

The Community Roots School

Charter School Annual Report

2017-18 School Year

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This annual report provides a comprehensive picture of the recently completed academic year, 2017-18. The annual report will be used by the Silver Falls School District to review the school's performance and progress for the past academic year.

1. CRS History and Summary of 2017-2018

The story began when parents in the Silverton community were introduced to the Montessori philosophy. The private elementary in a neighboring community closed and a small group of parents continued to dream big. They wanted their children to participate in a peaceful, child-centered educational system. Many parents in this small group embraced the Montessori philosophy but also struggled with the prospect of enrolling their children in private school for their elementary years. Other parents were very interested in the Montessori philosophy, but private school was not an option for their families.

Through discussions about a shared passion for the Montessori philosophy and a desire for a public school option, parents struck upon the charter school concept. After a few meetings over coffee, it was decided that the concept should be explored with other interested parents who shared the same passion. A meeting at Home Place Restaurant was scheduled for December 2007, and it was there that the idea of The Community Roots School (CRS) was hatched.

An application for a planning grant was submitted to the Oregon Department of Education in March 2008. In the spring of 2008, The Community Roots School was awarded a \$55,000 planning grant. With that approval came the potential for more than \$100,000 for each of the next two years for the implementation of the school.

This planning grant funded many activities over the next year including community meetings and outreach, consultation for the charter application to the school district, start-up materials for the school, and recruiting. Over 1,200 volunteer hours were needed to research, design and create a charter application. Support from other public charter Montessori schools, including Ridgeline and Lewis and Clark, was invaluable.

In November 2008, the founding members submitted their application for the charter to the SFSD Board. The founding members were as follows: Bart Banks, Jacquie Curtis, Jennifer de Jong, Jennifer Kimball, Erika Lanning, Jennifer McCord, Matt Miller, Sarah Miller, Frank Petrik, Mandy Petrik, Jennifer Traeger and Miranda Traeger.

During the school's eighth year of operation, our school moved into a new facility within the Silverton Friends Church. The move allowed the school to establish a sense of home for our community. We are offering a Garden Program and have 4 raised garden beds in which the students were able to harvest at the end of the school year. CRS offered Spanish, Band, Art Instruction, afterschool Lego Robotics, and many other activities.

Moving into the 2017-2018 school year, CRS opened up our enrollment to include 7th grade and then 8th grade for the 18-19 school year. This unique Montessori model offers middle school/adolescent students the amazing opportunity to meet their developmental needs. The Erdkinder/adolescent program will partner with GeerCrest Farm.

In 2017-2018, CRS had 121 students in one Kindergarten classroom, two lower elementary classrooms (1st – 3rd) and one upper elementary classrooms (4th – 6th), and 1 Adolescent classroom (7th grade). CRS will begin to explore the options of growth to include a Montessori Children's house (inclusion of 3 and 4 year old students).

2. Mission Statement

The CRS Board of Directors is purpose driven and guided by the mission statement created by the original group of founding members. The mission statement, which is read at the beginning of each board meeting, is as follows:

“Rooted in our local community, we learn in an authentic Montessori environment, growing as conscientious and joyful learners, inspired to lead in the world community”.

3. Innovative Learning Environment, the Montessori Pedagogy Overview

Incorporating the Montessori philosophy into the public school system is challenging and must be handled delicately. Montessorians believe that the child develops and works at his/her own speed and chooses works according to his inner psyche.¹ The inner tug-of-war public Montessori teachers face daily is that of “teach to the test” vs. “follow the child”. Recognizing this tension, CRS has adopted three goals: 1) make sure that Montessori remains as authentic as we can make it within a charter setting, 2) ensure that teachers understand what is expected of students, and 3) ensure that every child receives help in attaining mastery of these skills.

During the 2017-18 school year, we maintained the classroom configurations that align with the recommendations laid out by Maria Montessori. The lower elementary classrooms contain grades 1-3 and upper elementary classrooms have grades 4-6. Students are grouped into these grade levels based on very sensitive developmental periods as well as the need for a three-year cycle. CRS is now offering a stand-alone Kindergarten, which is out of alignment with the multi-year Montessori methodology. CRS will look into the option of providing an authentic Montessori environment by including 3 and 4 year old options. The primary challenge with adding a preschool option is the lack of public funding. The Board is considering all possible options before committing to this option.

Each child’s progress through the Montessori curriculum is based on a proficiency model. Students will be able to move through the materials based on their ability to “master” their work. The teachers take very detailed records on each child’s progress through the materials. Lessons are taught in small groups based on their individual progress.

The classroom environment is an essential component to the success of the Montessori program. Maria Montessori spent years observing children and creating materials that meet the needs of the child’s various developmental needs. The materials are created as much as possible out of natural materials to help to create a respect and care for the items. The materials are placed on shelves that students can always be easily accessed as to nurture the child’s independence.

4. Board of Directors

The Community Roots School Board, for the 2017-18 school year, was comprised of five members. Each board member is elected for two years. Officers of the board are elected at the annual meeting (usually in May or June).

For the school year 2017-18, the board consisted of Chair Person Dan Kaplan, Treasurer Jason Wagoner, Kate Pattison, Jennifer deJong, Matt Middlestetter, Astrid Potter, and Brooke Martin

Dan Kaplan – Chairperson

Dan Kaplan is the Operations Manager for an Oregon manufacturing company. He is pragmatic, good at tracking many moving parts of a project and a consensus builder. With an educational background in child and family development Dan is heavily invested in the Silverton

Montessori community and is passionately interested in the continued viability of Silverton's only Charter Montessori option. Dan and his wife Megan have three children.

Jason Wagoner – Treasurer

Jason has lived in Silverton for the last eight years and has fallen in love with the community. He and his wife Melissa have purchased a home here and are raising two daughters. He graduated from Southern Oregon University in 2000 with a degree in biology and history. He moved here from the Oregon Coast to take a Park Ranger position at Silver Falls State Park. He has worked for the Oregon State Parks Department for the last ten years and enjoys the opportunity to work outdoors with the public. My interest in becoming a board member for Community Roots stems from my belief that our children need quality education. I respect the mission statement of the Community Root School and my educational view parallels the school's core values. He feels that it is important for families to have options for their children's education and that Community Roots fills that need for the Silverton and surrounding areas.

Jennifer (Jen) De Jong

Jennifer is a founding member of Community Roots School and is the current Board President and Chair. She holds a B.S in Psychology and works as a Project Director with the Department of Human Services, Modernization Initiative. She was introduced to Montessori education in 2006 and was instantly attracted to the concepts of child-centered education, fostering a child's joy of learning and the prospect of inspiring social change through education. She has been a part of many accomplishments and lessons that CRS has encountered and is committed to the mission and the determination to provide this as an option to our wonderful community. Jennifer and her husband, Jeff Reilly, have three girls. Each of her girls have attended Community Roots. She currently has one at Silverton High School and another at Silverton Middle School.

Kate Pattison – Board member

Kate has had a long term interest and engagement with child-centered learning through her own elementary education, her daughter's education, and her recent graduate education. In 2008, her family began exploring small towns in the Willamette Valley where they would want to put down roots and make a commitment to stay for 20 years. After 18 months of research and day trips on country roads, they discovered Silverton and fell in love. She wants to see this community flourish, and she knows the most significant impact on a community is the quality of the education available to children. Her desire is to see CRS grow as a strong instructional model for other schools in the area and develop exceptional students who succeed in school and life. She believes this can be fulfilled by supporting teachers and administrator, providing opportunities for each of them to strengthen their practice. She brings a variety of tools to help the school measure performance and connect with other public Montessori schools in the state. With an advanced degree in elementary education, her current work as the charter school specialist for the Oregon Department of Education, her time as a student-teacher in on of Community Roots' classrooms, experience serving on a nonprofit board, and her professional network, she brings a depth of expertise to the board for this school.

Matt Middlestetter – Board member

Matt was born and raised in Oregon. He first came to Silverton when he started his business 15 years ago. He has two children who are thriving at CRS. Technology, business management, and out-of-the-box thinking are a few areas of expertise he hopes to draw on in supporting CRS through being a board member.

Astrid Potter - Board Member

Astrid wants to be a part of the CRS board so that she can be a resource to the guides (teachers) and administration to support and empower them to address the needs of the individual child. Astrid values the Montessori prepared classroom environment as it empowers each child to learn and grow at their own pace. She hopes to lead by example, demonstrating the importance of community involvement. Astrid has been an active volunteer on the CRS Facilities committee and instrumental in the significant coordination necessary for the CRS move. Astrid brings a professional background in project management, engineering and contract administration. Her professional experiences have provided her with skills in staff supervision, budgeting, negotiations, organization and most importantly, critical thinking.

Brooke Martin - Board Member

My family and I moved to Silverton 3 years ago. Our wish to move to a small community to a home with acreage spurred us to move our family to Oregon and eventually to Silverton after an extensive 2-year search for property throughout the state. Since then my family has fallen in love with Silverton – its beauty, lovely residents and amazing community spirit that fills this town inspires all of us. I am a native New Mexican who has lived all over the country: I went to law school in Washington, DC; I ran a start-up for a brief time in San Francisco; and then in Denver where I went back to work in the legal field. Since moving to Oregon, I have transitioned to a stay-at-home mom taking care of my 2 daughters, Madeleine and Scout. I look forward to dedicating myself to Community Roots School – learning more about policy, Montessori teaching and meeting all the CRS families.

Board Meetings

The Community Roots School Board meets on the first Tuesday of each month at 6:30 p.m. at the CRS campus. Special meetings are scheduled as necessary. Each meeting is conducted using Robert's Rules of Order and includes noting attendance, reading of the Mission Statement, approving the consent agenda, asking for audience comments, a financial report, voting on action items and adjourning.

Board Training and Development

Continuing the tradition established in 2012, the board had recognized the importance of continuous board training and designates the first half hour of each board meeting to board training, including journal reviews, team building and further education. Topics covered in board trainings included finance, board orientation, and various other trainings. In the 2017-18 school year the board participated in:

- OSBA Annual Convention
- Student Performance and Statewide Reports

- Montessori Method Principles
- Government Ethics
- Robert's Rules

5. School Configuration and Enrollment

121 children were enrolled in six classrooms. CRS had a stand-alone Kindergarten. There are 2 lower elementary classrooms with a combination of 1st, 2nd and 3rd grades. The upper elementary classroom was a combination of 4th, 5th, and 6th grades. This classroom configuration was designed to allow for growth and balance in both classrooms. By the end of the school year, the classroom was split into two classrooms. The adolescent program began with its own standalone classroom of 7th grade students. Budgetary modifications were made to ensure limited effect on the learning environment for the students. Our final ADMw was 122.84

Enrollment for 2017-18

Enrollment forms for 2017-18 met our expectations with interest from both in-district and out-of district, resulting in a lottery. The lottery process allowed students to be placed in slots on the waitlist at random. The lottery process was aligned with distinct guidelines. After the lottery, intent to enroll forms were received from 121 students for the 2017-18 academic year. Outreach was conducted by advertising in local newspapers, hanging flyers and street banners in town. The school continues to attract families from out of state and other communities who choose to relocate to Silverton.

General School Day Schedule 2017-18

7:55	Option to catch the bus at Robert Frost
8:15 – 8:30	Students arrive
8:30	Three hour work cycle, meeting, lunch preparation
11:30-12:30	Lunch and recess
12:45-3:15	Large group lessons: PE, Music, botany, zoology, history, art, language, and care for the classroom environment
3:15	School day ends – children being picked up by car leave at this time
3:30	Bus children leave CRS, arrive at Mark Twain at 3:35

Community Roots follows the SFSD calendar, including early release, grading, conferences, and holidays.

6. Policy Development

As of 2015, CRS had adopted charter school policies from The Oregon School Board Association. The policies are reviewed based on guidance from OSBA and revised and adopted

by the CRS board. The school subscribes to the OSBA policy updates and reviews policies each month to remain current and relevant. The board policies can be located through the OSBA policy site. The Community Roots School's financial committee has its own Fiscal Policies and Procedure Manual and our charter adheres to the SFSD policies and procedures surrounding billing, payroll, personal files, and other SFSD provided services.

2015 – The board adopted a complete package of OSBA charter school policies. These policies are available on the OSBA policy site. CRS board reviewed and approved a 5-year budget and released our 16-17 budget to SFSD. The strategic plan was reviewed and adopted as a working document.

2016 – The CRS board reviewed and updated OSBA policies.

2017 – CRS purchased, reviewed and implemented the OSBA charter school student and staff handbooks.

2018 – Handbooks and policies were updated to better align with the desired school culture.

7. Staffing and Professional Opportunities for Teachers

For the 2017-18 school year, staff included six full time teachers, five assistants, a full time administrator, and a part-time office manager. Heather Kofstad lead our Kindergarten classroom and she comes from a Montessori background. Hilary Conroy is one of the lower elementary teachers working with students in grades 1–3. Hilary comes to CRS with public school training as well as lower elementary Montessori training. Julie Ann Cassidy is the school's other lower elementary teacher and has taught in Montessori classrooms for a number of years. Julie Ann comes to CRS with her Montessori teaching credentials. Josephine Silver has joined CRS as an upper elementary teacher and has experience working in Montessori schools around the west. Matthew Brossart is another upper elementary teacher, and holds a public school license. Susan Andree was promoted from upper elementary teacher to middle school teacher. She has Montessori certification and an Oregon charter school registry with TSPC. She is currently working to design an Oregon-based pathway for Montessori certified teachers to obtain an Oregon Teaching License.

Each elementary classroom had an assistant for 7.5 hours a day. Assistants were in charge of aiding children in problem solving, monitoring behavior, and working with children while the teacher was providing lessons to small groups or individual students. Miranda Pickner returned as the administrator. Jennifer Wiese continued as our Office Manager.

8. Student Opportunities, Learning, Achievements and Performance

The math, language, science and history curricula at CRS offer hands-on materials for the child. Follow-up work assignments, using materials from teacher-guided lessons, enable the child to work at his/her own pace. Materials allow students to work independently and at advanced levels of ability due to the control of error built within the material.

The Montessori classroom provides choices of learning opportunities for students. Students are given lessons on a daily basis and are assigned work to complete. Each work is added to the child's plan and the teacher monitors how and when the child completes this work.

It is a choice for the child within their workday, but is a work that will need to be completed within the week. Student progress is carefully monitored throughout the year.

The Montessori student is responsible for working independently, but teachers, parents and students all benefit from work plans and accurate reporting. , Work plans are sent home to parents at the teacher's discretion so they are aware of their child's progress. The board and staff focused on measuring academic achievements throughout the year.

The administrator and teachers worked through developing processes to accurately track student performance and achievement appropriately for *public* Montessori classrooms. CRS adopted an online record keeping system, Transparent Classroom. Not only does it track the Montessori progression, but the Common Core Standards that are taught as well. Appendix 1 is an example of a student report card that includes SFSD reporting standards. Students were assessed using the district's STAR assessment. It has been found to be helpful assessment tool.

Student report cards, assessment forms, progress reports, student information and work plans will inform parents and students of their progress. Further, in the Montessori environment, anecdotal records and informal assessments enable teacher assessment at any given moment to determine a student's level and ability within a material and/or concept. These innovative measurement tools are required and imperative to the success of charter schools. CRS reconfigured the progress reports to include the Common Core Standards.

Highlights of the children's year included family gatherings, performances, field trips, statewide assessments, and hosting many visitors. Everyone came together for the Annual Start of the Year Picnic at the end of summer. An October tradition is Historical Halloween, where students dress as historical figures and perform memorized speeches in front of the whole school community at an evening event for families. The year concluded in June with the annual Moving Up Ceremony, celebrating students as they move from one grade to the next, with a special focus on the "senior" students in each class who are recognized as school leaders.

Many of the incoming 1st year students joined teachers for a morning in May to introduce themselves to and meet their future classmates. Additionally, all new students have the opportunity to come to a "new student camp" at the end of August. This allows students to enter into the classroom without the business of all the returning students. This slow introduction into the Montessori classroom is one step toward building independence throughout the year.

CRS was able to hire specialty teachers. This was made possible by the amazing efforts of many parent volunteers on our fundraising committee. All students had the opportunity to engage in the garden with Alyssa Burge, our garden specialist. The school was able to move a classroom assistant from the prior year into a new role. Issac Soper worked with students in an outdoor school classroom guiding students with survival skills and teambuilding exercises. He was also utilized with the school lunch program and supported students during and afterschool care program.

In the spring, the children began SBAC testing. The testing scores indicated strength in our student's ability to take the Language portion of the SBAC. The CRS staff spends countless hours preparing students for the LA section of the SBAC with a focus on the new writing requirements. CRS also adopted a keyboarding program to prepare students for the SBAC. The SBAC results for the 2017-18 school year shows room for growth in the area of mathematics. CRS staff will be utilizing data from the STAR assessment to provide feedback to staff in areas of individual growth as we prepare for SBAC. For specific questions regarding the report card, please contact Miranda Pickner.

9. Oversight Visits and Additional School Performance Data

The Community Roots School Administrator, Miranda Pickner, presented the 2016-17 Annual Report to the Silver Falls School District Board in November of 2017 and updated the board on its progress. As part of its sponsor responsibilities, members of Silver Falls School District staff made monitoring and technical assistance visits throughout the school year. The sense of collaboration between the district and the school continues with a strong foundation to quickly address issues as they arise and to ensure appropriate oversight and accountability.

In the 2017-18 school year, CRS experienced an increase in behavior challenges for students in grades K-3. This was accompanied by multiple conversations with the board on issues of school discipline, school culture, school-to-family communication, and complaints. This is an area the school has identified for the focused support and professional learning in the 2018-19 school year. CRS looks forward to working collaboratively with the district specialists and leaders to improve in this area.

10. Financials

Budgets

In April 2017, Community Roots School submitted its SSF operational budget, for the 2017-18 school year, to the Silver Falls School District. CRS also has a Supplemental School Operations Budget that is also referred to as our Fundraising budget in a separate checking account. That budget was proposed to the CRS board and approved in the Winter of 2017.

Approved budgets are attached in Appendices 3, 4, 5 and 6.

Fiscal Management

In 2011, the Community Roots School board created a Finance Committee made up of one community member, a board member, and the administrator. The Finance Committee is charged with previewing budgets and monetary decisions in an effort to more efficiently manage finances at the board level. All pertinent decisions must be voted on by the board, but the Committee foresees questions and issues. The Community Roots School board has an adopted Fiscal Policy and Procedures, and this document is reviewed and approved annually. This document outlines appropriate and extremely detailed practices. The board designated Treasurer - Jason Wagoner, Administrator - Miranda Pickner, fundraising chair - Irene Schmuker, and Parent Volunteer - Eva McCammon were charged with the oversight of the school's finances for the 17-18 school year.

Financial oversight of our fundraising account is described in the board approved Fiscal Policies & Procedures Manual. A part time bookkeeper manages the "fundraising account" which is held at Citizens Bank in Silverton.

For the 2017-2018 school year, The Community Roots School was one of the district schools that received generous community donation in the amount of \$12,000. It was such a great relief to the staff. CRS was able to purchase Chromebooks for our new 7th grade classroom, vacuums for the classrooms, storage for materials, field trip, and Montessori materials and supplies that a typical budget wouldn't be able to accommodate for. It was such a gift!

Silver Falls School District acted as the fiscal agent for the State School Fund funds. Community Roots School maintains a checking account, the "fundraising account", to maintain its fundraised funds for the year. The State School Fund was accounted for through the district's accounting software, iVisions, and the fundraised activities are accounted for through QuickBooks. Reports were created monthly for review by the finance committee and then for board approval for all streams of funds. Attached in Appendix 6 are the year-end financials for the school.

Grant Writing

Grant writing is highlighted as an essential component of our non-profit school. In the 2017-18 school year we received funds from Oktoberfest, MAPS Credit Union, and Judy's Party.

Fundraising

The CRS Fundraising Committee consists of a group of CRS parents and Kate Pattison as the board representative. Fundraising events were diverse and in 2017-18 an estimated \$43,751 was raised by the fundraising committee. In 2017-18 fundraising dollars were expected to contribute to areas of need such as "specials" like music, art, Spanish, and garden instruction. The paddle up, from the annual auction in the fall of 2017, funded school safety expenses to install an intercom system across the entire campus and add fencing around the garden and outdoor picnic tables.

Fundraising efforts include wreath sales, purchasing ability through Amazon.com, Box Tops for Education, annual auction, and a garage sale.

Audit

CRS participated in a fiscal audit as required. The third-party auditor will produce a Financial Statement. Pauly, Rogers & Co. is in the process of finalizing the audit for the SFSD. Information is attached in Appendix 7.

11. Charter Contract Compliance Requirements

The following goals were outlined in our initial Charter Contract.

High Academic Achievement

Community Roots School follows the Oregon and federal curricular requirements.

Social Growth and Emotional Development

Montessori students realize the non-academic outcomes of the Montessori philosophy, such as respect for self, others, and the environment, self-motivation, and self-reliance. This builds on their ability to work independently in an environment that requires students to solve problems and rely on each other to work through materials. Those who observe the classrooms will see these outcomes occurring on a daily basis.

Strong Links with the Community

The first line of Community Roots School's mission statement is, "Rooted in our local community." The many fundraising activities brought the community and school together. CRS walks as a school in the Pet Parade. The annual auction was held at the Mt Angel Festhalle. Through this event, businesses engaged in donating services and goods and time. Community

members attended the auction. For several years, CRS has hosted an artist in residence, which allows a link between the vivid art community of Silverton and the Community Roots School.

The students hosted a food drive at the school, and held a fundraiser, Pennies for Patients, to help support children through the Leukemia & Lymphoma Society. The in-town location has allowed our classrooms to move outside. Both classes took multiple walking trips to the park, the library, the Silverton Museum, and SACA. Our upper elementary students continue our “going out” program, allowing our 4th – 6th graders learning opportunities outside the classroom.

For the first time, CRS served 7th grade students. The middle school program is being formed in partnership with GeerCrest Farm. Students spend at least 1-week a month at the farm engaging in project-based learning. The partnership with GeerCrest Farm is ripe with possibility that both entities will benefit from over the years to come.

Successful Montessori Program

Creating an authentic Montessori environment is part of the CRS Mission. Through continuous education of the staff, parents and children, we strive to achieve authenticity. CRS has hired Montessori certified teachers and implemented the Montessori curriculum. Staff pursue ongoing professional learning to strengthen their Montessori implementation in the school. For the first time in 2017-18, CRS hosted a state-wide Montessori inservice learning day with public Montessori teachers from across Oregon.

Active Parent Participation

Community Roots Parents show commitment to the school and their children’s education and contribute on many capacities. Parent participation was encouraged through community education events, meetings with teachers, community building events and fundraising events. Highlights for community education events included in-classroom extended day parent education afternoons where students and staff introduced Montessori concepts and curriculum to family members. The teachers hosted monthly parent education nights, giving more in-depth Montessori lessons. Parents were also encouraged to observe the classrooms as well as attend the bi-annual parent-teacher conferences. Fundraising and Community Building events often coincided and ranged from Nordic Fir tree sales to our annual auction. Parents were actively engaged in the process of relocating the entire school and actively participated in our facility’s committee.

12. Goals outlined in ORS 338.015

The Community Roots School is consistent with all of the goals outlines in ORS 338.015. To avoid redundancy, this report has been adapted in order to describe in detail how these goals are being achieved. Below one will see how these goals have been adapted in this report.

A: Increase student learning and achievement

Section 8. Student Opportunities, Learning, Achievements and Performance

B: Increase choices of learning opportunities for students.

Sections 8. Student Opportunities, Learning, Achievements and Performance

Section 11. Charter Contract Compliance Requirements: *High Academic Achievement*

C: Better meet individual student academic needs and interests.

Section 11. Charter Contract Compliance Requirements: *High Academic Achievement*

D: Build stronger working relationships among educators, parents and other community members

- Section 11. Charter Contract Compliance Requirements: *Stronger Links with the Community and Active Parent Participation*
- E: *Encourage the use of different and innovative learning methods*
 Section 3. Innovative Learning Environment, The Montessori Pedagogy Overview
- F: *Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools*
 Section 3. Innovative Learning Environment, The Montessori Pedagogy Overview
 Sections 8. Student Opportunities, Learning, Achievements and Performance
- G: *Create new professional opportunities for teachers*
 Section 7. Staffing and Professional Opportunities for Teachers
- H: *Establish additional forms of accountability for schools*
 Section 8. Student Opportunities, Learning, Achievements and Performance
- I: *Create innovative measurement tools.*
 Section 8. Student Opportunities, Learning, Achievements and Performance

13. Accomplishment of Goals for 2017-18

The Community Roots School Board engaged in an annual assessment of our Montessori principles. The CRS board utilized a tool by the National Center for Montessori in the Public Sector. Each year staff, board and administration rate the school and create goals for the next school year.

14. Montessori Resources

1. **Schaitel, Nancy.** "Charter schools and Montessori: A marriage of opposites" Public School Montessorian, Fall 2012, V25,1.
2. **Lillard, Angeline Stoll.** Montessori: The Science Behind the Genius. New York: Oxford University Press. 2005.
2. **Lillard, Paula P.** Montessori Today. New York: Random House. 1996.
3. **The Montessori Elementary Program** North American Montessori Teachers Association. http://www.montessori-namta.org/Index.php?option=com_content&view=article&id=87. Retrieved 10/01/11.
4. **Montessori, Maria** (1969). "The Four Planes of Development". *AMI Communications* (2/3): 4–10.
5. **Grazzini, Camillo** (Jan/Feb 1988). "The Four Planes of Development: A Constructive Rhythm of Life". *Montessori Today* 1 (1): 7–8.
6. **Montessori, Maria** (1994). *From Childhood to Adolescence.* Oxford, England

Appendix 1

Sample Student Report Card

Silver Falls School District's Priority Common Core Standards – Third Grade

's Report

- 4 – mastered
- 3 – independent
- 2 – practicing with teacher help
- 1 – introduced
- 0- not introduced yet

Mathematical Focus Skill(s):			
	November 2017	March 2018	June 2018
Place Value			
Multi-Digit addition to 10,000			
Multi-Digit subtraction to 10,000			
Multiplication Concepts			
Multiplication Fact Fluency to 100			
Division Concepts			
Division Fact Fluency to 100			
Understands and Compares Fractions			
Measurement			
Geometry			
Addition and Subtraction Facts (2 nd grade standard)			
Reading Focus Skill(s):			
	November 2017	March 2018	June 2018
Reads grade level text fluently (target; 75-105 wcpm) *DRA – Independent 38 by end of the year			
Reads and understands literature			
Reads and understands information text			
Responds critically to text questions after reading			
Reads grade level phonetic list *BPST (69)			
Writing Focus Skill(s): (Narrative, Informative, Opinion)			
	November 2017	March 2018	June 2018
<u>Ideas & Content</u> – communicates ideas clearly and uses supporting details			
<u>Organization</u> – sentence structure, written so reader can understand			
<u>Convention</u> – grammar, punctuation, capitalization, spelling			
<u>Word Choice</u> – language used			
Speaking & Listening Skill(s)	November 2017	March 2018	June 2018
Speaks clearly and on topic			
Listens and responds appropriately			
Engages effectively and participates in collaborative discussions			

Appendix 2

ODE Report Card



Oregon achieves... together!

OREGON DEPARTMENT OF EDUCATION

Students We Serve



119 Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native

Students 1% Teachers 0%

Asian

Students 1% Teachers 0%

Black/African American

Students 0% Teachers 0%

Hispanic/Latino

Students 5% Teachers 0%

Multiracial

Students 6% Teachers 0%

Native Hawaiian/Pacific Islander

Students 0% Teachers 0%

White

Students 87% Teachers 100%



2 Languages Spoken

14% Students with Disabilities

57% Required Vaccinations

26% Free/Reduced Price Lunch

*Not enough students

School Website: www.crimontessori.org

OREGON AT-A-GLANCE SCHOOL PROFILE The Community Roots School

PRINCIPAL: Miranda Pickner | GRADES: K-7 | 229 Eureka Ave, Silverton 97381 | 503-874-4107

School Environment

CLASS SIZE

Median class size.

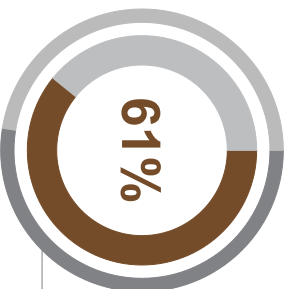


Increase from previous year 1 Oregon average 25

Academic Success

ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



Decrease from previous year 3% Oregon average 53%

School Goals

MISSION STATEMENT

Rooted in our local community, we learn in an authentic Montessori environment, growing as conscientious and joyful learners, inspired to lead in the world community.

The Community Roots School is a rural, Montessori charter school serving grades K-8. We embrace educating our students with the Montessori philosophy along with integration of the Common Core State Standards.

REGULAR ATTENDERS

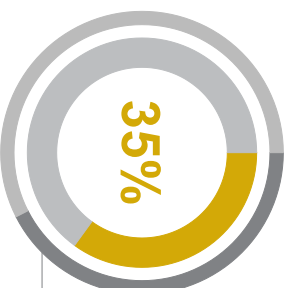
Students who attended more than 90% of their enrolled school days.



Increase from previous year 10% Oregon average 80%

MATHEMATICS

Students meeting state grade-level expectations.



Increase from previous year 8% Oregon average 43%

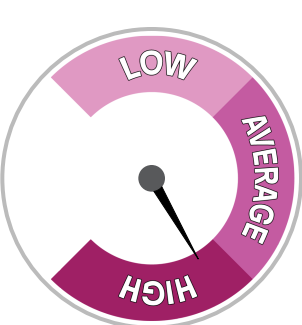
State Goals

The Oregon Department of Education is working in partnership with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Academic Progress

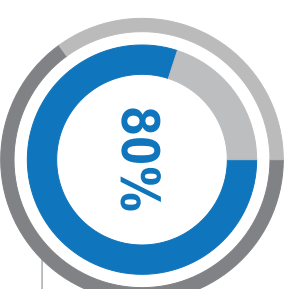
INDIVIDUAL STUDENT PROGRESS

Year-to-year progress in English language arts and mathematics.



SCIENCE

Students meeting state grade-level expectations.



Increase from previous year 30% Oregon average 65%

Safe & Welcoming Environment

The Community Roots School embraces respect for self, respect for others, and respect for our environment. We spend our days in class meeting that embrace not only the academic goals, but the social emotional growth of each child in the context of the classroom and the whole school community. Teachers provide lessons on grace and courtesy and support the practice of conflict resolution. CRS has a very extensive diversity statement that we have adopted. All families and students are welcome here.

For more information please visit: www.oregon.gov/ode





Oregon achieves... together!

OREGON DEPARTMENT OF EDUCATION

OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

PRINCIPAL: Miranda Pickner | GRADES: K-7 | 229 Eureka Ave, Silverton 97381 | 503-874-4107



Our Staff



7 Teachers



6 Educational assistants



1 Counselors



21% Average teacher turnover rate



Teacher Experience Coming in 2018-'19



NO New principal in the last 3 years

Outcomes

REGULAR ATTENDERS

American Indian/Alaska Native	Not enough students
Asian	Not enough students
Black/African American	Not enough students
Hispanic/Latino	Not enough students
Multiracial	Not enough students
Native Hawaiian/Pacific Islander	Not enough students
White	85%
Free/Reduced Price Lunch	90%
Ever English Learner	Not enough students
Students with Disabilities	82%
Migrant	Not enough students
Talented and Gifted	Not enough students
Female	92%
Male	81%

ENGLISH LANGUAGE ARTS

Not enough students	
Not enough students	
Not enough students	
Not enough students	
Not enough students	
Not enough students	
Not enough students	
White	66%
39%	
Not enough students	
Not enough students	
Not enough students	
Not enough students	
Female	71%
Male	48%

MATHEMATICS

Not enough students
Not enough students
Not enough students
Not enough students
Not enough students
Not enough students
Not enough students
37%
22%
Not enough students
Not enough students
Not enough students
Not enough students
Not enough students
29%
41%

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

The Community Roots School adheres to policies that promote and support the emotional and physical well being of each child. The Community Roots School has a tiered disciplinary procedures that takes into account the individual growth and needs of the children.

EXTRACURRICULAR ACTIVITIES

Students at CRS are able to take part in after school clubs such as Lego Robotics and Lego Robotics Jr.

PARENT ENGAGEMENT

Being a charter school, it is essential that we have parent participation to support the school. After a 6 week normalization period at the beginning of the year, CRS parents are welcomed into the classroom space. Our school also have a very active fundraising group of parents that support an annual auction to supplement the learning opportunities for their children. We encourage every family to volunteer their time.

COMMUNITY ENGAGEMENT

The Community Roots School has many options for community involvement. We put on Historical Halloween each year and performances at the end of the year celebration. Part of our mission is to stay rooted in our local community, so we access local resources as much as possible. Students can plan learning opportunities out in the community.

2017-18 ESSA Accountability Details Report

Public Version – October 24, 2018

District: Silver Falls SD 4J

School: The Community Roots School

The Accountability Details Report displays the data for indicators used by the accountability system to identify schools for comprehensive or targeted supports as required by Oregon’s State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses six indicators for elementary and middle schools. These indicators include English Language Arts (ELA) and Mathematics Achievement, ELA and Mathematics Growth, Regular Attenders, and On Track to English Language Proficiency (ELP). For more information concerning indicators and their definitions and calculations, please refer to [Report Card Policy and Technical Manual](#).

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	Math Achievement	ELA Growth	Math Growth	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 3	Level 2	Level 3	Level 5	Level 3	Not Rated
Economically Disadvantaged	Not Identified	Level 2	Level 2	Level 2	Level 3	Level 3	
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Level 2*	Level 2*	Not Rated	Not Rated	Level 2	
Underserved Race/Ethnicity	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
American Indian/ Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Native Hawaiian/ Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Hispanic/Latino	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
White	Not Identified	Level 4	Level 2	Level 3	Level 5	Level 2	
Multi-racial	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	

Level of Support: **Not Identified**

Met ELA and Math Participation target (95%) for all student groups: **No**

Received Title I Funds in 2017-18: **No**

Please note the following:

- Indicator ratings that display ‘Not Rated’ refer to student groups that do not meet the minimum n-size to receive a rating.
- The English learner student group has different inclusion rules for particular indicators. The On Track to ELP, 9th Grade On-Track, and Regular Attenders indicators include current year English learners only. The ELA and Mathematics Achievement, Growth, and Assessment Participation indicators include current year English learners as well as monitored English learners (four years). The Graduation and Completer indicators include students who were English learners at any time during high school.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
- The Underserved Race/Ethnicity group is eligible to be identified for targeted improvement only when none of the four student groups that comprise it have sufficient data to be considered for identification.

English Language Arts Academic Achievement Details

District: Silver Falls SD 4J

School: The Community Roots School

The English Language Arts (ELA) Achievement indicator displays the percentage of students who are meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	33
Level 1	<33

State Long Term Goal: 80%

Student Group	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Percent	66.0	59.2	56.9	61.0	3-year Average	Level 3
All Students - Adjusted Denominator	47	49	65	159		
Economically Disadvantaged - Percent	53.8	56.3	38.9	48.9	3-year Average	Level 2
Economically Disadvantaged - Adjusted Denominator	13	16	18	47		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator	*	*	*	*		
Students with Disabilities - Percent	*	10.0	7.7	13.3	3-year Average	Level 2*
Students with Disabilities - Adjusted Denominator	*	10	13	*		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*		
Black/African American - Percent	*	*	*	*	Not Rated	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*		
Hispanic/Latino - Percent	*	*	*	27.8	Not Rated	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	*	*	*	27.8	Not Rated	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*	*		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator	*	*	*	*		
White - Percent	75.0	68.3	63.6	68.2	3-year Average	Level 4
White - Adjusted Denominator	36	41	55	132		
Multi-racial - Percent	*	*	*	*	Not Rated	Not Rated
Multi-racial - Adjusted Denominator	*	*	*	*		

Note: An * next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

Mathematics Academic Achievement Details

District: Silver Falls SD 4J

School: The Community Roots School

The Mathematics Achievement indicator displays the percentage of students who are meeting the mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	21
Level 1	<21

State Long Term Goal: 80%

Student Group	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Percent	29.2	24.5	33.8	30.2	2017-18 Rate	Level 2
All Students - Adjusted Denominator	48	49	65	159		
Economically Disadvantaged - Percent	46.2	31.3	22.2	31.9	3-year Average	Level 2
Economically Disadvantaged - Adjusted Denominator	13	16	18	47		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator	*	*	*	*		
Students with Disabilities - Percent	*	10.0	7.7	10.0	3-year Average	Level 2*
Students with Disabilities - Adjusted Denominator	*	10	13	*		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*		
Black/African American - Percent	*	*	*	*	Not Rated	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*		
Hispanic/Latino - Percent	*	*	*	5.6	Not Rated	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	*	*	*	5.6	Not Rated	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*	*		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator	*	*	*	*		
White - Percent	35.1	26.8	36.4	33.3	2017-18 Rate	Level 2
White - Adjusted Denominator	37	41	55	132		
Multi-racial - Percent	*	*	*	*	Not Rated	Not Rated
Multi-racial - Adjusted Denominator	*	*	*	*		

Note: An * next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

English Language Arts Academic Growth Details

District: Silver Falls SD 4J

School: The Community Roots School

The English Language Arts (ELA) Growth indicator displays the median growth percentile, the count of students with growth percentiles, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). ‘*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating.

English Language Arts Growth Level	Cut
Level 5	60
Level 4	55
Level 3	45
Level 2	40
Level 1	<40

Student Group	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Median	41.0	49.0	53.0	47.0	2017-18 Rate	Level 3
All Students - Denominator	24	31	42	97		
Economically Disadvantaged - Median	*	35.5	54.0	41.5	3-year Average	Level 2
Economically Disadvantaged - Denominator	*	10	12	*		
English Learners - Median	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Median	*	*	*	47.0	Not Rated	Not Rated
Students with Disabilities - Denominator	*	*	*	*		
American Indian/Alaska Native - Median	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Median	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
Hispanic/Latino - Median	*	*	*	34.0	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Median	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Median	*	*	*	34.0	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*	*	*		
Asian - Median	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Median	40.0	56.5	52.0	52.0	3-year Average	Level 3
White - Denominator	19	26	35	80		
Multi-racial - Median	*	*	*	*	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*	*		

Mathematics Academic Growth Details

District: Silver Falls SD 4J

School: The Community Roots School

The Mathematics Growth indicator displays the median growth percentile, the count of students with growth percentiles, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

Mathematics Growth Level	Cut
Level 5	60
Level 4	55
Level 3	45
Level 2	40
Level 1	<40

Student Group	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Median	47.0	46.0	69.0	59.0	2017-18 Rate	Level 5
All Students - Denominator	25	31	43	99		
Economically Disadvantaged - Median	*	24.5	62.5	45.5	3-year Average	Level 3
Economically Disadvantaged - Denominator	*	10	12	*		
English Learners - Median	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Median	*	*	*	57.0	Not Rated	Not Rated
Students with Disabilities - Denominator	*	*	*	*		
American Indian/Alaska Native - Median	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Median	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
Hispanic/Latino - Median	*	*	*	60.0	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Median	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Median	*	*	*	60.0	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*	*	*		
Asian - Median	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Median	47.0	45.5	66.0	53.0	2017-18 Rate	Level 5
White - Denominator	20	26	35	81		
Multi-racial - Median	*	*	*	*	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*	*		

Regular Attenders Details

District: Silver Falls SD 4J

School: The Community Roots School

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). ‘*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating.

Regular Attenders Level	Cut
Level 5	93
Level 4	89
Level 3	85
Level 2	78
Level 1	<78

State Long Term Goal: 93%

Student Group	Grade Range	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Percent	K-5	92.0	75.6	85.4	84.3	2017-18 Rate	Level 3
All Students - Denominator		88	90	96	274		
Economically Disadvantaged - Percent	K-5	>95	80.6	88.9	87.9	2017-18 Rate	Level 3
Economically Disadvantaged - Denominator		*	36	27	*		
English Learners - Percent	K-5	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator		*	*	*	*		
Students with Disabilities - Percent	K-5	*	83.3	75.0	84.8	3-year Average	Level 2
Students with Disabilities - Denominator		*	12	12	*		
American Indian/Alaska Native - Percent	K-5	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*		
Black/African American - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator		*	*	*	*		
Hispanic/Latino - Percent	K-5	*	*	*	87.5	Not Rated	Not Rated
Hispanic/Latino - Denominator		*	*	*	*		
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*		
Underserved Race/Ethnicity - Percent	K-5	*	*	*	88.2	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator		*	*	*	*		
Asian - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Asian - Denominator		*	*	*	*		
White - Percent	K-5	92.2	74.7	83.9	83.5	2017-18 Rate	Level 2
White - Denominator		77	79	87	243		
Multi-racial - Percent	K-5	*	*	*	92.3	Not Rated	Not Rated
Multi-racial - Denominator		*	*	*	*		

Note: An * next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

On Track to English Language Proficiency (ELP) Details

District: Silver Falls SD 4J

School: The Community Roots School

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the higher of the current year value or the two-year average after meeting the minimum n-size of 20). ‘*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	47
Level 2	25
Level 1	<25

State Long Term Goal: 80%

Student Group	2015-16	2016-17	2017-18	2-year Average	Rated on	Level
Current English Learners - Percent		*	*	*	Not Rated	Not Rated
Current English Learners - Denominator		*	*	*		

English Language Arts Participation Details

District: Silver Falls SD 4J

School: The Community Roots School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. The applied rate for the participation status is the higher of the current year value or the three-year average after meeting the minimum n-size of 20. 'Not Rated' means the student group did not meet minimum size requirements in order to receive a rating.

Participation Target: 94.5%

Student Group	2015-16	2016-17	2017-18	3-year Average	Status based on	Status
All Students - Percent	93.9	86.5	89.7	89.9	3-year Average	Not Met
All Students - Denominator	49	52	68	169		
Economically Disadvantaged - Percent	100.0	100.0	100.0	100.0	3-year Average	Met
Economically Disadvantaged - Denominator	13	16	18	47		
English Learners - Percent	100.0	100.0	100.0	100.0	Not Rated	Not Rated
English Learners - Denominator	2	1	1	4		
Students with Disabilities - Percent	87.5	70.0	61.5	71.0	3-year Average	Not Met
Students with Disabilities - Denominator	8	10	13	31		
American Indian/Alaska Native - Percent	--	--	--	--	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	0	0	0	0		
Black/African American - Percent	--	--	--	--	Not Rated	Not Rated
Black/African American - Denominator	0	0	0	0		
Hispanic/Latino - Percent	88.9	80.0	80.0	84.2	Not Rated	Not Rated
Hispanic/Latino - Denominator	9	5	5	19		
Native Hawaiian/Pacific Islander - Percent	--	--	--	--	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	0	0	0	0		
Underserved Race/Ethnicity - Percent	88.9	80.0	80.0	84.2	Not Rated	Not Rated
Underserved Race/Ethnicity - Denominator	9	5	5	19		
Asian - Percent	100.0	100.0	0.0	66.7	Not Rated	Not Rated
Asian - Denominator	1	1	1	3		
White - Percent	94.7	86.4	91.4	90.7	2017-18 Rate	Not Met
White - Denominator	38	44	58	140		
Multi-racial - Percent	100.0	100.0	100.0	100.0	Not Rated	Not Rated
Multi-racial - Denominator	1	2	4	7		

Mathematics Participation Details

District: Silver Falls SD 4J

School: The Community Roots School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. The applied rate for the participation status is the higher of the current year value or the three-year average after meeting the minimum n-size of 20. 'Not Rated' means the student group did not meet minimum size requirements in order to receive a rating.

Participation Target: 94.5%

Student Group	2015-16	2016-17	2017-18	3-year Average	Status based on	Status
All Students - Percent	98.0	86.5	92.6	92.3	2017-18 Rate	Not Met
All Students - Denominator	49	52	68	169		
Economically Disadvantaged - Percent	100.0	100.0	100.0	100.0	3-year Average	Met
Economically Disadvantaged - Denominator	13	16	18	47		
English Learners - Percent	100.0	100.0	100.0	100.0	Not Rated	Not Rated
English Learners - Denominator	2	1	1	4		
Students with Disabilities - Percent	100.0	70.0	69.2	77.4	3-year Average	Not Met
Students with Disabilities - Denominator	8	10	13	31		
American Indian/Alaska Native - Percent	--	--	--	--	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	0	0	0	0		
Black/African American - Percent	--	--	--	--	Not Rated	Not Rated
Black/African American - Denominator	0	0	0	0		
Hispanic/Latino - Percent	100.0	80.0	80.0	89.5	Not Rated	Not Rated
Hispanic/Latino - Denominator	9	5	5	19		
Native Hawaiian/Pacific Islander - Percent	--	--	--	--	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	0	0	0	0		
Underserved Race/Ethnicity - Percent	100.0	80.0	80.0	89.5	Not Rated	Not Rated
Underserved Race/Ethnicity - Denominator	9	5	5	19		
Asian - Percent	100.0	100.0	100.0	100.0	Not Rated	Not Rated
Asian - Denominator	1	1	1	3		
White - Percent	97.4	86.4	93.1	92.1	2017-18 Rate	Not Met
White - Denominator	38	44	58	140		
Multi-racial - Percent	100.0	100.0	100.0	100.0	Not Rated	Not Rated
Multi-racial - Denominator	1	2	4	7		

Appendix 3

2017 - 2018 Approved Budget

760 - State School Support Fund

REVENUE:			
760-3101-00	121 enrolled	State School Fund—General Support	\$730,800
760-5400-00		Reserve Rollover from 16-17	\$103,408
760-????		Lunch Program	\$20,000
760-1760-00		Supplemental from Fundraised account	\$14,500
TOTAL REVENUE			\$868,708

EXPENSES:			
1000			
	<u>1111- K-5 Instruction</u>		
	760-1111-111-142-00-00	Certified Salaries	291,000
	760-1111-112-142-00-00	Classified Salaries	72,000
	760-1111-121-142-00-00	Certified Substitutes	4,000
	760-1111-122-142-00-00	Classified Substitutes	2,000
	760-1111-211-142-00-00	PERS - Employer Contribution	41,948
	760-1111-213-142-00-00	PERS - Employer Contribution	28,560
	760-1111-220-142-00-00	Social Security Admin - FICA/Medicare	27,311
	760-1111-231-142-00-00	Workers' Compensation	\$1,964
	760-1111-240-142-00-00	Contractual Employee Benefits	64,800
	760-1111-410-142-00-00	Consumable Supplies/Materials	\$5,000
	760-1111-470-142-00-00	Computer Software	\$4,500
	1111 - Totals		\$543,083
2000			
	<u>2110 - Attendance & Social Work</u>		
	760-2110-350-142-00-00	Communication - One call now	\$150
	760-2110-380-142-00-00	Non-Instructional Professional/Tech - Criminal Info Services	\$150
	2110 Totals		\$300
	<u>2240 - Instructional Staff Development</u>		
	760-2240-000-142-00-00	Instructional Professional/Tech (Staff/Curriculum Develop)	\$3,000
	2240 Totals		\$3,000
	<u>2310 - Board of Education Services</u>		
	760-2310-380-142-00-00	Non-Instructional Professional & Technical Svs	\$1,000
	760-2310-381-142-00-00	Audit Services	\$6,000
	760-2310-650-142-00-00	Insurance and Judgements	\$5,500
	2310 - Totals		\$11,500

2490 - Other Support SVCS - School Adm			
	760-2490-112-142-00-00	Classified Salaries	19,640
	760-2490-113-142-00-00	Administrators Salaries	67,000
	760-2490-121-142-00-00	Certified Substitutes	700
	760-2490-240-142-00-00	Contractual Employee Benefits	\$10,800
	760-2490-211-142-00-00	PERS - Employer Contribution	\$10,180
	760-2490-213-142-00-00	PERS - Employer Contribution	\$6,931
	760-2490-220-142-00-00	Social Security Admin - FICA/Medicare	\$6,628
	760-2490-231-142-00-00	Workers' Compensation	\$477
	760-2490-350-142-00-00	Communication (Postage)	\$300
	760-2490-410-142-00-00	Consumable Supplies & Materials	\$7,578
	760-2490-640-142-00-00	Dues & Fees	\$1,500
2490 - Totals			\$131,734
2520 - Fiscal Services			
	760-2550-231-142-00-00	Workers' Compensation - whole school	\$1,500
	760-2550-380-142-00-00	Non-Instructional Professional & Technical Svs	\$3,000
2520 - Totals			\$4,500
2540 - Operations & Maintenance			
	760-2540-320-142-00-00	Property Services (Rent)	\$33,600
	760-2540-380-142-00-00	Non-Instructional Professional & Technical Svs	\$6,000
	760-2540-410-142-00-00	Consumables Supplies & Materials	\$1,500
2540 - Totals			\$41,100
2550 - Student Transportation Services			
	760-2550-330-142-00-00	Student Transportation Services	\$500
2550 - Totals			\$500
2630 - Information Services			
	760-2630-350-142-00-00	Communication (Marketing/Recruitment)	\$150
	760-2630-410-142-00-00	Consumable Supplies/Materials	\$150
2630 Totals			\$300
3100 - Food			
	760-3100-410-142-00-00	Consumables Supplies & Materials	\$19,500
	760-3100-380-142-00-00	Food	\$250
	760-3100-640-142-00-00	Dues & Fees	\$250
3100 - Totals			\$20,000
6000 - Contingencies			
	760-6000-810-142-00-00	Planned contingency	\$9,283
	???????	Ending fund balance set aside for reserve fund	\$103,408
6000 - Totals			\$112,691
EXPENSE TOTALS			\$868,708
Revenue less Expenses			\$0

Appendix 4

Budget Report November 2017

CRS Financial Overview

17-18 school year
 17% through teacher Payroll

760 - State School Support Fund - SSF	
REVENUE:	\$329,957
EXPENSES:	\$175,253
BALANCE:	\$154,704

100 - Supplemental School Operations	
Revenue/Rollover:	\$62,687
Expenses/Rollover:	\$51,621
BALANCE:	\$11,066

<u>Reserve in SSF from 2010 -2011</u>	\$19,347
<u>Reserve in SSF from 2011 -2012</u>	\$19,633
<u>Reserve in SSF from 2012 -2013</u>	\$14,527
<u>Reserve in SSF from 2013 -2014</u>	\$20,038
<u>Reserve in SSF from 2014 -2015</u>	\$11,755
<u>Reserve in SSF from 2015 -2016</u>	\$9,947
<u>Reserve in SSF from 2016 -2017 (poverty factor change)</u>	-\$12,330
Total in SSF Reserve	\$82,917

760 - State School Support Fund - SSF(ADM)		Sept. 2017	as of 9/27/17	% of Budget
REVENUE:				
123.78 ADMw	State School Fund—General Support \$6180	\$765,400	247,040.00	32.3%
	Supplemental from Fundraised	\$25,000	\$0	
	Supplemental from Lunch Program SSO account	\$18,000	\$0	
	Supplemental from School Related (supply fees etc.)	\$10,000	\$0	
	Total Revenue	\$818,400	\$247,040	30.2%
EXPENSES:				
<u>1111 (Elementary K-5 program)</u>				
111	Certified Salaries	288,000	\$52,349	18.2%
112	Classified Salaries	120,000	\$21,199	17.7%
121	Certified Substitutes	\$4,000	\$89	2.2%
122	Classified Substitutes	2,000	\$57	2.9%
130	Extra Duty	2,500	\$2,159	86.4%
211	PERS - Employer Contribution	40,185	\$8,205	20.4%
213	PERS - Employer Contribution	27,360	\$5,587	20.4%
220	Social Security Admin - FICA/Medicare (7.65%)	29,070	\$5,591	19.2%
231	Workers' Compensation (.5%)	325	\$81	25.0%
232	Unemployment	1,650	\$365	22.1%
240	Contractual Employee Benefits	64,800	\$6,189	9.6%
310	Primary Instruction Services/Services	100	\$51	51.0%
410	Consumable Supplies/Materials	\$8,000	\$7,214	90.2%
420	Textbooks	\$1,500	\$1,168	77.9%
460	Furniture	\$5,500	\$5,302	96.4%
640	Dues and Fees	\$1,000	\$450	45.0%
1111 - Totals		\$595,990	\$116,057	19.5%
<u>1400 - Additional Salaries</u>				
130	Additional Salaries	1,587	\$1,240	78.1%
211	PERS - Employer Contribution (11.22%)	0	\$146	#DIV/0!
213	PERS - Employer Contribution (8%)	0	\$99	#DIV/0!
220	Social Security Admin - FICA/Medicare (7.65%)	0	\$95	#DIV/0!
231	Workers' Compensation (.5%)	0	\$1	#DIV/0!
232	Unemployment	0	\$6	#DIV/0!
2210 - Totals		\$1,587	\$1,587	100.0%
<u>2110 - Attendance & Social Work</u>				
350	Communication - One call now	\$0	\$0	#DIV/0!
380	Non-Instructional Professional/Tech support	\$15	\$0	0.0%
2110 Totals		\$15	\$0	0.0%

2240 - Instructional Staff Development					
310	Instructional Professional/Tech	\$2,000	\$0	0.0%	
340	Travel		\$0		
2240 Totals		\$2,000	\$0	0.0%	
2310 - Board of Education Services					
350	Communication & annual report	\$375	\$0		
381	Audit Services & Tax filings	\$6,000	\$0	0.0%	
640	Dues & Fees	\$2,000	\$1,881	94.1%	
650	Insurance and Judgements	\$5,200	\$5,146	99.0%	
670	Taxes & Licenses	\$0	\$0	#DIV/0!	
2310 - Totals		\$13,575	\$7,027	51.8%	
2490 - Other Support SVCS - School Adm					
112	Classified Salaries	\$20,269	\$4,982	24.6%	
113	Administrataive Salary	67,622	\$16,649	24.6%	
122	Classified Substitutes & unused leave	700	\$0	0.0%	
211	PERS - Employer Contribution (13.22%)	\$10,327	\$2,542	24.6%	
213	PERS - Employer Contribution (8%)	\$7,031	\$1,730	24.6%	
220	Social Security Admin - FICA/Medicare (7.65%)	\$6,724	\$1,655	24.6%	
231	Workers' Compensation	\$75	\$11	15.1%	
232	Unemployment	400	\$108	27.0%	
240	Contractual Employee Benefits	\$10,800	\$2,721	25.2%	
310	Instructinal, Professional, & Technical Services	\$350	\$324	92.5%	
350	Communication	\$150	\$0	0.0%	
380	Non-Instructional Professional/Tech support	\$0	\$0	#DIV/0!	
410	Consumable Supplies/Materials & copies	\$1,141	\$343	30.0%	
640	Dues & Fees	\$4,000	\$3,504	87.6%	
2490 - Totals		\$129,589	\$34,568	26.7%	
2520 - Fiscal Services					
380	Non-instructional Professional & Technical Services - Bookkeeper	\$2,000	\$255	12.8%	
2520 - Totals		\$2,000	\$255	12.8%	
2540 - Operations & Maintenance					
320	Property Services (Rent & Maintence/Janitorial service)	\$5,000	\$597	11.9%	
324	Rentals	\$36,000	\$9,580	26.6%	
410	Consumable Supplies/Materials & copies	\$0	\$0	#DIV/0!	
2540 - Totals		\$41,000	\$10,177	24.8%	
2550 - Student Transportation Services					
330	Student Transportation Services	\$500	\$0	0.0%	
2550 - Totals		\$500	\$0	0.0%	
3100 - Food					
112	Classified Salaries	\$3,500	\$593	16.9%	
211	PERS - Employer Contribution (13.22%)	\$400	\$70	17.4%	
213	PERS - Employer Contribution (8%)	\$275	\$47	17.2%	
220	Social Security Admin - FICA/Medicare (7.65%)	\$260	\$45	17.4%	
231	Workers' Compensation whole school	\$5	\$1	15.8%	
232	Unemployment	17	\$3	17.4%	
410	Consumable Supplies/Materials	\$0	\$0	#DIV/0!	
450	Food	\$18,000	\$4,823	26.8%	
640	Dues and Fees	\$0	\$0		
3100 - Totals		\$22,457	\$5,582	24.9%	
6000 - Contingencies					
810	Planned Reserve - Contingency	\$9,687	\$0		
6000 - Totals		\$9,687	\$0	0.0%	
EXPENSE TOTALS		\$818,400	\$175,253	21.4%	
Revenue less Expenses (negative balance = \$ from contingency at year end)		\$0	\$71,787		

100 - Supplemental School Operations - Fundraised			Revised Sept. 2017	Activity as of 10/30/17
REVENUE:				
Rollover from 15-16 Fundraising			\$14,117	\$14,117
Rollover from 15 - 16 Donor Funds for Future facilities			\$3,713	\$3,713
Rollover from 15 - 16 CRS Longevity Fund			\$29,692	\$29,692
Capital Campaign - Committed			\$200	\$0
Fundraising Revenue			\$40,000	\$6,011
	Paddle Up		\$0	\$0
	Birds		\$0	\$0
Lunch Revenue			\$18,000	\$2,047
School Related Revenue			\$7,000	\$7,107
Total Revenue			\$112,722	\$62,687
EXPENSES:				
#				
	<u>1111- K-3 Instruction</u>			
	111	Classified Salaries - specials, summer school, etc. check to SSF	\$28,500	\$0
	380	Professional	\$0	\$150
	410	Consumable Supplies/Materials - birds, school related, fund. etc.	\$6,500	\$1,152
	640	Dues & Fees	\$0	\$585
	810	Reserves	\$0	\$10,000
	1111 - Totals		\$35,000	\$11,886
#				
	<u>2310 - Board of Education Services</u>			
	310	Instructional Professional/Tech -Board Training	\$0	\$0
	380	Professional	\$0	\$0
	410	Consumable Supplies/Materials - check ordering -fiscal services	\$0	\$0
	640	Dues & Fees	\$0	\$0
	2310 - Totals		\$0	\$0
	<u>2520 - Fiscal Services - Fundraising Expenses</u>			
	350	Communication - ad in paper	\$0	\$0
	380	Professional services	\$1,000	\$1,000
	410	Consumables - Fundraising Expenses - food	\$3,700	\$1,012
	640	Dues & Fees - Facility rental, licenses, and credit card fees	\$7,500	\$200
	2520 - Totals		\$12,200	\$2,212
	<u>3100 - Food</u>			
	410	Consumables	\$0	\$0
	450	Food	\$18,000	\$0
	3100 - Totals		\$18,000	\$0
	<u>6000 - Contingencies</u>			
	810	Planned Reserve - roll over - Fundraising group	\$14,117	\$4,117
	810	Planned Reserve - Restricted Donor funds - facility	\$3,713	\$3,713
	810	Planned Reserve - CRS Longevity Fund	\$29,692	\$29,692
	6000 - Totals		\$47,522	\$37,522
EXPENSE TOTALS			\$112,722	\$51,621
Revenue less Expenses			\$0	\$11,066

Appendix 5

Budget Report May 2018

CRS Financial Overview

17-18 school year
 67% through teacher Payroll

760 - State School Support Fund - SSF	
REVENUE:	\$700,742
EXPENSES:	\$600,749
BALANCE:	\$99,993

100 - Supplemental School Operations	
Revenue/Rollover:	\$125,954
Expenses/Rollover:	\$104,393
BALANCE:	\$21,562

<u>Reserve in SSF from 2010 -2011</u>		\$19,347
<u>Reserve in SSF from 2011 -2012</u>		\$19,633
<u>Reserve in SSF from 2012 -2013</u>		\$14,527
<u>Reserve in SSF from 2013 -2014</u>		\$20,038
<u>Reserve in SSF from 2014 -2015</u>		\$11,755
<u>Reserve in SSF from 2015 -2016</u>		\$9,947
<u>Reserve in SSF from 2016 -2017 (poverty factor change)</u>		-\$12,330
<u>Reserve in SSF from 2017 -2018</u>		\$0
	Total in SSF Reserve	\$82,917

760 - State School Support Fund - SSF(ADM)		Sept. 2017	Revised May 2018	as of 4/25/18	% of Budget
REVENUE:					
123 ADMw	State School Fund—General Support \$6220	765400	\$765,000	\$617,600	80.7%
	Supplemental from Fundraised - GS, OS	25000	\$25,000	\$0	
	Supplemental from Fundraised	0	\$17,215	\$0	
	Supplemental from Lunch Program SSO account	18000	\$18,000	\$0	
	Supplemental from School Related (supply fees etc.)	10000	\$10,000	\$0	
	Lego Robotics Grant	275	\$275	\$225	
	Total Revenue	818675	\$835,490	\$617,825	73.9%
EXPENSES:					
1111 (Elementary K-5 program)					
111	Certified Salaries	288000	286,000	\$192,402	67.3%
112	Classified Salaries	120000	117,000	\$83,037	71.0%
121	Certified Substitutes	4000	\$4,500	\$3,421	76.0%
122	Classified Substitutes	2000	4,443	\$2,159	48.6%
130	Extra Duty	2500	2,500	\$2,689	107.5%
211	PERS - Employer Contribution	40185	48,000	\$31,628	65.9%
213	PERS - Employer Contribution	27360	32,750	\$21,527	65.7%
220	Social Security Admin - FICA/Medicare (7.65%)	29070	32,250	\$21,643	67.1%
231	Workers' Compensation (.5%)	325	325	\$262	80.6%
232	Unemployment	1650	1,650	\$1,438	87.1%
240	Contractual Employee Benefits	64800	64,800	\$43,035	66.4%
310	Primary Instruction Services/Services	100	100	\$51	51.0%
410	Consumable Supplies/Materials	8000	\$14,000	\$13,916	99.4%
420	Textbooks	1500	\$1,500	\$1,292	86.1%
460	Furniture	5500	\$7,845	\$5,519	70.4%
470	Computer Software	0	\$0	\$980	#DIV/0!
640	Dues and Fees -	1000	\$1,200	\$1,164	97.0%
1111 - Totals		595990	\$618,863	\$426,162	68.9%
1291 - ESL					
130	Additional Salaries	0	1,000	\$687	68.7%
211	PERS - Employer Contribution (11.22%)	0	0	\$81	#DIV/0!
212	PERS - Employer Contribution	0	0	\$41	#DIV/0!
213	PERS - Employer Contribution (8%)	0	0	\$55	#DIV/0!
220	Social Security Admin - FICA/Medicare (7.65%)	0	0	\$52	#DIV/0!
231	Workers' Compensation (.5%)	0	0	\$5	#DIV/0!
232	Unemployment	0	0	\$1	#DIV/0!
1400 - Totals		0	\$1,000	\$922	92.2%
1400 - Additional Salaries					
130	Additional Salaries	1587	1,587	\$1,240	78.1%
211	PERS - Employer Contribution (11.22%)	0	0	\$146	#DIV/0!
213	PERS - Employer Contribution (8%)	0	0	\$99	#DIV/0!
220	Social Security Admin - FICA/Medicare (7.65%)	0	0	\$95	#DIV/0!
231	Workers' Compensation (.5%)	0	0	\$1	#DIV/0!
232	Unemployment	0	0	\$6	#DIV/0!
1400 - Totals		1587	\$1,587	\$1,587	100.0%
2110 - Attendance & Social Work					
350	Communication - One call now	0	\$0	\$0	#DIV/0!
380	Non-Instructional Professional/Tech support	15	\$15	\$0	0.0%
2110 Totals		15	\$15	\$0	0.0%
2120 -					
130	Additional Salaries	0	0	\$250	#DIV/0!
220	Social Security Admin - FICA/Medicare (7.65%)	0	0	\$19	#DIV/0!
231	Workers' Compensation (.5%)	0	0	\$2	#DIV/0!
2120 Totals		0	\$0	\$271	#DIV/0!

2240 - Instructional Staff Development						
310	Instructional Professional/Tech	2000	\$1,650	\$1,650	100.0%	
340	Travel			\$0		
2240 Totals		2000	\$1,650	\$1,650	100.0%	
2310 - Board of Education Services						
350	Communication & annual report	375	\$375	\$347		
381	Audit Services & Tax filings	6000	\$6,600	\$6,600	100.0%	
410	Consumables		\$350	\$347		
640	Dues & Fees	2000	\$2,000	\$1,881	94.1%	
650	Insurance and Judgements	5200	\$5,200	\$5,146	99.0%	
670	Taxes & Licenses	0	\$310	\$309	99.7%	
2310 - Totals		13575	\$14,835	\$14,631	98.6%	
2490 - Other Support SVCS - School Adm						
112	Classified Salaries	20269	\$20,269	\$14,945	73.7%	
113	Administrative Salary	67622	67,622	\$49,946	73.9%	
122	Classified Substitutes & unused leave	700	800	\$716	89.5%	
211	PERS - Employer Contribution (13.22%)	10327	\$10,327	\$7,625	73.8%	
213	PERS - Employer Contribution (8%)	7031	\$7,031	\$5,191	73.8%	
220	Social Security Admin - FICA/Medicare (7.65%)	6724	\$6,724	\$5,019	74.6%	
231	Workers' Compensation	75	\$75	\$40	52.7%	
232	Unemployment	400	400	\$180	45.1%	
240	Contractual Employee Benefits	10800	\$10,800	\$8,113	75.1%	
310	Instructional, Professional, & Technical Services	350	\$1,200	\$1,042	86.8%	
350	Communication	150	\$35	\$31	89.8%	
380	Non-Instructional Professional/Tech support	0	\$0	\$0	#DIV/0!	
410	Consumable Supplies/Materials & copies	1141	\$1,700	\$1,678	98.7%	
640	Dues & Fees	4000	\$5,000	\$4,482	89.6%	
2490 - Totals		129589	\$131,983	\$99,008	75.0%	
2520 - Fiscal Services						
380	Non-instructional Professional & Technical Services - Bookkeeper	2000	\$1,400	\$1,080	77.1%	
2520 - Totals		2000	\$1,400	\$1,080	77.1%	
2540 - Operations & Maintenance						
320	Property Services (Rent & Maintence/Janitorial service)	5000	\$5,000	\$3,487	69.7%	
324	Rentals	36000	\$36,000	\$32,180	89.4%	
410	Consumable Supplies/Materials	0	\$0	\$0	#DIV/0!	
2540 - Totals		41000	\$41,000	\$35,667	87.0%	
2550 - Student Transportation Services						
330	Student Transportation Services	500	\$700	\$590	84.3%	
2550 - Totals		500	\$700	\$590	84.3%	
3100 - Food						
112	Classified Salaries	3500	\$3,500	\$2,371	67.8%	
211	PERS - Employer Contribution (13.22%)	400	\$400	\$279	69.7%	
213	PERS - Employer Contribution (8%)	275	\$275	\$190	69.0%	
220	Social Security Admin - FICA/Medicare (7.65%)	260	\$260	\$181	69.8%	
231	Workers' Compensation whole school	5	\$5	\$3	54.0%	
232	Unemployment	17	17	\$6	34.8%	
410	Consumable Supplies/Materials	0	\$0	\$0	#DIV/0!	
450	Food	18000	\$18,000	\$15,819	87.9%	
640	Dues and Fees	0	\$0	\$332		
3100 - Totals		22457	\$22,457	\$19,181	85.4%	
6000 - Contingencies						
810	Planned Reserve - Contingency	9687	\$0	\$0		
6000 - Totals		9687	\$0	\$0	#DIV/0!	
EXPENSE TOTALS		818400	\$835,490	\$600,749	71.9%	
Revenue less Expenses (negative balance = \$ from contingency at year end)		275	\$0	\$17,076		

100 - Supplemental School Operations - Fundraised				Revised Sept. 2017	Revised January 2018	Activity as of 2/21/18
REVENUE:						
Rollover from 16-17 Fundraising				14117	\$14,117	\$14,117
Rollover from 16 - 17 Donor Funds for Future facilities				3713	\$3,713	\$3,713
Rollover from 16 - 17 CRS Longevity Fund				29692	\$29,692	\$29,692
Capital Campaign - Committed				200	\$200	\$0
Fundraising Revenue				40000	\$51,545	\$48,623
Paddle Up				0	\$6,800	\$6,800
Birds				0	\$2,155	\$2,155
Lunch Revenue				18000	\$18,000	\$9,930
School Related Revenue				7000	\$10,000	\$9,924
Judy's Party						
MAPS video Grant						\$1,000
Total Revenue				112722	\$136,222	\$125,954
EXPENSES:						
#						
	1111- School Related					
	111	Classified Salaries - check to SSF - GS, OS, Music	28500	\$32,500	\$0	
	380	Professional	0	\$400	\$400	
	410	Consumable Supplies/Materials - school related, etc.	6500	\$7,600	\$2,180	
	410	Auction Bird money, Safety Paddle up & Adolescent Start-up	0	\$13,455		
	640	Dues & Fees	0	\$2,000	\$677	
	1111 - Totals				\$55,955	\$3,257
#						
	2310 - Board of Education Services					
	310	Instructional Professional/Tech -Board Training	0	\$0	\$0	
	380	Professional	0	\$0	\$0	
	410	Consumable Supplies/Materials - check ordering -fiscal services	0	\$0	\$0	
	640	Dues & Fees	0	\$0	\$0	
	2310 - Totals			0	\$0	\$0
	2520 - Fundraising Expenses					
	350	Communication - ad in paper	0	\$0	\$0	
	380	Professional services	1000	\$1,000	\$1,000	
	410	Consumables - Fundraising Expenses - food	3700	\$4,000	\$4,115	
	640	Dues & Fees - Facility rental, licenses, and credit card fees	7500	\$5,500	\$6,251	
	810	Reserves - check to SSF for SSF needs 17-18	0	\$0	\$42,215	
	810	Reserves - check to SSF to build up reserves 16-17 poverty factor	0	\$10,000	\$10,000	
	2520 - Totals			12200	\$20,500	\$63,581
	3100 - Food					
	410	Consumables	0	\$0	\$33	
	450	Food - check to SSF to cover expenses	18000	\$18,000	\$0	
	3100 - Totals			18000	\$18,000	\$33
	6000 - Contingencies					
	810	Planned Reserve - roll over - Fundraising group	14117	\$8,162	\$4,117	
	810	Planned Reserve - Restricted Donor funds - facility	3713	\$3,913	\$3,713	
	810	Planned Reserve - CRS Longevity Fund	29692	\$29,692	\$29,692	
	6000 - Totals			47522	\$41,767	\$37,522
EXPENSE TOTALS				77722	\$136,222	\$104,393
Revenue less Expenses				35000	\$0	\$21,562

Appendix 6

Budget Report End of the Year

CRS Financial Overview

17-18 school year
End of the Year

<u>Reserve in SSF from 2010 -2011</u>		\$19,347
<u>Reserve in SSF from 2011 -2012</u>		\$19,633
<u>Reserve in SSF from 2012 -2013</u>		\$14,527
<u>Reserve in SSF from 2013 -2014</u>		\$20,038
<u>Reserve in SSF from 2014 -2015</u>		\$11,755
<u>Reserve in SSF from 2015 -2016</u>		\$9,947
<u>Reserve in SSF from 2016 -2017 (poverty factor change)</u>		-\$12,330
<u>Reserve in SSF from 2017 -2018</u>		\$0
	Total in SSF Reserve	\$82,917

760 - State School Support Fund - SSF(ADM)		Sept. 2017	Revised May 2018	as of 6/30/18	% of Budget
REVENUE:					
123 ADMw	State School Fund—General Support \$6220	765400	\$765,000	\$795,698	104.0%
	Rollover in SFSD			\$53,210	
	Club Fundraising - Supplemental from Fundraised	25000	\$25,000	\$55,636	
	Supplemental from Fundraised	0	\$17,215	\$0	
	Oregon Skate Night			\$307	
	Supplemental from Lunch Program SSO account	18000	\$18,000	\$15,715	
	Supplemental from School Related (supply fees etc.)	10000	\$10,000	\$9,060	
	Total Revenue	818400	\$835,215	\$929,625	111.3%
EXPENSES:					
<u>1111 (Elementary K-5 program)</u>					
111	Certified Salaries	288000	286,000	\$288,449	100.9%
112	Classified Salaries	120000	117,000	\$115,819	99.0%
121	Certified Substitutes	4000	\$4,500	\$4,491	99.8%
122	Classified Substitutes	2000	4,443	\$5,889	132.6%
130	Extra Duty	2500	2,500	\$3,057	122.3%
211	PERS - Employer Contribution	40185	48,000	\$46,818	97.5%
213	PERS - Employer Contribution	27360	32,750	\$31,870	97.3%
220	Social Security Admin - FICA/Medicare (7.65%)	29070	32,250	\$31,880	98.9%
231	Workers' Compensation (.5%)	325	325	\$339	104.4%
232	Unemployment	1650	1,650	\$1,438	87.1%
240	Contractual Employee Benefits	64800	64,800	\$63,062	97.3%
310	Primary Instruction Services/Services	100	100	\$51	51.0%
410	Consumable Supplies/Materials	8000	\$14,000	\$16,707	119.3%
420	Textbooks	1500	\$1,500	\$1,292	86.1%
460	Furniture	5500	\$7,845	\$5,519	70.4%
470	Computer Software	0	\$0	\$980	#DIV/0!
640	Dues and Fees -	1000	\$1,200	\$2,144	178.6%
1111 - Totals		595990	\$618,863	\$619,803	100.2%
<u>1121 -</u>					
130	Additional Salaries	0	0	\$244	#DIV/0!
211	PERS - Employer Contribution (11.22%)	0	0	\$29	#DIV/0!
213	PERS - Employer Contribution (8%)	0	0	\$20	#DIV/0!
220	Social Security Admin - FICA/Medicare (7.65%)	0	0	\$19	#DIV/0!
231	Workers' Compensation (.5%)	0	0	\$0	#DIV/0!
1121 Totals		0	\$0	\$311	#DIV/0!
<u>1291 - ESL</u>					
130	Additional Salaries	0	1,000	\$1,105	110.5%
211	PERS - Employer Contribution (11.22%)	0	0	\$130	#DIV/0!
212	PERS - Employer Contribution	0	0	\$66	#DIV/0!
213	PERS - Employer Contribution (8%)	0	0	\$88	#DIV/0!
220	Social Security Admin - FICA/Medicare (7.65%)	0	0	\$83	#DIV/0!
231	Workers' Compensation (.5%)	0	0	\$8	#DIV/0!
232	Unemployment	0	0	\$1	#DIV/0!
1400 - Totals		0	\$1,000	\$1,482	148.2%
<u>1400 - Additional Salaries</u>					
130	Additional Salaries	1587	1,587	\$1,240	78.1%
211	PERS - Employer Contribution (11.22%)	0	0	\$146	#DIV/0!
213	PERS - Employer Contribution (8%)	0	0	\$99	#DIV/0!
220	Social Security Admin - FICA/Medicare (7.65%)	0	0	\$95	#DIV/0!
231	Workers' Compensation (.5%)	0	0	\$1	#DIV/0!
232	Unemployment	0	0	\$6	#DIV/0!
1400 - Totals		1587	\$1,587	\$1,587	100.0%
<u>2110 - Attendance & Social Work</u>					
350	Communication - One call now	0	\$0	\$0	#DIV/0!
380	Non-Instructional Professional/Tech support	15	\$15	\$0	0.0%
2110 Totals		15	\$15	\$0	0.0%

2120 -							
	130	Additional Salaries	0	0	\$250	#DIV/0!	
	220	Social Security Admin - FICA/Medicare (7.65%)	0	0	\$19	#DIV/0!	
	231	Workers' Compensation (.5%)	0	0	\$2	#DIV/0!	
	2210	310 Primary Instruction Services/Services	0	0	\$549	#DIV/0!	
	2120	Totals	0	\$0	\$820	#DIV/0!	
2240 - Instructional Staff Development							
	310	Instructional Professional/Tech	2000	\$1,650	\$1,825	110.6%	
	340	Travel			\$0		
	2240	Totals	2000	\$1,650	\$1,825	110.6%	
2310 - Board of Education Services							
	381	Audit Services & Tax filings	6000	\$6,600	\$6,600	100.0%	
	410	Consumables - annual report		\$375	\$347		
	640	Dues & Fees	2000	\$2,350	\$2,261	96.2%	
	650	Insurance and Judgements	5200	\$5,200	\$5,146	99.0%	
	670	Taxes & Licenses	0	\$310	\$309	99.7%	
	2310	Totals	13200	\$14,835	\$14,664	98.8%	
2490 - Other Support SVCS - School Adm							
	112	Classified Salaries	20269	\$20,269	\$19,960	98.5%	
	113	Administrative Salary	67622	67,622	\$66,595	98.5%	
	122	Classified Substitutes & unused leave	700	800	\$716	89.5%	
	211	PERS - Employer Contribution (13.22%)	10327	\$10,327	\$10,170	98.5%	
	213	PERS - Employer Contribution (8%)	7031	\$7,031	\$6,924	98.5%	
	220	Social Security Admin - FICA/Medicare (7.65%)	6724	\$6,724	\$6,676	99.3%	
	231	Workers' Compensation	75	\$75	\$48	64.3%	
	232	Unemployment	400	400	\$180	45.1%	
	240	Contractual Employee Benefits	10800	\$10,800	\$10,813	100.1%	
	310	Instructional, Professional, & Technical Services	350	\$1,200	\$1,397	116.4%	
	350	Communication	150	\$35	\$31	89.8%	
	380	Non-Instructional Professional/Tech support	0	\$0	\$0	#DIV/0!	
	410	Consumable Supplies/Materials & copies	1141	\$1,700	\$2,112	124.3%	
	640	Dues & Fees	4000	\$5,000	\$5,064	101.3%	
	2490	Totals	129589	\$131,983	\$130,689	99.0%	
2520 - Fiscal Services							
	380	Non-instructional Professional & Technical Services - Bookkeeper	2000	\$1,400	\$1,553	110.9%	
	2520	Totals	2000	\$1,400	\$1,553	110.9%	
2540 - Operations & Maintenance							
	320	Property Services (Rent & Maintenance/Janitorial service)	5000	\$5,000	\$4,083	81.7%	
	324	Rentals	36000	\$36,000	\$36,980	102.7%	
	410	Consumable Supplies/Materials	0	\$0	\$0	#DIV/0!	
	2540	Totals	41000	\$41,000	\$41,063	100.2%	
2550 - Student Transportation Services							
	330	Student Transportation Services	500	\$700	\$795	113.6%	
	2550	Totals	500	\$700	\$795	113.6%	
3100 - Food							
	112	Classified Salaries	3500	\$3,500	\$3,473	99.2%	
	211	PERS - Employer Contribution (13.22%)	400	\$400	\$408	102.0%	
	213	PERS - Employer Contribution (8%)	275	\$275	\$278	101.0%	
	220	Social Security Admin - FICA/Medicare (7.65%)	260	\$260	\$266	102.2%	
	231	Workers' Compensation whole school	5	\$5	\$3	62.4%	
	232	Unemployment	17	17	\$6	34.8%	
	410	Consumable Supplies/Materials	0	\$0	\$0	#DIV/0!	
	450	Food	18000	\$18,000	\$19,565	108.7%	
	640	Dues and Fees	0	\$0	\$332		
	3100	Totals	22457	\$22,457	\$24,332	108.3%	
6000 - Contingencies							
	810	Contingency (Microeconomy, Garden, Safety, Lego Robotics JR.)	9687	\$0	\$7,785		
	810	Contingency - Reserve in SSF	0	\$0	\$82,917		
	6000	Totals	0	\$0	\$90,702	#DIV/0!	
EXPENSE TOTALS			808338	\$835,490	\$929,625	111.3%	

100 - Supplemental School Operations - Fundraised		Revised Sept. 2017	Revised January 2018	Activity as of 6/30/18
REVENUE:				
Rollover from 16-17 Fundraising		14117	\$14,117	\$14,117
Rollover from 16 - 17 Donor Funds for Future facilities		3713	\$3,713	\$3,713
Rollover from 16 - 17 CRS Longevity Fund		29692	\$29,692	\$29,692
Capital Campaign - Committed		200	\$200	\$200
Fundraising Revenue		40000	\$51,545	\$52,252
Paddle Up		0	\$6,800	\$6,800
Birds		0	\$2,155	\$2,155
Lunch Revenue		18000	\$18,000	\$15,748
School Related Revenue		7000	\$10,000	\$11,430
Judy's Party				\$500
MAPS video Grant				\$1,000
Total Revenue		112722	\$136,222	\$137,607
EXPENSES:				
#				
	1111- School Related			
	380	Professional	0	\$400
				\$9,060
	410	Consumable Supplies/Materials - school related, etc.	6500	\$7,600
	640	Dues & Fees	0	\$2,000
				\$677
	1111 - Totals			\$10,000
				\$12,930
#				
	2310 - Board of Education Services			
	310	Instructional Professional/Tech -Board Training	0	\$0
	380	Professional	0	\$0
	410	Consumable Supplies/Materials - check ordering -fiscal services	0	\$0
	640	Dues & Fees	0	\$0
	2310 - Totals		0	\$0
				\$0
	2520 - Fundraising Expenses			
	0		0	\$0
				\$3,196
	380	Professional services	1000	\$1,000
	410	Consumables - Fundraising Expenses - food	3700	\$4,000
	640	Dues & Fees - Facility rental, licenses, and credit card fees	7500	\$5,500
	810	Reserves - check to SSF for SSF needs 17-18	35000	\$45,955
	810	Reserves - check to SSF to build up reserves 16-17 poverty factor	0	\$10,000
	2520 - Totals		47200	\$66,455
				\$67,335
	3100 - Food			
	410	Consumables	0	\$0
				\$33
	450	Food - check to SSF to cover expenses	18000	\$18,000
	3100 - Totals		18000	\$18,000
				\$15,748
	6000 - Contingencies			
	810	Planned Reserve - roll over - Fundraising group	14117	\$8,162
				\$7,989
	810	Planned Reserve - Restricted Donor funds - facility	3713	\$3,913
				\$3,913
	810	Planned Reserve - CRS Longevity Fund	29692	\$29,692
				\$29,692
	6000 - Totals		47522	\$41,767
				\$41,594
EXPENSE TOTALS		112722	\$136,222	\$137,607
Revenue less Expenses		0	\$0	\$0

Appendix 7

2017 -2018 Audit Financial Report

(As of 10/29/18 - Audit Reports have not been received. CRS will provide copies to SFSD when those have been completed.)