



Siletz Valley School

245 James Frank Ave, Siletz, OR 97380

Phone: (541) 444-1100 Fax: (541) 444-2368

LCSD Board Report

Additions to the school

*Newly voted Cite Council team

*Adopted Equity Lens Tool (attachment)

*Independent Integrated Grant Application Opportunity

*Created Culinary Arts/Food Program

*Indian Education Program Staffing: Siletz Valley School Teacher Theresa Smith with added weekly

Culture Club Activities

*Annual All Staff Educational Retreat

Reports and Updates

*2023-24 School Improvement Plan (attachment)

*TAPP program: Still unstaffed

Fall & Winter STAR results (attachment)

*Finalized OSBA Annual Performance Review (attachment)



Siletz Valley School

245 James Frank Ave, Siletz, OR 97380

Phone: (541) 444-1100 Fax: (541) 444-2368

Equity Lens or Tool

Siletz Valley School has focused the last several years on providing Individualized Education for All Learners and has expanded this to include a clear and focused approach to understanding and eliminating barriers to students' education with an emphasis on student outcomes. With this in mind, the goal of using an equity tool is to identify and remove barriers that hinder learners from accessing their education and opportunities. Leadership will use this document to identify and understand the barriers to access and opportunity and the outcomes of all learners. The leadership team will use and review the following questions to guide the implementation funds distributed with the Integrated Guidance:

- Is the outcome/strategy aligned to the District mission and vision?
- What data have we gathered that informs our decisions? What does it say about outcomes for targeted and specific groups of learners?
- Which students/staff does the decision or initiative affect both positively and negatively?
- Have members of the community been involved in the decision-making process? Is there collective support to move forward supporting the strategies?
- What are the barriers to more equitable outcomes (e.g. mandates, politics, finances, community expectations, etc.)? How will the barriers that cannot be eliminated be mitigated?
- How does this decision build capacity and empowerment for student agency and voice, including students who do not represent the dominant culture?
- Can this initiative be both sustainable and scalable? What are the implications of lack of future funding?
- What data should be collected to inform reflection on the effects of this decision?

Throughout the development of the Integrated Guidance Document, the Equity Tool will be applied to each goal, funding application, and desired outcome. Additionally, as leadership and the School Board review the quarterly and yearly results, outcomes for students will be reviewed and strategies adjusted to support all learners in meeting applicable benchmarks.

Oregon School Continuous Improvement Plan Template

School Year	2023-2024
School	Siletz Valley School

School Direction Section

Vision	Provide unique and individualized educational opportunity for all students
Mission	To create a nurturing environment, foster a love of learning, inspire students to reach their full potential and provide opportunities for students to achieve academic and social success

Comprehensive Needs Assessment Summary

What data did our team examine?

Student, Staff and Community surveys, STAR benchmark data, Dibles, HMH Growth Measures, RTI progress monitoring, OSBA evaluation reporting, attendance data and on track to graduate

How did the team examine the different needs of all learner groups?

The team looked at past years' practices and interventions to examine which were successful or not by examining data from beginning of the school year. We also analyzed current practices needed to prepare students to be career and collegebound.

How were inequities in student outcomes examined and brought forward in planning?

The team began looking for additional extra curricular and courses for students who have other interests than the current offerings such as: athletics and woodshop in order to plan for additional needed programs.

What needs did our data review elevate?

Attendance continues to be a high need for our students. Therefore, we are looking at readjusting the schedules in order to make it more conducive to student learning and interest. In addition we found that the school needs to work towards interest based learning tactics by connecting student learning with social/emotional needs relative to them.

How were stakeholders involved in the needs assessment process?

All stakeholders were given individualized surveys based on their roles provided by the state then evaluated by gradeband level teams and site council members. In addition, weekly gradeband level staff meetings have been held and documented to gain feedback and to analyze current needs.

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

*Increase Interest-based literacy opportunities *Increase career and college readiness for all students *Increase extracurricular and course offerings to increase student engagement

Long Term School Goals & Metrics

All or some school goals may match district goals

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

Goal 1	Literacy: Provide opportunities for interest-based reading to increase reading scores and engagement. Set student engagement goal to meet daily reading logs with 80% comprehension using grade level appropriate materials.		
Metrics	By (year) 2024	By (year) 2025	By (year) 2026
	Increase Dibles scores (K-6) and STAR scores (K-12) by: 15%	Increase Dibles scores (K-6) and STAR scores (K-12) by: 15%	Increase Dibles scores (K-6) and STAR scores (K-12) by: 15%
Goal 2	Career and College readiness: Provide more after school club opportunities, increase college and career site visits K-12, monthly community project days, established sustainable student elective programs, Career exploration programs		
Metrics	By (year) 2024	By (year) 2025	By (year) 2026
	Add 1 club, 1 elective course program, increase site visit 1 per quarter	Add 1 club, 1 elective course program, increase site visit 1 per quarter	Add 1 club, 1 elective course program, increase site visit 1 per quarter
Goal 3	Increase more rigorous opportunities and supports: TAGG (including early intervention supports), offer Advanced courses and intervention, Dual credits, staff training, computer enhancement programs		
Metrics	By (year) 2024	By (year) 2025	By (year) 2026
	full introduction of TAGG with training, sustaining 2 dual credit courses, adopting advanced courses in elementary	Full implementation of TAGG K-12, adding a dual credit opportunity	increase enrollment into MS advanced courses and HS dual credit

Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
Title I	Provides Literacy supports for students to increase reading interests and scores
Title VI Indian Education	Gives supports to tribal students towards graduation, cultural exposure and future success
TAPP	Supports families with regular attendance goals, strategies and awareness
TAGG Corrdinator	Provides staff training and support for TAGG intervention, assesses students for TAGG referral, manages assessment and intervention support materials.

Annual Evidence Based Strategies, Measures and Actions (to meet school goals)

District or School Goal this strategy supports	Goal 1: Literacy: Provide opportunities for interest-based reading to increase reading scores and engagement. Set student engagement goal to meet daily reading logs with 80% comprehension using grade level appropriate materials.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>provide more diversity in reading materials, activities and training</u> Then <u>students will engage more and be self motivated to engage in literacy improvement</u> And <u>literacy scores will increase</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall If adults utilize tools for creative literacy opportunities, then students will show more interest in reading materials	Winter If adults connect the Literacy curriculum with additional activities, then students will naturally increase reading comprehension	Spring If adults are consistent with building more diverse strategies, then students will have a clearer understanding of purpose for Literacy
	Measures of Evidence for Students ("and" statement)	Fall If students engage in more reading activities then increased reading time will be happening	Winter If students increase reading activities, then they will develop more critical thinking skills	Spring If students gain more insightful skills then scores will increase on assessments
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Teachers	1. Planning creative opportunities for Literacy		Dec. 2023
	Title I	2. Find and organize supports and training for staff		Jan 2024
	Administration	3. Support staff with creative ideas and manage funding		March 2024
		4.		
	5.			
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	Goal 2: Career and College readiness: Provide more after school club opportunities, increase college and career site visits K-12, monthly community project days established sustainable student elective programs.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>increase more engagement opportunities through: college/career site visits, elective courses and project days</u> Then <u>student participation rates will increase</u> And <u>attendance, on track to graduate and career interest will increase</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall If adults organize and facilitate opportunities and engagement, then students will increase attendance by 5% from previous year	Winter If adults organize and facilitate opportunities and engagement, then students will increase attendance by 10% from previous year	Spring If adults organize and facilitate opportunities and engagement, then students will increase attendance by 15% from previous year
	Measures of Evidence for Students ("and" statement)	Fall If adults organize and facilitate opportunities and engagement, then students will increase attendance by 5% from previous year and student performance will increase by 5%	Winter If adults organize and facilitate opportunities and engagement, then students will increase attendance by 10% from previous year and student performance will increase by 5%	Spring If adults organize and facilitate opportunities and engagement, then students will increase attendance by 15% from previous year and student performance will increase by 5%
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Counselor	1. scheduling more site visits and increase check-ins		Dec. 2023
	Teachers	2. Reach out for community volunteers		Oct 2023
	Administration	3. Fund and assist organizing visits, project dates and deadlines		Oct 2023
	Title IV	4. Coordinate with tribal members to participate in assisting student exploration opportunities		Nov. 2023
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership		
		<input checked="" type="checkbox"/> Talent Development		
		<input checked="" type="checkbox"/> Stakeholder Engagement and Partnership		
		<input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning		
		<input type="checkbox"/> Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District or School Goal this strategy supports	Goal 3: Increase more rigorous opportunities and supports: TAG (including early intervention supports), offer Advanced courses and intervention, Dual credits, staff training, computer enhancement programs			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>Implement TAGG supports and increase advanced opportunities</u> Then <u>students will have more equitable access to appropriate academic supports</u> And <u>students will be more prepared for graduation and beyond</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 100% of teachers will be trained in TAGG interventions and teachers providing dual credit will be fully qualified	Winter Tagg assessments will be completed for referred students and implementation will begin. Increases advanced courses will be planned	Spring Full TAGG intervention in process for qualified students, a finalized referral process will be solidified
	Measures of Evidence for Students ("and" statement)	Fall students begin assessment process for TAGG, then identification will begin. Students will become more aware of dual credit opportunities	Winter Students will begin having better performance in the classes with intervention.	Spring Formal assessment scores will begin to increase up to 15% based on interventions
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Counselor	1. Schedule in advanced courses		August 2023
	TAGG Corrdinator	2. Provides staff training and support for TAGG intervention, assesses students for TAGG referral, manages assessment and intervention support materials.		Dec. 2023
	Administration	3. Ensure needed trainings are scheduled		August 2023
	Dual Credit teachers	4. Work with community college on necessary steps for certification		Oct 2023
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

School Plan Self-Monitoring Routines

Please describe the school plan to install quarterly plan-review/monitoring routines (see example below):

Siletz will use the bottom chart as a monitoring tool during various input meetings such as staff PLC times, Administration meetings and community input meetings.

Routine Example:

The chart below does not need to be completed prior to installation of school self-monitoring routines. It is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

Performance Updates	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?

SAMPLE School Self-Monitoring Routine Template

School

Siletz Valley School

Class/Group ^	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Eighth 22-23	20	1	5%	19	95%	2	11%	69	17	89%	14
Eleventh 22-23	15	1	7%	14	93%	2	14%	73	12	86%	10
Fifth 22-23	18	0	0%	18	100%	4	22%	66	14	78%	12
First 22-23	12	0	0%	12	100%	7	58%	72	5	42%	23
Fourth 22-23	21	0	0%	21	100%	7	33%	67	14	67%	16
Kinder 22-23	20	1	5%	19	95%	5	26%	67	14	74%	24
Ninth 22-23	21	2	10%	19	90%	1	5%	77	18	95%	13
Second 22-23	12	0	0%	12	100%	5	42%	77	7	58%	26
Seventh 22-23	16	0	0%	16	100%	1	6%	73	15	94%	9
Sixth 22-23	15	0	0%	15	100%	2	13%	69	13	87%	11
Tenth 22-23	20	0	0%	20	100%	3	15%	58	17	85%	16
Third 22-23	17	0	0%	17	100%	3	18%	56	14	82%	17
Twelfth 22-23	11	0	0%	11	100%	2	18%	62	9	82%	20
Summary	218	5	2%	213	98%	44	21%	68	169	79%	15

Below PR may display a dash when the PR can't be calculated for the Below Average column.

School

Siletz Valley School

Class/Group ^	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Eight h 22-23	20	1	5%	19	95%	2	11%	77	17	89%	15
Elevent h 22-23	15	0	0%	15	100%	0	0%	-	15	100%	12
Fifth 22-23	18	0	0%	18	100%	4	22%	62	14	78%	10
First 22-23	12	0	0%	12	100%	2	17%	66	10	83%	20
Fourth 22-23	21	0	0%	21	100%	1	5%	93	20	95%	16
Kinder 22-23	20	1	5%	19	95%	5	26%	53	14	74%	20
Ninth 22-23	21	2	10%	19	90%	2	11%	71	17	89%	14
Second 22-23	12	0	0%	12	100%	6	50%	77	6	50%	4
Seventh 22-23	16	0	0%	16	100%	1	6%	56	15	94%	19
Sixth 22-23	15	0	0%	15	100%	3	20%	73	12	80%	10
Tenth 22-23	20	0	0%	20	100%	2	10%	57	18	90%	16
Third 22-23	17	0	0%	17	100%	3	18%	75	14	82%	11
Twelfth 22-23	11	0	0%	11	100%	2	18%	56	9	82%	24
Summary	218	4	2%	214	98%	33	15%	67	181	85%	15

Below PR may display a dash when the PR can't be calculated for the Below Average column.

A photograph of a field at sunset. The sun is low on the horizon, creating a warm, golden glow. In the foreground, a single yellow maple leaf lies on the grass. On the right side, a hand is visible holding a paper bag, possibly for collecting leaves. The background shows a line of trees and a cloudy sky.

Annual Performance Framework and Report for Siletz Valley Charter School 2021-22

Submitted by,
Kristen Miles, Oregon School Boards Association

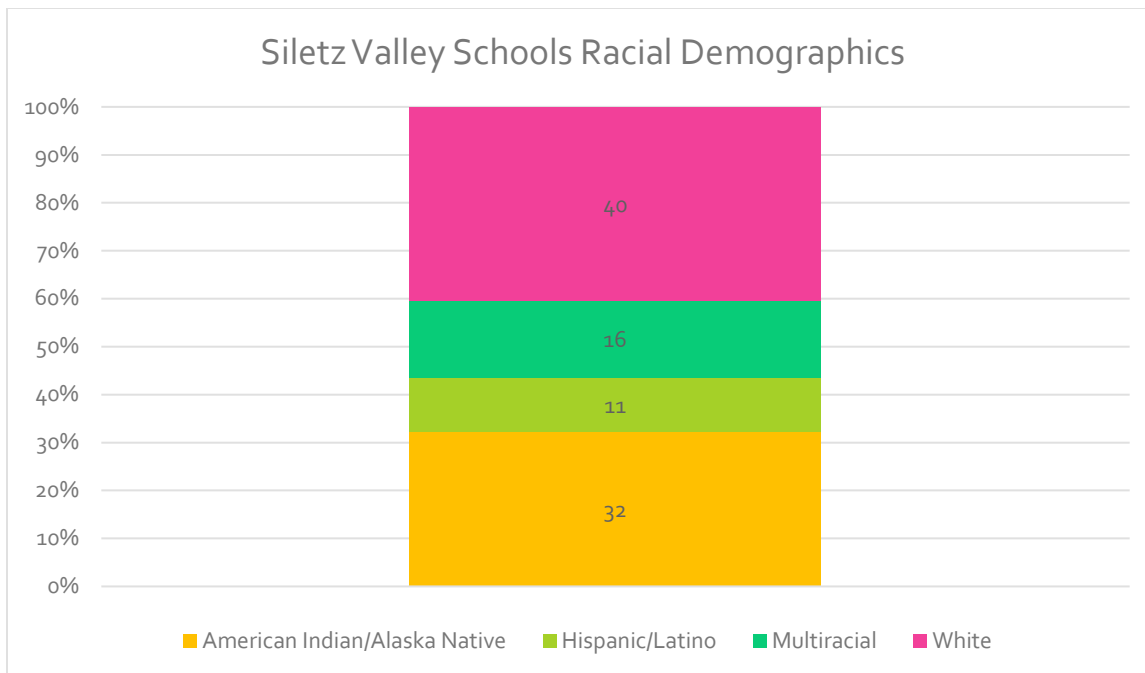
SILETZ VALLEY SCHOOLS EVALUATION

SUBMITTED BY, KRISTEN MILES, OSBA
DECEMBER 16, 2022

BASIC INFORMATION

Siletz Valley School is a charter school sponsored by the Lincoln County School District. It currently serves 208 students in grades K-12.

More than 95% of the student population qualifies for free and reduced-price lunch and 21% of students are identified as students with disabilities.



ACADEMIC TRENDS

The reported graduation rate according to the latest ODE report card was 100%. However, the current school director did express concern that this percentage was not reflective of the number of students that should have been graduating based on an expectation of rigorous coursework. Completion rate was also reported at over 95%. The school dropout rate was reported at 0%.

While data from the State Report Card has been unreliable for all schools in the past few years, Oregon is now issuing report card data for all schools as trends begin to normalize. The Accountability Details

Report from ODE shows that Siletz received a Level 1 in ELA student achievement (all students), as well as for Math (all students). The school also received a Level 1 for regular attenders.

Siletz uses Edmentum as an internal diagnostic tool for student assessment. In the 2021-22 school year, fall and winter scores were provided. For ELA, this data showed growth in every grade except 6th, and 7th grade saw a decrease. In Math, there was growth in every grade except 7th, 8th, and 9th.

Siletz has been re-identified by ODE as a Targeted Support and Improvement school (TSI), after having been previously identified as a Comprehensive Support and Improvement school (CSI). A TSI school is one with a specific group of students with a Level 1 in at least half of the rated indicators, which include the four-year graduation rate and the five-year completer rate. This means that the school will be required to develop a plan and budget to address the areas in need of support to be submitted with their integrated application with their district.

FINANCIAL TRENDS

The school has mostly healthy near-term indicators of financial health. It has 238 days' cash on hand, its current ratio is positive, and it is not in default. However, the enrollment variance is approximately 20% lower than what was budgeted.

Longer-term financial trends appear less stable, according to the past three years of audits. The school's aggregated total margin (three-year net income/three-year revenues) is (3.5%) and its one year cash flow is negative (though the three-year cash flow is positive). The school did receive an unqualified audit opinion devoid of significant findings and material weaknesses.

ORGANIZATIONAL TRENDS

Some items in this category appear to be out of compliance. For instance:

- The school stated that an ELL plan was not applicable; all schools should have an ELL plan ready in case a student enrolls who qualifies for services.
- Certain teachers' licenses are out of compliance with TSPC regulations. For instance, the CTE teacher is charter registered and does not appear to hold a CTE endorsement (which cannot be granted to a charter registered teacher), the counselor does not have a counseling license (and could not be found in TSPC), and the credit recovery teacher could not be found in TSPC, though it is unclear what subjects this teacher is responsible for awarding credit for.

The school appears to be in compliance with having required policies, adhering to public meetings laws, food service requirements, and maintenance of records. Bylaws need to be updated, and the school is actively working on this process as part of this review.

While the district noted a concern that the school was not running an AVID program and had not implemented Restorative Justice, I could not find a requirement to do so in the charter contract.

PARENT, BOARD, AND STAFF FEEDBACK

The parents with whom I spoke praised the school for its small size and improved communication with families, including very successful parent/teacher conferences and a weekly flier which is very informative, especially about upcoming events. One parent noted that students were treated equally and there was a notable lack of bullying. Parents felt that staff are stabilizing and are committed to the school and to the best interests of students. One parent noted that there has been positive improvement since the transition in leadership.

Parents were unclear on the discipline policy and noted that more communication was needed in this area. They also noted that sometimes the school feels short staffed, and several people were filling multiple roles. One parent noted that one of the administrators was asked to fill the role of a school nurse. Facilities were of concern to families, with notable examples being that the boys' bathroom does not have stall doors, there are no working water fountains, and when it rains, staff must put out buckets to catch water coming in from the ceiling.

Board members felt that Siletz Valley met the needs of an underserved and high-poverty population of students, and that comparisons to other schools were difficult because the demographics at Siletz were not always comparable. They felt that teachers are committed and that the shift to Casey as the leader of the school has been and will continue to be very positive, as she has demonstrated clear plans, expectations, and a vision for the school. They also noted that the relationship with the tribe has also improved since she took on the role of director, which was in need of repair.

Board members felt that the middle school and high school programs needed to be more rigorous and ensure that they were not simply awarding credits. The focus on community engagement needs to improve and the relationship with the district is in need of focus, as well.

Staff stated that the K-5 program is very strong and the staff in this grade band are very supportive. Reading interventions are going well and the new curriculum in high school math should improve performance. Staff noted that students are surrounded by support and they understand that the staff cares for them and appreciate the strong relationships and unique culture that define the school.

Staff noted that behavior management and interventions need improvement and that there needs to be a holistic approach to challenging behaviors. They stated their desire to access more subs and more staff to avoid burnout. They also noted that communication between classrooms or grades needs improvement—something that impacts a student in a certain class isn't often communicated to another teacher who may need to know. There was a desire expressed that teacher perspectives be sought more.

DISTRICT AND PARTNER FEEDBACK

I interviewed district staff and partner liaisons to the charter school as part of this review. Certain themes arose in my conversations:

Assets and strengths:

- New school leadership will likely bring positive changes in communication, relationship with the district, academic rigor and promise, and community perception.
- The staff at the school have the best interests of students at heart and wants success for the school and its students.
- There is a lot of potential and opportunity at Siletz.

Concerns and areas of growth:

- There has been a lack of CTE programming and the teacher awarding CTE credits has not been properly certified.
- The relationship with the district and communication systems need improvement
- Deliverables and required reporting (federal, grant, and district programs) has been untimely.
- Graduation rate and provision of programs like AVID and PBIS need examination and clarifying.
- Business processes and accountability for funding should be strengthened.

COMMENDATIONS AND RECOMMENDATIONS

Commendations:

- Strong school culture and a focus on relationships
- Strong K-5 program
- Dedicated teaching staff
- Indications that new leadership has already and will continue to bring positive changes and strengthen the school in many areas: relationship with the tribe, with the district, staff expectations, discipline, data tracking, compliance with the charter contract and family, HR, and staff handbooks (all of which are comprehensive), and others.
- Director is developing comprehensive goals for the school; a SIP plan has not been written since 2019-20
- Strong near-term financial indicators
- Positive fund balance for the 2022-23 projected budget

Recommendations:

- Ensure that all teachers and staff are properly licensed
- Ensure that reporting for grants and other deliverables is timely
- Write an ELL plan to ensure that the school is prepared in the event that a student who needs services enrolls.
- Write a comprehensive plan to improve academic performance, especially in the areas which caused the state to designate the school as a Target Support and Improvement (TSI) School. I recommend that the school work closely with the district to set reasonable targets for improvement.
- In light of the fact that Siletz Valley has been designated by the state as needing targeted or comprehensive supports in recent years, the graduation rate (which is reported as 100%) and

completion rate should be examined thoroughly. Included in this examination should be how students are awarded credits and what criteria must be met in order to receive a passing grade in a class.

- Some long-term financial health indicators did not meet criteria according to figures in the audit. Continue to monitor the long-term financial health of the organization.
- Concerns were raised about the facility (noted above in parent interviews). Ensure that the facility is properly operational and safe for students.
- Continue to engage the community and the tribe to improve the perception of the school.

OVERALL RECOMMENDATION

In summary, Siletz Valley is going through a major transition of leadership, and it is evident that this is resulting in a shift of protocols, expectations, communication, and standards of performance for both staff and students. This has been noted as a positive change in the conversations I have had, and in my own observations. This will likely result in improved relationships with external entities and the district, and in hiring protocols, student achievement standards, and in the accuracy of data collection and reporting, but some of these results will take time to materialize.

In my opinion, Siletz Valley needs a school year to develop and begin implementing changes both to reverse previous negative trends and introduce positive new initiatives. My overall recommendation is that the district and charter school use this school year as an opportunity to repair the relationship, clarify the charter contract and the expectations in it, and monitor progress on clear, attainable, measurable goals set by the charter school as recommended in this report. The school should undergo another evaluation next year with the focus being on the progress on the measurable and actionable goals set this year.

INTRODUCTION

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.”
(ORS 338.015)

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

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

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

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

ACADEMIC PERFORMANCE: DATA ELEMENTS AND SOURCES

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

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

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

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

CHARTER SCHOOL—PLEASE COMPLETE:

1. Please describe both academic and nonacademic factors the school recognizes as impacting student achievement, including (but not limited to):
 - a. Attendance and communication protocols for absences
 - b. How leadership measures the effectiveness of all staff
 - c. Structures designed to support the social-emotional needs of staff, families, and students
 - d. Systems and structures that create two-way connection between school and home
 - e. Feedback opportunities for families on whether they feel their student was progressing and/or if they feel actively engaged.
 - f. Collection of quantitative or qualitative data
 - a) Attendance Communication protocols: Every time a student is marked as absent a notification is sent home via “Remind”. If a student never shows up to school that day our office staff call home unless the parent has already notified us. If a student is in Tier III for attendance a parent meeting is called on and in some scenarios a home visit is done by the district’s attendance support person.
 - b) Each year SMART/SLG goals are created by teachers. I require 3: 2 student academic goals and 1 teacher goal. We follow the standard ODE rubric and have a pre-meeting to discuss goals then observations. Once observations are completed a post meeting is held with administration and teacher to discuss evaluations. Administration also periodically go into classes to observe as well as obtain feedback from parents and students.
 - c) Our K-5 each meet with the counselor once a week to discuss social/emotional growth and development. Then each teacher utilizes their own time to discuss similar topics. For the Middle School the teachers use a form of journaling during their ELA time to discuss social emotional needs. The high school classes all have a required course to meet with the counselor everyday as an elective credit to discuss such topics. In addition, we have strong ties with the tribe in which various groups such as the Harm Reduction team come in and discuss various current topics with all students.
 - d) Communication Systems: Currently we utilize programs such as Remind, Class Dojo, Google Classroom, Facebook and of course email to communicate back and forth with families.
 - e) We have just begun choosing candidates for our cite council in which families will have the opportunity to discuss concerns and ask questions. We have also utilized google surveys in the past for families to communicate. In addition, we have 2 conference times each year in which we schedule all families for as well as keep constant communication with families each day.
 - f) We use various assessment programs to communicate academic data to families and staff. Currently we are using: STAR Renaissance, Dibels, Curriculum based assessments as well as IXL. The RTI team meets weekly to discuss

data and follow up with various interventions from Title I, Intervention classes, small group, individualized plans and SPED referrals.

ACADEMIC PERFORMANCE

STUDENT ATTENDANCE:

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS OR EXCEEDS STUDENT ATTENDANCE EXPECTATIONS	4A: What percentage of students at the charter school are identified as REGULAR ATTENDERS? (attending 90% of the enrolled days)		Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 10% or more	Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 1-10%	Percentage of regular attenders meet or is greater than the district's percentage of regular attenders in the same grades by up to 10%	Percentage of regular attenders is greater than the district's percentage of regular attenders in the same grades by at least 10%	2020-21 district regular attendance percentage was 55.5% 2020-21 school regular attendance percentage was 47.7% (ODE Regular Attenders report)

STANDARD 4

OSBA COMMENTS / RECOMMENDATIONS:

The charter school should set a goal to increase attendance. This may include specific parent outreach, modification of the calendar, and dedication of resources to ensuring students are attending school.

CHARTER SCHOOL COMMENTS:

In the year previous to my arrival, the administration had tried to do a 4.5-day school week with the 5th half day being virtual. This plan did not work well as students were not showing up for the virtual portion for the 5th half day. For the 22-23 year we decided to change that plan to making longer 4 day weeks in order to provide more consistent education as well as increase attendance for contact days.

ACADEMIC PERFORMANCE

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

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL'S CLASSES IN CORE SUBJECTS ARE ALIGNED TO OREGON STANDARDS</p>	<p>5A: Is the school aligning all classes in core subjects to COMMON CORE STATE STANDARDS?</p>		<p>School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards and has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods.</p>	<p>School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods.</p>	<p>School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments or other methods.</p>	<p>The school appears to be offering courses that align with state standards. Evidence included lesson plans and scope and sequence articulation samples in all grade bands.</p>

STANDARD 5

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

ACADEMIC PERFORMANCE

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

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6A: What percentage of students are graduating within four years of entering high school as compared to other schools in the district?		Average graduation rate is less than the average district graduation rate by 10% or more	Average graduation rate is less than the average district graduation rate by 1-10%	Average graduation rate meets or exceeds the average district graduation rate by up to 10%	Average graduation rate exceeds the average district graduation rate by at least 10%	School rate for 2020-21 was 100%. The district rate was 85% in 2020-21 (ODE Cohort Graduation Rate report).
	6B: What percentage of students are graduating within four years of entering high school as compared to their peers in like schools?		Average graduation rate is less than the average graduation rate of their peers in like schools by 10% or more	Average graduation rate is less than the average graduation rate of their peers in like schools by 1-10%	Average graduation rate meets or exceeds the average graduation rate of their peers in like schools by up to 10%	Average graduation rate exceeds the average graduation rate of their peers in like schools by at least 10%	Not reported

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6C: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to other schools in the district?		Average completion rate is less than the average district completion rate by 10% or more	Average completion rate is less than the average district completion rate by 1-10%	Average completion rate meets or exceeds the average district completion rate by up to 10%	Average completion rate exceeds the average district completion rate by at least 10%	Completion rate for the district was approximately 82% in 2020-21. Completion rate for the charter school was >95% in 2020-21 (ODE Cohort Graduation Rate report)
	6D: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to their peers in like schools?		Average completion rate is less than the average completion rate of their peers in like schools by 10% or more	Average completion rate is less than the average completion rate of their peers in like schools by 1-10%	Average completion rate meets or exceeds the average completion rate of their peers in like schools by up to 10%	Average completion rate exceeds the average completion rate of their peers in like schools by at least 10%	Not reported
	6E: What percentage of students dropped out during the school year and did not re-enroll as compared to other schools in the district?		Average dropout rate exceeds the average district dropout rate by 4% or more	Average dropout rate exceeds the average district dropout rate by 1-4%	Average dropout rate meets or is less than the average district dropout rate by up to 4%	Average dropout rate is less than the average district dropout rate by 4% or more	District rate was 3.64% for school year 2020-21. School rate was 0% (per ODE drop out data)

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

OTHER SOURCES OF DATA

Describe your school's local performance assessments in the fields below.

What local performance assessment(s) are you using?	To which grades are you administering the local performance assessment(s)?	What subjects are you assessing through the local performance assessment(s)?
STAR Renaissance: ELA and Math Dibels	All K-12 Grades K-3	ELA and Math

How are you documenting your administration of the local performance assessment(s)?

Our RTI team tracks all scores on a spreadsheet which is shared out and discussed weekly with the RTI team including administration, Literacy coach and teachers.

STANDARD 6

OSBA COMMENTS / RECOMMENDATIONS:

While the graduation rate is reported at 100%, due to other metrics reported and the fact that the school has been designated as a Targeted Support and Improvement School, this should be examined.

CHARTER SCHOOL COMMENTS:

ACADEMIC PERFORMANCE

7. SCHOOL GOALS AND RECOMMENDATIONS (ACADEMIC):

STANDARD	INDICATOR	GOAL SET IN PLAN	GOAL ACHIEVED? (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE) Include any professional development implemented to support this goal
THE SCHOOL IS MEETING ITS GOALS AND IMPLEMENTING RECOMMENDATIONS FOR IMPROVING STUDENT ACHIEVEMENT.	7A: Did the school meet the academic goals it set forth in its School Improvement Plan?	Plan for increasing student achievement each year on the statewide assessments in ELA and Math (per charter contract)	Unsure due to breaks from COVID	Since this goal has been put into place in 2019, the school has greatly increased their RTI processes in order to tighten up on the tracking, intervention and referral processes. The team meets on a weekly basis to discuss specific students' data
		Plan for improving 4-year cohort graduation rate by 3% each year until reaching and maintaining 90% or greater (per charter contract)	Met	
		Plan for increasing regular attenders rate by 5% annually until reaching and sustaining a regular attenders rate of 90% or greater (per charter contract)	Did not meet	This plan, since created in 2019, was not met due to the change in 4.5-day school week with a half day virtual day. Since then, we have changed to having classes all in person for the 4 full days at a longer time frame.
		RECOMMENDATION FROM THE DISTRICT/OSBA	RECOMMENDATIONS IMPLEMENTED (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE) Include any professional development implemented to support this goal
	7B: In the last school year, did the school implement the academic recommendations from the	In a June 17, 2022 letter from the district, the 6-12 program was found to be insufficient, particularly with regard to classroom management.	NA	

	district/OSBA in the annual performance evaluation?	Annual survey of parent satisfaction (see charter contract Section 4(D) for details) (per charter contract)		

STANDARD	INDICATOR	GOALS ADDED TO PLAN
THE SCHOOL IS MEETING ITS GOALS AND IMPLEMENTING RECOMMENDATIONS FOR IMPROVING STUDENT ACHIEVEMENT.	7C: Based on the data presented in this report, will the school add any academic goals to its School Improvement Plan?	<p>Some areas in which I will be presenting to my team is to increase student engagement for reading by implementing more student led reading activities such as novel studies, book clubs and other extracurricular activities involving reading for enjoyment.</p> <p>Another area of improvement is to have shorter timelines for tier III RTI interventions. Many of our students have been in Tier II and the team has not had a lot of guidance on when to transition to tier III</p>

Instructional Strategies: Increase student engagement by offering more extracurricular interest based reading opportunities

Rationale: Students need to make connections with skills learned through small groups and curriculum to interest based activities

Professional Development: Provide time for team collaboration to brainstorm and research ideas. Attend any available trainings offered

Assess Progress: Review reading data from school based assessment information as well as track student reading logs

Use of Resources: Guidelines from various reading clubs such as OBOB and other reading groups, teacher resources for novel studies and activities

ACADEMIC PERFORMANCE: SUMMARY

OSBA COMMENTS / RECOMMENDATIONS:

Siletz Valley School was re-identified by ODE as a Targeted Support and Improvement school (TSI), after having been previously identified as a Comprehensive Support and Improvement school (CSI). A TSI school is one with a specific group of students with a Level 1 in at least half of the rated indicators, which include the four-year graduation rate and the five-year completer rate. This means that the school will be required to develop a plan and budget to address the areas in need of support to be submitted with their integrated application with their district. According to the school's 2021-22 Accountability Details report, the school has a Level 1 in ELA achievement, Math achievement, and regular attenders.

The school and the district should collaborate on examining the graduation rate in light of the TSI designation.

Improving attendance should be a goal.

CHARTER SCHOOL COMMENTS:

Again, attendance is an area which should increase for the 22-23 school year due to scheduling changes and giving students more face to face time in the classroom with teachers.

FINANCIAL PERFORMANCE: DATA ELEMENTS AND SOURCES

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

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

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

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

FINANCIAL PERFORMANCE

8. NEAR-TERM MEASURES:

STANDARD	INDICATOR	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS CURRENTLY FINANCIALLY STABLE.	8A: Current ratio: Current assets divided by current liabilities	Less than or equal to .9	Between .9 and 1.0 or equals 1.0	Greater than or equal to 1.1	16.56: Audit
	8B: Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)	Fewer than 15 days cash	Days cash is between 15 and 30 days	60 days cash	238 days: Audit
	8C: Enrollment variance: actual enrollment divided by enrollment projection in charter school board-approved budget	Less than 85% in the most recent year	Between 85-95% in the most recent year	Equals or exceeds 95% in the most recent year	Projected enrollment was 260; current enrollment is 208. (As per budget submitted)
	8D: Default	School is in default of loan covenant(s) and/or is delinquent with debt service payments		School is not in default of loan covenant(s) and/or is not delinquent with debt service payments	

STANDARD 8

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

Budget = $195+65=260$ **ADM**. This is ESTIMATED enrollment of 199 students PLUS 61 in additional ADM for Remote Elementary correction because SVS gets the Remote Elementary Correction of 61 ADM. So when a budget is turned in showing SSF of 200 students at \$9000 each, that gives the school \$1.8 million to budget in expenses. SVS knows we are going to get about 60 additional ADM for the remote elementary correction so we budget the additional \$549,000($60 \times \9000) to be able to expend to afford higher salaries for experienced teachers. We never expected our enrollment to be 260. We expected our **ADM** to be 260 with enrollment expected to be 199. Is this something that can be corrected on the report?

If we only budgeted actual enrollment, we would not be budgeting over a half million dollars available for spending this year. Please refer to the estimate that was provided on ODE's website in May of 2022 that was used. In addition, the two spreadsheets mailed to us by Kim Cusick, LCSD Business Manager on July 13 which on the second tab of the Elementary breaks down the additional 61 in ADM. Our budgeted estimate is spot on to what the district estimates for us as well. (Please let me know if you would like for me to share)

FINANCIAL PERFORMANCE

9. SUSTAINABILITY MEASURES:

STANDARD	INDICATOR	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS FINANCIALLY STABLE OVER TIME.	9A: Total Margin: Net income divided by total revenue Aggregated total margin: Total 3-year net income divided by total 3-year revenues	Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10%	Aggregated 3-year total margin is greater than -1.5%, but trend does not "meet standard" (above)	Aggregated 3-year total margin is positive and the most recent year total margin is positive	Aggregated total margin is -3.50%, which falls far below standard. Total margin is 14.20% which meets standard
	9B: Debt to asset ratio: Total liabilities divided by total assets	Debt-to-asset ratio is greater than 1.0	Debt-to-asset ratio is between .9 and 1.0	Debt-to-asset ratio is less than .9	.39: Audit
	9C: Cash flow: Multi-year cash flow = Year 3 total cash - Year 1 total cash One-year cash flow = Year 2 total cash - Year 1 total cash	Multi-year cumulative cash flow is negative	Multi-year cumulative cash flow is positive, but trend does not "meet standard" (above)	Multi-year cumulative cash flow is positive and cash flow is positive each year	Multi-year cash flow is positive at 153,511. One-year cash flow is negative at (220,337)
	9D: Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest and lease payments)		Debt service coverage ratio is less than 1.1	Debt service coverage ratio is equal to or exceeds 1.1	Not measured in 2022

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

STANDARD 9

OSBA COMMENTS / RECOMMENDATIONS:

Ensure that financial reporting is timely.

Long-term financial health indicators should be examined.

CHARTER SCHOOL COMMENTS:

After meeting with staff on the previous year for 21-22 (if this is the year the report is referencing) there was just one plan that was not turned in on a timely manner which was the Summer school grant. This was a problem with past administration that the board has taken care of. Other than this, the school is unsure of the evidence for other late reports.

FINANCIAL PERFORMANCE

10. SCHOOL GOALS AND RECOMMENDATIONS (FINANCIAL):

STANDARD	INDICATOR	GOAL SET IN PLAN	GOAL ACHIEVED? (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)
	10A: Did the school meet the financial goals it set forth in its School Improvement Plan?			
		RECOMMENDATION FROM THE DISTRICT/OSBA	RECOMMENDATIONS IMPLEMENTED (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)
	10B: In the last school year, did the school implement the financial recommendations from the district/OSBA in the annual performance evaluation?	NA		

STANDARD	INDICATOR	GOALS ADDED TO PLAN
<p>THE SCHOOL IS MEETING ITS GOALS AND IMPLEMENTING RECOMMENDATIONS FOR IMPROVING STUDENT ACHIEVEMENT.</p>	<p>10C: Based on the data presented in this report, will the school add any financial goals to its School Improvement Plan?</p>	<p>Goals are developed by the school's cite council, community and school staff. These have yet to be developed.</p>

Instructional Strategies:

Rationale:

Professional Development:

Assess Progress:

Use of Resources:

STANDARD 10

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

FINANCIAL PERFORMANCE: SUMMARY

OSBA COMMENTS / RECOMMENDATIONS:

Financial reporting and long-term financial health of the organization should be priorities.

CHARTER SCHOOL COMMENTS:

ORGANIZATIONAL PERFORMANCE: DATA ELEMENTS AND SOURCES

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

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

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

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

ORGANIZATIONAL PERFORMANCE

11. EDUCATION PROGRAM:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p>	<p>11A: Is the school implementing the material terms of the education program as defined in the current charter contract?</p>	<p>The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.</p>	<p>The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.</p>	<p>The district states that the school should be operating an AVID program and Restorative Justice, but neither of these requirements could be found in the charter contract.</p>
	<p>11B: Is the school complying with applicable education requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to education requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Instructional days and/or minutes requirements • Graduation and promotion requirements • Content standards, including Common Core State Standards • The administration of state assessments • Implementation of mandated programming as a result of state or federal funding 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements, including but not limited to:</p> <ul style="list-style-type: none"> • Instructional days and/or minutes requirements • Graduation and promotion requirements • Content standards, including Common Core State Standards • The administration of state assessments • Implementation of mandated programming as a result of state or federal funding 	<p>The school posted the requirements for graduation, which align with Oregon Diploma standards and requirements.</p> <p>According to provided documentation, instructional minutes appear to meet the requirements articulated in Oregon Administrative Rules.</p> <p>Scope and sequence and course information</p>

				provided appear to align with Oregon Common Core Standards
--	--	--	--	--

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p>	<p>11C: Is the school protecting the rights of Students with Disabilities?</p>	<p>Consistent with the school’s status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Identification and referral • Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans • Operational compliance, including appropriate inclusion in the school’s academic program, assessments and extracurricular activities. • Discipline, including due process protections, manifestation determinations and behavioral intervention plans • Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans 	<p>Consistent with the school’s status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Identification and referral • Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans • Operational compliance, including appropriate inclusion in the school’s academic program, assessments and extracurricular activities. • Discipline, including due process protections, manifestation determinations and behavioral intervention plans • Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans 	<p>The school provided the following for special education and 504 identification and plans of service: RTI plans, report templates, and monitoring meeting templates.</p>

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

STANDARD 11

OSBA COMMENTS / RECOMMENDATIONS:

Develop an ELL plan to ensure that students receive services in the event that qualified students enroll.

CHARTER SCHOOL COMMENTS:

The charter school has reached out to the district to check on charter responsibility for ELL students as this may fall under district oversight, but is not mentioned in the charter contract. The district is still looking into this and will get back to the charter with clarification.

ORGANIZATIONAL PERFORMANCE

12. GOVERNANCE AND REPORTING:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</p>	<p>12A: Is the school complying with applicable governance requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to governance by its board, including, but not limited to:</p> <ul style="list-style-type: none"> • Board policies • Board bylaws • State open meetings law • Code of ethics • Conflicts of interest • Board composition and/or membership rules 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to governance by its board, including but not limited to:</p> <ul style="list-style-type: none"> • Board policies • Board bylaws • State open meetings law • Code of ethics • Conflicts of interest • Board composition and/or membership rules 	<p>Board policies are compliant with requirements for charter schools. Some policies have not been updated for almost a decade. Suggest review and renewal of policies.</p> <p>Notices of board meetings are posted on the school website. Agendas and board packets have not been posted since the September 27, 2022 meeting. Minutes have not been posted since the August 30 meeting. While it is not required to post the minutes, an agenda is required for notification of board meetings.</p> <p>Five members sit on the board, which is compliant with the board's bylaws.</p> <p>Bylaws need review and revision. As part of this evaluation, the school is actively engaging in this process.</p>

	<p>12B: Is the school holding its administration accountable?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> • Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement • The board conducting an annual evaluation of the administrator's performance 	<p>The school materially complies with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> • Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement • The board conducting an annual evaluation of the administrator's performance 	<p>Annual evaluation provided</p>
--	---	--	---	-----------------------------------

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</p>	<p>12C: Is the school complying with reporting requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including, but not limited to:</p> <ul style="list-style-type: none"> • Performance planning and performance • Attendance and enrollment reporting • Compliance with the charter contract and all applicable laws • Timely submission of all deliverables • Additional information as requested by the district 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including but not limited to:</p> <ul style="list-style-type: none"> • Performance planning and performance • Attendance and enrollment reporting • Compliance with the charter contract and all applicable laws • Timely submission of all deliverables • Additional information as requested by the district 	<p>Staff reported difficulty in collecting deliverables from the school in a timely fashion and other information when requested.</p>

STANDARD 12

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

Unclear on exact history of this. Recollections taken from charter staff state reports were submitted when requested other than last year's summer school grant (under different administration).

ORGANIZATIONAL PERFORMANCE

13. STUDENTS AND EMPLOYEES:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL SAFEGUARDS STUDENT INFORMATION AND ENSURES EMPLOYEES ARE PROPERLY CREDENTIALLED</p>	<p>13A: Is the school protecting the rights of all students?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the rights of students, including, but not limited to:</p> <ul style="list-style-type: none"> • Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment) • The collection and protection of student information • Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction • Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices) 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the rights of students, including but not limited to:</p> <ul style="list-style-type: none"> • Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment) • The collection and protection of student information • Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction • Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices) 	<p>The enrollment application appeared to align with statutory requirements that only allow the school to deny students enrollment based on age, grade, or space available.</p> <p>However, the contract states that the school shall provide instruction to “students with a deficit in credits that would place them in ninth through twelfth grades.” While this can certainly be part of the mission of the school and the target population, this cannot be a requirement of the contract. The contract later states that enrollment shall be open to any child in eligible grades, which seems to contradict the previous statement.</p>
	<p>13B: Is the school meeting teacher and other staff credentialing requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and/or background</p>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and background check</p>	<p>According to the TSPC website, the CTE teacher is registered and does not hold a CTE endorsement (which cannot be held with a charter school registry—</p>

		check and fingerprinting requirements for all staff and volunteers.	and fingerprinting requirements for all staff and volunteers.	OAR 584-230-0050(3)(b) The counselor does not have a counseling license (and could not be found in TSPC) The credit recovery teacher could not be found in TSPC. It is unclear what subjects this teacher is responsible for awarding credits for.
--	--	---	---	--

STANDARD 13

OSBA COMMENTS / RECOMMENDATIONS:

Ensure that all staff that are required to be licensed with TSPC are appropriately licensed. This should be done immediately.

CHARTER SCHOOL COMMENTS:

Credit Recovery staff was immediately removed from this position under new administration for the 22-23 school year.

CTE teacher will apply for the CTE endorsement instead of Charter Registry. No specific CTE grants are being received to fund this program at the time which requires a CTE certified instructor.

The school will be contacting TSPC to ask them about recommended next steps for the counselor while she obtains her license in a certified program.

ORGANIZATIONAL PERFORMANCE

14. SCHOOL ENVIRONMENT:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS.	14A: Is the school complying with facilities and transportation requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> • Americans with Disabilities Act • Fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage • Student transportation 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> • Americans with Disabilities Act • Fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage • Student transportation 	No evidence was found to the contrary.
	14B: Is the school complying with health and safety requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> • Appropriate nursing services and dispensing of pharmaceuticals • Food service requirements 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> • Appropriate nursing services and dispensing of pharmaceuticals • Food service requirements 	No evidence was found to the contrary.

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

STANDARD 14

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

ORGANIZATIONAL PERFORMANCE

15. ADDITIONAL OBLIGATIONS:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH ALL OTHER OBLIGATIONS NOT PREVIOUSLY COVERED.</p>	<p>15A: Is the school complying with all other obligations?</p>	<p>The school was materially out of compliance with applicable legal, statutory, regulatory and/or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:</p> <ul style="list-style-type: none"> • Revisions to state charter law • Intervention requirements required by the district • Action items assigned by the district • Requirements by other entities to which the charter school is accountable (e.g. ODE) 	<p>The school materially complies with all other applicable legal, statutory, regulatory or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:</p> <ul style="list-style-type: none"> • Revisions to state charter law • Intervention requirements required by the district • Action items assigned by the district • Requirements by other entities to which the charter school is accountable (e.g. ODE) 	<p>The district reports that reporting requirements for grants and other programs (Title I, Measure 98, summer school grant) were not timely.</p>

STANDARD 15

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

In reference to the Title I and Measure 98 submissions, we had board approved budgets done and submitted in May then just received a revised version later. Does this include different years? The only grant that was late from the last administration was the summer school grant, which was reported on his evaluation by the board.

ORGANIZATIONAL PERFORMANCE

16. SCHOOL GOALS AND RECOMMENDATIONS (ORGANIZATIONAL):

STANDARD	INDICATOR	GOAL SET IN PLAN	GOAL ACHIEVED? (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)	
	16A: Did the school meet the organizational goals it set forth in its School Improvement Plan?				
			RECOMMENDATION FROM THE DISTRICT/OSBA	RECOMMENDATIONS IMPLEMENTED (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)
	16B: In the last school year, did the school implement the organizational recommendations from the district/OSBA in the annual performance evaluation?				

STANDARD	INDICATOR	GOALS ADDED TO PLAN
	10C: Based on the data presented in this report, will the school add any financial goals to its School Improvement Plan?	

Instructional Strategies:

Rationale:

Professional Development:

Assess Progress:

Use of Resources:

STANDARD 16

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

ORGANIZATIONAL PERFORMANCE: SUMMARY

OSBA COMMENTS / RECOMMENDATIONS:

The most urgent issue in this section is the licensing of teachers and other staff through TSPC, which should be addressed immediately.

CHARTER SCHOOL COMMENTS:

CONTACT

OREGON SCHOOL BOARDS ASSOCIATION

1201 Court Street NE, Suite 400 | Salem, OR 97301

503-588-2800 | 1-800-578-OSBA

FAX 503-588-2813

OSBA.ORG

