



Luckiamute Valley Charter Schools
Cultivating Excellence ~ Developing Leaders

Annual Report

2018-2019

Executive Director

Christine Wilkins

Board Members

Victoria Avery

Kendall Cates

Matthew Beasley

Fred Weisensee

Jim Gardner

OVERVIEW

Luckiamute Valley Charter School (LVCS) operates under a charter contract with Dallas School District #2. The current charter contract was entered into on June 9, 2008 and runs through June 30, 2023. LVCS operates two school sites, the Bridgeport Campus located at 17475 Bridgeport Road and the Pedee Campus at 12975 Kings Valley Hwy, serving students from grades K-8. The total enrollment of the school at the end of the school year was 183. Currently, there are 97 in district students and 86 students from out of district schools including Falls City, Independence, and Monmouth.

In addition to the K-8 classroom teachers, LVCS is staffed by an Executive Director, Principal, Business Manager, 2 Office Registrars, Dean of Students, Intervention Specialist, 9 Educational Assistants, 1 District Employee, 1 FTE PE teacher and 2 Food Service workers. Parents volunteer in a variety of activities and in the classrooms on a regular basis.

Its annual budget is \$2,900,000 representing 99% of state student funds and some fundraising.

The school operates as an independent 501c3 entity, but there is a unique relationship with the school district that is governed by the charter agreement. No essential services to students are provided to LVCS by the district except for limited special education Title one.

Currently the charter calls for the district to fund LVCS an amount per weighted average daily membership (ADMw) equal to 100% of the amount of the district's general purpose grant per ADM as calculated under ORS 327.013 and 100% of all eligible funds. The district is also provides some oversight. We submit financial statements each month and an annual independent audit.

The purpose of this report is to state how LVCS has met requirements of our charter and Oregon Revised Statute 338 (ORS 338.095).

Luckiamute Valley Charter Schools Annual Report 2018-2019

Our Schools:

Bridgeport was established in 1852 and the charter with the Dallas School District was established in 2003. Bridgeport is an elementary school serving students in grades K-6 with a total population of approximately 142, with a capacity of 147. There is a classroom and teacher for each grade level. There is an intervention specialist who coordinates service to students. During the 2018-2019 school year, we offered daily PE, a staff to oversee media/library, a special education/Title teacher, science and art instruction once a week, seven paraprofessionals and a full time principal. (The leadership model for 2019-2020 is a .5FTE Dean of Students)

Pedee was established in 1864 and the charter with Dallas School District was established in 2001. Pedee is a middle school serving students in grades 6-8 The population is approximately 59 with a capacity of 75. There is a teacher assigned to each grade level. In addition there is an English Language Arts teacher who serves all 3 grades and also teaches a variety of electives. There is a .5FTE Dean of Students who manages student behavior, parent communication and other administrative tasks. He is also certified in science and math and teachers Algebra I for high school credit and 7th & 8th grade science. Both schools connect learning to the beautiful rural surroundings and off-campus trips are frequent. Pedee outdoor activities include hiking, camping, rafting, and outdoor school for 6th graders.

Curriculum Update: During the 2017-2018 school-year we were using an outdated curriculum (DI) in both math and ELA that was not aligned with the common core standards. I believe this curriculum had a negative impact on student growth in reading, writing and math. We adopted and implemented new, common core aligned curriculum for the 2018-2019 school year. Implementing new curriculum requires professional development for teachers and time to study print and digital resources to determine how to develop a scope and sequence that will ensure academic growth. It also requires collaborative time for teachers to create a coherent alignment as students move through the grades.

English Language Arts

Grades K-6:

- **Wonders, McGraw-Hill** is a comprehensive K-6 ELA/ELD program based on the common core standards. Through its intentional instruction, engaging content and purposeful technology, Wonders deeply engages our students in their learning.

Grades 7-8:

- **Collections, Houghton Mifflin**, the new ELA program for Grades 6-8 helps students develop abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. There is a focus on analytic close reading – both print and digital.

Math

Grades K-2

- **Bridges Mathematics** is a comprehensive K-5 curriculum that equips teachers to fully implement the common core state standards in a manner that's hands-on, rigorous, engaging, coherent and accessible to all students.

Grades 3-5

- **My Math, McGraw Hill** is an innovative common core aligned curriculum - made for all digital, all print or anywhere in between. The easy to access technology is highly engaging and easy to implement.
- **Grades 6-8** – Core Focus on Math, created by Shannon McCaw. A common core aligned, teacher friendly curriculum with a focus on critical thinking. This is the only curriculum we retained.

Note: During the 2018-2019 school year Social Science curriculum was researched.

The LVCS commitment to continuous improvement:

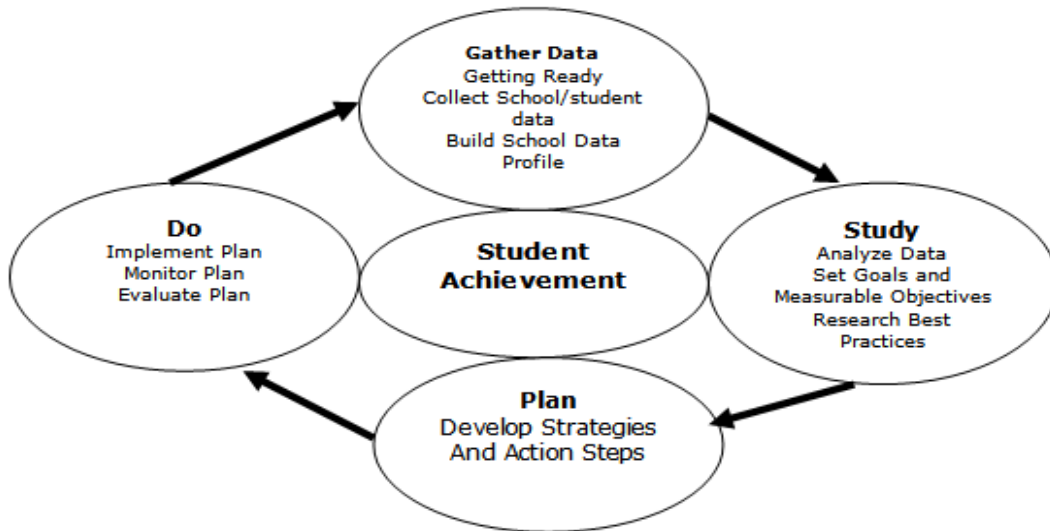
We are working to support student learning by aligning our work with generally accepted best practices for ongoing improvement.

LVCS is very aware of the correlation between excellent teachers, small class size and positive student outcomes. That is why our board has a commitment to cap class size at 22 in kindergarten and at 25 for grades 1-8. We have a strong teaching team and are committed to retaining them through competitive salaries, rich professional development opportunities and creating a positive and supportive culture. We also have an effective intervention model and assistants who provide push-in and pull out support in reading, writing and math. All students are exposed to standards aligned core instruction in reading and math and the majority of our students attain grade-level proficiency without the need for intervention.

We have made progress, but are still developing a comprehensive plan for ensuring ongoing improvement K-8. We are analyzing needs in the areas of leadership structures, professional learning for all staff, and collaborative strategies for staff to review ongoing student learning data and how to apply that data to inform instruction. We also seek to enhance partnerships with parents, community, and local business. We are also seeking partnerships with local charter schools can be mutually beneficial.

An effective school improvement model is not static and is in a state of ongoing review and analysis as to the effectiveness of our practices. The graphic below reflects the structure for how we do our work, but it is only a framework. The challenge is creating and sustaining a systematic approach to improvement. We have made some progress in this area by creating a schedule for data review for those students who are receiving interventions and providing time for teachers to work as a team and with our intervention specialist to review class profiles and the growth of individual students. Teachers now complete a mid-year review of their student growth goals and adjust them as needed. Some teachers struggle with how to use the data to target their instruction, but we work on this skill during some of our professional development days (AKA PD Fridays) and this skill will continue to be a focus. Other areas including, school climate/culture, effective

leadership and parent engagement are examined through interviews, surveys and evaluation of the LVCS leadership team.



Pedee Academic Interventions:

Math:

Math interventions are scheduled at the same time. All staff teaches a “pull-out” intervention to a small group.

We use the Connecting Math Concepts/Corrective Math curriculum. We place students who are too low to be in regular math, (through CMC testing) in a more intensive math class specifically designed to fill in learning gaps.

Corrective Mathematics provides intensive support for students who have difficulty with mathematics. The series is organized into seven strategic modules that provide teacher-directed instruction on critical skills and concepts which struggling students often fail to grasp.

We also use Rocket Math for these students who need assistance with their general multiplication skills.

***Note:** This describes the math model as of the 2018-2019 school year. This model was not effective and new system was implemented for the 2019-2020 school year. The results of this new model will be reported in the next report.*

Reading:

All of our students who test into Comprehension classes (placement is based on three tests to find placement from the Corrective Reading website) are served. Those at or above grade-level are placed in an enrichment English Language Arts class. Those students who place at Level B1, B2, or C are served in a small “pull-out” class. This model and curriculum has been effective.

Corrective Reading provides intensive intervention for students in grades 4-12 who are reading one or more years below grade level. This program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students. It also includes a point system based on realistic goals to motivate students who are often expected to fail. Currently due to the larger number of students who came to us either later in their schooling, or are on IEP's we added decoding, which is also a Corrective Reading program.

At Pedee the entire staff meets every Wednesday morning @7:00 to monitor academic progress and make adjustments to instruction and interventions as needed.

The importance of personal relationships at Pedee Middle School:

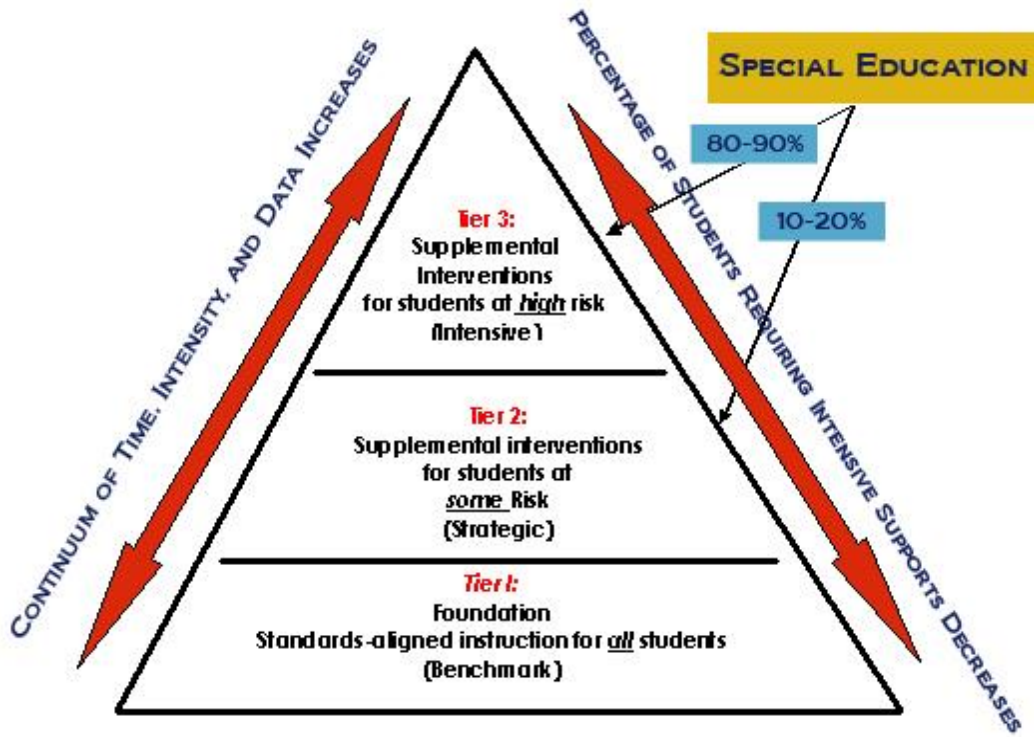
Human connection based on trust is the glue that binds students’ academic and personal lives and lays the groundwork for academic success. Pedee offers at least one meaningful relationship with an adult for each student. The mentorship model and the commitment to small class size creates an environment of accountability for staff so no students “fall through the cracks”. Staff is informed about best practices in providing support to those students who have experienced trauma.

Part of every Wednesday staff meeting is dedicated to identification of those students needing emotional support and monitoring those already being supported.

Academic Intervention Program Model at Bridgeport Elementary School:

We generally & informally adhere to an RTI model and although we use DIBLES, we also use a variety of assessments to make decisions on who needs extra support. We provide pull out interventions in math and reading for those students who are not making growth within the classroom. The pull out is daily with progress monitoring every 1-2 weeks. The assessments used include: DIBELS, Star (reading & math) textbook and common formative assessments (teacher designed assessments). Progress is reviewed every 4-6 weeks. We prioritize those students who score in the intensive range. All students in the intensive range in math and reading are served. Strategic students are also served but they may be served in the classroom. They may be

monitored to ensure they are making progress. The graphic below illustrates the framework within which we strive to ensure all students experience growth as readers.



**Luckiamute Valley Charter Schools
Oregon State Assessment 3 Year Review**

English Language Arts

Grade	2016-2017	2017-2018	2018-2019
3	32%	36%	30%
4	18%	59%	47%
5	58%	32%	85%
6	38%	23%	30%
7	38%	67%	25%
8	38%	52%	64%

Math

Grade	2016-2017	2017-2018	2018-2019
3	23%	30%	29%
4	5%	53%	42%
5	26%	9%	48%

6	15%	31%	22%
7	28%	29%	17%
8	8%	15%	20%

Cohort Review
(Many of the same students over time)
ELA Cohort

3rd 2016-2017	4th 2017-2018	5th 2018-2019
32%	59%	85%

4th 2016-2017	5th 2017-2018	6th 2018-2019
18%	32%	30%

5th 2016-2017	6th 2017-2018	7th 2018-2019
58%	23%	25%

6th 2016-2017	7th 2017-2018	8th 2018-2019
38%	67%	64%

Math Cohort

3rd 2016-2017	4th 2017-2018	5th 2018-2019
23%	53%	48%

4th 2016-2017	5th 2017-2018	6th 2018-2019
5%	9%	22%

5th 2016-2017	6th 2017-2018	7th 2018-2019
26%	31%	17%

6th 2016-2017	7th 2017-2018	8th 2018-2019
15%	29%	20%

Analysis of Annual State Assessment:

Based on the data included on the ODE report card for the 2018-2019 school-year, the key elements of state assessment results is summarized below:

- LVCS is showing growth as measured by composite results on the state assessments in math (+3%) and English Language Arts (+1%). Looking at the composite growth over 3 years the Oregon Department of Education determined that LVCS is in the average range.
- The results of the new Science assessment were not reported. We expect to see data from this next year.
- The results in math are 10% below the state average (but an improvement over last year at 14% below) a ELA is 6% below the state average (as compared to 10 below last year)
- The math and ELA results were both level 2. But the growth was level 3 for ELA and math.
- Underserved race/ethnicity growth was Level 3 in ELA and Level 2 in math
- Growth for students with disabilities was Level 1 in ELA and Level 2 in math
- Growth for multi-racial students was Level 3 in ELA and math
- Growth for students for White students was Level 3 in ELA and math

Areas of growth (2017-2018 to 2018-2019):

ELA:

- The 5th grade had a 26% gain as compared to 2017-2018 results
- The 7th grade had a 2% as compared to 2017-2018 results

Math:

- 6th grade had a 13% gain

Areas of concern:

ELA:

- 6th had a 2% loss as compared to 2017-2018 results
- 8th grade had a 3% loss as compared to 2017-2018 results

Math:

- 5th had a 5% loss as compared to 2017-2018 results
- 7th had a 14% loss as compared to 2017-2018 results
- 8th had a 9% loss as compared to 2017-2018 results

LVCS commitment to improvement:

- Quality professional development based on identified needs – this can be an individual in need of support in a specific area or a system-wide issue, such as implementing trauma informed practices in the classroom and school. Every Professional development Friday will be dedicated to supporting these identified needs

- Teachers will be provided with time and resources to attain their growth goals
- Facilitating a professional learning community where teachers and support staff are collaborating to support academic improvement
- Implementing trauma informed practices in how we address students emotional and social well-being and ensuring LVCS is an inclusive, supportive and safe environment for all students
- Increase skilled support staff to improve and increase quality intervention in reading and math
- Leadership who communicates verbally and by actions, that she/he values the dedication of all staff and is committed to creating a safe, supportive and inclusive environment for staff to grow as educators and thrive as individuals.