

# **Optimum Learning Environment Charter School**

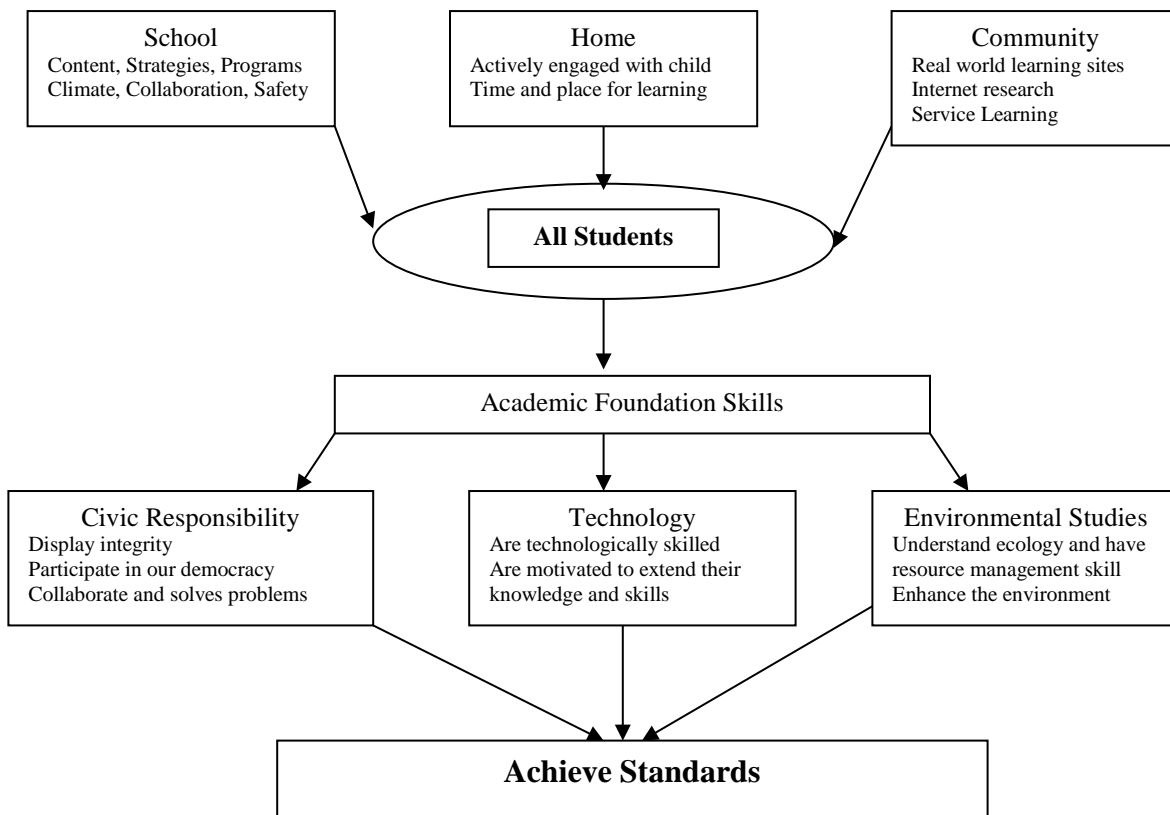
**Located at Forest Ridge Elementary  
Salem-Keizer School District**

**Annual Report  
2016-17**

# OPTIMUM LEARNING ENVIRONMENTS CHARTER SCHOOL

## Introduction

The Optimum Learning Environments Charter School and Forest Ridge Elementary create a prototype school based on a passionate commitment to academic excellence. This charter school-within-a-school is a unique concept in Oregon public education. The guiding concept is a foundation belief that only through the collaborative effort of family, school, and community can we maximize the potential of each and every child. Developing and utilizing each of these key environments supports the academic pursuits of all students. As students develop the necessary foundation skills they apply them in three domains: Civic Responsibility, Technology, and Environmental Studies. Each of the three environments (shown below) plays a crucial role in the development of a successful student.



The Optimum Learning Environments Charter School is located within Forest Ridge Elementary in Keizer, Oregon and serves 129 elementary students. Forest Ridge, as the traditional school, serves about 250 students. Both schools provide the linkage between each support environment. The student is the

beneficiary of a collective effort to foster academic success; develop technological skills; manage natural resources; develop leadership, collaboration and problem-solving skills; and display ethics and integrity. The instructional program utilizes research-based successful practices and a thematic approach that incorporates technology, service learning and environmental science.

The 40 Developmental Assets provides a framework for developing school, home and community connections. These assets are integrated throughout the school as we help students become asset builders for themselves and others. Students are involved in outreach activities to other schools and through community service projects.

Collaborative relationships that provide a community link have been established with each of the following:

Keizer Clear Lake United Methodist Church  
Salem Child Development Center  
Audubon Society  
SOLV  
Marion County Solid Waste  
Brooks True Value Hardware  
Willamette Mission State Park

### Mission Statement

The mission of Optimum Learning Environments Charter School is to enable students to be 21<sup>st</sup> Century lifelong learners and workers who are prepared for the environmental, technological, and social challenges of an increasingly diverse and advancing society. Students will be successful in meeting state standards and will develop lifelong skills in:

- Civic Responsibility
- Environmental Sciences
- Technology
- Leadership, Collaboration, and Problem Solving

Through the integrated and linked learning environments of family, community, and school the child will develop the academic and social assets to be successful.

# Accountability

Successful schools embrace accountability. The following are measures we will use as indicators of success.

- All eligible students taking state and district assessments
- The percent of students meeting/exceeding standards will surpass the state averages.
- The attendance rate will exceed the District and state average.
- School-wide participation in a community based environmental project will occur
- Scores on the school climate survey will indicate that students feel safe and problems are resolved peaceably in their school
- Parents will be highly involved and on a parent survey 90% will indicate a high level of satisfaction with the school and its program

On the following pages each goal is listed, a status indicator provided and evidence presented.

## Goal 1

*All eligible students take state and district assessments*

Status: Met

Evidence: 100% students in grades 3, 4 and 5 took the state and district assessments under standard conditions. No students were exempt.

## Goal 2

*Utilizing state assessment data, the percent of students meeting/exceeding benchmark standards on SBAC or being at low risk on the EasyCBM will surpass the state and district averages, as applicable.*

Status: Met

Evidence:

<b>First Grade</b>	<b>ELA (EasyCBM)</b>	<b>Math (EasyCBM)</b>
OLE	30%	53%
District	25%	28%
OR	NA	NA

<b>Second Grade</b>	<b>ELA (EasyCBM)</b>	<b>Math (EasyCBM)</b>
OLE	60%	44%
District	25%	30%
OR	NA	NA

Third Grade	Reading (SBAC)	ELA (EasyCBM)	Math (SBAC)	Math (EasyCBM)
OLE	69.2%	43%	61.5%	30%
District	34.5%	25%	37.7%	25%
OR	45.2%	NA	45.8%	NA

Fourth Grade	Reading (SBAC)	ELA (EasyCBM)	Math (SBAC)	Math (EasyCBM)
OLE	80.8%	64%	57.7%	52%
District	40%	31%	34.2%	30%
OR	47.7%	NA	43.3%	NA

Fifth Grade	Reading (SBAC)	ELA (EasyCBM)	Math (SBAC)	Math (Easy CBM)	Science (OAKS)
OLE	80.8%	72%	69.2%	52%	>95%
District	45.8%	30%	29.5%	30%	56%
OR	52.9%	NA	39%	NA	65.1%

**Goal 3**

*The attendance rate will exceed the District and state average.*

Status: Met

Evidence:

**Regular Attenders**

OLE	86.9%
District	72.1%
State	80.3%

**Goal 4**

*School-wide participation in a community based environmental project will occur*

Status: Met

Evidence: On May 19, 2017 the school participated in a restoration project at Willamette Mission Park. The students worked on the trails, netted trees and performed other services for the park. This was the thirteenth year of participation in this event. The school also raised money for the Heifer Project.

**Goal 5**

*Scores on the school climate survey will indicate that students feel safe and problems are resolved peaceably in their school*

Status: Nearly Met

Evidence: On the District's school climate survey administered to 4<sup>th</sup> grade students in December the following questions were asked and answered:

Survey Item	Always/Usually	Sometimes	Never	No Response
I feel safe at recess	88%	11%	0	0
I feel safe at lunch	98%	3%	0	0
I feel safe in the halls	88%	13%	0	0
I feel safe in the restroom	69%	30%	2%	0
I feel safe in the class	94%	6%	0	0
I feel safe going to and from the school	91%	9%	0	0
I feel safe on the bus	16%	3%	2%	80%
I get teased or harassed at school by other students	14%	36%	50%	0
If I get teased or harassed, there is an adult at school to go to for help.	69%	13%	19%	0
My school is good place to learn.	100%	0	0	0

The bus responses were skewed because many students don't ride the bus to and from the school. The areas indicating problems are teasing/harassing, hallways and restrooms. Some students feel like there isn't an adult around to help them when they are teased or harassed.

### **Goal 6**

*Parents will be highly involved and on a parent survey 90% will indicate a high level of satisfaction with the school and its program*

Status: Met

Evidence: On the questions of satisfaction, from the parent survey from May.

Survey Item	Satisfied/Extremely	Neutral	Dissatisfied/Extremely
Overall Rating	91	6	2
The level of satisfaction with Technology	86	11	2
The level of satisfaction with Environmental	91	9	0
The level of satisfaction with Civics	80	19	0
I volunteer or directly support OLE	72	N/A	28
Would you recommend OLE	88	9	3

## **Board of Directors Evaluation 2016-2017**

The Board of Directors and teachers for OLE Charter School conducted a program evaluation. The Board reviewed the mission statement and the goals of the charter. Next teachers and board members reviewed all the activities that students take part in that fall into each of the domain areas. It was determined that we should revise our technology goals to be more specific.

Specific goals and status with an accountability section were made for the three domain areas and are listed below.

### **Civics Goals**

1. Students will study the democratic process and participate in a direct experience with representative democracy. Students attending 5 years would have experiences at each of the following levels; class, school, city, state, national.
2. Students will study a local social service or community cause and participate in support of the effort.
3. Students will study appropriate meaningful assets from the “40 Developmental Assets” and participate in a class activity to promote at least one asset.
4. Students will examine current events through informational media.

### **Technology Goals – Taken from ISTE’s (International Society for Technology in Education) Educational Technology Standards for Students**

1. Creativity and Innovation
  - Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration
  - Students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency
  - Students will apply digital tools to gather, evaluate, and use information
4. Critical Thinking, Problem Solving, and Decision Making
  - Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship
  - Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Technology Operations and Concepts
  - Students will demonstrate a sound understanding of technology concepts, systems, and operations.

### **Environmental Goals**

1. Students will learn environmental citizenship and become environmentally literate through study, observation and direct experience in the following areas:
  - Sustainability / Conservation Ethic
  - Green School Practices
2. Students will study relationships between people, plants, animals and water in the classroom and school yard habitat, culminating in a school-wide, community-based environmental effort.
3. Students will show care and concern for animals, the environment, and the human community through action projects.

4. Students will share their knowledge learned through the above goals by educating others. Students attending 5 years would have experiences communicating information at each of the following levels; classroom, school, and public.

	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Civics	Met	Not met	Met	Nearly Meets	Exceeds
Technology	Met	Met	Met	Exceeds	Exceeds
Environment	Met	Exceeds	Met	Nearly Meets	Meets



## Accountability

Teachers will incorporate each goal into a year long plan that will be reviewed periodically by the OLE Charter School Board. An annual review of the progress toward meeting goals will be conducted by the staff and board of the OLE charter school. Results of the review will be reported to ODE, Salem-Keizer Public Schools and Parents of OLE Charter School.

### Annually:

- Teachers will examine the goals as outlined by the charter board
- Teachers will meet as a team 1<sup>st</sup> -5<sup>th</sup> to develop a scope and sequence for the goals in each of the three domain areas.
- Teachers and Charter board will evaluate how well goals were met at the end of the year.
- Teachers and Charter board will review the goals
- Scope and Sequence will be posted in the staff room for all staff to review and utilize.
- Parents will be encouraged to attend final meeting
- Charter Survey
- Charter board report to ODE and Salem-Keizer
- Board will review scope and sequence at beginning of the year and provide feedback

### Periodically:

- Teachers will plan activities that meet the established goals for each domain area, following the scope and sequence and adjusting when necessary.
- Teachers will meet together to share what they are doing in their grade level to meet the goals.
- Staff and/or students will report progress on goals to charter board.
- Parents will be encouraged to attend meetings

### Day to Day:

- Review goals and plan activities to meet the goals.
- Assess students periodically to ascertain whether they are meeting goals.
- Adjust lessons according to data collected.
- Program highlights will be shared with parents and board via Newsletter and E-mail

# Curriculum Map

<h2>Civics</h2>			
	Term 1	Term 2	Term 3
1 <sup>st</sup>	40 Assets (3) Scholastic News(4) Voting Activities (1) Raptor Fundraising (2) Roots and Shoots (2)	40 Assets (3) Scholastic News (4) Voting Activities (1) Foundations of Democracy: <b>Privacy</b> (1,2) Heifer (2) Canned Food Drive (2)	40 Assets (3) Scholastic News (4) Voting Activities (1) Foundations of Democracy: <b>Responsibility</b> (1,2) DBR (2) <b>School Study</b>
2 <sup>nd</sup>	40 Assets (3) Scholastic News(4) Voting Activities (1) Raptor Fundraising (2) Roots and Shoots (2)	40 Assets (3) Scholastic News (4) Voting Activities (1) Foundations of Democracy: <b>Justice</b> (1,2) Heifer (2) Canned Food Drive (2)	40 Assets (3) Scholastic News (4) Voting Activities (1) Foundations of Democracy: <b>Authority</b> (1,2) DBR (2) <b>City Gov. Study</b>
3 <sup>rd</sup>	40 Assets (3) Scholastic News(4) Voting Activities (1) Foundations of Democracy: <b>Authority</b> (1,2) Raptor Fundraising (2) Roots and Shoots (2) <b>County Government Study</b>	40 Assets (3) Scholastic News (4) Voting Activities (1) Foundations of Democracy: <b>Authority</b> (1,2) Heifer (2) Canned Food Drive (2) <b>County Government Study</b>	40 Assets (3) Scholastic News (4) Voting Activities (1) Foundations of Democracy: <b>Authority</b> (1,2) DBR (2) <b>County Government Study</b> <b>Marion County Food Share</b>
4 <sup>th</sup>	40 Assets (3) Scholastic News(4) Voting Activities (1) Foundations of Democracy: <b>Justice</b> (1,2) Raptor Fundraising (2) Roots and Shoots (2) <b>State Government Study</b> <b>Branches of Government Project</b>	40 Assets (3) Scholastic News (4) Voting Activities (1) Foundations of Democracy: <b>Justice</b> (1,2) Heifer (2) Canned Food Drive (2) <b>State Government Study</b>	40 Assets (3) Scholastic News (4) Voting Activities (1) Foundations of Democracy: <b>Justice</b> (1,2) DBR (2) <b>State Government Study</b> <b>Charter Board Rep Election</b>
5 <sup>th</sup>	40 Assets (3) Scholastic News(4) Voting Activities (1) Foundations of Democracy: <b>Responsibility</b> (1,2) Raptor Fundraising (2) Roots and Shoots (2) <b>U.S. Government Study</b>	40 Assets (3) Scholastic News (4) Voting Activities (1) Foundations of Democracy: <b>Responsibility</b> (1,2) Heifer (2) Canned Food Drive (2) <b>U.S. Government Study</b>	40 Assets (3) Scholastic News (4) Voting Activities (1) Foundations of Democracy: <b>Responsibility</b> (1,2) DBR (2) <b>U.S. Government Study</b>

# Technology

	Term 1	Term 2	Term 3
1 <sup>st</sup>	Internet Safety (5) Computer Operations (6) KidPix movie (1, 2) Kidspiration (1, 2)	Honoring Our River Powerpoint (1, 2, 6) SmartNotebook Attendance Page (1, 2, 6)	Favorite Things at Forest Ridge Photostory (1, 2, 5, 6)
2 <sup>nd</sup>	Internet Safety (5) Computer Operations (6) Word Documents (1, 6)	Birds Brochure (1, 2, 5, 6) Internet Research (1,2,3,4) Kids Care About Conservation Powerpoint Presentation (1, 2, 6)	“How To” PowerPoint (1, 2, 5, 6)
3 <sup>rd</sup>	Internet Safety (5) Computer Operations (6) Word Documents (1, 6) Internet Research (1,2,3,4)	Internet Research (1,2,3,4) Eco-Friendly shopping powerpoint (1,2,6)	Riparian Zone Powerpoint Internet Research (1,2,3,4) Garden photostory (1,2,5,6)
4 <sup>th</sup>	Internet Safety (5) Branches of Government <i>Inspiration</i> (1, 3) Kalapuya Indians (2, 3, 6)	Tobacco <i>Powerpoint</i> (1,2,3) Who Wants to be a Pioneer? <i>Powerpoint</i> (2,3,4,6)	<i>Excel</i> Gameboard (1,6) <i>Biography Powerpoint</i> (1,2,3,6)
5 <sup>th</sup>	Internet Safety (5) Estuary <i>Powerpoint</i> (2,3,4,6)	Explorers Project <i>Student program choice</i> (1,2,3,4,6) Diversity <i>Student program choice</i> (2,3)	Plant Flier <i>Publisher</i> (1,2,3) Haikus <i>Movie Maker</i> (1,2,6)

Software used: Word, Powerpoint, Publisher, Kidspiration, Kidpix, Photostory, Smartnotebook, Excel, Movie Maker, Inspiration,

Hardware: Interactive Whiteboards, digital cameras, laptops, microscopes, Alpha Smarts, video cameras, responders

\*\*Not all hardware or software is used at each grade level

# Environment

	Term 1	Term 2	Term 3
1 <sup>st</sup>	Root and Shoots (1, 3) Raptor Support Fundraising (1, 3) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) <b>3-R's –TT</b>	Environmental Presentations (1, 4) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) <b>Nike Shoe Recycle</b> <b>Crayon Recycle</b>	DBR (1, 2, 3, 4) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) <b>Pond Study/Macros</b>
2 <sup>nd</sup>	Root and Shoots (1, 3) Raptor Support Fundraising (1, 3) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) 8-R's (1, 2, 3, 4) <b>Reusable Lunches-TT</b>	Environmental Presentations (1, 4) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) <b>Kids Care About Conservation</b>	DBR (1, 2, 3, 4) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) <b>Birds</b> <b>Native/Invasive Plants</b>
3 <sup>rd</sup>	Root and Shoots (1, 3) Raptor Support Fundraising (1, 3) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) 8-R's (1, 2, 3, 4) <b>Edible Garden</b> <b>Food Systems</b>	Environmental Presentations (1, 4) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) <b>Edible Garden-(TT)</b> <b>Eco-Friendly Shopping</b>	DBR (1, 2, 3, 4) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) <b>Edible Garden</b> <b>Riparian Zone</b>
4 <sup>th</sup>	Root and Shoots (1, 3) Raptor Support Fundraising (1, 3) Green School Practices (1,2,3, 4) Naturescape (1, 2, 3, 4) 8-R's (1, 2, 3, 4) <b>Wormi-vermicomposting</b>	Environmental Presentations (1, 4) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) <b>Wormi-vermicomposting (TT)</b>	DBR (1, 2, 3, 4) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) <b>Wormi-vermicomposting</b> <b>Water quality testing</b> <b>Macro-invertebrates</b>
5 <sup>th</sup>	Root and Shoots (1, 3) Raptor Support Fundraising (1, 3) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) 8-R's (1, 2, 3, 4) <b>Estuary Ecosystem</b> <b>Recycling Collection</b>	Environmental Presentations (1, 4) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) <b>Naturescaping education</b> <b>Recycling Collection</b>	DBR (1, 2, 3, 4) Green School Practices (1, 2, 3, 4) Naturescape (1, 2, 3, 4) <b>Naturescaping education (TT)</b> <b>Recycling Collection</b>

\*\*Naturescape activities: maintenance, study, data collection, observation, recreation, writing, art...etc.

## **Staffing**

All staff at OLE Charter School are employees of Salem-Keizer School District. All teachers are licensed under TSPC. The classroom staff for 2016-17 are listed below.

Grade 1	Meredith White	Grade 2	Laurie Aguirre
Grade 3	Ryan Ellis	Grade 4	Kyle Jorgensen
Grade 5	Beth Kerr	Basic Skills	Charlotte Brulotte

Additionally, through its contract with the District, support staff is prorated between Forest Ridge and OLE Charter School. For example the principal is assigned and budgeted at .7 FTE for Forest Ridge and .3 FTE for OLE Charter School.

## **Budget**

The budget for OLE Charter School relies on a unique relationship with Salem-Keizer School District. Since OLE is a school-within-a-school and all staff are employees of the District, the regular budget has remained linked and all accounting is done through the Fiscal Department. All staffing and services are contracted back through the District with one main exception. OLE Charter School secures its own Directors and Officers insurance.

The audit of OLE expenditures is being done collaboratively with the District's Fiscal Department. Please see audit report.

## **Summary**

The fifteenth year of operation for OLE Charter School continued to demonstrate the value of a win-win model for charter schools. This symbiotic relationship has benefited OLE and Forest Ridge Elementary through a sharing of instructional programs, resources, staff and space. The strong links between home-school and community have been established. Students are experiencing a high degree of academic success and parents are highly satisfied.