

The Community Roots School

Charter School Annual Report

2020-21 School Year

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This annual report provides a comprehensive picture of the recently completed academic year, 2020-21. 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 2021/22

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 The 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 vegetable gardens, native plant garden, chickens, and a compost bin at the main campus on Eureka. CRS offered Band, Art Instruction, afterschool Lego Robotics, and many other activities.

CRS had a middle school program consisting of 7th and 8th Grades. This unique Montessori model offers middle school/adolescent students the amazing opportunity to meet their developmental needs. The Erdkinder/adolescent program partnered with GeerCrest Farm and students milked goats, harvested and prepared/canned food, and participated in various other farm economic activities.

In 2020/21 CRS had 117 students in one Kindergarten classroom, two lower elementary classrooms (1st – 3rd), two upper elementary classrooms (4th – 6th), and 1 Adolescent classroom (7th & 8th). CRS continues 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 2020-21 school year, we maintained the classroom configurations (both online and in-person) 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 2020-21 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).

20-21 CRS Board Members:

Jackie Kemp – Co-Chair

Jason Wagoner – Treasurer

Jason joined the CRS board in 2014, taking on the role of treasurer two years later. Jason is a graduate of Southern Oregon University with degrees in both Biology and History. In 2006, along with his wife, Melissa, Jason moved to Silverton to work for the Oregon Parks and Recreation Department. Over the past 13 years, the couple has fallen in love with the Silverton community and, as their family has grown, have enjoyed taking an interest in their children's education. Having served as a board member for the past six years, Jason has had the opportunity to watch the school grow and has found this both challenging and rewarding. The mission of Community Roots School and opportunity to provide its students with a quality education has been a rewarding experience.

Jennifer (Jen) De Jong

Jennifer is a founding member of Community Roots School and is the current Board Secretary and Co-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 had attended Community Roots. She currently has one at Silverton High School and another at Silverton Middle School.

Rhonda Bostic – Board Member

Shannon (Iris) Wilson – Board Member

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 many board meetings to board training, including journal reviews, team building and further education. As well, board development meetings are held on alternate dates as well. Topics covered in board trainings included finance, board orientation, and various other trainings (DEI, OSBA).

5. School Configuration and Enrollment

117 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 classrooms are a combination of 4th, 5th, and 6th grades. The adolescent program is its own standalone classroom of 7th and 8th grade students. Budgetary modifications were made to ensure limited effect on the learning environment for the students.

Enrollment for 2020-21

Enrollment forms for 2020-21 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 39 students for the 2020/21 academic year. Outreach was conducted by word of mouth 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 2020/21

From September – March, CRS committed to an online learning format for students in conjunction with Guidepost Montessori using the Altitude learning platform. CRS met all the instructional time requirements as outlined in ODE’s Ready Schools Safe Learners guidance and framework.

In March 2021, CRS transitioned into a Hybrid schedule (details below), where students had both asynchronous learning at home in the afternoons and synchronous learning on campus in the mornings, alternating days.



HYBRID LEARNING MODEL Spring 2021

Group A students will attend Tuesday and Thursday mornings.

Group B students will attend Wednesday and Friday mornings.

Group C students are CDL learners who will have synchronous lessons Tu-F afternoons.

When Groups A & B are not on campus, they will have independent learning activities to complete and submit via Guidepost.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Independent Learning Activities for (A) (B) (C)		(A) On-Site 9am-11:30am	(B) On-Site 9am-11:30am	(A) On-Site 9am-11:30am	(B) On-Site 9am-11:30am
Staff Planning and Professional Development					
Deep Cleaning of Classrooms					
		(C) CDL students synchronous 1-3:00pm			
		(B) Independent Learning All Day	(A) Independent Learning All Day	(B) Independent Learning All Day	(A) Independent Learning All Day

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 - 2020 – Handbooks and policies were updated to better align with the desired school culture.

CRS policies are found online: <http://policy.osba.org/commrt/index.asp>

7. Staffing and Professional Opportunities for Teachers

For the 2020-21 school year, staff included six full time teachers, 4 part time assistants, a full time administrator, a full time Curriculum Director, and a part time office manager. Heather Kofstad led 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. Michelle Bryntesen is the school’s other lower elementary teacher and has previously worked at CRS as a classroom assistant for a number of years. She is finishing up her Montessori teacher’s training. Ginnie Vigansky continued at CRS as an Upper Elementary teacher, having previously taught at a Montessori school in Corvallis. Susan Andree was the other upper elementary teacher, and holds a public school license. She is currently working to design an Oregon-based pathway for Montessori certified teachers to obtain an Oregon Teaching License. Bridgett Steveson guides our middle school program. She has Montessori certification and an Oregon charter school registry with TSPC.

The two elementary assistants divided their time between classrooms on each level. Lower Elementary classrooms shared one assistant, and the two upper elementary classrooms shared the other assistant for 7.5 hours a day. Kindergarten has its own part time assistant, and our garden specialist, Alyssa Burge, divided her time between assisting the Adolescent classroom and working as needed with students in other classrooms. 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. Christen Kelly was the new Administrator. Amanda Schaeffer-Wilfong was the Curriculum Director. Flo Pearson was the new Office Manager. SpEd intervention support was supported by staff members Amanda Schaeffer-Wilfong, Jodie Mitchell, and Jo Tucker.

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 the 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 uses 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. However, during the shift in our learning this year between online and hybrid, modifications were made to incorporate more SEL narratives as well.

Highlights of the children's year included returning to campus for Hybrid instruction in the spring, and making connections with peers, teaching staff, and their indoor/outdoor environments. 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. However, due to COVID-19 protocols, this was done as a "drive-thru" event. A graduation ceremony was held outdoors for our 8th grade students who were moving up to the High School.

In the spring, the some children opted in to the modified SBAC testing for 200/21. As of 10/1/2021 CRS has not received the scores from these modified tests. As such, CRS staff will be utilizing data from the STAR assessment to provide feedback to staff in areas of individual growth. For specific questions regarding the report card, please contact Christen Kelly.

9. Oversight Visits and Additional School Performance Data

The Community Roots School Administrator, Christen Kelly, presented the 2019-20 Annual Report to the Silver Falls School District Board in May of 2021 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.

Wrapping up and Expansion Grant with the Oregon Department of Education, CRS has been able to contract with multiple agencies to provide support and professional development for the school. CRS has a DEI consultant, Christine Moses of Buffalo Cloud Consulting, that supports the Staff and Board to use an equity lens in decision making processes, create culturally responsive learning environments, examine implicit biases, and dismantle aspects of white supremacy culture within ourselves and our community. BCC did this through observations and providing staff feedback, staff and Board PD in the area of Anti-Racism utilizing the Racial Healing Handbook. CRS also has contracted out with the National Center for Montessori in the Public Sector to assess the school utilizing the Essential Elements Rubric for Public Montessori Schools. This assessment comes with recommendations for school improvement and support from Seth Webb, NCMPS consultant. Seth also facilitated focus groups for SWOT analysis for CRS in process for homing in and developing relevant Strategic Plan priorities.

10. Financials

Budgets

In April 2020, Community Roots School submitted its SSF operational budget, for the 2020-21 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 2020. Approved budgets are attached in Appendices 3 and 4.

Fiscal Management

In 2011, the Community Roots School board created a Finance Committee made up of one (or more) community members, 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 – Christen Kelly, fundraising chair - Irene Schmuker, Board Member – Jackie Kemp, and Parent Volunteer – Troy Barney were charged with the oversight of the school's finances for the 20-21 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 2020-2021 school year, 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 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 4 are the year-end financials for the school.

Grant Writing

CRS was approved for a substantial Expansion Grant through the Oregon Department of Education. CRS was awarded for a 2 year period, \$449,510. The CRS board has provided oversight of the use of these funds. The grant closed out in December 2020.

Goal #1: Complete K-8 Alignment and comprehensive Adolescent curriculum & materials

Goal #2: Fully Equipped Authentic Montessori Adolescent Classroom

Goal #3: Land based Economic Production and Farm Occupation equipment

Goal #4: Improving Outcomes for Historically Underserved Students

Goal #5: Highly Trained Montessori Staff

Fundraising

The CRS Fundraising Committee consists of a group of CRS parents and Christen Kelly as the school representative. Fundraising events were limited due to COVID, and in 2020-21 an estimated \$12,720 was raised by the fundraising committee. In 2020-21 fundraising dollars were expected to contribute to areas of need such as “specials” like music, art, and garden instruction.

Fundraising efforts included wreath sales, purchasing ability through Amazon.com, Box Tops for Education, blue bag bottle drop, and a plant sale. The Auction was postponed until 2021/22.

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 5.

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.” We hosted several fundraising activities that brought the community and school together including a plant sale fundraiser (with flowers, veggie starts, and trees from our school garden that the children prepared, as well as hanging baskets from a local nursery), and a holiday wreath sale.

The students 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. Once in Hybrid mode in the Spring, classes took multiple walking trips to the park, and worked in the garden. Our upper elementary students' "going out" program, which allows our 4th – 6th graders learning opportunities outside the classroom, was put on hold during the 2020/21 school year due to COVID.

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. With the ODE Expansion Grant in the 18-19 school year, there was a renewed plan for a needs assessment and evaluation of our current mission of an Authentic Montessori model. Focus groups were held with parents, staff, and board members and an in depth look at our Montessori classrooms, policies, and practices were completed by the National Center for Montessori in the Public Sector (NCMPS). In the 2020-21 school year, staff and board took the information from the report and began creating a strategic plan of support and accountability.

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 virtual Family Engagement sessions where staff introduced Montessori concepts and curriculum to family members.

Parents were also encouraged to support their child's learning online, as well as attend the bi-annual parent-teacher conferences. Fundraising and Community Building events often coincide and range from a plant sale to our annual auction. However, due to the COVID-19 pandemic, the annual auction was postponed in 2020.

12. Goals outlined in ORS 338.015

The Community Roots School is consistent with all of the goals outlined 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 2020-21

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.

The 20-21 school year included Seth Webb, a Montessori consultant from NCMPS, supporting our staff with the results of the previous year's audit. In 19/20 he conducted an audit of our school utilizing the DERS observation tools, EER (Essential Elements Rubric) a Montessori assessment Rubric, and input from the CRS staff and board. The audit identified some concrete work that CRS is working to adopt. CRS administration has established a leadership team for the first time in 2018 and that group of CRS guides meets monthly to work on the goal of the EER. This work will continually be supported by Seth Webb and The National Center for Montessori in the Public Sector. In 20/21 he conducted SWOT focus groups with our school community and supported us in developing a draft of our Strategic Plan priorities for CRS. Our school continued these procedures and practices for the 20-21 school year:

- 1) Child Study – in depth study by a team
- 2) New Progress Reports – Focus on Social/Emotional Fluency, Executive Functions, and Critical Thinking Skills
- 3) Normalization/Adjustment Checklist (adapted for Online/Hybrid learning)– ability of a child to access Montessori curriculum
- 4) Montessori Assistant Training for every assistant
- 5) All guides will be Montessori Trained

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

The Community Roots School 2019-2020

INTEREST KEY:	SKILL DEVELOPMENT KEY:
ENT = Enthusiastic	EXT = Extended: The student is engaged in curricular extension of this topic.
NEU = Neutral	OT = On Target: The student demonstrates an appropriate level of competency for the topic area at this grade level.
REL = Reluctant	ADJ = Adjusted: The student's curriculum is adjusted to provide additional support.

Academic Development

Content Area	Interest			Skill Development			GOAL/COMMENT
	Nov	March	June	Nov	March	June	
Reading							DRA (28 f/mf)
Writing							Phonics (89-100)
Grammar/Word Study							Phonemic Awareness
Spoken Language							Writing
Numbers & Operations							Language: Ideas & Content, Organization, Sentence Fluency, Conventions
Patterns & Relationships (Algebraic Thinking)							
Measurement & Data							Mathematics: (Please see State Standards for minimum expectations)
Problem Solving & Reasoning							
Geometry							Cultural Studies and the Sciences: Cultural Studies- Human studies, Physical place Life Sciences- Botany, Zoology Physical & Earth Sciences- experiments, land and water Outdoor School- based on what Alyssa is seeing
Research Skills & Presentations							
Cultural Studies (History & Geography)							Cultural Studies and the Sciences: Cultural Studies- Human studies, Physical place Life Sciences- Botany, Zoology Physical & Earth Sciences- experiments, land and water Outdoor School- based on what Alyssa is seeing
Life Sciences							
Physical & Earth Sciences							Cultural Studies and the Sciences: Cultural Studies- Human studies, Physical place Life Sciences- Botany, Zoology Physical & Earth Sciences- experiments, land and water Outdoor School- based on what Alyssa is seeing
Outdoor School							

Appendix 2

ODE Report Card

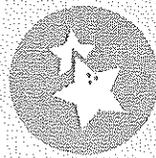
OREGON AT-A-GLANCE SCHOOL PROFILE

The Community Roots School

PRINCIPAL: Christen Kelly | GRADES: K-8 | 229 Eureka Ave, Silverton 97381 | 503-874-4107



Students We Serve



DEMOGRAPHICS

American Indian/Alaska Native

Students | 1%
Teachers | 0%

Asian

Students | 0%
Teachers | 0%

Black/African American

Students | 0%
Teachers | 0%

Hispanic/Latino

Students | 7%
Teachers | 0%

Multiracial

Students | 3%
Teachers | 0%

Native Hawaiian/Pacific Islander

Students | 0%
Teachers | 0%

White

Students | 89%
Teachers | 100%

*

Ever English Learners



2 Languages Spoken

13% Students with Disabilities

59% Required Childhood Vaccinations

>95% Free/Reduced Price Lunch

* <10 students or data unavailable

Special Note

The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. The story is harder to tell this year as the COVID-19 pandemic significantly impacted our schools and the data we collect. As a result, statewide assessment and attendance data cannot be compared to prior years and are not shown here. We have included links to our website where you can view the 2020-21 statewide assessment and attendance data and read a detailed description of how these data were impacted. We're thankful for your partnership as we focus on care, connection and the creation of safe, inclusive and supportive learning environments.

Academic Success

ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.

For 2020-21 English Language Arts data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx

School Environment

REGULAR ATTENDERS

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

For 2020-21 Regular Attenders data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx

Academic Progress

INDIVIDUAL STUDENT PROGRESS

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

Data not available in 2020-21

SCIENCE

Students meeting state grade-level expectations.

For 2020-21 Science data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx

MATHEMATICS

Students meeting state grade-level expectations.

For 2020-21 Mathematics data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx

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.

State Goals

The Oregon Department of Education is partnering 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, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

The Community Roots school embraces respect for self, respect for others, and respect for our environment. Alongside academic goals, we prioritize the social emotional growth of each child. Students learn daily through mindfully prepared environments that are continuously examined through an equity lens. Barriers are removed in order for students to manifest their unique potential and contribute to a global, peaceful society. CRS has very extensive Educational Equity (JBB) and Every Student Belongs (ACB) policies that outline ways we create spaces in which each student feels safe, seen, heard, represented, understood, and worthy.

Appendix 3

2020 – 2021 Approved Budget

760 - State School Support Fund

REVENUE:			
760-3101-00	135 enrolled	State School Fund—General Support	\$951,750
		Lunch Revenue	\$10,000
760-5400-00		Reserve Rollover from 19-20	\$83,000
760-1760-00		Supplemental from Fundraised/School related account	\$47,600
TOTAL REVENUE			\$1,092,350

EXPENSES:			
1000			
	1111- K-5 Instruction		
	760-1111-111-142-00-00	Certified Salaries	226,843
	760-1111-112-142-00-00	Classified Salaries	139,867
	760-1111-117-142-00-00	Unused Leave	5,000
	760-1111-124-142-00-00	Temporary Classified - Lego - ESL	4,500
	760-1111-211-142-00-00	PERS - Employer Contribution	64,800
	760-1111-213-142-00-00	PERS - Employer Contribution	28,800
	760-1111-220-142-00-00	Social Security Admin - FICA/Medicare	27,540
	760-1111-231-142-00-00	Workers' Compensation	\$200
	760-1111-240-142-00-00	Contractual Employee Benefits	51,000
	760-1111-311-142-00-00	Certified Substitutes	8,000
	760-1111-312-142-00-00	Classified Substitutes	4,000
	760-1111-410-142-00-00	Consumable Supplies (\$600/class) Paddle-up/birds	\$11,855
	760-1111-640-142-00-00	Dues and Fees - Art & Lego robotics	\$1,000
	1111 - Totals		\$573,405
2000			
	1121- 6-8 Instruction		
	760-1121-111-142-00-00	Certified Salaries	98,200
	760-1121-211-142-00-00	PERS - Employer Contribution	17,676
	760-1121-213-142-00-00	PERS - Employer Contribution	7,856
	760-1121-220-142-00-00	Social Security Admin - FICA/Medicare	7,500
	760-1121-231-142-00-00	Workers' Compensation	\$55
	760-1121-240-142-00-00	Contractual Employee Benefits	20,400
	760-1121-410-142-00-00	Consumable Supplies Microeconomy & \$600 classroom	\$3,000
	760-1121-640-142-00-00	Dues and Fees - GeerCrest	\$8,000
	1121 - Totals		\$162,687
	2240 - Instructional Staff Development		
	760-2240-000-142-00-00	Instructional Professional/Tech (Staff/Curriculum Develop)	\$1,000
	2240 Totals		\$1,000
	2310 - Board of Education Services		
	760-2310-380-142-00-00	Non-Instructional - OSBA, Workers Comp	\$4,500
	760-2310-381-142-00-00	Audit Services	\$7,500
	760-2310-410-142-00-00	Consumables - printing annual reports	\$500
	760-2310-650-142-00-00	Insurance and Judgements	\$5,500
	2310 - Totals		\$18,000

Appendix 4

End of the Year Budget Reports

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
Revenue						
760.0000.1760.142.000.000	Fund Raising (Paddle up & Auction)	0.00	0.00	0.00	0.00	0.00
760.0000.1990.142.000.000	Miscellaneous - School Related	5001.58	5001.58	0.00	0.00	0.00
760.0000.3101.142.000.000	State School Fund—General Support (131.82) \$6719	899249.16	899249.16	0.00	0.00	0.00
	SIA Funds	27057.00	27057.00	0.00		0.00
	CARES ACT	10000.00	10000.00	0.00		0.00
760.0000.5400.142.000.000	BEGINNING FUND BALANCE	83000.00	83000.00	0.00	0.00	0.00
	Total Revenue	1024307.74	1024307.74	0.00	0.00	0.00
Expenditures						
760.1111.0111.142.000.000	Licensed Salaries	207495.24	207495.24	0.00	0.00	0.00
760.1111.0112.142.000.000	Classified Salaries	81298.26	81298.26	0.00	0.00	0.00
760.1111.0117.142.000.000	Unused Leave	3024.10	3024.10	0.00	0.00	0.00
760.1111.0211.142.000.000	Employer Contribution, Tier I and Tier II	46351.11	46351.11	0.00	0.00	0.00
760.1111.0213.142.000.000	PERS UAL Contribution	22742.51	22742.51	0.00	0.00	0.00
760.1111.0220.142.000.000	Social Security Administration	21958.93	21958.93	0.00	0.00	0.00
760.1111.0231.142.000.000	Workers' Compensation	127.30	127.30	0.00	0.00	0.00
760.1111.0232.142.000.000	Unemployment Compensation	948.79	948.79	0.00	469.76	-469.76
760.1111.0240.142.000.000	Contractual Employee Benefits	0.00	0.00	0.00	0.00	0.00
760.1111.0251.142.000.000	ER Health Insurance Benefits Licensed	37800.23	37800.23	0.00	0.00	0.00
760.1111.0252.142.000.000	ER Health Insurance Benefits Class	2334.48	2334.48	0.00	0.00	0.00
760.1111.0311.142.000.000	Instruction Services - ESL	0.00	0.00	0.00	0.00	0.00
760.1111.0312.142.000.000	Instructional Programs Improvement Services - Professional Dev.	0.00	0.00	0.00	0.00	0.00
760.1111.0410.142.000.000	Consumable Supplies and Materials	11846.22	11846.22	0.00	1279.71	-1279.71
760.1121.0240.142.000.000	Contractual Employee Benefits	0.00	0.00	0.00	0.00	0.00
760.1121.0311.142.000.000	Instruction Services - ESL	0.00	0.00	0.00	0.00	0.00
760.1111.0640.142.000.000	Dues and Fees	38912.85	38912.85	0.00	275.00	-275.00
760.1121.0111.142.050.000	Licensed Salaries	80917.76	80917.76	0.00	0.00	0.00
760.1121.0121.142.050.000	Classified Salaries	7680.00	7680.00	0.00	0.00	0.00
760.1121.0136.142.050.000	Personal Leave Payout	950.90	950.90	0.00	0.00	0.00
760.1121.0211.142.050.000	Employer Contribution, Tier I and Tier II	14381.51	14381.51	0.00	0.00	0.00
760.1121.0213.142.050.000	PERS UAL Contribution	6977.03	6977.03	0.00	0.00	0.00
760.1121.0220.142.050.000	Social Security Administration	6608.12	6608.12	0.00	0.00	0.00

19-20 CRS - SSF Budget 10/1/2021

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
760.1121.0231.142.050.000	Workers' Compensation	33.48	33.48	0.00	0.00	0.00
760.1121.0231.142.050.000	Unemployment Compensation	294.21	294.21	0	0	0
760.1121.0240.142.050.000	Contractual Employee Benefits	0.00	0.00	0.00	0.00	0.00
760.1121.0251.142.050.000	ER Health Insurance Benefits Licensed	12910.81	12910.81	0.00	0.00	0.00
760.1121.0410.142.250.000	Consumables	0.00	0.00	0.00	0.00	0.00
760.2120.0130.142.000.000	Additional Salary - Jenn W	521.02	521.02	0.00	0.00	0.00
760.2120.0211.142.000.000	Employer Contribution, Tier I and Tier II	82.11	82.11	0.00	0.00	0.00
760.2120.0213.142.000.000	PERS UAL Contribution	41.68	41.68	0.00	0.00	0.00
760.2120.0220.142.000.000	Social Security Administration	39.85	39.85	0.00	0.00	0.00
760.2120.0231.142.000.000	Workers' Compensation	0.35	0.35	0.00	0.00	0.00
760.2120.0230.142.000.000	Unemployment Compensation	2.61	2.61	0.00	0.00	0.00
760.2310.0380.142.000.000	Non-instructional Professional and Technical	0.00	0.00	0.00	0.00	0.00
760.2310.0381.142.000.000	Audit Services	7950.00	7950.00	0.00	0.00	0.00
760.2310.0382.142.000.000	Legal Services	756.25	756.25	0.00	0.00	0.00
760.2310.0410.142.000.000	Consumable Supplies and Materials	0.00	0.00	0.00	0.00	0.00
760.2310.0640.142.000.000	Dues and Fees - Workers Comp	9797.32	9797.32	0.00	0.00	0.00
760.2310.0650.142.000.000	Insurance and Judgments	0.00	0.00	0.00	0.00	0.00
760.2310.0670.142.000.000	Taxes and Licenses - tax prep	0.00	0.00	0.00	0.00	0.00
760.2490.0111.142.000.000	Certified Salaries	0.00	0.00	0.00	0.00	0.00
760.2490.0112.142.000.000	Classified Salaries	23592.94	23592.94	0.00	0.00	0.00
760.2490.0113.142.000.000	Administrators	98697.29	98697.29	0.00	0.00	0.00
760.2490.0121.142.000.000	Substitutes Licensed	0.00	0.00	0.00	0.00	0.00
760.2490.0121.142.000.000	Extra Duty Admin (Miranda)	1351.50	1351.50	0.00	0.00	0.00
760.2490.0211.142.000.000	Employer Contribution, Tier I and Tier II	9081.44	9081.44	0.00	0.00	0.00
760.2490.0213.142.000.000	PERS UAL Contribution	4534.55	4534.55	0.00	0.00	0.00
760.2490.0220.142.000.000	Social Security Administration	9484.23	9484.23	0.00	0.00	0.00
760.2490.0231.142.000.000	Workers' Compensation	43.42	43.42	0.00	0.00	0.00
760.2490.0232.142.000.000	Unemployment Compensation	411.94	411.94	0.00	0.00	0.00
760.2490.0240.142.000.000	Contractual Employee Benefits	0.00	0.00	0.00	0.00	0.00
760.2490.0253.142.000.000	ER Health Insurance Benefit Admin	9400.08	9400.08	0.00	0.00	0.00
760.2490.0312.142.000.000	Instructional Programs Improvement Services	0.00	0.00	0.00	0.00	0.00
760.2490.0350.142.000.000	Communication	0.00	0.00	0.00	200.00	-200.00
760.2490.0410.142.000.000	Consumable Supplies and Materials	2453.69	2453.69	0.00	796.32	-796.32

760.2490.0640.142.000.000	Dues & Fees / OSBA policy charge /Bookkeeper/	1596.36	1596.36	0.00	648.05	-648.05
760.2520.0231.142.000.000	Workers' Compensation	0.00	0.00	0.00		
760.2520.0380.142.000.000	Non-instructional Professional and Technical	0.00	0.00	0.00	0.00	0.00
760.2540.0920.142.000.000	Property Services	5293.97	5293.97	0.00	197.23	-197.23
760.2540.0924.142.000.000	Rentals	44541.35	44541.35	0.00	5458.65	-5458.65
760.2540.0380.142.000.000	Non-instructional Professional and Technical	0.00	0.00	0.00		
760.2550.0930.142.000.000	Student Transportation Services	0.00	0.00	0.00	0.00	0.00
760.3100.0450.142.000.000	Food	0.00	0.00	0.00	0.00	0.00
760.3100.0112.142.000.000	Food Classified Salary	0.00	0.00	0.00	0.00	0.00
760.3100.0640.142.000.000	Dues and Fees	0.00	0.00	0.00	430.00	-430.00
760.4190.0670.142.000.000	Taxes and Licenses - tax prep	414.00	414.00	0.00	0.00	0.00
760.6110.0810.142.000.000	Contingency - Roll Over	105625.95	105625.95	0.00	0.00	0.00
760.7000.0820.142.000.000	Reserved for Next Year	83000.00	83000.00	0.00	0.00	0.00
		\$1,024,307.74	\$1,024,307.74	\$0.00	\$9,754.72	(\$9,754.72)

	Budget	YTD Transactions
Revenue	\$1,024,307.74	\$1,024,307.74
Expenditures	\$1,024,307.74	\$1,024,307.74
Balance	\$0.00	\$0.00

	19-20 actual	20-21 Actual
Assigned		
Total in SSF Reserve	\$83,000	\$83,000
Reserve - roll over - Fundraising group	\$31,000	\$42,043
Play ground Donation	\$4,000	\$4,000
Contingency Roll-Over		\$105,625
Restricted		
Reserve - Restricted Donor funds - facility	\$4,313	\$4,713
Reserve - CRS Longevity Fund	\$29,692	\$29,692
Total Reserves	\$152,005	\$269,073

Appendix 5

2020 -2021 Audit Financial Report

(As of 10/1/21 – Audit Reports have not been received. CRS will provide copies to SFSD when those have been completed.)