	7.83%	25,000,000	63,802.08	109,375.00	188,698	45,572.92	25,030,052.08	143,125.00	33,750.00
FHLB	7/20/17	4/25/18	1.094	1.125	10,002,300.00	3.14%	10,000,000	26,562.50	56,250.00	83,638	29,687.50	10,028,862.50	53,950.00	-2,300.00
FFCB	7/20/17	6/1/18	1.121	1.100	14,997,300.00	4.70%	15,000,000	22,458.33	82,500.00	145,242	60,041.67	15,019,758.33	85,200.00	2,700.00
FHLB	7/27/17	6/29/18	1.121	0.875	9,977,500.00	3.13%	10,000,000	6,805.56	43,750.00	103,194	0.00	9,984,305.56	103,194.44	22,500.00
FHLMC	7/27/17	6/29/18	1.122	1.000	14,983,200.00	4.70%	15,000,000	11,666.67	75,000.00	155,133	0.00	14,994,866.67	155,133.33	16,800.00
FHLB	9/7/17	7/24/18	1.091	1.250	10,013,900.00	3.14%	10,000,000	14,930.56	0.00	96,169	0.00	10,028,830.56	88,956.73	-13,900.00
FHLB	9/7/17	7/27/18	1.096	1.250	15,020,400.00	4.71%	15,000,000	20,312.50	0.00	146,267	0.00	15,040,712.50	134,040.04	-20,400.00
FHLB	8/7/17	8/7/18	1.133	1.250	11,012,716.00	3.45%	11,000,000	0.00	0.00	124,784	0.00	11,012,716.00	111,792.79	-12,716.00
FHLB	8/3/17	10/1/18	1.211	0.875	9,961,500.00	3.12%	10,000,000	29,652.78	29,652.78	140,097	0.00	9,991,152.78	109,368.35	38,500.00
FHLB	9/13/17	10/1/18	1.118	0.997	4,987,400.00	1.56%	5,000,000	19,809.03	35,972.22	58,416	16,163.19	5,007,209.03	28,068.22	12,600.00
TVA	9/13/17	10/15/18	1.131	1.750	15,100,200.00	4.73%	15,000,000	108,645.83	131,250.00	184,904	22,604.17	15,208,845.83	112,464.37	-100,200.00
FNMA	8/10/17	12/14/18	1.211	1.125	24,971,500.00	7.83%	25,000,000	43,750.00	140,625.00	406,625	96,875.00	25,015,250.00	171,447.81	28,500.00
FNMA	8/17/17	2/26/19	1.232	1.000	24,912,500.00	7.81%	25,000,000	118,750.00	125,000.00	473,809	6,250.00	25,031,250.00	262,921.10	87,500.00
USB	12/22/17	11/15/18	1.831	1.950	5,004,800.00	1.57%	5,000,000	10,020.83	0.00	74,554	0.00	5,014,820.83	43,186.87	-4,800.00
TD	12/22/17	1/22/19	1.843	1.950	3,002,820.00	0.94%	3,000,000	24,375.00	0.00	60,555	0.00	3,027,195.00	29,054.17	-2,820.00
					318,932,818.81	100%	272,000,000	550,417	877,500	2,790,453	296,444.45	253,248,248.23	1,896,482.66	101,774.00

-30,638.88

6/30/18

(A) Rates on Local Government Pool and Money Market Accounts change daily.

62,895,034.56 General

10/31/17

The rate is an average daily rate for the month

256,636,504.76 Bond

(B) Cost includes accrued interest at the date of purchase

PERS - Public Employee Retirement System

Quarterly Grant Award Summary

2017/2018

Program/ Department	Grant	Term	Funding Source	Current Year Amount	Staff Responsibility
District Wide	21st Century Community Learning	07/01/17-09/30/18	Federal	249,936	Olson
District Wide	Collaboration Grant	07/01/17-09/30/18	State	1,174,338	Ketleson
District Wide	Farm to School	07/01/17-06/30/19	State	72,845	Sodexo
Special Education	IDEA Extended Assesment	07/01/17-09/30/18	Federal	1,648	Koch
Special Education	IDEA Part B, Section 611	07/01/17-09/30/18	Federal	634,009	Koch
Special Education	IDEA Part B, Section 619	07/01/17-09/30/19	Federal	5,787	Olson
Special Education	IDEA SPR&I	07/01/17-09/30/18	Federal	9,635	Koch
Special Education	IDEA Enhancement	07/01/17-09/30/18	Federal	12,731	Koch
Metro East Web Academy	Measure 98 - High School Success - Yr 1	07/01/17-06/30/19	State	163,841	Gray
District Wide	Measure 98 - High School Success - Yr 1	07/01/17-06/30/19	State	1,621,098	Ketleson
	MHCC - Early Head Start (contract year 2)	07/01/17-06/30/18	Local	79,440	Olson
District Wide	OSCIM	02/01/17-02/01/20	State	8,000,000	Schofield
East Gresham	School Improvement Grant Year 4	07/01/17-09/30/18	Federal	116,840	Olson
Clear Creek MS	Steam	07/01/17-09/30/18	Local	500	Jeanne Johnson
Title - District Wide	Title IA - Formula	07/01/17-09/30/18	Federal	2,749,213	Olson
Title - District Wide	Title IIA - Teacher Quality - Formula	07/01/17-09/30/18	Federal	396,849	Olson
Title - District Wide	Title III - English Language	07/01/17-09/30/18	Federal	176,320	Bruzzese
Title - District Wide	McKinney Homeless	07/01/17-09/30/18	Federal	60,000	Olson

Gresham-Barlow School District - 2016 Capital Improvement Project
Bond Budget/Committed Summary
12/31/2017

PROJECT	Estimate	Total To Date	17/18 Encumbrance	Balance Remainig
2016 Bond				
District Wide Costs	\$ 3,000,000	1,496,064	1,276	1,502,660
District Wide Furniture/Fixtures/Equip	\$ 5,569,000	1,366,513	0	4,202,487
District Wide Radios	\$ 300,000	0	0	300,000
District Wide Technology	\$ 5,610,292	1,522,729	120,038	3,967,525
Door Locks	\$ 1,273,620	0	0	1,273,620
Playground/Track/Field	\$ 3,957,791	563,018	16,000	3,378,773
East Gresham E.S.	\$ 30,441,915	1,283,812	1,216,982	27,941,122
East Orient E.S.	\$ 1,197,036	0	0	1,197,036
East Orient E.S. - Maintenance Projects	\$ 1,083,032	0	0	1,083,032
Hall E. S.	\$ 1,592,543	68,657	461,343	1,062,543
Hall E. S. - Maintenance Projects	\$ 494,440	0	0	494,440
Hall E.S. - OSCIM	\$ 5,000,000	0	0	5,000,000
Highland E.S.	\$ 1,645,401	24,657	107,561	1,513,184
Highland E.S. - Roofing Project	\$ -	0	18,361	-18,361
Highland E.S. - Maintenance Projects	\$ 838,274	0	0	838,274
Hogans Cedars E.S.	\$ 803,471	0	0	803,471
Hogans Cedars E.S. - Maintenance Projects	\$ 128,558	0	0	128,558
Hollydale E.S.	\$ 1,530,967	83,286	552,042	895,639
Hollydale E.S. - Maintenance Projects	\$ 920,329	2,885	0	917,444
Hollydale E.S. - OSCIM	\$ 3,000,000	0	0	3,000,000
Kelly Creek E.S.	\$ 3,209,491	83,091	183,003	2,943,396
Kelly Creek E.S. - Maintenance Projects	\$ 388,152	0	0	388,152
North Gresham E.S.	\$ 30,369,354	1,694,648	883,962	27,790,744
Powell Valley E.S.	\$ 2,612,243	117,356	247,935	2,246,953
Powell Valley E.S. - Maintenance Projects	\$ 519,414	0	0	519,414
West Gresham E.S.	\$ 137,108	13,619	18,383	105,106
Deep Creek K-8	\$ 4,045,923	3,032	0	4,042,892
Deep Creek K-8 - Roofing Project	\$ 123,500	0	0	123,500
Deep Creek K-8 - Maintenance Projects	\$ 1,021,136	0	0	1,021,136
Clear Creek M.S.	\$ 8,177,154	3,923	0	8,173,231
Clear Creek M.S. - Maintenance Projects	\$ 1,592,500	0	0	1,592,500
Dexter McCarty M.S.	\$ 9,354,466	9,627	0	9,344,839
Gordon Russell M.S.	\$ 11,841,670	3,729	15,860	11,822,081
West Orient M.S.	\$ 1,526,646	43,442	137,138	1,346,066
West Orient M.S. - HVAC Project	\$ 294,500	226,457	0	68,043
West Orient M.S. - Maintenance Projects	\$ 903,005	0	0	903,005
Gresham H.S	\$ 91,168,545	4,522,317	4,191,937	82,454,291
Gresham H.S - Maintenance Projects	\$ 1,461,000	4,948	0	1,456,052
Sam Barlow H.S.	\$ 65,093,875	2,426,510	1,006,953	61,660,412
Sam Barlow H.S. - Maintenance Projects	\$ 5,411,194	2,070	0	5,409,124
Springwater Trail H.S.	\$ 913,654	0	2,500	911,154
Bond Premium	\$ 21,210,355	0	0	21,210,355
Deep Creek Elementary	\$ -	50,003	2,180	-52,183
Security	\$ -	2,331	44,100	-46,431
TOTAL	\$ 329,761,554	15,618,726	9,227,552	304,915,277

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
James Hiu

DATE: February 1, 2018

RE: No. 3 – Personnel Report: Employment Contracts

EXPLANATION: ORS 332.075(2)-(3), states that, “All contracts of the school district must be approved by the district school board before an order can be drawn for payment.” This includes the provision of labor performed by employees of the district.

In addition, Board Policy GB, General Personnel Policies, provides that, “The employment contract of candidates to fill licensed and contracted positions will be approved by the Board upon the superintendent’s recommendation.”

Salary placement for licensed and administrator positions will follow the terms of the established collective bargaining agreement with the labor association and memorandum of understanding with the administrator group. These agreements are available on the District web site.

PRESENTER: James Hiu

SUPPLEMENTARY
MATERIALS: 1. Licensed New Hires

RECOMMENDATION: As required by Policy GB, the administration recommends the employment of candidates to fill positions as listed above in supplementary materials #1.

REQUESTED ACTION: Consent agenda approval.

JH: mc:sa

(1) Licensed New Hires for 2017-2018
Recommended for Hire for the 2017-2018 School Year

NAME	POSITION	LOCATION
Dixon, Sarah	Culinary Arts	BHS
Thorne, Safiyah	Language Arts	GRMS

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: February 1, 2018

RE: No. 4 – Student Recognition – Band and Choir – Gresham High School

EXPLANATION: In an effort to recognize students who achieve state champion status or its equivalent in school activities and academic programs, tonight we have the opportunity to recognize band and choir students from Gresham High School. Students selected for the OMEA All-State Band and Choir –

Choir

Camille Baptista, 11	Kayle Berlinger, 11
Caitlyn Carnahan, 10	Daniel Leon, 9
Nathan Rednour, 12	Christian Turner, 12
Jude Krecklow, 12	Laurel O'Brien, 11
Caitlin Peetz, 11	

Band

Ian McMurray, 11, Horn, All-State Symphony Orchestra
Victoria Myers, 12, Horn – All-State Wind Ensemble
Samuel Zhou, 11, Bass Clarinet – All State Wind Ensemble

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: Certificates of Recognition

RECOMMENDATION: The administration recommends the board recognize these students for their state level competition success.

REQUESTED ACTION: No formal action is required.

:pkh:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: February 1, 2018

RE: No. 5 – Student Recognition – Band and Choir – Sam Barlow High School

EXPLANATION: In an effort to recognize students who achieve state champion status or its equivalent in school activities and academic programs, tonight we have the opportunity to recognize band and choir students from Sam Barlow High School. Students selected for the OMEA All-State Band and Choir –

Symphonic Band

Zaki Kahl, 10, Saxophone
Isabel Crumpton, 11, Bassoon
Jordan Gibor, 10, Oboe
Elizabeth Hernandez, 11,
Trombone
Kenna Quirk, 9, Trombone

Concert Choir

Isaac Chapelle, 12, Tenor
Jake Ritter, 11, Bass

Wind Ensemble

Sydney Harms, 12, Clarinet
Ambrose Stringham, 12, Clarinet
Abigail Cohen, 12, French Horn
Emma Harms, 9, French Horn

Orchestra

Karlee Wood, 12, Trumpet
Gary Schmidt, 12, Trumpet

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: Certificates of Recognition

RECOMMENDATION: The administration recommends the board recognize these students for their state level competition success.

REQUESTED ACTION: No formal action is required.

:pkh:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Athena Vadnais

DATE: February 1, 2018

RE: No. 6 – Gresham-Barlow Education Foundation Update

EXPLANATION: The Gresham-Barlow Education Foundation has identified the following dates for 2017-18 reports to the school board:

September 7, 2017
October 5, 2017
January 4, 2018
March 1, 2018
June 7, 2018

Accordingly, there will not be a Foundation report this evening. The next update from the Foundation will be presented on March 1, 2018.

PRESENTER: Athena Vadnais

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Julie Evans

DATE: February 1, 2018

RE: No. 7 – Lewis and Clark Montessori Charter School Annual Report

EXPLANATION: In compliance with ORS 338.095 (1), LCMCS must submit a report to the district and the State Board of Education each year on the performance of the school and its students in the preceding fiscal/school year. This report must include, among other things, information regarding the goals and assessments relating to student performance. Representatives from LCMCS will be at the board meeting to present their report.

An independent review of the LCMCS was conducted by Portland State University, and will be included as part of the evaluation of this charter school.

PRESENTER: Julie Evans

SUPPLEMENTARY
MATERIALS: 1. Lewis and Clark Montessori Charter School Evaluation from
Portland State University
2. Lewis and Clark Montessori Charter School GBSD Annual Report

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

JE:sa

Lewis and Clark Montessori Charter School Charter School Evaluation Report 2017

Gresham-Barlow School District

pdx.edu/education/success



Charter School

Lewis & Clark Montessori Charter School
Deep Creek Elementary Building
15600 SE 232nd Drive
Damascus, OR 97089
(503) 427-0803

Charter Contacts

Melissa Harbert, Executive Director
(503) 427-0803
mharbert@lcmcs.org

Sponsoring School District

Gresham-Barlow School District

School District Contact

Julie Evans, Executive Director of Elementary Education
(503) 261-4575

Center for Student Success Evaluator

Janice M. Adams, Ed.D.

Center for Student Success Contact Information

Victoria Lukich, Ed.D., Director
(503) 725-8150
vlukich@pdx.edu

Evaluation Purpose

This evaluation is a third-party evaluation of the Lewis & Clark Montessori Charter School during its ninth year of operation, 2016-17.

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INTRODUCTION

The Center for Student Success (CSS) was commissioned by the Gresham-Barlow School District administration to conduct an evaluation of the Lewis & Clark Montessori Charter School (LCMCS) for the 2016-17 school year. This report communicates the findings and recommendations of that evaluation. CSS evaluators reviewed multiple documents provided by the LCMCS staff and interviewed key individuals in person, over the phone, and via email to ensure the school is: 1) fulfilling the provisions of its charter with the Gresham-Barlow School District; and 2) fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.

As part of the evaluation process, the CSS evaluator made one visit to the LCMCS campus in Damascus, Oregon. During a site visit on May 23, 2017 the evaluator interviewed the Executive Director, the Education Program Director, the Office Manager, and the Student Assistance Team Coordinator. The CSS evaluator also visited multiple classes and observed teachers and students engaged in teaching and learning.

Numerous requests for additional information to clarify questions and operational details were made after the site visit and after the collection of evidence was provided; LCMCS staff members were responsive and thorough in providing the requested information in a timely manner.

On May 23, 2017, the CSS evaluator also conducted a face-to-face interview with the Lewis & Clark Montessori Charter School Board chair to gain perspective on long-term charter school plans as well as Board governance and stability, and fiscal sustainability.

Evaluation of LCMCS is based on the school's performance relative to: 1) federal and state statutes pertaining to the administration of charter schools; 2) general standards of effective school operation; and 3) additional requirements of the Gresham-Barlow School District as a condition of charter authorization. These additional requirements are described in the Charter School Agreement between LCMCS and the Gresham-Barlow School District.

In order to evaluate the school's performance, the Center for Student Success applied a rubric developed by CSS and based on the National Association of Charter School Authorizers' standards to assess LCMCS in the following frameworks: Academic Performance, Organizational Performance and Financial Performance.

Within each of these frameworks, specific measures have been identified on which to assess how effectively the school is functioning within each framework. Using the criteria provided in the rubric, the evaluator assigns a rating to each measure indicating whether the school *exceeds*, *meets*, *approaches* or *does not meet* expectations in that area. The evaluator determines the rating on the basis of the review of the evidence provided by the charter school as well as from evidence collected during the interviews and the site visits. The rubric was provided to LCMCS and to the sponsoring District prior to the commencement of the evaluation process.

Since this report was commissioned by the Gresham-Barlow School District administration it remains the property of the school district. A draft copy of the report was provided to the Executive Director of Elementary Education for the Gresham-Barlow School District and the Executive Director of the Lewis & Clark Montessori Charter School prior to final publication in order to ensure the accuracy of data reported.

SCHOOL HISTORY

LCMCS received approval for its charter from the Gresham-Barlow School District in 2008. It has its roots in the local community, serving children and families in the Gresham area as well as Molalla, West Linn, SE Portland, and Corbett. LCMCS uses the Montessori Method of education to achieve its stated mission, “to foster healthy human development and a life-long love of learning in our community by providing a holistic approach to education.” Montessori education prepares students for life by developing children intellectually, socially, emotionally, and physically. The charter school is led by an American Montessori International (AMI)-trained administrator and has a trained staff with a combined total of more than 90 years in Montessori education. The school has a maximum of 350 students and has expanded to provide education through the 8th grade.

FRAMEWORK 1: Academic Performance

ACADEMIC INDICATORS

Indicator 1: State and Federal Accountability		
Measure 1a. Is the school meeting standards according to the Oregon school accountability system?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School received the highest rating (5) from the state accountability system.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School received a passing rating (4) from the state accountability system.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> School received a below passing (3) rating from the state accountability system.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School was identified as needing intervention or considered failing by the state accountability system (rated a 1 or 2).
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.
Measure 1b. Is the school meeting the target (57.0%) on state assessments in ELA as required by Oregon's ESEA waiver?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> At least 57.0% of all students met or exceeded the standard on the state ELA assessment at all tested grades in the school.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not meet standard:</i> Less than 57.0% of all students met or exceeded the standard on the state ELA assessment at all tested grades in the school.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.
Measure 1c. Is the school meeting the target (47.0%) on state assessments in math as required by Oregon's ESEA waiver?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> At least 47.0% of all students met or exceeded the standard on the state ELA assessment at all tested grades in the school.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not meet standard:</i> Less than 47.0% of all students met or exceeded the standard on the state ELA assessment at all tested grades in the school.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.

Evidence:

- *Interview with Executive Director*
- *LCMCS's Oregon Report Card—2016-17*
- *LCMCS's Report Card Rating Details Report 2016-17*
- *<http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx>*

Narrative:

Measure 1a—Is the school meeting standards according to the Oregon school accountability system?

Not rated

As described on the 2016-17 school report cards, the Oregon Department of Education (ODE) did not assign summative, overall ratings to schools given the upcoming implementation of the Every Student

Succeeds Act (ESSA) in 2017-18. However, the ODE did report indicator ratings (e.g., achievement, growth, graduation, etc.) for each school and student group.

Measure 1b—Is the school meeting the target (57.0%) on state assessments in ELA as required by Oregon’s ESEA waiver?

Does not meet standard

Measure 1c—Is the school meeting the target (47.0%) on state assessments in math as required by Oregon’s ESEA waiver?

Does not meet standard

For all public schools in Oregon, the Academic Achievement indicator reflects the percent of all students meeting or exceeding standards (i.e. performing at a Level 3 or Level 4) on the state English language arts and mathematics assessments at all grades tested in the school. Oregon’s ESEA waiver requires targets for both English language arts and mathematics. The target for English language arts is 57.0% and the mathematics target is 47.0%. Assessment data from the last two years is combined to determine the “Combined % Met” for a school. A school meets the target for a group or subgroup of students if the “Combined % Met” is greater than or equal to the target. LCMCS did not meet the target in ELA or math in 2016-17 as shown in Table 1.

Table 1. Academic Achievement Details, All Students

	2015-16		2016-17		Combined % Met	Meets the target?
	Tests	% Level 3/4	Tests	% Level 3/4		
ELA	148	37.2	194	43.3	40.6	No
Math	150	28.7	195	20.5	24.1	No

Indicator 2: Student Achievement by Subgroups		
Measure 2a. How are Economically Disadvantaged students achieving on state assessments in English language arts compared to Economically Disadvantaged students in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average subgroup achievement rate exceeds the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average subgroup achievement rate is equal to the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.
Measure 2b. How are Economically Disadvantaged students achieving on state assessments in math compared to Economically Disadvantaged students in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average subgroup achievement rate exceeds the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average subgroup achievement rate is equal to the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.
Measure 2c. How are English Learner students achieving on state assessments in English language arts compared to English Learner students in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average subgroup achievement rate exceeds the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average subgroup achievement rate is equal to the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 2d. How are English Learner students achieving on state assessments in math compared to English Learner students in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average subgroup achievement rate exceeds the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average subgroup achievement rate is equal to the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.

Measure 2e. How are Students with Disabilities achieving on state assessments in English language arts compared to Students with Disabilities in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average subgroup achievement rate exceeds the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average subgroup achievement rate is equal to the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 2f. How are Students with Disabilities achieving on state assessments in math compared to Students with Disabilities in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average subgroup achievement rate exceeds the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average subgroup achievement rate is equal to the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 2g. How are Students of Historically Underserved Races/Ethnicities achieving on state assessments in English language arts compared to Students of Historically Underserved Races/Ethnicities in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average subgroup achievement rate exceeds the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average subgroup achievement rate is equal to the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 2h. How are Students of Historically Underserved Races/Ethnicities achieving on state assessments in math compared to Students of Historically Underserved Races/ Ethnicities in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average subgroup achievement rate exceeds the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average subgroup achievement rate is equal to the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup in the same grades.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.

Evidence:

- *Interview with Executive Director*
- *LCMCS's Oregon Report Card and Rating Details Report—2016-17*
- *GBSD's Oregon Report Card and Rating Details Report—2016-17*
- <http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx>

Narrative:

Measure 2a through 2h—Not Rated

LCMCS student demographics as identified on the Oregon Report Card for the 340 K-8 students enrolled include: <5% of students are Economically Disadvantaged; <5% of students are Ever English Learners; 8% Students with Disabilities; 12% Hispanic/Latino Students; 10% Multi-Racial Students; 2% Asian; 1% Black/African American; and 75% White. State assessment data is not reported if fewer than 6% of students in subgroups are tested. None of the subgroups at LCMCS had significant enough numbers of students tested to make meaningful comparisons with students in those subgroups in the GBSD.

Indicator 3: Student Academic Growth		
Measure 3a. To what extent are students making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 to 64.5
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
Measure 3b. To what extent are students making expected annual academic growth in math compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 to 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.

Evidence:

- LCMCS's Report Card Rating Details Report, 2016-17

Narrative:

The Oregon Report Card Rating Details Report states:

"The Academic Growth indicator uses the Colorado Growth Model to measure student growth in English language arts and mathematics as compared to academic peers (i.e., students throughout the state who have a similar English language arts or mathematics test score history).

The growth model examines a student's current performance as compared to that of his/her academic peers with a similar test score history, and expresses it as a percentile (i.e., a ranking from 1 to 99 where 99 is the highest). For example, a growth percentile of 50 in English language arts would indicate that a student had typical or average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student's growth was as high or higher than 80 percent of his/her academic peers.

The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the 'typical' growth at the school. For example, a median growth percentile of 65 in mathematics would indicate that the typical student in this school exhibited growth in mathematics as high or higher than 65 percent of his/her academic peers. The median growth percentile is the basis for the Academic Growth ratings for English language arts and mathematics."

Measure 3a—To what extent are students making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?

Approaches Meeting

Measure 3b—To what extent are students making expected annual academic growth in math compared to their academic peers as reported on the Oregon Report Card?

Does Not Meet

Table 2 shows the calculation of the Academic Growth indicator for all LCMCS students in ELA and mathematics as reported on the Report Card Rating Details Report. The combined ELA growth percentile of 46.0 indicates that the typical LCMCS student exhibited growth in ELA as high or higher than 46.0% of peers. Based on the rubric criteria, the school is rated *Approaches Standard* for ELA. In mathematics, the combined Median Growth Percentile was 39.5, indicating that LCMCS students did not show typical growth in mathematics from 2015-16 to 2016-17. The school is rated *Does Not Meet* in mathematics.

Table 2. Academic Growth in ELA and Math, All Students

	2015-16		2016-17		Combined Median Growth Percentile
	Students	Median Growth Percentile	Students	Median Growth Percentile	
ELA	80	32.0	137	57.0	46.0
Math	80	30.0	138	43.5	39.5

Indicator 4: Student Academic Growth by Subgroups		
Measure 4a. To what extent are Economically Disadvantaged students making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 4b. To what extent are Economically Disadvantaged students making expected annual academic growth in math compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 4c. To what extent are English Learner students making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 4d. To what extent are English Learner students making expected annual academic growth in math compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.

Measure 4e. To what extent are Students with Disabilities making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 4f. To what extent are Students with Disabilities making expected annual academic growth in math compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 4g. To what extent are Students of Underserved Races/Ethnicities making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
Measure 4h. To what extent are Students of Underserved Races/Ethnicities making expected annual academic growth in math compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.

Evidence:

- LCMCS's Report Card Rating Details Report 2016-17

Narrative:

Measure 4a through 4f—Not Rated

The Oregon Report Card Student Group Growth Detail Report states:

“The Student Group Growth indicator measures the growth of historically underserved student groups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, English learners, students with disabilities, and historically underserved races/ethnicities. The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the ‘typical’ growth for each student group.

To receive a Student Group Growth indicator rating, a student group must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and at least 30 students with growth percentiles.”

In the 2016-17 school year, LCMCS enrolled less than 5% of economically disadvantaged students and less than 5% of English Learner students. Each of these groups had fewer than 6 students with growth percentiles and therefore no growth data was reported. The group of students with disabilities had enough students with growth percentiles to be reported, but the student group did not meet minimum size requirements to receive a rating.

Measure 4g—To what extent are Students of Underserved Races/Ethnicities making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?

Does Not Meet Standard

Measure 4h—To what extent are Students of Underserved Races/Ethnicities making expected annual academic growth in math compared to their academic peers as reported on the Oregon Report Card?

Does Not Meet Standard

The subgroup of underserved races/ethnicities at LCMCS in the 2016-17 school year met the minimum size requirements in order to receive a rating. The subgroup was rated as a “Level 1” on the report card detail report, meaning that this student group exhibited growth in English language arts and mathematics only as high or less than 35% of academic peers in the same subgroup.

Table 3. Student Group Growth in ELA and Math, Underserved Races/Ethnicities

	2015-16		2016-17		Combined Median Growth Percentile
	Students	Median Growth Percentile	Students	Median Growth Percentile	
ELA	11	28.0	19	44.0	31.5
Math	11	20.0	19	17.0	18.0

Indicator 5: Graduation and post-secondary readiness (high school only)		
Measure 5a. What percentage of students are graduating within four years of entering high school as compared to the average graduation rate in the district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds:</i> School's average graduation rate exceeds the average graduation rate in the district.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets:</i> School's average graduation rate is equal to the average graduation rate in the district.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet:</i> School's average graduation rate is lower than the average graduation rate in the district.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>
Measure 5b. What percentage of students are graduating within four years of entering high school as compared to the average graduation rate in like schools?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average graduation rate exceeds the average graduation rate in like schools.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average graduation rate is equal to the average graduation rate in like schools.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average graduation rate is lower than the average graduation rate in like schools.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>
Measure 5c. 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 the average district completion rate?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average completion rate exceeds the average completion rate in the district.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average completion rate is equal to the average completion rate in the district.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average completion rate is lower than the average completion rate in the district.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>
Measure 5d. 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 like schools?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average completion rate exceeds the average completion rate in like schools.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average completion rate is equal to the average completion in like schools.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average completion rate is lower than the average completion rate in like schools.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>

Measure 5e. What percentage of students dropped out during the school year and did not re-enroll as compared to average dropout rate in the district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average dropout rate is lower than the average dropout rate in the district.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average dropout rate is equal to the average dropout rate in the district.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average dropout rate exceeds the average dropout rate in the district.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>
Measure 5f. What percentage of students dropped out during the school year and did not re-enroll as compared to average dropout rate in like schools?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average dropout rate is lower than the average dropout rate in like schools.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average dropout rate is equal to the average dropout rate in the like schools.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average dropout rate exceeds the average dropout rate in like schools.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>
Measure 5g. What percentage of high school graduates are enrolled in post-secondary institutions within 16 months after graduating?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> The percent of students who enroll in a community college or four-year university within 16 months of graduation exceeds the district performance.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The percent of students who enroll in a community college or four-year university within 16 months of graduation is equal to the district performance.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The percent of students who enroll in a community college or four-year university within 16 months of graduation is less than the district performance.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>

Evidence:*Not applicable.***Narrative:***Not applicable.*

FRAMEWORK 2: Organizational Performance

Indicator 6: Mission and Key Design Elements		
<p>Measure 6a. To what extent is the school executing its mission and implementing the key design elements outlined in the charter agreement?</p> <p><i>Criteria: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter agreement or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding mission and key design elements.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding mission and key design elements.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding mission and key design elements.
<p>Measure 6b. To what extent is the school promoting parental involvement and getting feedback from parents regarding their level of satisfaction with the education program and with their child's academic progress?</p> <p><i>Criteria: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information about their child's academic progress. The school has a clear process to garner parent input to help drive school improvement efforts. The school surveys parents at least annually with a response rate of at least 50%, and at least two-thirds of the survey respondents indicate they are satisfied with their students' academic progress and with the education program overall.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding parental involvement and level of satisfaction.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding parental involvement and level of satisfaction.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding parental involvement and level of satisfaction.

Evidence:

- Interview with Executive Director
- Charter School Agreement—July 2012-July 2017
- Community Survey
- LCMCS Website
- LCMCS Student and Family Handbook, Revised July 2016

Narrative:

Measure 6a—To what extent is the school executing its mission and implementing the key design elements outlined in the charter agreement?

Approaches Standard

The mission of LCMCS, as stated on the LCMCS website and in the Student and Family Handbook, is “to foster healthy human development and a lifelong love of learning in our community by providing a holistic approach to education.”

The Montessori approach takes a holistic view of childhood development, specifically intellectual, social, emotional, and physical development. The LCMCS program is developed and operated in consideration of each of these components, and aligns with the mission of the school.

The goals outlined in the charter contract appear to be goals pertaining to student achievement on Oregon statewide assessments, not specifically to the mission and Montessori approach of LCMCS. These goals include:

- A requirement to administer Oregon statewide assessments as well as requirements relative to average subgroup scores of LCMCS students meeting or exceeding subgroup scores for District students in the same grade levels.
- A requirement that LCMCS use “classroom-based assessments based on the portfolios created by students and classroom observations.” The assessments referenced in this section are not well defined, and it is unclear what data is to be provided from these assessments. This requirement appears to be based on previous Oregon legislation relative to student assessment.
- A requirement that LCMCS conduct annual parental satisfaction surveys.
- A requirement that LCMCS will provide reports to the District, and that the District and LCMCS will collaborate to improve the methodology for analyzing and reporting student achievement growth.

While it appears that LCMCS is meeting its mission specific goals, it may not be currently meeting the student performance goals set forth in the contract with the District. Since the school is meeting *some but not all* of the goals outlined in the charter school contract, LCMCS is rated “Approaches Standard” for this measure.

The charter contract in place during the review for the 2016-17 evaluation expired (and was renewed) in June 2017. The language in the contract may have been modified to reflect the current Oregon assessment expectations. If not, the CSS evaluator encourages the GBSD and LCMCS to collaborate on the assessment terms of the contract.

Measure 6b—To what extent is the school promoting parental involvement and getting feedback from parents regarding their level of satisfaction with the education program and with their child’s academic progress?

Meets Standard

LCMCS asks each family to commit to volunteering a minimum of 40 hours each school year. Parents are also encouraged to observe in their child’s classroom. “Look fors” are provided to the parents in advance of the visit, and the parents can meet with the Executive Director to have questions answered and to share their observations.

In March 2016, LCMCS conducted focus groups with staff members (15 participants), parents (11 participants), and Board leadership (7 participants). LCMCS administration provided to the CSS evaluator the questions focus group members were asked along with some of their responses:

1. Strengths—How does the school excel in providing a quality education?

- Teaches children to learn and instills a love of learning.
- Builds community in the classroom through collaborative work and guides children to care for one another and work out their conflict.

Quote: My daughter discussed how there was an issue and how they dealt with it. I see the long-term benefits for working with people in business.

2. Facility—What are your concerns regarding leasing vs. owning and temporary vs. permanent locations? How would you like to assist and be updated?

- Concern about the impact of frequent moves on children, parent commitment and community reputation.
- Highest priorities on 1) long term lease as a permanent solution or time to prepare for ownership, and 2) facility that meets the needs of the Montessori model with modifiable, adequate and outdoor space.
- Desire for updates that err on the side of too much information, have specific information, are timely, are frequent and are accessible (not solely in newsletter).
- Staff desires to have information before parents and parents desire to have information before children.

3. Fundraising—Is fundraising appropriately prioritized? How can it better engage you?

- More education about the revenue gap and about opportunities to give through the year are needed to engage more parents and assist them to plan ahead financially.
 - Some concern that there is too much fundraising effort internally and too little focused externally.
- Quote: Fundraising here has, overall, been positive. More education needs to be done.*

4. Staff Development—What are the benefits of professional days and continuing education?

- Value of lifelong learning extends to teachers.
- Parents, though overwhelmingly supportive, would like more information about how specific professional days are used.
- Building community across staff takes dedicated time and strengthens the educational experience.

5. Services and Accommodations—How satisfied are you? What improvements would you suggest?

- Staff and Board were aware of all resources in this area at the school. Parents were generally unaware.
- Recognition that capacity has increased, but resources and services are still insufficient—for example, mental health support (e.g. school counselor) and specific learning needs support (e.g. reading “catch-up”).

Quote: I feel dissatisfied. It isn't with the focus—it's the funding. There are students who take a lot of time to manage during the day, and the District is providing us with only a part-time person.

6. Program Expansion—How important is increased funding for the 3-4 year olds program—and increased services to create a toddler program?

- Continuing the 3-4 year olds program was a priority for all groups. Starting a toddler program was not a priority for any group.

7. Underserved Populations—How is a more diverse student body beneficial? How satisfactorily are we serving these groups? Would you support targeted outreach?

- Strong support for a diverse student body with benefits for building global citizens, addressing real world conflict and increasing cultural sensitivity and empathy.
- Few comments about how well this group is served beyond free lunches and reduced fees.

8. Vision—How can the school improve?

- Funding was mentioned by all groups—for long-term stability, facility, staffing, programs, resources.
- Communication was a theme raised by all groups.

LCMCS conducts an annual Community Survey. There were 109 respondents to the LCMCS Community Survey in 2017, an increase from 95 respondents the previous year. Respondents reported generally high levels of satisfaction with the school and its programs. 65% or more of respondents rated the school's instructional programs as *Good* or *Excellent*.

Four top priorities emerged in response to the question, "How would you prioritize the use of the school's resources (money, time, and energy)?" They were: 1) Improved and additional services for students with special needs and/or requiring special help; 2) Professional development for staff; 3) Improving the school facility; and, 4) Strengthened fund raising and additional funding sources. These priorities were each emphasized to some degree by participants in the March 2016 focus groups.

Narrative responses to the question, "What one word or brief phrase best describes Lewis & Clark Montessori School for you?" were overwhelmingly positive and focused on community, individualized learning, quality education, whole-child focus, and safety. There were approximately a dozen comments critical of the school's functioning, including that the school isn't able to meet the needs of all children and their learning styles, and that resources were inadequate and the school could still grow in quality. There were also concerns of disorganization expressed in the comments.

In response to the question, "What is your bold vision for the school?", respondents focused on the facility, expansion of course offerings and resources, partnership of parents and community, student services and accommodations, and qualifications of and support for teachers.

It appears that the survey conducted relative to the 2016-17 school year might have asked different questions than surveys in previous years (see LCMCS Evaluation—2016), and therefore it is difficult to assess increases or decreases in levels of satisfaction of respondents compared to previous years. However, LCMCS deserves recognition for consistently surveying its constituents and demonstrating, overall, high levels of satisfaction with the school.

Indicator 7: Educational Program		
<p>Measure 7a. To what extent is the school providing the educational program and implementing the distinctive instructional practices as described in the current charter agreement?</p> <p><i>Criteria: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented or the school has gained approval for a modification to the material terms of the charter agreement with respect to the educational program and/or instructional practices.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement.
<p>Measure 7b. Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?</p> <p><i>Criteria: The school regularly administers valid and reliable assessments that align to the school's curriculum. The school has a valid and reliable process for scoring and analyzing assessments. The school's assessment system includes measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. Data from the school's assessment system is used to analyze school wide performance and identify areas for improvement.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria related to assessment of student learning.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria related to assessment of student learning.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria related to assessment of student learning.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.
<p>Measure 7c. Is the school complying with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements?</p> <p><i>Criteria: The school complies with laws, rules, regulations and provisions in the charter agreement regarding: instructional days and/or minutes; graduation requirements; content standards, including Common Core State Standards; and the administration of state assessments.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.

Measure 7d. Is the school protecting the rights of students with disabilities?		
<i>Criteria: The school complies with laws, rules, regulations and provisions in the charter agreement regarding the rights of students with disabilities specific to: equitable access and opportunity to enroll; identification and referral; appropriate involvement with the development and implementation of IEPs and 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.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding protecting the rights of students with disabilities.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding protecting the rights of students with disabilities.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding protecting the rights of students with disabilities.
Measure 7e. Is the school protecting the rights of English Learner students?		
<i>Criteria: The school protects the rights of English Learner students by providing: 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; and ongoing monitoring of exited students.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding protecting the rights of English Learner students.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding protecting the rights of English Learner students.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding protecting the rights of English Learner students.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.

Evidence:

- Interview with Executive Director
- Charter School Agreement—July 2012-July 2017
- LCMCS Employee Handbook, Revised August 2016
- LCMCS Educator Effectiveness Evaluation & Support System Handbook, 2016-17
- LCMCS Website
- LCMCS Student and Family Handbook, Revised July 2016

Narrative:

Measure 7a. To what extent is the school providing the educational program and implementing the distinctive instructional practices as described in the current charter agreement?

Exceeds Standard

LCMCS is a Montessori-inspired public charter school designed to “foster healthy human development and a life-long love of learning in our community by providing a holistic approach to education”. As described in the Student and Family Handbook:

The Lewis and Clark Montessori Charter School (LCMCS) prepares children to confidently take their places in the world, equipped with life-long passion for learning and the highest standards of personal and community responsibility. We support each child’s joyful quest for knowledge and understanding through a curriculum the emphasizes excellence in independent and collaborative learning.

The curriculum is unique to the school, as it aligns the Montessori Program with the Oregon Curriculum. The educational method of a Montessori school creates a curriculum that is age appropriate with children in mixed-age groups. Children are guided by an adult in the classroom who provides key lessons necessary to an individual child’s development.

The CSS evaluator observed students in classrooms and in open work areas of the school. They were working individually and/or independently on projects. Teachers worked with individual students or small groups while other students were diligently pursuing their own learning. Students were independently transitioning from class to lunch. Students and staff were friendly and courteous, as well as curious and interested in sharing with the evaluator what they were doing. Student artwork was displayed on the walls.

The Employee Handbook reinforces the expectations and goals of the Montessori pedagogy including the love of work, grace and courtesy as part of a peaceful community, and service to community and stewardship. The handbook includes these statements:

The work of the adults in our community is purposeful, carefully constructed and aimed toward maximizing the child’s potential and human relationships across the ages. Employees are expected to work with students, families, and other community members to represent and impart our vision, values, and practices. This includes both leading and participating in after school events, parent education and workshops.

Measure 7b. Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?

Not Rated

All Oregon assessments are administered to LCMCS students, as required by the charter agreement, to ensure students are meeting or exceeding Oregon standards. The school began using EasyCBM in 2015-16 to provide a standard formative assessment protocol to support measures already in place, and to provide reliable data to inform education planning for each individual student. While the school is still in the process of providing training on EasyCBM for all staff, they are finding that results can be reliable,

formative, and predictive, and some growth can be observed. The assessment is still not being used to the extent that there is consistent and reliable data to report.

This measure is not rated because of the difficulty of reconciling the uniqueness of the Montessori program with any standard assessment system. Advancement between levels in the programs is based on mastery of content. There are internal assessments used by teachers to assess individual student progress on components of content (physical and life sciences, history and culture, mathematics, geometry and language) that are integrated rather than separated into discrete subjects and time periods. The school is persisting in finding adequate ways of assessing students to evaluate instructional effectiveness and student learning in addition to the Montessori methodology.

Measure 7c. Is the school complying with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements?

Meets Standard

The school complies with laws, rules, regulations and provisions in the charter agreement regarding: instructional days and/or minutes; content standards, including Common Core State Standards; and the administration of state assessments. The Montessori curriculum at each level (Primary classrooms, Elementary classrooms, and the Adolescent classrooms) has been aligned with the state content standards.

Measure 7d. Is the school protecting the rights of students with disabilities?

Meets Standard

The requirements for both LCMCS and the GBSD with respect to the provision of services to students with disabilities are detailed in the charter agreement. The Student and Family Handbook describes that special education evaluation and services are provided by the local school district, but also that the Montessori philosophy allows classroom teachers to individualize classroom work for each student and to meet their needs within the classroom. From evidence provided and observed, it appears that the school is following regulations to ensure appropriate special education services are provided to LCMCS students who qualify.

Measure 7e. Is the school protecting the rights of English Learner students?

Not Rated

Racial and ethnic diversity is increasing at LCMCS but in 2016-17 there were less than 5% English Learner students. As reported by the Executive Director, the way grammar is taught at LCMCS is friendly to second language learners because it is “visual and tactile”. The Student and Family Handbook fully describes English Language Learner services available to students at LCMCS, including program goals, identification of students, Home Language Survey, and determining ELL eligibility.

Indicator 8: Governance and Reporting		
Measure 8a. Is the school complying with applicable governance requirements?		
<i>Criteria: The school complies with its board policies, board bylaws, state open meetings law, code of ethics, conflicts of interest, and board composition.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding board governance.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding board governance.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding board governance.
Measure 8b. Is the school holding its administration accountable?		
<i>Criteria: The school complies with applicable laws, rules, regulations, provisions of the charter agreement and its own internal policies and practices relating to oversight of school administration including board oversight of performance expectations for school administrators. The board conducts an annual evaluation of the school administrator's performance.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding oversight of school administration.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding oversight of school administration.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding oversight of school administration.
Measure 8c. Is the school complying with reporting requirements?		
<i>Criteria: The school complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to relevant reporting requirements to the district, and the Oregon Department of Education including: attendance and enrollment reporting, compliance with the charter contract and timely submission of all deliverables.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns relating to reporting requirements to the district and ODE.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria with regard to reporting requirements to the district and ODE.

Evidence:

- Interview with Executive Director
- Charter School Agreement, July 2012-July 2017
- Interview with Board Chair
- LCMCS Board Website at: <https://sites.google.com/a/lcmcs.org/lcmcs-board/home>
- Feedback from GBSD Administration

Narrative:

Measure 8a. Is the school complying with applicable governance requirements?

Meets standard

Based on documentation presented to the CSS evaluator and conversations with the charter school's Executive Director and Board chair, the evidence indicates LCMCS is following applicable governance requirements including its own Board policies, bylaws, state open meetings law, code of ethics, conflicts of interest, and board composition.

Measure 8b. Is the school holding its administration accountable?

Meets standard

According to the LCMCS Board Bylaws, the Board is responsible for the hiring, termination and performance evaluations of the Executive Director. The Board chair is responsible for overseeing the Executive Director. A formal review of accomplishments is completed annually. In an interview, the Board chair confirmed that an annual evaluation of the Executive Director is completed.

The CSS evaluator found no specific written evidence that the process used to evaluate the Executive Director aligns with the Every Student Succeeds Act (ESSA), SB 290, HB 2186 and OAR 581-022-1723. In particular, the Executive Director's evaluation and support process must contain the five required elements of the Oregon framework:

1. Standards of professional practice;
2. Differentiated performance levels;
3. Multiple measures;
4. Evaluation and professional growth cycle; and
5. Aligned to professional learning.

Some of these components may have been included in the process used by the Board during 2016-17, but written documentation will help provide consistency from year to year and will also ensure accountability to all components of Oregon's Educator Effectiveness system. It is also important that LCMCS Board members be trained in using the Educator Effectiveness Framework and tools.

Measure 8c. Is the school complying with reporting requirements?

Meets standard

LCMCS complies with all reporting requirements to the GBSD and the Oregon Department of Education. Synergy is used as the data management system, including daily attendance. The GBSD representative reports no failure to comply with all reporting requirements* and timelines for the 2016-17 school year.

*The CSS evaluator received notice from the GBSD representative in November 2017 that LCMCS did not accurately report or account for all students relative to immunization requirements. As this evaluation is for the 2016-17 school year, the evaluator has not included that as missing in this measure but attention should be paid to it in next year's evaluation.

Note: Schools are rated either 'Meets standard' or 'Does not meet standard' for this measure.

Indicator 9: Students and Employees

Measure 9a. Is the school protecting the rights of all students?

Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter contract pertaining to the rights of students including policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment; the collection and protection of student information; due process protections, privacy, civil rights and student liberties requirements; conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices).

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria pertaining to protecting the rights of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria pertaining to protecting the rights of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding protecting the rights of all students.

Measure 9b. Is the school meeting teacher and other staff credentialing requirements?

Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter contract pertaining to state certification requirements, charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding teacher and other staff credentialing requirements.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding teacher and other staff credentialing requirements.

Measure 9c. Is the school employing generally acceptable employee relations practices?

Criteria: School employees receive written documentation explaining customary employee benefits such as leave provisions, insurance protections, and the right to form a collective bargaining group. The staff has easy access to school leadership for addressing concerns. Employees are provided with professional development opportunities.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding employee relations practices.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding employee relations practices.

Measure 9d. Is the school complying with statutory requirements (ORS 339.372, 339.388, 339.400) for reporting child abuse or sexual conduct and for providing annual training for all stakeholders about reporting requirements (ORS 339.372, 339.388, 339.400)?

Criteria: Board policies are in place to address requirements for reporting on child abuse and sexual conduct by school employees and the reporting of child abuse by students. Policy is also in place describing the process for reporting abuse or sexual conduct. Annual training is provided on the prevention and identification of abuse and sexual conduct and on the obligations of school employees to report abuse and sexual conduct under policies adopted by the school board.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding reporting child abuse and sexual conduct and for providing training about reporting to all stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding reporting child abuse and sexual conduct and for providing training about reporting to all stakeholders.

Measure 9e. Is the school complying with statutory guidance and district policy regarding teacher performance evaluation and professional growth, including the requirements of SB290?

Criteria: Teachers are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The Oregon Matrix is used to combine multiple measures for the summative evaluation to determine an overall performance level and components of a professional growth plan. Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's evaluation and his/her need for professional growth.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria pertaining to teacher evaluation.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria pertaining to teacher evaluation.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria pertaining to teacher evaluation.

Evidence:

- *Interview with Executive Director*
- *Charter School Agreement—July 2012-July 2017*
- *LCMCS Employee Handbook, Revised August 2016*
- *LCMCS Website*
- *LCMCS Enrollment Application*
- *LCMCS Student and Family Handbook*
- *LCMCS Educator Effectiveness Evaluation & Support System Handbook*
- *LCMCS Professional Development Schedule for 2016-17*

Narrative:

Measure 9a—Is the school protecting the rights of all students?

Meets standard

The enrollment procedures and an enrollment FAQ are available on the LCMCS website. The procedures align with the requirements of ORS 338.12, as does the Student Enrollment Application. In addition to general operational characteristics of the school, the Student and Family Handbook describes a nondiscrimination policy, outlines the school's compliance with the GBSD Charter Agreements and state policy for special education students, and describes Section 504 accommodations and English Language Learner (ELL) services available to students enrolled at LCMCS. Policies related to student discipline reviewed in the handbook include descriptions of behaviors that may result in discipline and the consequences that may be applied.

Measure 9b—Is the school meeting teacher and other staff credentialing requirements?

Meets standard

As reported by the school, there are a total of 17.5 teaching staff and four administrative staff. Nine teachers are listed on the Teacher Standards and Practices Commission (TSPC) website as Oregon licensed

teachers, while 8.5 teachers are identified as being Charter School Registered. The school meets the requirement that at least 50% of a charter school's teaching/administrative staff be licensed by the state of Oregon. All teaching staff are Montessori trained and certified.

As described in the Employee Handbook, successful applicants to the school are subject to criminal background checks. Volunteer guidelines are clearly communicated and volunteers are asked to sign a Volunteer Confidentiality Agreement.

Note: Schools are rated either 'Meets standard' or 'Does not meet standard' for this measure.

Measure 9c—Is the school employing generally acceptable employee relations practices?

Meets standard

The LCMCS Employee Handbook provides documentation of all customary employee benefits. The handbook states that employees are overall classified by law as "at will" employees. The evaluator did not observe any documentation of employee's rights to form a collective bargaining group. The staff has easy access to school leadership and the handbook contains a description of the employee problem resolution process. Annual professional development activities are provided in-house and include, but are not limited to, staff orientation, employee policy reviews, emergency response training, training for the responsible use of technology, communication with parents and families, core performance standard and Montessori Curriculum training, and Educator Effectiveness Evaluation training. Employees also have access to professional development assistance funds to attend workshops, seminars and/or formal education.

Measure 9d— Is the school complying with statutory requirements (ORS 339.372, 339.388, 339.400) for reporting child abuse or sexual conduct and for providing annual training for all stakeholders about reporting requirements (ORS 339.372, 339.388, 339.400)?

Meets standard

LCMCS provided four hours of training on child abuse prevention and detection training and reporting training as described in the Professional Development for Teachers for the 2016-17 school year. The Employee Handbook describes state and GBSD guidelines for reporting suspected child abuse as well as the description of LCMCS employees as mandatory reporters. The Student and Family Handbook describes the expectations for staff members reporting suspected abuse or neglect.

Note: Schools are rated either 'Meets standard' or 'Does not meet standard' for this measure.

Measure 9e—Is the school complying with statutory guidance and district policy regarding teacher performance evaluation and professional growth, including the requirements of SB290?

Meets standard

Oregon Senate Bill 290 established the requirements for the adoption of teaching and administrator standards to be included in evaluations of teachers and administrators while HB 2186 ensured that all SB

290 requirements apply to charter schools. In the 2015-16 school year, LCMCS leadership and leaders from all five of Oregon's public Montessori charter schools joined in a collaborative team to design a teacher evaluation tool to meet the new requirements. The resulting tool combined the Danielson Framework for Teaching with the Rubric of Essential Elements of Montessori Practice in the Public Sector and is documented in the LCMCS Educator Effectiveness Evaluation & Support System Handbook.

Indicator 10: School Environment

Measure 10a. Is the school complying with facilities and transportation requirements?

Criteria: The school complies with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation including: American with Disabilities Act; fire inspections and related records; viable certificate of occupancy or other building use authorization; documentation of requisite insurance coverage; and student transportation.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school is materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation.

Measure 10b. Is the school complying with health and safety requirements?

Criteria: The school complies with applicable laws, rules, regulations, and provisions of the charter agreement related to safety and the provision of health-related services including: appropriate nursing services, dispensing of pharmaceuticals and food service requirements.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to health and safety.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school is materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to health and safety.

Measure 10c. Is the school handling information appropriately?

Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter agreement relating to the handling of information including: maintaining the security of and providing access to student records; accessing documents maintained by the school under the state's Freedom of Information law, transferring of student records; and proper and secure maintenance of testing materials.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to handling information and records appropriately.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school was materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to handling information and records appropriately.

Evidence:

- Interview with Executive Director
- Charter School Agreement—July 2012-July 2017
- Interview with Board Chair
- LCMCS Student and Family Handbook, Revised July 2016

Narrative:

Measure 10a—Is the school complying with facilities and transportation requirements?

Meets standard

LCMCS leases the Deep Creek Elementary building from the GBSD, and the District is responsible for ensuring that licenses, permits, and inspections are current. The school carries the required amount and

types of insurance. As reported by the Office Manager, transportation is not required to be provided, but LCMCS maintains two school buses.

Measure 10b— Is the school complying with health and safety requirements?

Meets standard

LCMCS is committed to ensuring the school is a safe and healthy place to work and learn for adults and children. A safety/security committee meets on a regular basis. The Clackamas County Sheriff's office provided the staff with active shooter training. LCMCS has plans to do more extensive lock in/lock out drills, as well as fire and earthquake drills. The school contracts with a certified nurse to provide training in medication/epi pen administration. An outside agency provides first aid and CPR training. Medical authorization forms are required for dispensing medication.

The Student and Parent Handbook contains information pertaining to the health and safety of students including: illness and injury procedures, protocols for administering medication to students at school, child abuse and neglect, inclement weather protocols, and releasing students during school hours. There is no evidence of information about emergency preparedness or immunization requirements. The CSS evaluator recommends that written information on those topics be included in the Student and Family Handbook.

Measure 10c—Is the school handling information appropriately?

Meets standard

Article 10 of the LCMCS Board bylaws addresses the requirements outlined in Oregon Public Records law for the maintenance of public records pertinent to the school. These bylaws are in compliance with the charter agreement.

The Office Manager explained to the CSS evaluator that student records are maintained in locked, fireproof safes. The files are not allowed to leave the office. All employees are instructed to be cautious about using names of students in any communications. Parents may request access to their child's records and copies will be made upon request.

Based on evidence provided by school leadership, the school is following applicable laws, rules, regulations and provisions of the charter agreement relating to the handling of information.

Note: Schools are rated either 'Meets standard' or 'Does not meet standard' for these measures.

Framework 3: Financial Performance

Indicator 11: Fiscal Accountability and Oversight		
Measure 11a: Does the school's board provide appropriate financial oversight?		
<i>Criteria: The board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. Board-adopted financial policies are in place and are followed by both the board and school leadership. The board has members with finance expertise, and board members are able to understand budgets, audits, and budget development. The board sets and regularly monitors progress toward financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies and involves multiple stakeholders.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding board financial oversight.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard: The school presents a material concern in one of the criteria regarding board financial oversight.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding board financial oversight.</i>
Measure 11b: Does the school maintain appropriate internal controls and procedures?		
<i>Criteria: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding internal controls and procedures.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard: The school presents a material concern in one of the criteria regarding internal controls and procedures.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding internal controls and procedures.</i>

Evidence:

- Interview with Executive Director
- Charter School Agreement—July 2012-July 2017
- Interview with Board Chair
- Bylaws of LCMCS—Revised 2014
- LCMCS Fiscal Policies—Revisions adopted November 2016
- Management Letter for the Year Ended June 30, 2017—Pauly Rogers and Co., P. C.
- Financial Report for the Year Ended June 30, 2017—Pauly Rogers and Co., P. C.
- Pauly Rogers and Co., P. C. Post Interim Fieldwork Memorandum, March 2017

Narrative:**Measure 11a: Does the school's board provide appropriate financial oversight?****Meets standard**

The current composition of the LCMCS Board includes five members, four of whom are parents and one who is a Montessori educator. The Board is governed by bylaws that require five to seven members and although the Board and Administration would prefer seven, it has been difficult to maintain seven members. The Board chair stated that the Board continues to strive to have members from outside of the school community instead of primarily parents, and that she is actively seeking two other members.

New board members receive training and are given a new member handbook. Relevant trainings and work sessions involving the entire Board also help train new members. The current Board chair is the co-owner of a financial planning business and understands the building of a successful and committed Board as well as financial issues.

LCMCS complies with the requirement that an annual fiscal audit be performed by an independent certified public accountant; Pauly Rogers and Co., P. C. provides the auditing services for the charter school. The following statement was written in the annual financial audit report: "In connection with our testing nothing came to our attention that caused us to believe the Lewis and Clark Montessori Public Charter School was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations."

The school operates under fiscal policies adopted by the LCMCS Board in 2009 and revised as recently as November 2016. Board minutes posted on the LCMCS website provide evidence that these policies inform Board actions. As reported by the Executive Director in the auditor's report, the LCMCS finance committee meets regularly and is in the process of reviewing and updating policy. The Board and Administration make every effort to make any final changes to the budget prior to the audit to ensure an accurate picture of the school's profits/losses.

Note: In the Statement of Net Position for the year ending June 30, 2017 there is a line item for debt due within one year in the amount of \$37,430. This amount is reported as a long-term debt due to Pacific Continental Bank (maturity date of June 1, 2018). As reported by the Executive Director in the Management Discussion of the auditor's report, "A loan with Pacific Continental Bank was repaid at the end of the year resulting in a normal fiscal year and daily operational liabilities that include salaries, taxes and PERS." It is unclear if this is an existing long-term debt.

Measure 11b: Does the school maintain appropriate internal controls and procedures?**Meets Standard**

The auditor identified a significant deficiency, a deficiency or combination of deficiencies, in internal control that is important enough to merit attention by those charged with governance. As stated in the Management Letter dated November 13, 2017:

We consider the following deficiency in internal control to be a significant deficiency: Because of a limited number of available personnel, it is not always possible to adequately segregate certain incompatible duties so that no one employee has access to both physical assets and the related accounting records or to all phases of a transaction. Specifically, the Executive Director has full access to accounting software and has check signing authority; the Office Manager can access check stock and has check signing authority, and the Finance Director and Executive Director both have full access to all functions of QuickBooks accounting software. Consequently, the possibility exists that unintentional or intentional errors or irregularities could exist and not be properly detected and also opens up the possibility of management override of controls.

The auditors recommended that the Board continually monitor the financial activities to mitigate the potential risks.

In addition, the Management Letter identified several matters of Best Practice with accompanying recommendations (see Management Letter for complete descriptions of these practices). Those recommendations are that:

- a documented review of the Audit Tracker report from QuickBooks be done on at least a quarterly basis by someone other than the common users of QuickBooks;
- someone other than the person who prepares the reconciliation review them for accuracy and for any unusual transactions to enhance internal controls;
- the Board articulate their monitoring practices and record in the minutes when those activities occur;
- management adopt use of either a spreadsheet or accounting software to track capital assets, additions, deletions, and depreciation;
- the Board review the risk and potential liability each year to determine if insurance to cover cash balances is adequate; and
- that all I-9's be filled out completely to ensure proper documentation for each employee and to avoid possible IRS penalties.

As the issues identified in the audit report do not constitute *material* concerns, the CSS evaluator rated this measure as *Meets Standard*. It is the recommendation of the evaluator that the significant deficiency and the best practices recommendations from the auditor merit attention from the Board.

Indicator 12: Sustainability Measures		
Measure 12a: Does the school maintain adequate financial resources to ensure stable operations?		
<i>Criteria: The school maintains sufficient cash on hand to pay current bills and those that are due shortly. The school has liquid reserves to fund expenses in the event of income loss. Cash flow projections are prepared and monitored. Financial needs of the school are not dependent on variable income (grants, donations, and fundraising).</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding maintaining adequate financial resources.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding maintaining adequate financial resources.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding maintaining adequate financial resources.
Measure 12b: Is the school demonstrating short and long-term fiscal viability?		
<i>Criteria: The school has met enrollment projections. Revenue and funding projections are reasonable and certain. Margins, cash flow, and debt levels are appropriate. The current ratio is greater than or equal to 1.1. The unrestricted days cash is at least 60 days or between 30 and 60 days with a one-year positive trend. The school is not in default of loan covenants and/or is not delinquent with debt service payments.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding fiscal viability.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding fiscal viability.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding fiscal viability.
Measure 12c: Does the school operate pursuant to a financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?		
<i>Criteria: The school has outlined clear budgetary objectives and budget preparation procedures. Board members, school leadership, and staff contribute to the budget process, as appropriate. The school frequently compares its fiscal plan to actual progress and adjusts the plan to meet changing conditions. The school routinely analyzes budget variances, the board addresses material variances and makes necessary revisions. Actual expenses are equal to or less than actual revenue with no material exceptions.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.

Evidence:

- Interview with Executive Director
- Charter School Agreement—July 2012-July 2017
- LCMCS Enrollment Data
- LCMCS Growth Plan Draft 2016-2022
- Interview with Board Chair
- LCMCS Website—Board Meeting Minutes
- Financial Report for the Year Ended June 30, 2017—Pauly Rogers and Co., P. C.

Narrative:**Measure 12a— Does the school maintain adequate financial resources to ensure stable operations?****Approaches Standard**

There is evidence in the financial documents provided by the school that there is sufficient cash on hand to pay current bills and those that are due shortly. It is evident from budget documents that the school is dependent upon variable income, including fundraising, grants, a per student resource fee and parent-paid trips/events. Amounts in these categories on the Budget Overview for the 2016-17 school year document totaled more than \$252,500.00. The net income reported in this document was \$92,116.11, indicating that the school could run into financial difficulty without that variable income.

The Executive Director stated in the Management Discussion in the auditor's report that, "The school recognizes that a certain dependence on alternate revenue streams will be a constant. Funds from donations or fund-raising events are considered operational capital and are not, generally, targeted toward specific objectives."

Maintaining adequate financial resources to ensure stable operations continues to be a concern voiced by the Board, administration, and parents.

Measure 12b— Is the school demonstrating short and long-term fiscal viability?**Meets Standard**

LCMCS met the projected student enrollment for 2016-17. Revenue and funding projections are reasonable but not certain as enrollment, the basis of the school's major revenue source, can vary for many reasons out of control of the school.

The school's current ratio (the proportion of current assets to current liabilities) is greater than 1:1. The school is not in default of loan covenants and/or is not delinquent with debt service payments. As expected by Board policy, the school maintains a 3-5% contingency.

Measure 12c— Does the school operate pursuant to a financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?**Meets standard**

LCMCS operates under fiscal policies guided by the board. The latest revisions to the policies took place in November 2016. The Board approves the budget annually and provides quarterly monitoring of the fiscal plans and approves any changes. As reported by the Finance Manager, the finance committee meets monthly. The Board treasurer meets at least once a month with the Executive Director.

LCMCS Board meeting minutes provide evidence that the Board compares its fiscal plan to actual progress and adjusts the plan to meet changing conditions.

Conclusion:

LCMCS is a public charter school that provides an educational option to students in the Gresham-Barlow School District and other surrounding districts. Over the past nine years, the school has grown to include programs ranging from preschool to the eighth grade. Its current location in the Deep Creek Elementary Building allows all programs to be in one facility. The school adheres to the tenets of Montessori schools that are designed to support social and personal development as well as intellectual development. The school assesses student achievement and growth using a wide variety of authentic assessment techniques, including portfolios, long-term projects, and self-evaluation. Student work is also assessed according to core academic standards, rubrics, and other teacher-prepared models and benchmarks. School report card ratings and Smarter Balanced Assessments may not provide the full picture of the academic achievement and growth that students attain through participation in the Montessori program.

LCMCS submitted a Charter School Renewal proposal to the GBSD in spring 2017.

Commendations

- LCMCS is to be commended for withstanding many challenges over its years in existence, including existing in multiple facilities, making a major move to its current facility, and withstanding a financial downturn in 2013-14 which took several years to turn around. That recovery in large part is due to a very supportive Board and community that supports the Montessori traditions and wants the educational option available to students and families in the local area.
- LCMCS also deserves commendation for the positive trend of students taking the state assessments. There were several years that many families opted out of their children taking the assessments, but the school has reinforced with families and students the value of the assessments in teaching students more skills and reinforcing their learning.
- More than anything, LCMCS is to be commended to holding to its mission that assists students extends their learning beyond content areas into the greater community and world.

Recommendations

Indicator 1: State and Federal Accountability:

- While it is difficult to analyze performance of a school during the suspension of the Oregon school rating system that has been in effect for three years, it is still advisable that the school focus efforts on improving student performance and growth in English language arts and math.

Indicator 4: Student Academic Growth by Subgroups:

- While all but two of the measures in this indicator were not rated due to small numbers of students tested in each subgroup, it will be important that LCMCS continue to develop its interventions and programs to help all learners achieve at the level of their academic peers.

Indicator 6: Mission and Key Design Elements:

- LCMCS and GBSD should ensure that there is clear agreement in the charter contract of the uniqueness of the Montessori program and mission.
- The Community Survey conducted by LCMCS should be constructed in a manner that enables measurement of satisfaction from year-to-year.

Indicator 7: Educational Program:

- LCMCS should develop a comprehensive assessment system that incorporates interim and summative evaluations of all students in each core content area so that the school can analyze school wide performance and identify areas for improvement.

Indicator 8: Governance and Reporting:

- The LCMCS Board should incorporate the components of Oregon's Educator Effectiveness system as it pertains to administrators into the evaluation processes for the Executive Director.

Indicator 10: School Environment:

- LCMCS should include information about immunization requirements and emergency preparedness in the Student and Family Handbook.

Indicator 11: Fiscal Accountability and Oversight:

- The LCMCS Board should review and reconcile the significant deficiency and best practices described in the Management Letter from Pauly Rogers and Co., P. C.

APPENDIX A: Summary of Findings

*Note: Data/ratings pertaining to academic achievement and academic growth of subgroup populations at LCMCS should be interpreted with caution due to the small number of students in many of the subgroups.

EXCEEDS	
7a	Implements the distinctive instructional practices as outlined in Charter Agreement
MEETS	
6b	Promotes parental involvement and getting feedback from parents
7c	Complies with applicable laws and provisions of charter contract re: educational requirements
7d	Protects the rights of students with disabilities
8a	Complies with applicable governance requirements: Board policies, open meeting laws, etc.
8b	Holds the charter school's administration accountable
8c	Complies with reporting requirements in a timely manner
9a	Protects the rights of all students
9b	Complies with teacher and other staff credentialing requirements
9c	Employs generally acceptable employee relations practices
9d	Complies with state statutes re: sexual conduct and child abuse reporting
9e	Complies with statutory guidance and district policy re: teacher performance, evaluation, professional growth
10a	Complies with facilities and transportation requirements
10b	Complies with health and safety requirements
10c	Handles records and information appropriately
11a	School's Board provides appropriate financial oversight
11b	Maintains appropriate internal controls and procedures
12b	Is the school demonstrating short and long-term fiscal viability?
12c	Operates pursuant to a financial plan with realistic budgets that are monitored and adjusted
APPROACHES	
3a	Academic growth in ELA for all students (on SBAC-ELA)
6a	Executes the school's mission and key design elements
12a	Maintains adequate financial resources to ensure stable operations
DOES NOT MEET	
1b	Meets annual measurable target for percent of students meeting/exceeding standard on SBAC-ELA
1c	Meets annual measurable target for percent of students meeting/exceeding standard on SBAC-math
3b	Academic growth in math for all students (on SBAC-math)
4g	Academic growth in ELA for Students of Underserved Races/Ethnicities (on SBAC-ELA)
4h	Academic growth in math for Students of Underserved Races/Ethnicities (on SBAC-math)
NOT RATED	
1a	Oregon school accountability rating (no ratings from ODE for 2016-17)
2a	Academic achievement in ELA for economically disadvantaged students (on SBAC-ELA)
2b	Academic achievement in math for economically disadvantaged students (on SBAC-math)
2c	Academic achievement in ELA for English Learner students (on SBAC-ELA)

2d	Academic achievement in math for English Learner students (on SBAC-math)
2e	Academic achievement in ELA for students with disabilities (on SBAC-ELA)
2f	Academic achievement in math for students with disabilities (on SBAC-math)
2g	Academic achievement in ELA for Hispanic/Latino students (on SBAC-ELA)
2h	Academic achievement in math for Hispanic/Latino students (on SBAC-math)
4a	Academic growth in ELA for economically disadvantaged students (on SBAC-ELA)
4b	Academic growth in math for economically disadvantaged students (on SBAC-math)
4c	Academic growth in ELA for English learners (on SBAC-ELA)
4d	Academic growth in math for English learners (on SBAC-math)
4e	Academic growth in ELA for Students with Disabilities (on SBAC-ELA)
4f	Academic growth in math for Students with Disabilities (on SBAC-math)
5a-5g	Graduation and post-secondary readiness (high school only)
7b	Implements an adequate assessment system
7e	Protects the rights of English learners

APPENDIX B: Evaluator's Biography

Janice M. Adams, E.D.
Evaluator, Center for Student Success
Portland State University

Janice M. Adams has worked in public education in Oregon for more than 30 years. Her leadership positions in schools included high school assistant principal, alternative school principal, and high school principal. She managed large federal grants at two schools and taught courses in school finance. Her key areas of focus have included school improvement planning and implementation, teacher and administrator professional development, and educational equity for all children. Her work in the last six years has included leadership coaching in schools identified under the Oregon ESEA waiver as focus or priority schools and the coordination of coaching services in two large districts in the state.

In 2015, Adams completed her dissertation for a doctorate in Educational Leadership at Portland State University. Her dissertation topic is *Principal Leadership Practices in High Poverty K-5 Model Schools in Oregon*.

**Lewis and Clark
Montessori Charter School
2016-2017 Annual Report**



The mission of LCMCS is to foster healthy human development and a life-long love of learning in our community by providing a holistic approach to education.



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Appendix A: Easy CBM Reports

EXECUTIVE SUMMARY

During our 2016-2017 school year, the path for a ninth year in operation is continued by doing what we have always done: providing excellent Montessori education to many fortunate children from ages 3 to 15. As we celebrated the close of another successful school year, we also began preparations for our upcoming tenth anniversary. Now serving families from over 31 zip codes, our retention rate has consistently grown while the testimonials continue to flow in. With a current enrollment of 340 students, we continuously sustain a waiting list at each class level. Our amazing team of teachers and administrative staff are continuous in demonstrating how incredibly proud we are to be part of this wonderful and caring community. With these valuable elements, our strategy is not only to continue this remarkable school experience but to concurrently build a sustainable institution. Through this effort, we have created a viable alternative within the GBSD which sets us apart from a traditional neighborhood school. This year the evidence of satisfaction was provided with a record number of trainees, practicing teachers and program consultants to observe our excellent faculty, students and the quality of our entire community's commitment to Montessori principles.

To evaluate the school's performance, the Center for Student Success applied a rubric developed by CSS and based on the National Association of Charter School Authorizers' standards to assess LCMCS in the following frameworks: Academic Performance, Organizational Performance and Financial Performance.

Within each of these frameworks, specific measures have been identified on which to assess how effectively the school is functioning within each framework. Using the criteria provided in the rubric, the evaluator assigns a rating to each measure indicating whether the school *exceeds, meets, approaches or does not meet* expectations in that area.

Regarding the areas listed as Nearly Meeting, in 2015-16 the school leadership has established a Strategic Growth and Development Committee which revised the school's strategic plan, as well as conducted whole organization assessment to identify areas of strength and improvement. The Board of Directors continues to participate in training, and recruitment in adding those members whose skills and experience can support not only growth and development, but sustainability.

In the category of Not Meeting, all items relate to the students' scores on the Smarter Balanced/OAKS standardized test, which may seem to indicate that the school is lacking in academic excellence. The school continues to offer a strong academic program to the community and its families, though this quality has been notably difficult to capture through the current summative State standardized tests. The CSS rubric rates achievement solely on the results of the OAKS test, and there is so much more to student learning than can be described in one measure. LCMCS uses several other means to the end of evaluating student performance, as well as tracking the academic success of graduates.

The LCMCS Board of Directors and Administration would like to acknowledge the consistent support of the Gresham-Barlow School District, as well as the individuals with whom we have worked each year, as District assistance continues to be as instructive as it has been invaluable. We are grateful for the opportunity to continue to provide this unique option for education in the district. We invite GBSD Board members to visit the classrooms and see this exceptional school in action.

We proudly present the following report on our progress for your review.

Sincerely,
Melissa Harbert, Executive Director
Pam Harkin, LCMCS Board Chair

SCHOOL PROFILE

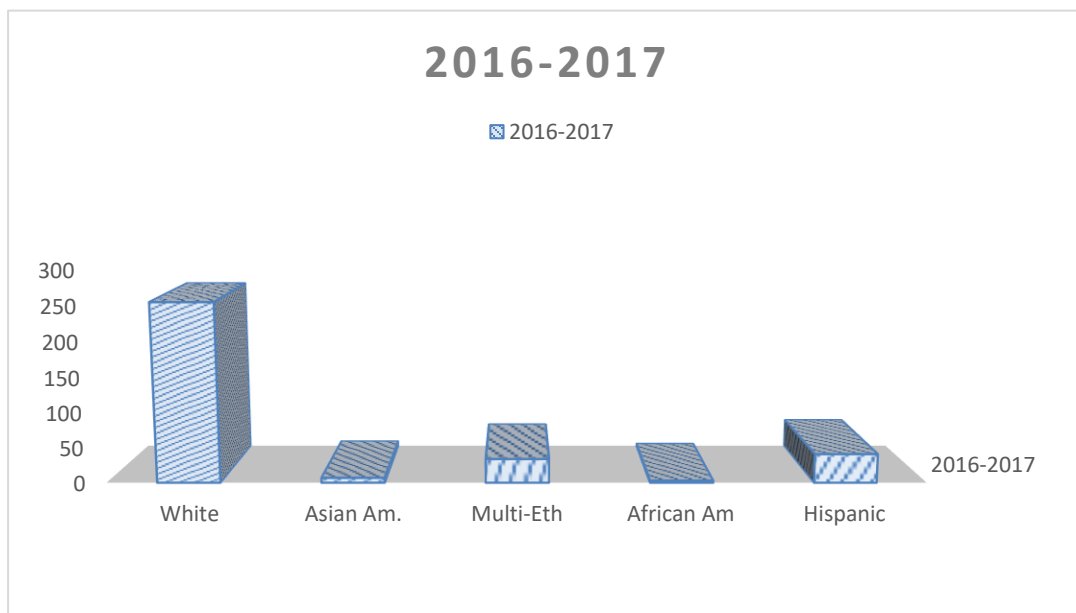
Drawing enrollment from fourteen separate school districts, Lewis & Clark Montessori Charter School is a diverse community that includes families from all walks of life. As a school, we are committed not only to our mission but to the high ideals of ethical and active governance and leadership, transparency in sharing important information with the community, and sound planning as we work to ensure our beloved school is able to serve the larger community for years to come. LCMCS offers a quality Montessori education infused with culturally inclusive principles to guide children to develop to their fullest potential. We have multi-aged classrooms, special Montessori materials, uninterrupted work cycles, integrated arts programming, world language, and individual and small group learning opportunities.

With a mix of ethnic and socio-economic background, Lewis & Clark Montessori provides both professional and working-class families an alternative learning method from that of conventional public education.

The school population in 2016-17 included 34% of students participating in the Federal Free and Reduced Lunch program. Since the process to apply is voluntary, this amount is not necessarily reflective of all those within our population that may be eligible. All families are encouraged to apply for NLSP. Those who qualify are also eligible for a significant discount on annual school fees, activities and field trips. The discount is underwritten by the school and heavily reliant on fundraising efforts.

In 2016-17, 8% of LCMCS students received special services through an IEP (Individual Education Plans) and an additional 11% of students were supported by an SAT (Student Assistant Team) or in the process for eligibility. Over 6% of students were on a 504 Plan and one family had an IFSP (Individual Family Service Plan). This means that slightly more than 25% of the student population received special student services in 2016-17. We are grateful to our Special Services Team Members for their dedication and assistance with our student community.

For 2016-2017, we had an enrollment of 340 students, 25% of the student population came from non-white ethnic backgrounds. Enrolled students come from a variety of ethnic origins, as noted in the chart below. The balance between genders remains about equal. Our families represent various religious and cultural traditions, and express a variety of lifestyles.



I. COMMUNITY ENGAGEMENT

Internal Community Engagement

The goal of leadership is to ensure that parents have a solid appreciation and understanding of how LCMCS continues to uphold the highest Montessori standards while incorporating life skills that will serve the children as they reach adulthood. Using communication and parent offerings help aid us in building community involvement and school appreciation. Administration is consistently working to provide a more effective means of communication that meets the needs of parents. This model encompasses recognition in frequency, information and medium. By helping parents to better understand and ultimately embrace the principles of a Montessori education, we strive for increased knowledge, appreciation and trust that the school will continue to deliver exceptional preparation to ready their children for higher education and adulthood. An annual satisfaction survey is conducted along with periodic short thematic surveys on topics to include school safety, farm-to-school food program, parent education, and academic program.

Examples of School Community Building and Involvement

- Open House Events
- New Family Orientation
- School sponsored family and social events
- Open, informal meetings with parents, school administration and board
- Parent Education Nights
- Art and cultural events
- Fundraising events



Portland Opera Performance

External Community Engagement

With such a strong emphasis on community service, Lewis & Clark Montessori is dedicated to leveraging relationships with outside service organizations. This allows for an increase in educational offerings which ultimately create a broader community awareness and support of the school. Creating mutually beneficial, local relationships provide enhancement to our educational offerings and resources. Building Montessori relationships with other Montessori and independent schools in our area also allows for educational collaboration and continues to build awareness of our school. We offer annual community events such as Explore Art which are open to the public as a gesture of goodwill to raise more awareness of the school. Operating with a unifying philosophy to cultivate children who embrace a lifelong love of learning, a Montessori school can provide not only a quality education but can also develop engaged, thoughtful communities with happy, kind and caring children.

Lewis & Clark Montessori Charter School is committed to the development of the whole child and in a belief that the necessity of providing a holistic approach to a child's education. Though children may learn skills, if a child does not feel they are valued, understood, safe, and can grow from mistakes, they cannot reach their full potential as competent problem solvers and critical thinkers. The Montessori learning environment promotes 21st century skills such as self-direction, teamwork, critical thinking and problem-solving skills. Students at LCMCS are empowered to take ownership of their learning environment under the guidance of their highly educated teachers. Below is a sampling of our service works:

Food for Seniors

Our MAC students work to provide fresh produce to senior citizens in the Boring/Damascus/Sandy area who are home bound and/or experiencing food insecurity. Participation in the senior citizens luncheon program allows for a multi-generational connection between the students in our adolescent program (MAC) and the senior recipients. This allows for the involvement of adults of all ages to work as volunteers to harvest, prepare, package and deliver the produce and other donated food items. More than 50 families have benefited from this program.

The Damascus Fresh and Local Farmer's Market

The Damascus farmer's market, a point of pride and community involvement, brought LCMCS front and center in the community as the school took the market under its wing when it lost its



former sponsor in the winter of 2015. Grants from the City of Damascus and the Clackamas County Soil and Water provided material support for the market, and the community responded with increased attendance and purchasing power. Last year, the school became the fiscal sponsor for the market, which gave the market committee greater freedom for development. Lewis & Clark continues to be directly involved through its education booth, and through providing an access point to donated produce and other food items for *Helping Hands* recipients.

Memberships and Partnerships in 2016-17

Gresham Area Chamber of Commerce
 Kiwanis of Damascus and Good Morning
 Damascus
 Damascus Fresh and Local Farmer's Market
 Circle of Friends Farm, Boring
 City of Damascus
 Clackamas Co. Health & Human Services
 Department
 Clackamas Co. Soil & Water Conservation District

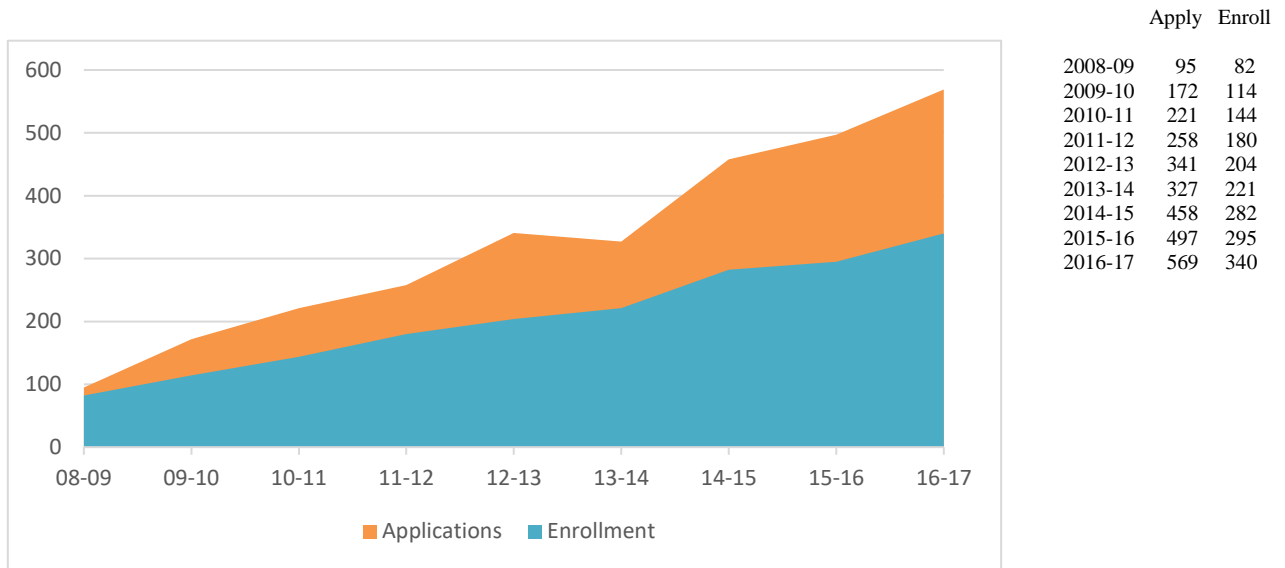
Clackamas and Multnomah County Libraries
 Sandy Community Center
 Oregon Food Bank
 Oregon Montessori Association
 North American Montessori Teachers Association
 Association Montessori Internationale (AMI) and
 AMI/USA
 Montessori Northwest
 AMI-Elementary Alumni Association

II. ADMISSIONS AND ENROLLMENT

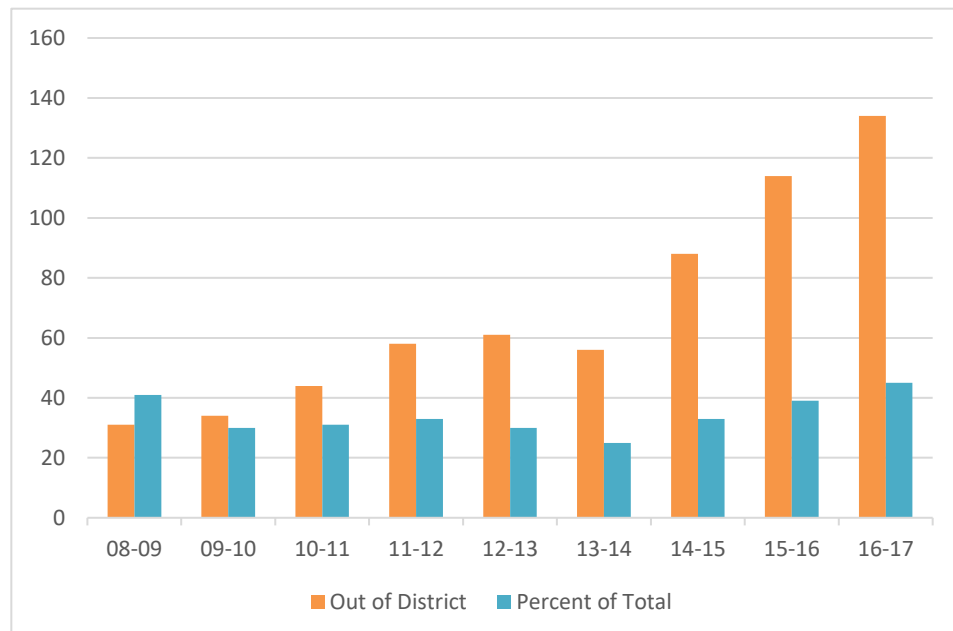
In the 2016-17 academic year, enrollment in our programs was stable and at near capacity with 340 students enrolled, up from 295 in 2015-2016. We are pleased to see how enrollment has grown, with 381 students currently enrolled for the 2017-2018 school year.

Spanish is now part of our Children's House program. There are two native Spanish-speaking teachers among our staff – and there is much excitement in the community about this opportunity for children to learn Spanish from a young age. The school also offers world languages such as Spanish, Japanese and Mandarin to our elementary aged students as part of daily electives option and after-school Community Learning Center. LCMCS continues to be highly successful in attracting applications from a large geographic area for student positions. Because satisfaction with the program is high, the school consistently retains an average of 93 % of its students from the previous year's enrollment. Enrollment of new students is done by lottery meticulously adhering to Oregon Charter School statutes to the letter. Summarized below is enrollment data beginning with the school's opening in fall of 2008.

A. Applications received compared to total enrollment, showing school's steady growth and consistent interest in applications and enrollment growth.



B. In-district compared to out-of-district enrollment. The school enrolls students from fourteen different school districts in addition to the GBSD: Portland SD, Centennial SD, Parkrose SD, Reynolds SD, Oregon Trail SD, Oregon City SD, West Linn SD, Mollala SD, David Douglas SD, Estacada SD, and McMinnville SD, North Clackamas SD, Corbett SD, Evergreen SD. (134 out of district or 45%).



III. STUDENT ACHIEVEMENT AND MEASURING STUDENT PROGRESS

As a charter school, LCMCS teaching staff focuses much attention on collecting data that effectively monitors the academic achievements of its students. The school has adopted the correlation of the Montessori curriculum, completed by the Association Montessori Internationale-USA in 2014. This body of work correlates the body of Montessori lessons with the benchmarks and performance criteria in the Common Core State Standards.

Consistent with the LCMCS mission and Montessori Method best practices, student assessment at LCMCS focuses on the whole child, and progress reports are created to address the areas of intellectual/academic achievement, social, emotional and physical development, as well as the development of the student as a citizen within the classroom community.

A. Internal (teacher/student directed) assessments and reporting:

On Line Record Keeping System: This year, each Primary and Elementary Teacher began using Transparent Classroom, an on-line record keeping program for keeping records daily of lessons given and planning lessons. This program lists in order of progression all Montessori lessons. It is used for communicating with parents and generating progress reports. Additionally, it lists the CCSS standards for Math and ELA and the lessons they map with in the Montessori curriculum.

Montessori materials: materials are comprehensive, specific to skill-building, do not need additional support from other sources, and the skills test is included in the materials

Student daily work journals: regular review by instructors and consultation with student to determine next steps and progress made

Student work portfolios: shows evidence of progress over time

Observation of evidence of student work: each staff member is trained in scientific observation/analysis of student progress, and uses observation to inform planning student work

Progress reports: trimester reporting on academic and other benchmark areas such as social development, given to parents and added to permanent student record

Parent Conferences: two times per year, more upon request

B. External assessments:

easyCBM reading and math assessments: Lewis & Clark has now increased the accuracy of reports with CBM by standardizing the timing of and method by which the assessments take place. All students are assessed in fall, winter, and spring, and more frequently for students experiencing difficulty. The CBMs track individual student progress over time, compared with the student's own learning, rather than with a group. The assessments and data are accumulative, comparative, and predictive, increasing the educator's ability to address areas of challenge in the early stages. The reports show that our students are progressing during the year, as well as in gaining skills and understanding year by year. We also use them to create more effective intervention plans and track response to interventions for individual students. Please see Appendix A for a summary of year to date CBM scores.

Smarter Balanced/OAKS: Third through eighth grade students participated in the state required reading and math testing. The fifth and eighth grade students also took the science test during the 2016-17 school year. Test Administrators were trained by the GBSD assessment staff, and a computer lab of 30+ stations was created during the testing

window. All students were fully instructed in computer technology (logging over 3,700 student hours of tech prep alone), and were given ample opportunity to practice before the test (over 600 student hours). This proved to be a challenging task as the Montessori environment limits the access to computer technology. Allowable accommodations were attended to in a supportive group testing atmosphere.

The summary of scores for 2016-17 are included in the PSU/CSS report, and not repeated here. While the scores continue to appear low in comparison to the GBSD and State scores, consideration must be given to the difference in educational method and delivery. Montessori education has been proven to address every area of the Common Core Standards, but builds comprehension and understanding from the concrete to the abstract, as the brain develops. In this way, the student learns the concepts first, and then moves on to application and specific memorization.

Lewis & Clark understands the importance of the OAKS testing, and spent (as always) considerable financial resources, time, and effort in preparing the students for the test, as well as messaging the importance of participation to the parent community. These efforts were largely responsible for the jump in participation from a low of 61+% in 2014-15, when our families expressed their distrust of the new instrument by opting out in record numbers, to a nearly-respectable 95.5% in 2016-17. We will continue these efforts to increase participation, as standardized testing will be a part of our educational system for some time to come, and the value of understanding not just content but how to take a test such as this cannot be understated. Below are a few of the Indicators present in the most recent CSS Report and an addressment to the findings.

Indicator 1: State and Federal Accountability – LCMCS focuses efforts on improving student performance and growth in ELA and Math by creating SLG's in writing, reading and mathematics well matched with Montessori Materials. Additional, as children enter Upper Elementary and Middle School levels, resources are accessed to help children practice at transferring their conceptual knowledge into symbolic representational problem solving. Please see graph comparing 2016 & 2017 results in terms of percentages of students meeting or exceeding proficiency.

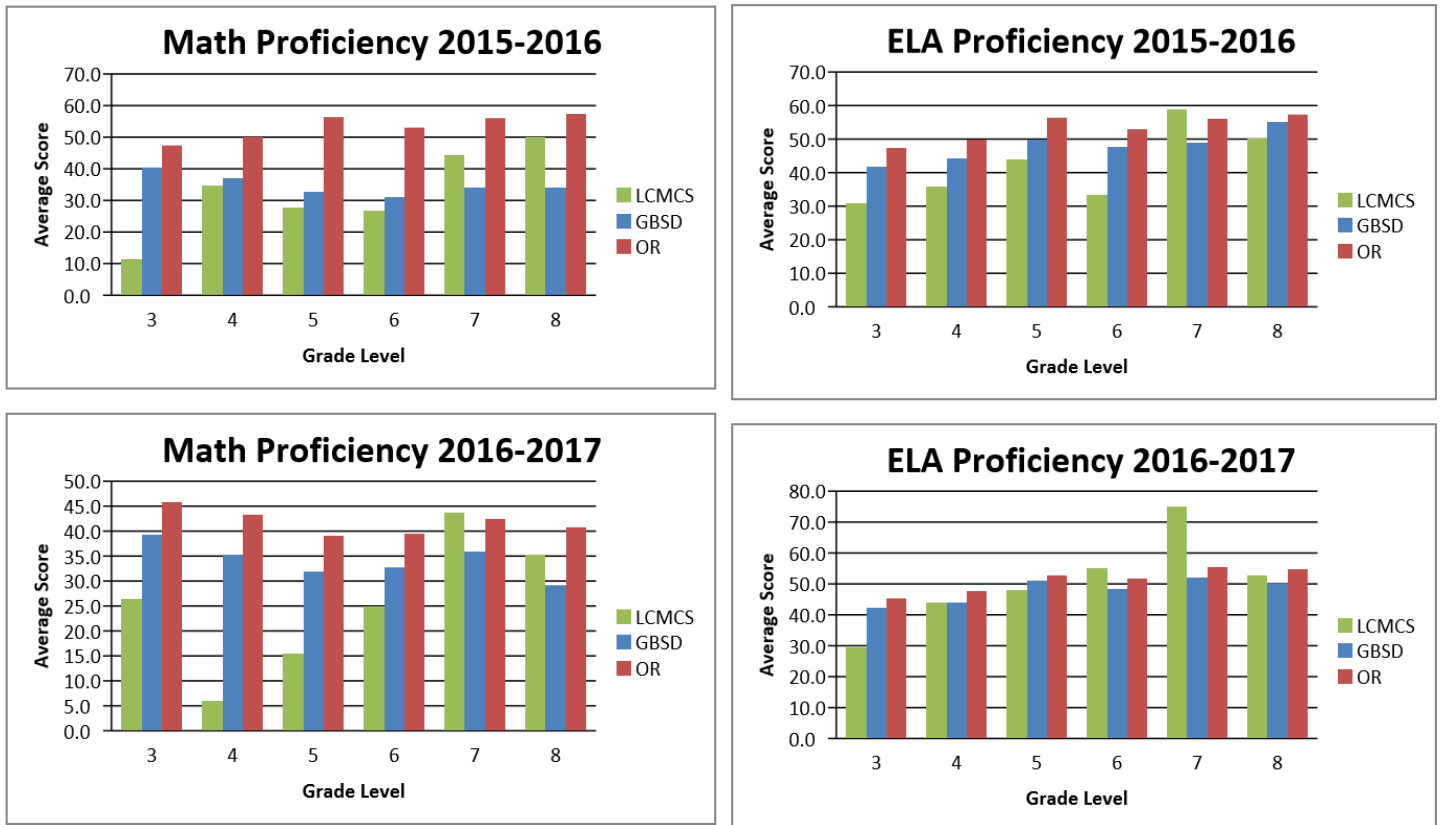
Indicator 4: Student Academic Growth by Subgroups – It is our goal to continue developing better communication systems with GBSD and ODE to reflect with more accuracy the students in each subgroup. Additionally, it's interventions and programs to help learners in all subgroups is increasingly being addressed through a Reading Support Specialist and staff hired to assist students identified as needing remedial work in basic skills and by working with our student support specialists and GBSD Special Educators to implement accommodations in the classroom.

Indicator 6: Mission and Key Design Element – LCMCS has met expectations according to the Charter contract by exceeding the 95% student participation in statewide testing for the 2016-17 year. We are currently developing a Community Survey that allows for measurement of satisfaction from year-to-year by agreeing on consistent questions and ratings. This will be put in place in the Spring of 2017-18.

Indicator 8: Governance and Reporting – The Director of Education will supply the Chair of the Board with information for incorporating the components of Oregon's Educator Effectiveness System for Administrators to include the Executive Director in the evaluation processes.

Indicator 10: School Environment – LCMCS is creating an addition to the Student and Family Handbook which provides information about immunization requirements and emergency preparedness.

The graphs below best reflect the gradual growth within a Montessori program and allows students to leave as 8th graders at a higher level than those of their traditionally educated peers within the same school district and more reflective of the state as a whole. (ODE Assessment Group Reports)



V. PERSONNEL AND CREDENTIALING

LCMCS makes best use of its resources to develop and support professional, effective, and well-trained staff. Teaching staff and administration are all either Oregon licensed or have TSPC Charter School Registry and endorsement for the level and subject they teach.

A. Administrative Staff

The Executive Director is hired by the LCMCS Board to guide the school toward fulfilling its vision, and to oversee whole school development. A Montessori-trained and state-licensed Director of Education manages the educational program, student services, curriculum and student evaluation, and teacher evaluation roles conventionally served by a school principal. LCMCS contracts with individuals and businesses providing services such as IT, professional development, printing, equipment repair.

B. Teaching Staff, Training and Licensure

Maintaining the highest standards of education for our students, faculty, and staff is vital to the success of our school. LCMCS provides opportunities for our teachers to participate in on-site faculty and staff training, and network with Montessori educators throughout the region via Oregon Montessori Association and Montessori-NW Training Institute.

All classrooms have a lead teacher and an educational assistant. In 2016-17, a full 75% of lead teachers and administrators held MA-level diplomas, and all LCMCS classroom assistants are Montessori-trained or have the benefit of Montessori continuing education opportunities.

C. Evaluation and Professional Development

Staff evaluation is an ongoing activity at LCMCS as a part of our philosophy of being a community of continuous improvement. Formal and informal observations, goal-setting, and evaluation happens throughout the year for all staff.

To meet the requirements of HB 2186, Lewis & Clark leaders worked in collaboration with other Montessori charter schools in the state to create a rubric that assists with professional improvement plans and is consistent with Montessori values and practices. With technical assistance from ODE, and reference to GBSD rubric models, LCMCS has a new evaluative tool that meets ODE requirements.

VI. PROGRAM AND CURRICULUM DEVELOPMENT

A. School-wide Development

At LCMCS, we are committed to the beliefs of Dr. Maria Montessori that children enjoy and need periods of long concentration by providing this authentic environment within the framework of a conventional education model. While maintaining these high standards may pose some challenges, our students, staff and community continue to navigate these waters with immense success. Listed are a highlight of the program development goals for 2016-17:

- Third graduating class of 8th grade students.
- Intramural cross-country team
- Increased participation in music at all levels, including vocal and instrumental performances
- Increased participation in service learning activities, as well as student civic involvement
- Increased emphasis on world language and cultural experiences at all levels
- Student drama productions and student art exhibits
- Increased emphasis on personal health and fitness, human growth and development
- Direct instruction on positive social skills, compassionate communication, and student assertiveness training
- Overnight study trips to natural and cultural locations, ranging from 1 to 5 nights
- Outdoor environmental education



B. The Montessori Adolescent Corps of Discovery

The Lewis & Clark Montessori Adolescent Corps (MAC) opened its doors in 2013. In 2016-17, the MAC program included 7th and 8th grades, with a total of 53 students. June of 2015 saw the first graduating class of ten 8th grade students from LCMCS, 8 more graduated in June 2016 and 20 more graduated in June of 2017. Most of the students had been with the school from the early elementary grades. The students and families researched area high schools and have chosen to attend Gresham High, Barlow High, Sandy High, Cleveland High, and the Springwater High School, as well as the Milwaukie Academy of the Arts. The students have all been frequent visitors to LCMCS events in throughout the school year, and the parents and students alike report a successful transition to high school from LCMCS. Families report that our graduates are fully engaged in AP classes, sports, drama, music, arts, and other clubs in their chosen schools. They are meeting academic success, with a reported 4.0 GPA for all 10 of the first grads, and likewise after the first 12 weeks for those 8 who graduated in 2016 and 20 in 2017.

The students themselves have stated that they felt very prepared for high school, after some time of getting lost in the much larger buildings at first, and in fact felt they have a comparatively higher level of preparation both academically and socially than their peers: one former LCMCS student opined that “most of the other kids at my high school really could have benefited from a Montessori education” because she noted fellow students from other middle schools had a harder time adjusting to high school. A parent of another LCMCS graduate stated that her son “often gets mistaken for an older student because of his level of self-confidence”. Another parent reports that watching her oldest daughter adjust so easily to high school has made her once again glad that she chose Montessori for all her children. We will continue to track our graduates and report on their successes and challenges as time goes on.

C. Delivery of Special Education Services

The demand for Special Services continues to increase with growth in enrollment. Recognition gained in a positive, global outlook found in the Montessori approach, acceptance of those students with exceptions continues to increase. By providing a Special Services Team, GBSD continues the collaboration with LCMCS to provide an increased learning experience for these students. At the end of the 2016-17 school year, 25% of our student body were in the SAT process many have qualified for 504 Plan interventions or receiving direct IEP services. By creating a pre-referral process for identifying students with exceptions, to include modifications typically found in a Montessori classroom, this joint effort with SpEd continues to allow teachers to be more effective in identifying and referring students for SAT interventions.

As families continue to seek alternative education sources such as Montessori, the sub sequential need for increased staffing has become imperative. We will continue to work directly with those proper channels to increase hours filled by GBSD while internally devoting as many resources as our funds will allow.

VII. FISCAL MANAGEMENT AND FINANCIAL STABILITY

An analysis of the governmental fund financial statements shows the following (source Pauly Rogers 2017):

General fund ending balance as of June 30, 2017, was \$102,373, a change downward of \$21,254 from last year that can be attributed to increase in staff, associated salaries and subsequent PERS contributions. The School is committed to budgeting conservatively, projecting ADM from expected enrollment, and other fee-based program revenue from prior years' history. The school recognizes that a certain dependence on alternate revenue streams will be a constant. Funds from donations or fund-raising events are considered operational capital and are not, generally, targeted toward specific objectives. Grant funds are designated toward the specific program the grant is written for, and per the requirements of the grantor(s).

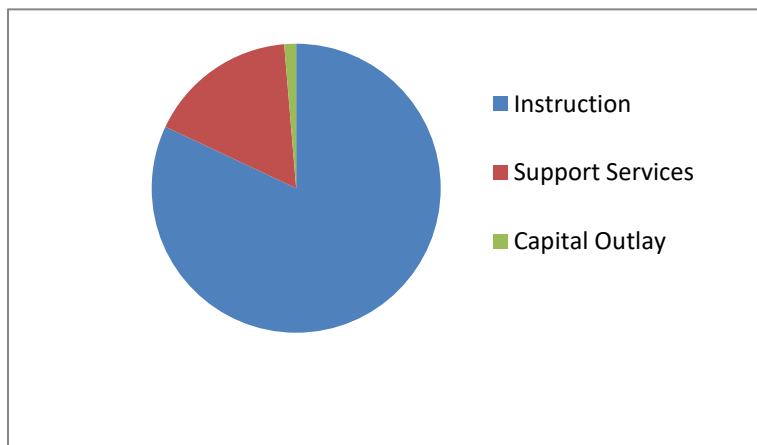
Fiscal year 2016-2017 started with a modest fund balance of \$123,627, cash balance of \$189,802 and \$1,878 in uncleared payables. The more stream-lined budget, continued increase in enrollment and facilities produced the second consecutive profit over the previous Fiscal Year.

New administrative positions were created for 2016-2017. A full-time Finance Manager and Three-Quarter-time Development Manager were hired to focus on Annual Fund growth and management for the daily financial operations of the School. These additions have lessened the overall burden of other Administrative staff and have stream-lined the development and financial operations.

Children's House and the Montessori Adolescent Corps (MAC) program grew substantially in 2016-2017, resulting in increased revenue and the addition of teaching staff. The tuition for Children's House was increased, along with Resource Fees for MAC Students. A loan with Pacific Continental Bank was repaid at the end of the year resulting in a normal fiscal year and daily operational liabilities that include salaries, taxes and PERS. With the continuing financial gains under its belt, Lewis & Clark Montessori will continue to add funds to program development for 2017-2018.

With income of \$ 2,059,275 from the State Education Fund, and \$ 645,961 from local sources (fee-based programs, donations, grants, etc), the school had a total revenue of \$ 2,705,236 for 2016-17 (net \$ 102,373). Expenditures for all accounts totaled \$ 2,684,881, detailed per category below:

Detail of expenditures, per the financial audit conducted 2016 by Pauly Rogers and Co, PC



Expenses	Dollar Amt	% Budget
Instruction	\$ 2,201,313	82%
Support Services	\$ 447,975	17%
Capital Outlay	\$ 35,593	1%
Total	\$ 2,684,881	100%

VIII. FACILITIES, SAFETY AND OPERATIONS

A. Facilities

The Board of Directors, school leadership and our supporting community are all working toward the goal of a permanent school facility. Enrollment growth and increased programs are dedicated to serving a variety of school and community needs. Various Board Committees vigorously work to help make these goals a reality.

While our ultimate objective is in securing our own facility, accommodations at DCES has allowed us to continue our vigorous growth. This positive impact is not only seen as improvements in school program, but in adhering to the budget.

The positive relationship with GBSD continues as LCMCS staff works with District Facilities to make sure that we maintain DCES as if it were our own. Our team is always open to accommodate District needs for meeting space and other program needs. LCMCS continues to have the highest Energy Star rating among GBSD schools.

B. Food Program

LCMCS continues to provide healthy, wholesome, and locally-sourced foods. Using as much local and organically grown produce and responsibly-raised meats, and with as little reliance on pre-packaged foods as possible, the LCMCS kitchen turns out over 400 delicious, healthy meals each day. We are active in the Farm to School movement, recipients of grant money and presenting at the annual conference. With upwards of 33% of our students on the NSLP Free and Reduced lunch program, the snacks and lunch served at school constitute an important component of a student's school experience. The kitchen has become central to nutritional learning, as well as providing a place for practical application of chemistry, math, and economics. For many, this is a small food revolution, and the community has responded with support for the food program, citing it as one of the aspects of the school they value most.



C. Transportation

The partnership with GBSD to provide transportation for our students through First Student bus service continues to prove highly beneficial. For well over half of LCMCS families, the bus service makes the difference between their child(ren) being able to attend the school and having to look elsewhere for an alternative. The bus service is an asset to the school, and we are both happy and grateful to be able to provide this for our families.



D. School Safety

LCMCS strives in every way to ensure to the best of our ability that our students feel safe and secure. We train staff and students in procedures for emergency drills. In addition, lock down and lock in protocols have been a part of classroom discussions and practices were adhered to at all levels. School leadership began an ongoing discussion on improvement in this area, and in fall of 2015 created a Safety and Security Committee, which continues to work with experts in the field to create comprehensive safety planning. Staff and students have also been trained in the Standard Response Protocols that GBSD has adopted, and the school has established its own post-event

meeting site and community reunification plan. Emergency preparedness for natural disasters is also underway against storms, earthquakes, or other incidents that may necessitate extended stays at school.

School personnel have worked with the County and law enforcement to increase safety along the roadway during arrival and departure times. Traffic flow in the parking lot, which has often been a difficulty, has come under the school's scrutiny and alternate solutions adopted for greater safety. Volunteers and staff assist with traffic flow and student movements to increase safety during these times.



For personal and emotional safety of staff and students, the school takes a multi-faceted approach. Part and parcel of Montessori education is what in other school environments is often called “bullying prevention”. At LCMCS, we view this more as constant and ongoing social skill-building, including assertiveness skills, as well as one-on-one and small group interventions with students who are having trouble in positive social relations. We involve parents in these interventions, often creating a behavioral plan that can be implemented at home and in other environments, as well as followed at school. Students also participate in assertiveness training, in nonviolent communication training, and in mentoring other students toward more positive behaviors.

IX. LCMCS LEADERSHIP AND PLANNING

Lewis and Clark’s Board of Directors worked toward building an effective and responsive governance board throughout 2016-17.

After successfully meeting the immediate financial challenge of the previous year, the board’s focus during 2016-17 was on enhancing its fiscal oversight and developing more effective communication and planning tools to meet the board’s obligations. During the year the board and administration received several trainings from the Non-Profit Association of Oregon. These sessions helped identify areas of improvement and spurred changes in board practice.

The finance committee worked closely with administration to regularly review the monthly financials and assess key performance indicators. The board worked on establishing norms of behavior, including clear and respectful communication. The board also identified, recruited, and elected for the next fiscal year new members who will bring a broad variety of skills and experience to the board.

While these changes were not without their difficulties, the result was a very successful year fiscally, with solid groundwork established for the board and organization to move forward.

The 2016-17 LCMCS Board membership:

Pam Harkin, Board Chair
 Matthew Lee, Secretary
 Brian Pasko, Treasurer
 April Geiger, Vice Chair
 Julia Tomes, Director
 Melissa Harbert, Executive Director, Ex-officio member

X. CONCLUSION

LCMCS has closed its successful 9th year of operation. Leadership accepted responsibility for fostering a culture of continuous improvement in all areas of program and operations, and will continue to seek better ways of serving our community – children, families, staff, and all other stakeholders, including GBSD. In meeting this challenge, leadership is instituting changes that will enable LCMCS to thrive. We are grateful for the community’s support.

Appendix A: easyCBM scores

All students in grades 3-8 are assessed in the following benchmark measures at each of the three assessment periods (Fall, Winter, Spring):

Passage Reading Fluency – *measures fluency of words read in context.*

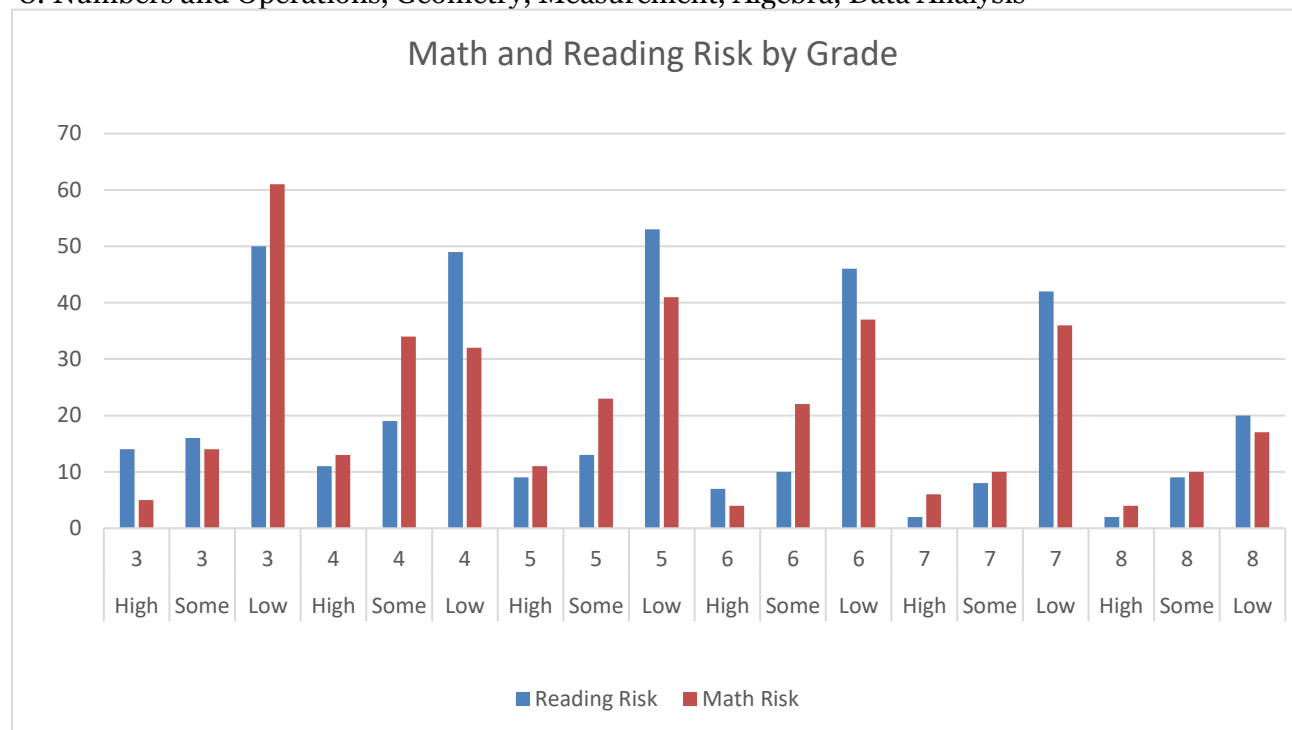
Vocabulary – *measures vocabulary proficiency for a student’s grade level.*

Reading Comprehension – *measures student comprehension of written text at varying levels of complexity (e.g., literal, inferential, evaluative)*

Math Measure – *“The general math benchmark measures are a 45-item math test covering all three National Council for the Teachers of Mathematics (NCTM) focal point standards for a specific grade level.”*

Math Focal Areas by Grade:

- 3: Numbers and Operations, Geometry, Algebra
- 4: Numbers and Operations, Measurement, Algebra
- 5: Numbers and Operations, Geometry, Measurement, Algebra
- 6: Numbers and Operations, Algebra, Ratios
- 7: Numbers and Operations, Geometry, Measurement, Algebra
- 8: Numbers and Operations, Geometry, Measurement, Algebra, Data Analysis





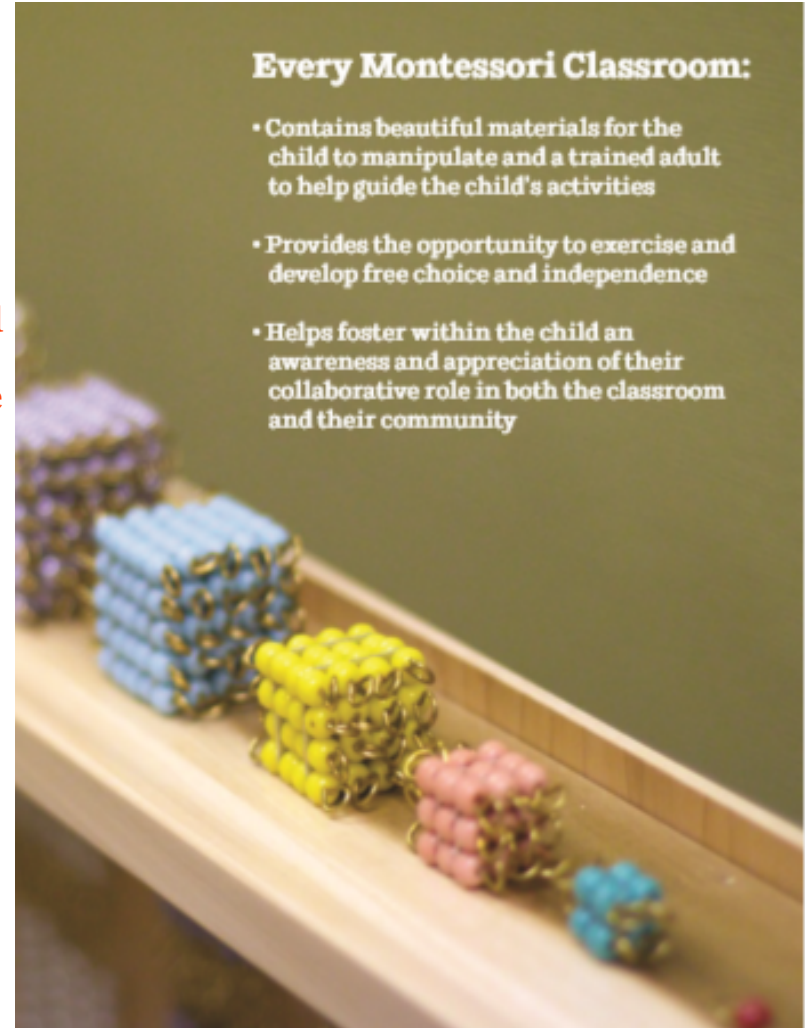
What is Montessori Education?

Montessori is a method of education that is based on self-directed activity, hands-on learning and collaborative play. In Montessori classrooms children make creative choices in their learning, while the classroom and the teacher offer age-appropriate activities to guide the process. Children work in groups and individually to discover and explore knowledge of the world and to develop their maximum potential.



Every Montessori Classroom:

- Contains beautiful materials for the child to manipulate and a trained adult to help guide the child's activities
- Provides the opportunity to exercise and develop free choice and independence
- Helps foster within the child an awareness and appreciation of their collaborative role in both the classroom and their community





Who was Maria Montessori?

Maria Montessori (1870-1952) was an Italian physician and anthropologist who devoted her life to understanding how children develop socially, intellectually, physically, and spiritually. By carefully observing children all over the world, she discovered universal patterns of development that are found in all children regardless of culture or the era in which they live.

In 1907, Dr. Montessori was given the responsibility of caring for a group of children in Rome's San Lorenzo slum district. She began to see the importance of a positive, nurturing environment that changes with the developmental needs of the child. Over the next several decades she crafted an educational method in response to her observations.

"To stimulate life, leaving it free, however, to unfold itself--that is the first duty of the educator." - Maria Montessori





LEWIS & CLARK
MONTESSORI CHARTER SCHOOL

The Classroom

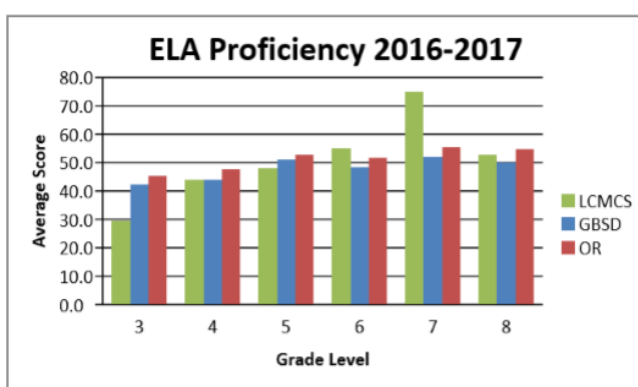
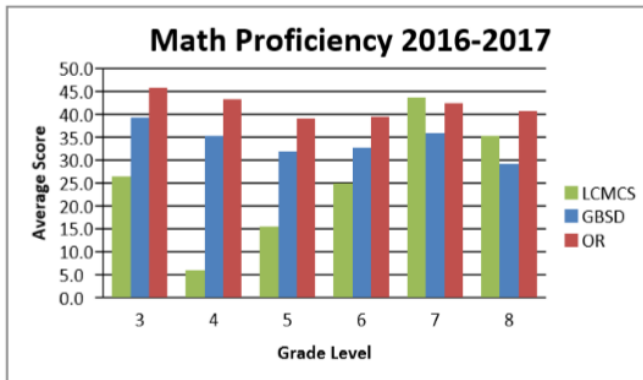
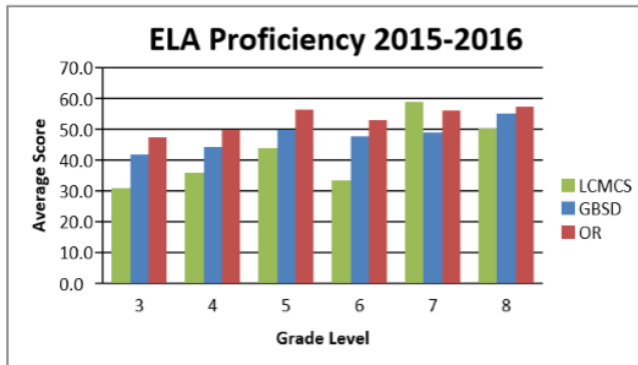
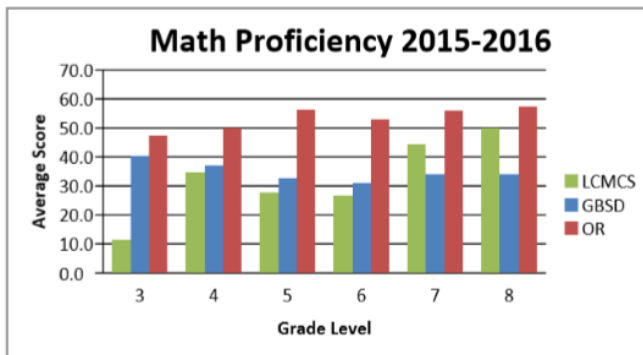
The Montessori primary classroom serves children aged three to six years. Dr. Montessori observed that children of this age prefer individual work in the company of others. This is characterized by focused concentration when manipulating materials. The child effortlessly absorbs all the aspects of the environment and surrounding culture. This helps to craft the emerging personality whose foundations set the stage for later social, emotional, and intellectual exploration.



Goals of the Classroom:

- Foster the growth of independence, task persistence, and self-regulation
- Support social development through respectful, clear communication, and safe natural consequences
- Provide a large variety of activities for the control and coordination of movement, refinement of sensorial perception, and development of both literacy and mathematical understanding
- Offer opportunities for imaginative exploration leading to confident, creative self-expression

This is Montessori



PRESENTATION

LCMCS Annual Report for 2016-17

February 1, 2018



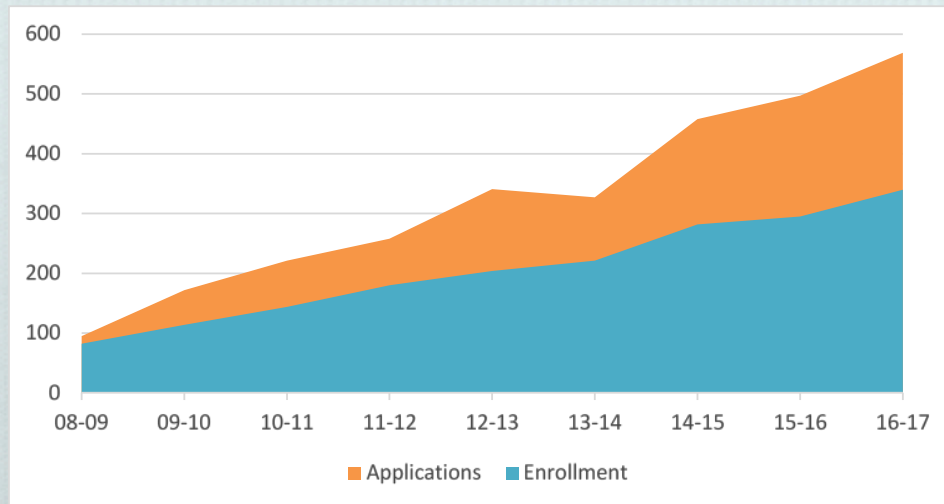
PRESENTATION

Who We Are: A Diverse Community



PRESENTATION

LCMCS: Some Statistics



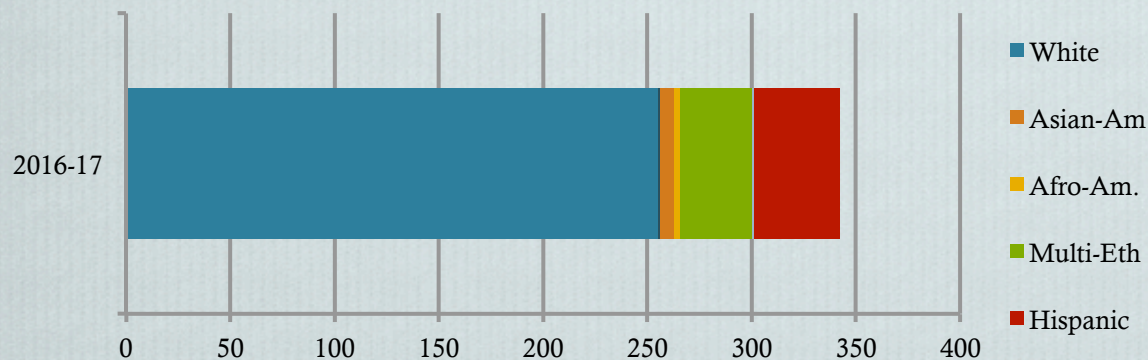
Apply Enroll

2008-09	95	82
2009-10	172	114
2010-11	221	144
2011-12	258	180
2012-13	341	204
2013-14	327	221
2014-15	458	282
2015-16	497	295
2016-17	569	340



Applications surpass spaces available by over 40%

25% of students receive special services



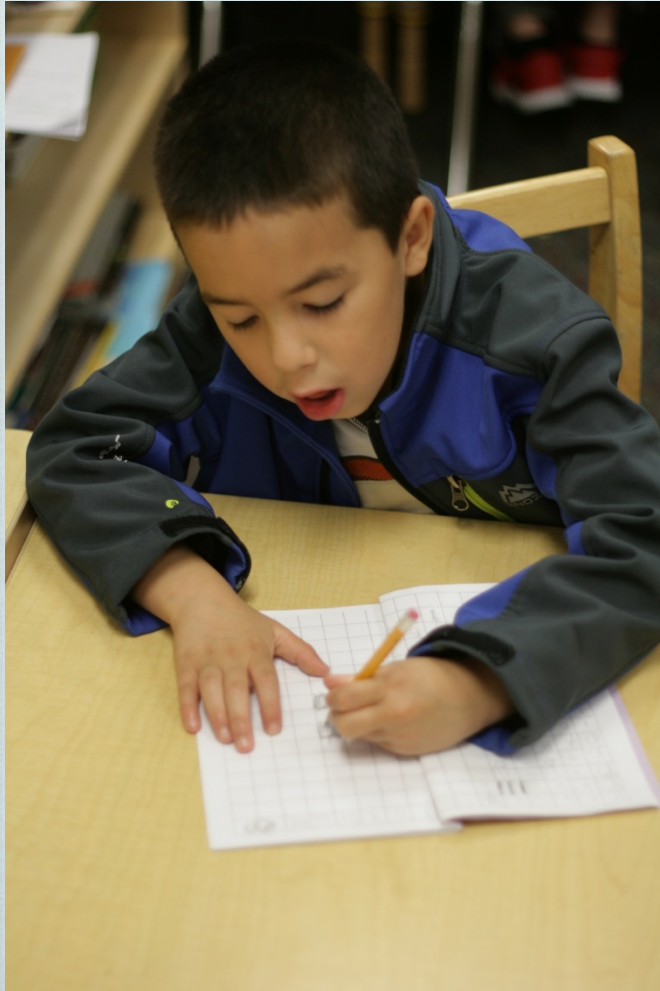
3% of students are eligible for NSLP free- and reduced-lunch

25% of LCMCS students report non-white ethnic backgrounds

LCMCS draws students from 14 different school districts

PRESENTATION

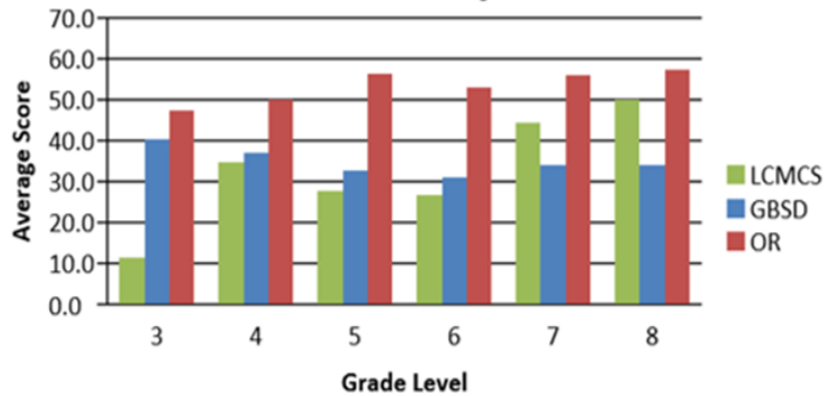
Assessing Progress



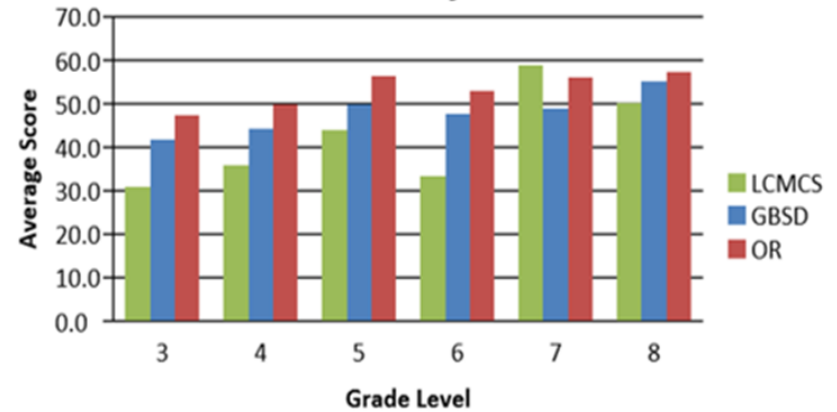
PRESENTATION

SBAC

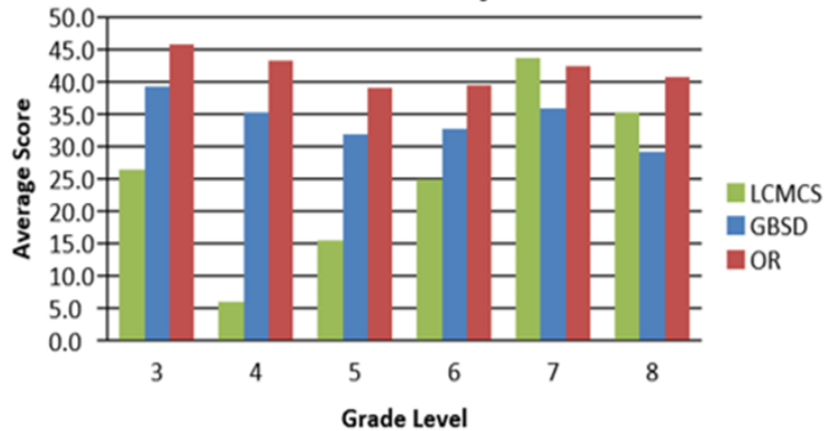
Math Proficiency 2015-2016



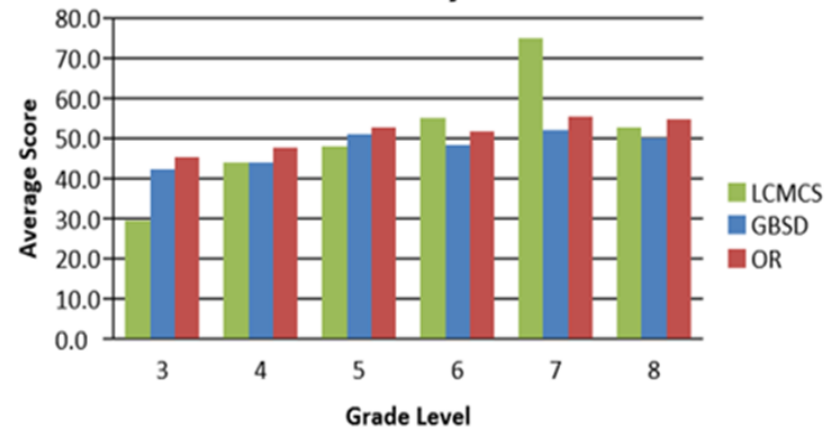
ELA Proficiency 2015-2016



Math Proficiency 2016-2017



ELA Proficiency 2016-2017



PRESENTATION

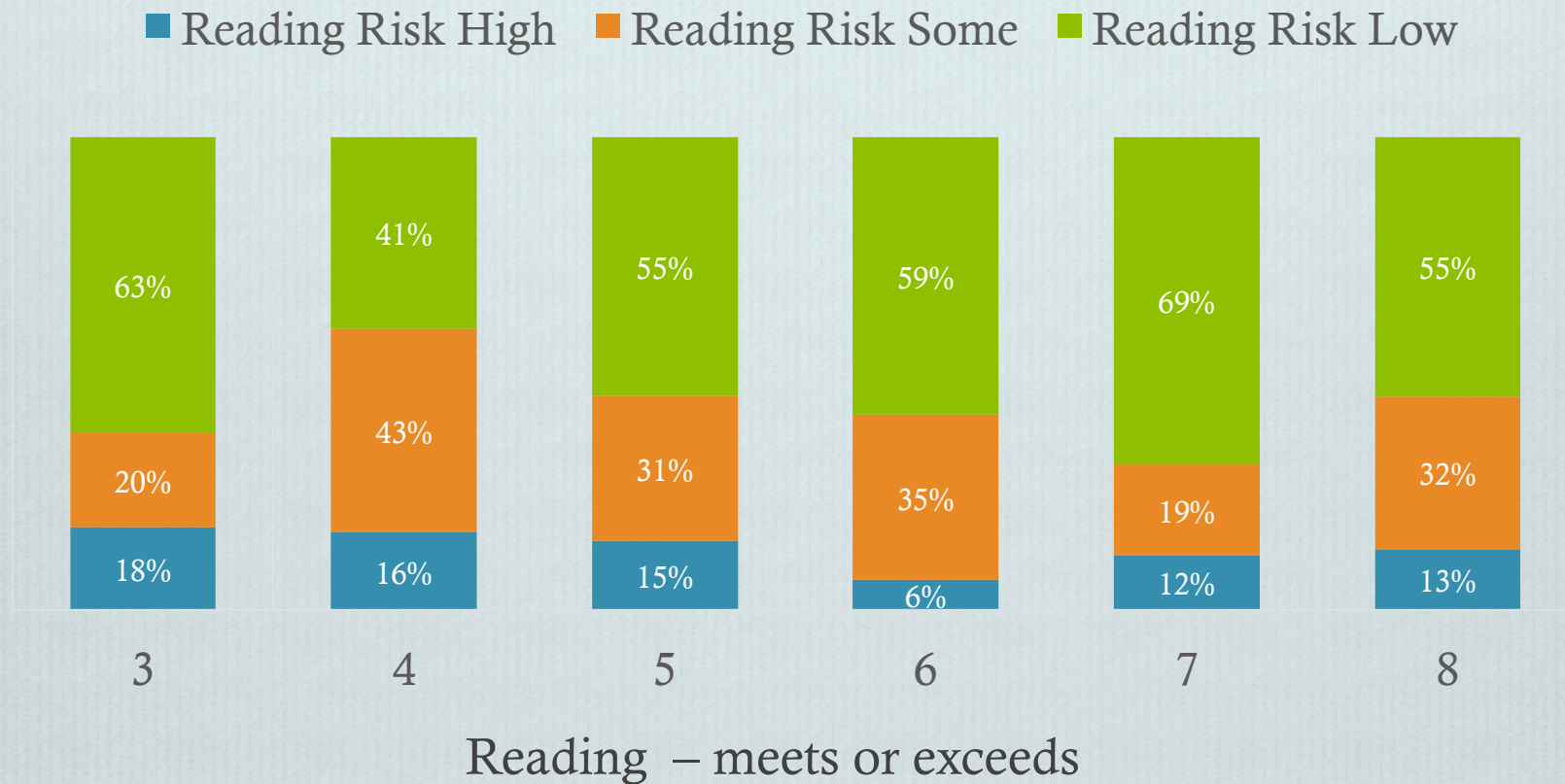
Math at LCMCS



PRESENTATION

Assessment Tools: Easy CBM

READING APTITUDE BY GRADE



PRESENTATION

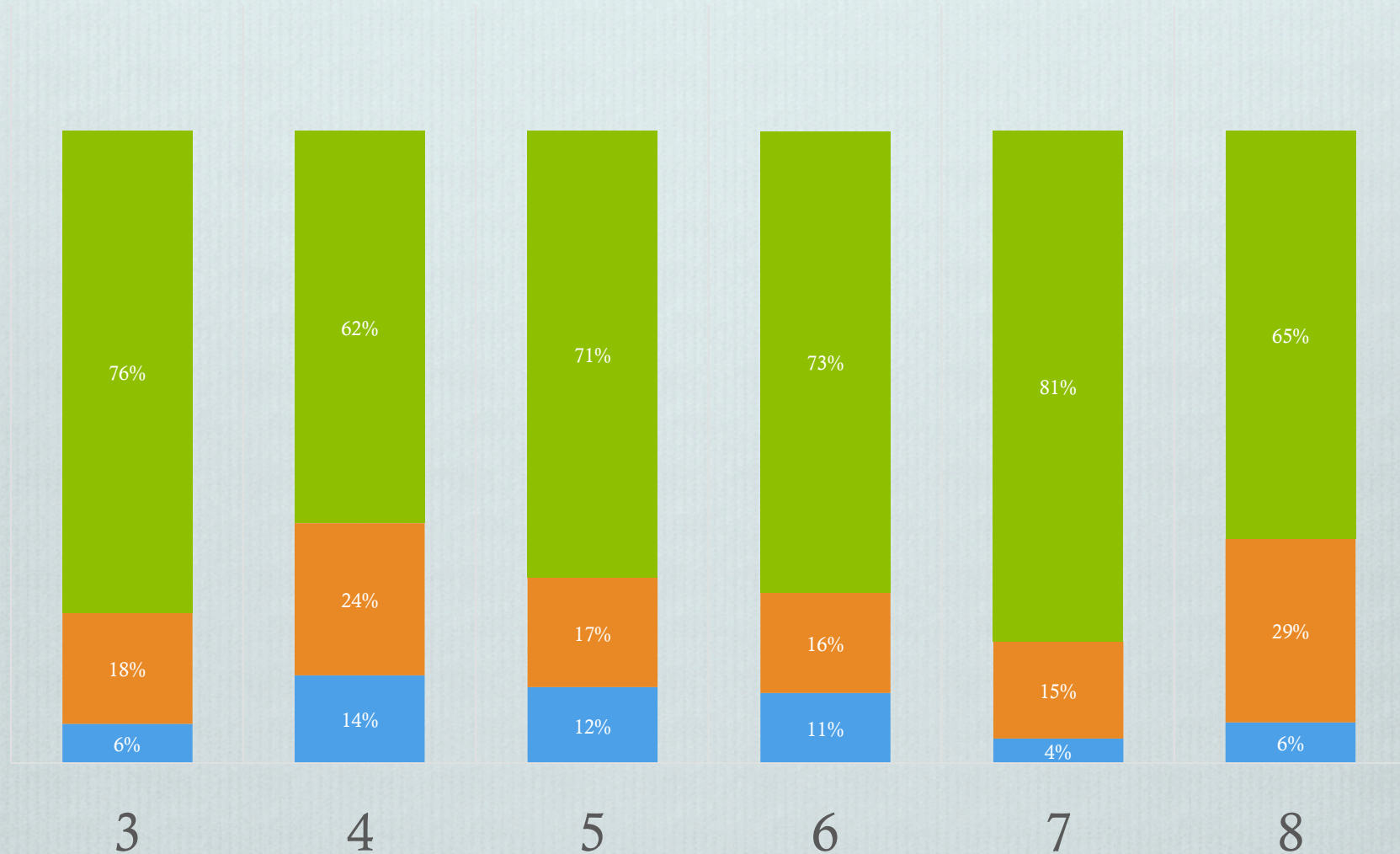
Language Arts



PRESENTATION

MATH APTITUDE BY GRADE

■ Math Risk High ■ Math Risk Some ■ Math Risk Low



PRESENTATION

Middle School and Beyond

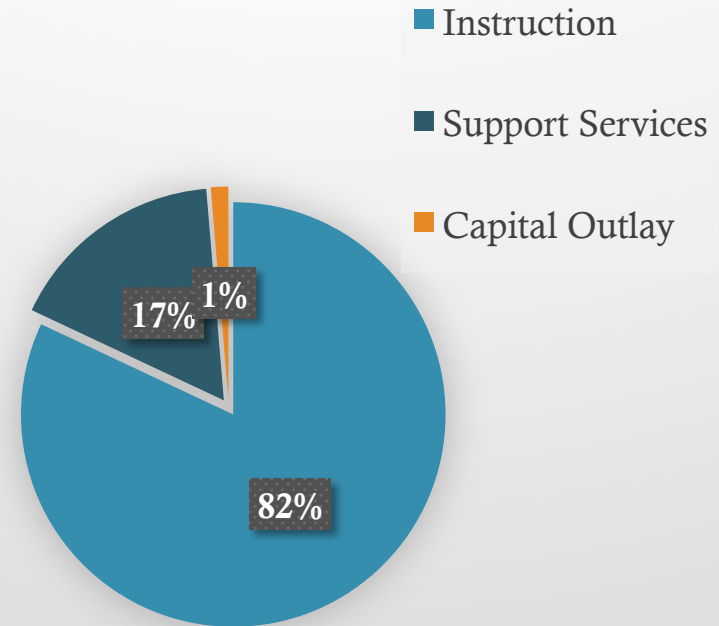
June 2017: Third graduating class of 8th graders

- ❖ All grads have chosen public high schools to attend in the area
- ❖ Students and parents are reporting high level of academic and social preparation for HS
- ❖ All 4.0 for Freshman year.
- ❖ Great Ability to Handle Workload & Manage time
- ❖ Keeping in touch, coming to LCMCS for events
- ❖ Highly involved in AP classes, sports, drama, music, and clubs
- ❖ Strong self-confidence in starting HS



2016-17 Financial Strategies

- Continued enrollment increase
- More stream-line budget
- Meet development goals
- Develop alternative revenue streams
- Robust financial oversight
- Re-fund program with net gains
- Move forward with success



Expenses	Dollar Amt	% Budget
Instruction	\$ 2,201,313	82%
Support Service	\$ 447,975	17%
Capital Outlay	\$ 35,593	1%
Total	\$ 2,165,546	100%

PRESENTATION



Thank you!

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
John Hartsock

DATE: February 1, 2018

RE: No. 8 – Superintendent Evaluation Committee Minutes of January 11, 2018

EXPLANATION: The Superintendent Evaluation Committee held a meeting on January 11, 2018 at the Gresham-Barlow School District administration office. Minutes of that meeting are included with this summary.

The Superintendent Evaluation Committee is an advisory committee appointed by the Gresham-Barlow School District Board of Directors to develop a plan for evaluation of the superintendent and coordinate the process.

PRESENTER: John Hartsock

SUPPLEMENTARY
MATERIALS: Minutes of the January 11, 2018 meeting of the Superintendent Evaluation Committee

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

JH:sa

Superintendent Evaluation Committee Meeting Minutes January 11, 2018

Present: Sharon Garner, John Hartsock, Board Members
Location: Gresham-Barlow School District administration office
1331 NW Eastman Parkway, Gresham, OR 97030

The meeting was convened on January 11, 2018 at 10:00AM. The committee went into executive session in accordance with ORS 193.660 (2) (i) evaluation of the chief executive officer.

The following items were discussed:

The committee reviewed the survey results from the Board, district leadership team, and building principals. They developed a summary of those results for discussion with the full Board at the January 18, 2018 Board Work Session.

Having no further business, the meeting ended at 11:00AM.

The next Superintendent Evaluation Committee meeting will tentatively be held on February 1, 2018 at 5:00PM at the district office to review the evaluation summary for presentation to the Board at the February 9, 2018 Board retreat.

Submitted by: John Hartsock

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: February 1, 2018

RE: No. 9 – Policy Review Committee Minutes of January 16, 2018

EXPLANATION: The most recent Policy Review Committee meeting was held on January 16, 2018, at the Gresham-Barlow School District administration office. Minutes of that meeting are included with this summary.

The Policy Review Committee is an advisory committee appointed by the Gresham-Barlow School District Board of Directors to review proposed policy updates, and advance recommendations to the board to ensure that policies are current with legislative requirements and district practice.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: Minutes of the January 16, 2018, Policy Review Committee meeting

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

TK:sa

GRESHAM-BARLOW SCHOOL DISTRICT

Policy Review Committee Meeting Minutes January 16, 2018

The meeting began at 8:05 a.m. on January 16, 2018 at the Gresham-Barlow School District administration office, 1331 NW Eastman Parkway, Gresham, Oregon.

Policy Review Committee members in attendance were Blake Petersen, John Hartsock, and Kris Howatt, school board members, and Teresa Ketelsen, deputy superintendent.

Revisions to the following policies were discussed and will be presented to the Board as a first reading during the February 22, 2018 work session:

Policy	Title
GBMA	Whistleblower
GCA	License Requirements
IGBA	Students with Disabilities – Child Identification Procedures
IGBAH	Special Education – Evaluation Procedures
IKF	Graduation Requirements
IKFB	Graduation Exercises
JEA	Compulsory Attendance
JECA	Admission of Resident Students
JFCG/JFCH/JFCI	Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems
JGAB	Use of Restraint and Seclusion
JHCD/JHCDA	Prescription and Nonprescription Medication (Delete)
JHCD/JHCDA	Medications (Proposed)
KI	Public Solicitation in District Facilities
KL	Public Complaints

The following policies were discussed, but more information or a work group to look further into the recommended changes is needed before they are brought to the Board for a first reading.

Policy	Title
GCDG/GDDA	Criminal Records Checks and Fingerprinting
GCN/GDN	Evaluation of Staff

The meeting ended at 9:50 am.

Submitted by: Teresa Ketelsen

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: February 1, 2018

RE: No. 10 – Bond: Communications Equipment

EXPLANATION: As a part of the 2016 Capital Construction Bond, the district outlined communication needs throughout the district. Both radio and repeater systems were considered as a part of the plan.

The administration worked with Day Wireless to develop a comprehensive plan for emergency communication throughout the district. The plan and corresponding equipment purchase was reviewed by the district's security consultant, New Dawn Security and is a significant improvement for emergency and overall communication. Additionally, the administration worked with management from First Student to look at ways to improve communications with our bus fleet. While not a part of the board action tonight, the same radios and repeaters used in the district will be acquired by First Student. This will allow direct communications and a coordinated system that has not been available in the past.

The administration intends to procure the equipment based on a state cooperative purchasing program.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: The administration recommends the board authorize communication equipment purchases that will meet the needs of the district in enhancing communication capabilities throughout the district at an amount not-to-exceed \$300,000 which is the budgeted amount as a part of the 2016 Capital Construction Bond.

REQUESTED ACTION: Move to approve communication equipment purchases from Day Wireless with a not-to-exceed amount of \$300,000.

MS:mkh:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: February 1, 2018

RE: No. 11 – Bond: Low Voltage Specifications, Procurement and Project Management

EXPLANATION: As a part of the 2016 capital construction bond, the administration needs coordination of structured cabling projects, specifications and procurement for the East Gresham and North Gresham replacement schools as well as the addition/remodel work at Gresham High School and Sam Barlow High School.

The scope of work for this service includes:

- 1) Project coordination
- 2) Appropriate drawings for installation
- 3) Development and coordination of procurement
- 4) Project management including inspections through final acceptance

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: Based on peer review and assistance in developing standards for the district, the administration recommends procurement of the above identified services from NIS Consulting using an existing contract through a state cooperative purchasing process.

REQUESTED ACTION: Move to approve NIS Consulting for structured cabling specification, procurement and project management at an amount not-to-exceed \$250,000 pending successful contract negotiations.

MS:mh:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: February 1, 2018

RE: No. 12 – Bond: Powell Valley Roof Replacement

EXPLANATION: As a part of the 2016 capital construction bond, the administration issued an invitation to bid to replace the roof at Powell Valley Elementary School. The project was advertised on December 8, 2017 and bids were due on January 11, 2018. Work on the roof replacement will begin in the Spring of 2018.

The district received base bids as follows:

Garon Roofing - \$821,000
McDonald & Wetle Roofing - \$682,151
Snyder Roofing - \$899,749

Unit pricing was also provided for anticipated additional repairs for gutters, plywood sheet replacement, and insulation.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: After confirming the scope of work, the administration recommends selection of McDonald & Wetle Roofing.

REQUESTED ACTION: Move to approve McDonald & Wetle Roofing as the lowest responsible bidder, pending successful contract negotiations, at a base bid amount not to exceed \$682,151 and authorize the administration to spend an additional \$35,000 in repairs IF REQUIRED.

MS:mh:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: February 1, 2018

RE: No. 13 – Bond: Furniture Acquisition, Phase 2

EXPLANATION: As part of the 2016 Capital Construction Bond, the district developed a furniture replacement plan for all schools. The plan included different phases of purchasing based on the work being done within the different bond projects, and a sequence of processes to gather information on the needs of each school. Phase 1, led by Julie Evans, was completed during the summer of 2017. Phase 2 includes middle schools in the district. A team including Teresa Ketelsen, deputy superintendent, Terry Taylor, director of facilities, and a furniture expert from Cornerstone Management Group, led this process.

A replacement schedule was developed for the middle schools and delivery is scheduled for August 2018.

A survey of existing furniture and needs were assessed and a committee was established to review furniture options. The committee included Teresa Ketelsen, Terry Taylor, Alan Crapser, Elise Catanese, Matt Grable, Jenni Darby-Lanker, Debbie Wilcox, Matt O'Reilly, Kacie Bund, Cynthia Gordon, Artigas Bonifacio and Amy Nimz. The committee met to review survey data, determine priorities and evaluate furniture provided at the vendor furniture show.

The recommendation tonight reflects the team's top choices in furniture and is within the budgeted bond amount.

PRESENTER: Teresa Ketelsen
Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: The administration recommends the board authorize furniture purchases for middle schools with a not-to-exceed amount of \$2.3 million using the KCDA contract for targeted delivery in August 2018.

REQUESTED ACTION: Move to approve furniture purchases for district middle schools with a not-to-exceed amount of \$2.3 million using the KCDA contract for targeted delivery in August 2018.

MS:mkh:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: February 1, 2018

RE: No. 14 – Audit RFP and Appointment

EXPLANATION: On December 6, 2017 the administration issued a request for proposals for independent auditor services. Proposals were due on January 11, 2018 at 2:00pm.

The administration received proposals from Pauly Rogers and Co., PC and Hanford & Associates, LLC. After reviewing the proposals, it was determined the proposal from Hanford & Associates, LLC was unresponsive based on required submittal information.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None attached, available upon request.

RECOMMENDATION: The administration recommends appointment of Pauly, Rogers and Co., PC as auditor for the district.

REQUESTED ACTION: Move to appoint Pauly, Rogers and Co., PC as district audit firm for fiscal year 2017-2018.

MS:mkh:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: February 1, 2018

RE: No. 15 – Open Enrollment (HB 3681) Application Process

EXPLANATION: This is the seventh year of the Open Enrollment process, set forth by House Bill 3681 in 2011. This bill provides an additional method of school choice for Oregon students.

Through this process, students do not need consent from their resident district to transfer to a non-resident district. Instead, non-resident districts can accept students through an “open enrollment” application process.

Pursuant to the state statutes, the open enrollment period for 2018 - 2019 will only be available to non-resident families from March 1, 2018 through March 31, 2018. Applications received after March 31 will not be considered in the open enrollment process.

The district administration has identified proposed grade slots to make available through Open Enrollment for the 2018-2019 school year, by school and grade level. If more applications are received than slots available, there will be a lottery drawing on the first business day in April. Students accepted through Open Enrollment are approved through their graduation year.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: Proposed 2018-2019 Grade and School Slots Offered

RECOMMENDATION: The administration recommends the board review the open enrollment list of available slots for the 2018 - 2019 school year, as presented.

REQUESTED ACTION: Move to accept the Gresham-Barlow School District Open Enrollment 2018 - 2019 Grade and School Slots, as presented.

TK:pkh:sa



GRESHAM-BARLOW SCHOOL DISTRICT
 1331 NW Eastman Parkway, Gresham, OR 97030-3825
 District Office: (503) 261-4550

OPEN ENROLLMENT (HB 3681)
Proposed 2018-2019 Grade and School Slots Offered

GRADES K-8		
School	Grade	Number of Slots
Deep Creek-Damascus K-8	K	3
	1	2
	2	2
	6	3
	7	3
Total ES & MS Slots		13
GRADES 9-12		
School	Grade	Number of Slots
Gresham High School	9	30
	10	30
Sam Barlow High School	9	30
	10	30
Total High Schools		120

** If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, approval will be based on an equitable lottery selection process.*

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: February 1, 2018

RE: No. 16 – Annual Technology Report to the Board (Required by Policy IIBG)

EXPLANATION: In 2015, the Long Range Technology Plan highlighting 14 key initiatives was presented to and approved by the school board. Board Policy IIBG requires an annual report to the board to ensure that the current technology plan addresses mandatory goals set forth in this policy.

This report will address the identified items in Policy IIBG and provide status updates on the 14 key initiatives identified in our Long-Range Technology Plan.

PRESENTERS: Teresa Ketelsen, Bill DeWitz and Angie Kautz

SUPPLEMENTARY
MATERIALS:

1. Policy IIBG, Technology
2. Annual Report on Long Range Technology Plan and District Technology Initiatives

RECOMMENDATIONS: This report is being provided for information only.

REQUESTED ACTION: No action is required.

TK:sa

Gresham-Barlow SD 10

Code: **IIBG**
Adopted: 5/02/02
Readopted: 2/04/16

Technology

The district's Technology Plan envisions that from their instructional sites, students and staff will be able to:

1. Use technology as a tool for productive learning.
2. Access information and manipulate it in meaningful ways that result in learning;
3. Generate and create information related to district instructional and curriculum goals;
4. Computer users will recognize and adhere to existing copyright laws.
5. All hardware purchased must be compatible with other school hardware and be easy to maintain and must meet district technology standards.

The district recognizes that technology will be changing; therefore, a continual review of the district's technological applications, fiscal and human resources, staff development needs, equipment and supplies will be conducted and will be reported to the board annually.

END OF POLICY

Legal Reference(s):

[OAR 581-022](#)-1030

Copyrights, 17 U.S.C. §§ 101- 1332; 19 C.F.R. Part 133 (2006).



Gresham-Barlow School District

2018 Annual Report on Long Range Technology Plan and District Technology Initiatives

February 1, 2018

Status of LRTP Initiatives

The Long Range Technology plan outlines 14 key initiatives in four categories. Below is the status of each initiative as of December 2017.

Teaching and Learning: Teaching & learning standards

Funding: General Budget

Timeline: Completed Fall 2015

Status: *All goals for this initiative have been met and evidence of implementation, as well as, evidence of impact have, and are, being met.*

Development and documentation of standards has been completed, training of administrative staff was completed beginning of the school year 2015/16.

Teaching and Learning: Professional Development for Technology Skills Standards

Funding: General Budget

Timeline: 2015 to (ongoing)

Status: *The goals for this initiative are being met and evidence of implementation, as well as, evidence of impact are being met.*

As new hardware is rolled out, the Technology Department provides training on the use of the devices. The grant funded instructional technology coaches from the pilot schools continue to provide high quality professional learning opportunities not only in their pilot schools, but also for teachers in other schools and even at other levels. They are also creating digital toolboxes and online trainings to support teacher professional learning. The Technology Innovation Steering Committee is made up of K-12 educators from around the district and is creating a vision and plan for professional learning needs looking ahead.

Teaching and Learning: Assessment (Testing Resources)

Funding: General Budget and Bond

Timeline: Spring 2015 to Fall 2016, additional lab refresh Summer of 2019

Status: *The goals for this initiative are being met and evidence of implementation, as well as, evidence of impact are being met.*

All testing labs are up-to-date based on our proposed refresh cycle. Funding for future equipment refresh is in place.

Teaching and Learning: Curriculum & Digital Instructional Materials

Funding: General Budget

Timeline: 2015 to (ongoing)

Status: *The goals for this initiative are being met and evidence of implementation, as well as, evidence of impact are being met.*

In the previous two years, there have been three core curriculum adoptions: elementary literacy, middle school literacy and middle school math. All three of these resources are digital print hybrid, with a significant portion of the instructional and student resources available digitally. We now have core curriculum in Math K-12 and in ELA K-8 that have digital resources included as part of the programs. In K-8 Math, the iReady digital component of the adopted program is a crucial piece of both assessment and instruction. It provides us with data 3x per year on every student and also supports differentiated instruction designed for each individual student. Additionally, there are e-books being purchased specifically for instructional use in various classrooms in the district.

Teaching and Learning: K-3 Reading Initiative

Funding: General Budget and TechSmart Grant (MHCRC) **Timeline:** 2016 to 2020

Status: *The goals for this initiative are being met and evidence of implementation, as well as, evidence of impact are being met.*

The MHCRC Technology Innovation Grant continues to fund pilot programs at Kelly Creek and North Gresham. In addition to 1:1 student devices, each building has a full time instructional technology coach that provides ongoing training and coaching support. Both schools outperformed their identified demographically similar GBSD schools on the measure of the 3rd grade ELA on the Smarter Balanced Assessment at the end of the first year of implementation.

Teaching and Learning: Assessment System

Funding: General Budget & Grant **Timeline:** 2016 to (ongoing)

Status: *The goals for this initiative are being met and evidence of implementation, as well as, evidence of impact are being met.*

Funding was secured and deployment of a district assessment system was completed 2015/16. Assessment teams have developed initial district wide electronic assessments for secondary grade levels and work continues for assessment development at other levels.

Teaching and Learning: (LMS) Learning Management Systems

Funding: General Budget & Bond (LMS) **Timeline:** 2019 to (ongoing)

Status: *This project is on track and initial evidence of implementation has been met.*

An LMS steering committee was created Spring of 2017 and has met multiple times to begin reviewing and planning an LMS pilot. An initial review of select LMS providers was completed to help inform the committee on system capabilities and the state of this technology. The work of this committee will continue with the goal of providing clear objectives, professional development plans and timelines for a formal pilot. Currently, in advance of a formal LMS, our district instructional staff have been provided access to, and are successfully implementing the use of Google Classroom, with over 350 active Google Classrooms and over 4,900 students accessing these online environments weekly. (Note: Google Classroom is integrated into many modern LMS environments.)

Collaboration, Communication and Community: District & school web communications tools

Funding: General Budget **Timeline:** Fall 2017 to Spring 2018

Status: *The goals for this initiative are being met and evidence of implementation, as well as, evidence of impact are being met.*

District websites were updated with new features, a new management system and a new look in December of 2017. In addition, there is ongoing work to update website content using new accessibility tools, to ensure our online communications are accessible to all. Accessibility and website management training has been provided for school and district staff managing website content.

Collaboration, Communication and Community: District social media & community engagement app

Funding: General Budget **Timeline:** Implementation Fall 2016, Update Spring 2018

Status: *The goals for this initiative are being met and evidence of implementation, as well as, evidence of impact are being met.*

Our goal to deploy an integrated district Social Media & Community Engagement App was completed during the Winter of 2016. In 2018 (over the next 3 months) our Community Engagement App will undergo upgrades that will add additional supports and features.

Equity and Access: Classroom Instructional Technology Bundles

Funding: TechSmart Grant and Bond

Timeline: Summer 2016 to 2019

Status: *The goals for this initiative are being met and evidence of implementation, as well as, evidence of impact are being met.*

Initial funding to add new district instructional technology bundles was provided to our TechSmart grant schools (KCES and NGES) in 2016. In addition, funding for the remainder of our school classroom technology bundles has been secured through the 2016 bond. To-date, all classrooms requiring enhanced audio for teachers, instructional carts and new document cameras have received this equipment and training (if necessary). Also, approximately 152 classrooms have been updated with digitally enhanced instruction walls (interactive projection/display systems) and remaining classrooms will be upgraded over the next year or during our bond construction work.

Equity and Access: Computer Replacement for Staff and Students

Funding: TechSmart Grant and Bond

Timeline: Summer 2016 to (ongoing)

Status: *The goals for this initiative are being met and evidence of implementation, as well as, evidence of impact are being met.*

Our goal of a planned and regular computer replacement cycle requires approximately 20% to 25% of staff and student computers be replaced each year. With the successful passing of the 2016 bond, this work is now funded through the 20/21 school year.

Staff computer replacement began the summer of 2016 with approximately 14% of staff computers being replaced. This represents all staff computers that were in need of replacement in our planned refresh cycle.

Student learning devices received substantial upgrades and additional inventory was added, strategically, to meet our target of “1 learning device per 2 students” across the district, and to provide equity of access to technology for all of our students in each of our schools. The addition of approximately 3,500 new learning devices has brought all our schools to a minimum of 1 device per 2 students.

Equity and Access: Media Center Digital Resources

Funding: General Budget & Grants

Timeline: Summer 2016 to (ongoing)

Status: *The goals for this initiative are being met and evidence of implementation, as well as, evidence of impact are being met.*

The availability and use of digital resources continues to grow throughout the district. The number of k-12 uses of digital resources such as e-books and database searches in the last 11 months has reached nearly 40,000. E-books are being purchased and used for instructional purposes in classrooms and for professional learning purposes with educators. Media Center staff members continue to be trained to effectively support students and teachers with the use of digital resources.

Infrastructure, Operations and Support: Network & Systems Infrastructure

Funding: Bond and E-rate

Timeline: Summer 2016 to 2020

Status: *The goals for this initiative are being met and evidence of implementation, as well as, evidence of impact are being met.*

Network switching equipment upgrades for all campuses have now been completed, our planned WAN (Wide Area Network) upgrade to 1GBps at our high utilization campuses has been completed and our expansion of WiFi access points to all schools has been completed. In addition, our district and school fiber upgrades have been completed for all sites, ensuring robust network capacity and bandwidth at all locations.

Remaining work includes replacing our layer one (physical copper wiring) at 16 of our campuses. Upgrading our copper network infrastructure will ensure a 10GBps backbone to ensure our networks are future ready. This work begins summer 2018. Four school campuses will be upgraded through bond projects, the remaining will be district led projects.

Infrastructure, Operations and Support: Telecommunications

Funding: Grants and General Funds

Timeline: Completed Fall 2016

Status: *All goals for this initiative have been met and evidence of implementation, as well as evidence of impact have been met.*

The goal of this initiative is to move all our campuses and offices to VoIP (Voice over Internet Protocol) services and upgrade and secure our network infrastructure. This project was completed in 2016.

Infrastructure, Operations and Support: Technology Training and Support

Funding: General Funds

Timeline: Ongoing

Status: *Implementation of on-demand training resources continues. The PLC Mentor program has not been started*

The development of Professional Learning Communities, guided by technology mentors in each building has not yet been started, though mentoring and coaching is being provided through other sources. The Technology Innovation Steering Committee is currently working to create a vision and plan for professional learning needs looking ahead, and this will be a focus as we work to create our 2020-2024 Technology Plan.

Progress continues to be made on the collection and development of on-demand training materials. Expanded training opportunities for staff are being provided which include technology orientations for new staff, ESD supported drop-in trainings for Synergy and more. We've also placed our first *Classroom Technology Specialist* to begin providing direct support of instructional technologies in the classroom and the TechSmart grant continues to fund two Instructional Technology Coaches.

PRESENTATION



TECHNOLOGY PLAN

Gresham-Barlow School District
Annual Report for 2018

TECHNOLOGY UPDATE

The district's Technology Plan envisions that from their instructional sites, students and staff will be able to...

Use Technology as a tool for productive learning

.....

Access information and manipulate it in meaningful ways that result in learning

.....

Generate and create information related to district instructional and curriculum goals

.....

Computer users will recognize and adhere to existing copyright laws

.....

All hardware purchased must be compatible, easy to maintain
and meet district technology standards



Technology Plan 2015-2019

TECHNOLOGY UPDATE

Status and Progress of Current Initiatives

- ✓ Funding has been identified for all current LRTP initiatives
- ✓ All LRTP initiatives are on track, many completed
- ✓ Highlights of our progress this year



TECHNOLOGY UPDATE

Focal Points for the Coming Year

- ✓ Completing and implementing our online accessibility plan
- ✓ Layer one network upgrades to 16 campuses
- ✓ Supporting capitol construction low voltage projects
- ✓ Continuing our paper to electronic document migration
- ✓ Continued growth in eLearning resources
- ✓ Updating our technology plan through 2022



PRESENTATION

TECHNOLOGY UPDATE

Technology in the Classroom



Technology Plan 2015-2019


PRESENTATION

TECHNOLOGY UPDATE

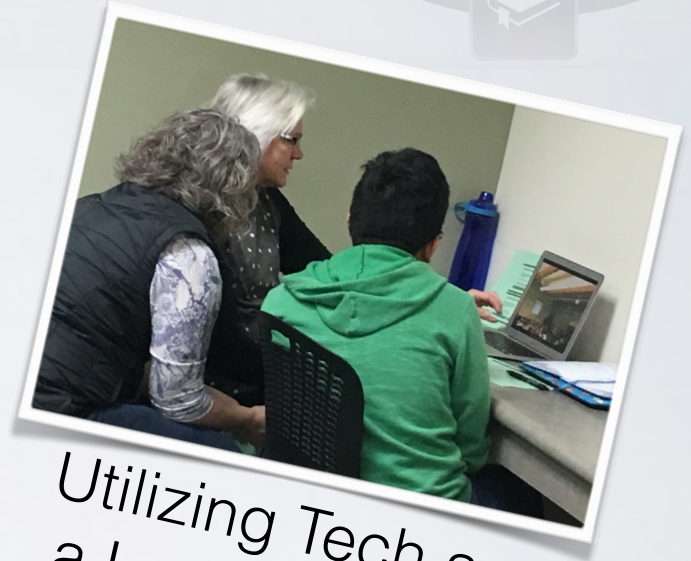
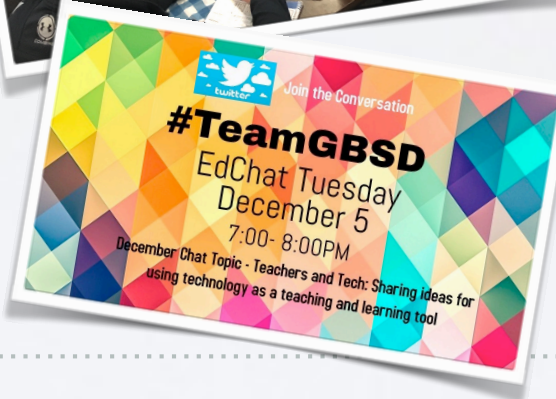
Professional Learning

BY Teachers



Get to Know

**Google
Classroom**

FOR Teachers



Utilizing Tech as
a Learning Tool



Technology Plan 2015-2019

PRESENTATION

TECHNOLOGY UPDATE

#GBSD Innovates



Technology Plan 2015-2019

PRESENTATION



TECHNOLOGY PLAN

Gresham-Barlow School District
Annual Report for 2018

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: February 1, 2018

RE: No. 17 – Staff Recognitions

EXPLANATION: To honor staff members who are representative of the excellence that occurs on a daily basis in the district, the administration is initiating three staff awards this year.

The Excellence in Teaching Award recognizes teachers who inspire a love of learning in students of all backgrounds and abilities. Each school has gone through a process of peer nominations and voting to identify the school level recipient. Each school level award winner will be asked to complete an application to be named the Gresham-Barlow School District Excellence in Teaching Award recipient for 2018. The district recipient will be recognized at the May school board meeting. The criteria for this award is:

- Have the respect and admiration of their colleagues,
- Be an expert in their field who guides students of all backgrounds and abilities to achieve excellence,
- Collaborate with colleagues, students, and families to create a school culture of respect and success,
- Deliberately connect the classroom and key stakeholders to foster a strong community at large,
- Demonstrate leadership and innovation in and outside of the classroom that embodies lifelong learning, and
- Express themselves in an engaging and articulate and respectful way.

The Instructional Leader of the Year Award recognizes instructional leaders who inspire others. Teachers on special assignment, building administrators or district administrators are eligible for this recognition. Nominations throughout the district have been submitted and candidates are completing an application to be selected as the GBSD Instructional Leader of the Year for 2018. The recipient will be recognized at the April school board meeting. The criteria for this recognition are:

- Integrate an equity lens into daily practice,
- Create a culture that promotes the ongoing improvement of learning and teaching for students and staff,

- Demonstrate commitment to closing the achievement gap,
- Maintain high standards and expectations for all through a culture of respect and success,
- Communicate in an engaging, articulate and respectful manner,
- Empower others to be leaders, and
- Promote work that exemplifies the mission and vision of the district.

The Above and Beyond the Call of Duty (ABCD) Award recognizes our classified employees at the school level. Nominees should have the respect and admiration of their colleagues and their school community, be an expert in their field who guides others to achieve excellence, and collaborates with others to create a school culture of respect and success. Peer nominations will begin on March 1 and each school will select an ABCD Award recipient. In future years, this process for classified employees will occur twice a year, in November and March. Recipients will be recognized at the April school board meeting.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This item is being provided as information only.

REQUESTED ACTION: No action is required.

TK:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: February 1, 2018

RE: No. 18 – Financial Update

EXPLANATION: Time has been set-aside on the agenda for the administration to provide an update to the board based on the December 31, 2017 financial report.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS:

1. Financial Report/Summary (Ending December 31, 2017)
2. Bond Financial Update (Ending December 31, 2017)

RECOMMENDATION: None

REQUESTED ACTION: This update is being provided as information only. No official action is required.

MS:mkh:sa

GENERAL FUND

	Actual QTR 1	Actual Dec	Actual QTR 2	Projected QTR 3	Projected QTR 4	Projected Annual	Actual YTD	Adopted Budget	Variance To Budget
Revenue									
Current Taxes	-	2,322,331	26,824,894	755,000	640,000	28,219,894	26,824,894	26,700,000	1,519,894
Prior Year Taxes	145,369	21,327	140,113	80,000	100,000	465,482	285,482	500,000	-34,518
Other Taxes / Interest	259	268	344	2,950	550	4,103	603	15,000	-10,897
Total Taxes	145,628	2,343,926	26,965,351	837,950	740,550	28,689,479	27,110,979	27,215,000	1,474,479
Common School Fund	-	-	-	750,000	750,000	1,500,000	-	1,500,000	0
County School Fund	-	-	-	-	2,000	2,000	-	2,000	0
Federal Forest Fees	1,430	-	-	-	11,750	13,180	1,430	12,000	1,180
State School Fund (SSF)	28,998,001	7,247,537	21,742,223	21,150,000	14,100,000	85,990,224	50,740,224	84,600,000	1,390,224
Other SSF Revenue	28,999,431	7,247,537	21,742,223	21,900,000	14,863,750	87,505,404	50,741,654	86,114,000	1,391,404
Total Formula Revenue	29,145,059	9,591,463	48,707,574	22,737,950	15,604,300	116,194,883	77,852,633	113,329,000	2,865,883
High Cost Disability	-	-	-	-	600,000	600,000	-	600,000	0
Prior Year SSF	-	-	-	-	-	-	-	-	0
State Restricted	-	-	-	-	-	-	-	-	0
Other State Revenue	-	-	-	-	600,000	600,000	-	600,000	0
Tuition / Transportation	1,068	4,800	19,517	18,000	71,000	109,585	20,585	100,000	9,585
Earning on Investment	89,033	63,670	136,898	75,000	70,000	370,931	225,931	300,000	70,931
Student Fees / Admissions	35,734	56,125	127,373	76,000	161,500	400,607	163,107	365,000	35,607
Rentals	53,437	58,444	90,891	72,000	60,000	276,328	144,328	250,000	26,328
Donations	-	-	-	60,000	100,000	160,000	-	250,000	-90,000
Services to other Funds	-	11,160	21,804	20,000	410,000	451,804	21,804	480,000	-28,196
Misc.	28,470	13,207	197,129	90,000	155,000	470,599	225,599	450,000	20,599
MESD Transfer	-	-	1,825,000	-	-	1,825,000	1,825,000	2,000,000	-175,000
Other County Funds	-	-	-	-	-	-	-	-	0
Drivers' Education	-	-	-	-	-	-	-	-	0
Other Federal Revenue	-	-	-	-	-	-	-	-	0
Child Care Development	-	7,983	23,397	20,000	5,000	48,397	23,397	40,000	8,397
Sale of Fixed Assets	-	-	-	-	-	-	-	5,000	-5,000
Bond Proceeds	-	-	-	-	-	-	-	-	0
TRANSFERS	-	-	-	-	-	-	-	-	0
Total Other Revenue	207,742	215,389	2,442,009	431,000	1,032,500	4,113,251	2,649,751	4,240,000	-126,749
TOTAL REVENUE	\$29,352,801	\$9,806,852	\$51,149,583	\$23,168,950	\$17,236,800	\$120,908,134	\$80,502,384	\$118,169,000	2,739,134
Expenditures								12,115,813	BFB Budget
Licensed Salaries	3,016,488	2,982,614	8,947,846	9,315,970	15,200,000	36,480,304	11,964,334	36,912,450	432,146
Support Staff Salaries	1,587,981	950,158	2,867,477	2,847,925	4,150,000	11,453,383	4,455,458	11,813,662	360,279
Admin Salaries	1,396,094	462,211	1,390,251	1,394,205	1,410,000	5,590,550	2,786,345	5,522,931	-67,619
Confidential Salaries	106,629	41,687	121,367	127,894	129,000	484,890	227,996	499,037	14,147
Subs' / Temp Salaries	310,259	363,190	1,067,219	950,000	1,490,000	3,817,478	1,377,478	3,863,751	46,273
Total Salaries	6,417,451	4,799,860	14,394,160	14,635,994	22,379,000	57,826,605	20,811,611	58,611,831	785,226
PERS	1,563,296	1,196,483	3,601,015	3,731,593	5,500,000	14,395,904	5,164,311	15,175,842	779,938
FICA	486,260	356,518	1,077,437	1,104,645	1,695,000	4,363,342	1,563,697	4,454,679	91,337
Insurance	1,540,434	1,135,517	3,408,042	3,453,984	5,450,000	13,852,460	4,948,476	13,824,446	-28,014
Other Benefits	313,624	81,231	355,386	314,461	505,000	1,488,471	669,010	1,356,340	-132,131
Total Benefits	3,903,614	2,769,749	8,441,880	8,604,683	13,150,000	34,100,177	12,345,494	34,811,307	711,130
Purchased Services	1,615,018	1,447,989	3,834,137	3,600,000	4,950,000	13,999,155	5,449,155	14,451,075	451,920
Charter School Payments	2,321,286	652,445	2,277,701	2,000,000	1,400,000	7,998,987	4,598,987	8,173,566	174,579
Supplies & Materials	453,812	144,180	504,016	375,000	865,000	2,197,828	957,828	2,263,290	65,462
Capital Outlay	-	-	39,075	10,000	10,000	59,075	39,075	50,000	-9,075
Other Objects	606,849	7,330	38,901	15,000	35,000	695,750	645,750	761,025	65,275
Transfers	820,000	-	-	-	-	820,000	820,000	820,000	0
TOTAL EXPENDITURES	\$16,138,030	\$9,821,553	\$29,529,870	\$29,240,677	\$42,789,000	\$117,697,577	\$45,667,900	\$119,942,094	\$2,244,517
Reserves - Contingency/Unappropriated Ending Balance								6,963,168	
Beginning Cash Balance							\$11,855,631	\$0	
							\$3,210,557	\$126,905,262	Budget
							\$15,066,188		
							12.8%	(Percentage of Projected Expenditures)	
							Expenditure Summary		
							Salaries	20,811,611	45.6%
							Benefits	12,345,494	27.0%
							Purchased Serv	10,048,142	22.0%
							Supplies	957,828	2.1%
							Capital Outlay	39,075	0.1%
							Other Objects	645,750	1.4%
							Transfers	820,000	1.8%
							\$	45,667,900	100.0%

Gresham-Barlow School District - 2016 Capital Improvement Project
Bond Budget/Committed Summary
12/31/2017

PROJECT	Estimate	Total To Date	17/18 Encumbrance	Balance Remainig
2016 Bond				
District Wide Costs	\$ 3,000,000	1,496,064	1,276	1,502,660
District Wide Furniture/Fixtures/Equip	\$ 5,569,000	1,366,513	0	4,202,487
District Wide Radios	\$ 300,000	0	0	300,000
District Wide Technology	\$ 5,610,292	1,522,729	120,038	3,967,525
Door Locks	\$ 1,273,620	0	0	1,273,620
Playground/Track/Field	\$ 3,957,791	563,018	16,000	3,378,773
East Gresham E.S.	\$ 30,441,915	1,283,812	1,216,982	27,941,122
East Orient E.S.	\$ 1,197,036	0	0	1,197,036
East Orient E.S. - Maintenance Projects	\$ 1,083,032	0	0	1,083,032
Hall E. S.	\$ 1,592,543	68,657	461,343	1,062,543
Hall E. S. - Maintenance Projects	\$ 494,440	0	0	494,440
Hall E.S. - OSCIM	\$ 5,000,000	0	0	5,000,000
Highland E.S.	\$ 1,645,401	24,657	107,561	1,513,184
Highland E.S. - Roofing Project	\$ -	0	18,361	-18,361
Highland E.S. - Maintenance Projects	\$ 838,274	0	0	838,274
Hogans Cedars E.S.	\$ 803,471	0	0	803,471
Hogans Cedars E.S. - Maintenance Projects	\$ 128,558	0	0	128,558
Hollydale E.S.	\$ 1,530,967	83,286	552,042	895,639
Hollydale E.S. - Maintenance Projects	\$ 920,329	2,885	0	917,444
Hollydale E.S. - OSCIM	\$ 3,000,000	0	0	3,000,000
Kelly Creek E.S.	\$ 3,209,491	83,091	183,003	2,943,396
Kelly Creek E.S. - Maintenance Projects	\$ 388,152	0	0	388,152
North Gresham E.S.	\$ 30,369,354	1,694,648	883,962	27,790,744
Powell Valley E.S.	\$ 2,612,243	117,356	247,935	2,246,953
Powell Valley E.S. - Maintenance Projects	\$ 519,414	0	0	519,414
West Gresham E.S.	\$ 137,108	13,619	18,383	105,106
Deep Creek K-8	\$ 4,045,923	3,032	0	4,042,892
Deep Creek K-8 - Roofing Project	\$ 123,500	0	0	123,500
Deep Creek K-8 - Maintenance Projects	\$ 1,021,136	0	0	1,021,136
Clear Creek M.S.	\$ 8,177,154	3,923	0	8,173,231
Clear Creek M.S. - Maintenance Projects	\$ 1,592,500	0	0	1,592,500
Dexter McCarty M.S.	\$ 9,354,466	9,627	0	9,344,839
Gordon Russell M.S.	\$ 11,841,670	3,729	15,860	11,822,081
West Orient M.S.	\$ 1,526,646	43,442	137,138	1,346,066
West Orient M.S. - HVAC Project	\$ 294,500	226,457	0	68,043
West Orient M.S. - Maintenance Projects	\$ 903,005	0	0	903,005
Gresham H.S	\$ 91,168,545	4,522,317	4,191,937	82,454,291
Gresham H.S - Maintenance Projects	\$ 1,461,000	4,948	0	1,456,052
Sam Barlow H.S.	\$ 65,093,875	2,426,510	1,006,953	61,660,412
Sam Barlow H.S. - Maintenance Projects	\$ 5,411,194	2,070	0	5,409,124
Springwater Trail H.S.	\$ 913,654	0	2,500	911,154
Bond Premium	\$ 21,210,355	0	0	21,210,355
Deep Creek Elementary	\$ -	50,003	2,180	-52,183
Security	\$ -	2,331	44,100	-46,431
TOTAL	\$ 329,761,554	15,618,726	9,227,552	304,915,277