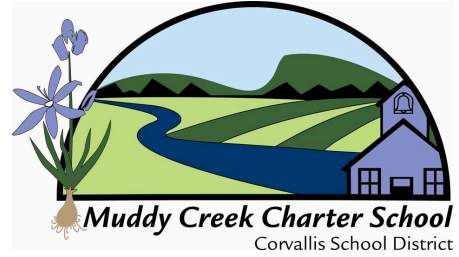


# Muddy Creek Charter School

## Annual Report 2024 - 2025

### Executive Summary



#### Academic Performance:

- Student achievement on standardized assessments for English Language Arts and Math have increased significantly and are now one of the highest among Corvallis elementary schools!
- Our project-based and place-based learning experiences are back and proving an effective and fun way to engage students in their learning/community.

#### Fiscal Performance:

- Meeting all fiscal requirements and reporting of the District and State.
- Utilizing SIA funds for full time counselor and behavior interventionist.
- Overspent budget by \$168.5K in 23/24; Estimate similar for 24/25.
- Lower than expected student enrollment (ADMw), actively recruiting new students.

#### Organizational and Governance Performance:

- Design and deliver a supplemental place/project-based curriculum and learning experiences that combine strong core academic skill development with a rich and engaging experience based learning.
- Develop students who are creative, collaborative, and joyful learners who understand their place in the community and the world at large.
- All staff properly licensed by TSPC and/or meet Highly Qualified standards.
- Estimating 30% of student body receiving IEP/504 services in 24/25
- Roll out new OSBA policies & Procedures for Board and School, as well as make significant updates to parent/student Handbook and Staff Handbook.
- Continued focus on creating an inclusive and diverse learning environment.
- Collaborate with 509J deliver special education services to identified students.
- Meet all District and State reporting requirements.
- Successfully completed Charter Renewal with 509J in August 2024.

## **Vision**

Muddy Creek Charter School is a rural public school dedicated to the integration of an outstanding academic program with its community – the land and its people. We offer a joyful and creative educational experience where engaged students practice the skills they will need to be effective citizens and stewards in the future. Muddy Creek Charter School will serve as a model for preserving schools in rural communities.

## **Mission**

Muddy Creek Charter School was founded to provide an outstanding K-5 public educational program for children who reside in and around the Muddy Creek Watershed. In multi-age classrooms, the school will deliver a place-based, project-based, integrated arts and science curriculum grounded in its rural agricultural setting and commitment to community service.

Diverse learning styles will be fostered. MCCS will be supported in its efforts by forging and maintaining partnerships with local landowners and agencies, OSU researchers and the community at large. Our success will be our children. The students of MCCS will not only meet or surpass the state benchmarks but will also have a deeper understanding of their place in the world as demonstrated by portfolios of high quality projects, and they will be well prepared to transition into other schools for their continued education.

## **Leadership**

- Executive Director: Sarah Danforth
- MCCS Board members:
  - President: Lester Oehler
  - Vice President: Jacque Krumrey
  - Treasurer: Karen Steele
  - Secretary: Patrick Riccolo
  - Addt'l members: Jamie Hahn, Jessica Larsen
- Business Manager: Tonya Mosher

## **Brief Historical Perspective**

Muddy Creek Charter School opened its doors in September of 2008. As stated in the charter agreement, the mission of the school is to provide an excellent and innovative public educational program for children grades K-5 sponsored by the Corvallis School District. It is aimed at, but not restricted to, children who reside in and around the Muddy Creek and Beaver Creek Watershed. Muddy Creek also services students from the surrounding areas including Philomath, Monroe, and Albany School Districts.

## **Staffing**

MCCS has six classrooms K-5. Each classroom has a full time teacher. Kindergarten and First Grade have an additional paraprofessional. All grades receive additional learning in PE, Art, Library and Music. The administration consists of an Executive Director, School Counselor, Behavior Intervention Coach, and Office Manager. We subcontract out our IT and Bookkeeping Services. The District provides one part-time Special Education teacher, and two classroom Paraprofessional.

All of our teachers meet the requirements for a charter school and are currently licensed through TSPC.

## **Financials**

Please see additional attachments for:

- The school's municipal audit, (delayed, will send asap)
- Cash flow statement
- Budget-to-actual report

## **Attendance and Enrollment**

We currently have 106 students enrolled. We have a max enrollment of 130 students.

Attendance for this year per grade:

- K - 72% (13, capped at 18)
- 1 - 95% (20, capped at 21)
- 2 - 86% (19, capped at 22)
- 3 - 74% (17, capped at 23)
- 4 - 96% (22, capped at 23)
- 5 - 65% (15, capped at 23)
- Average - 82% (106, capped at 130)

## **Academics**

Our goal is to prepare our students by providing a solid foundation of core skills, and a love of learning that will support them as they transition into secondary education.

### **English Language Arts**

In an effort to maintain high literacy learning rates, we have adopted a new ELA curriculum (IntoReading, HMH). All grade levels have been trained in the new curriculum and are teaching with fidelity in 90 minute literacy blocks. All grades are utilizing rotation-based schedules for 30-minute small group instruction, and students identified as "struggling readers" receive an additional 30 minutes of reading intervention. We work closely with our on-site SPED and GenEd teachers to identify and serve at-risk students as well as students who have Individualized Education Plans.

### **Math**

Math instruction was identified as an opportunity for improvement last school year. There was a lack of consistency between grades and a general frustration among staff with the Bridges curriculum. This school year we have adopted BigIdeasMath (NatGeo). This new low-prep curriculum is heavily focused on academic vocabulary and standards looping. As a supplement we also provide an online fluency practice tool (sumdog.com) for all students.

### **Science (includes place-based projects)**

Due to declining science scores, we adopted the Mystery Science curriculum in the

23-24 school year. Our students and teachers love the change and their enthusiasm is reflected in their 33% increase in SBAC scores.

With project learning, students cycle between Science and Social Studies topics. Students engage with a topic, then question and investigate (conduct field work), and share what they have learned. Whenever possible, projects are investigated through the lens of the place where children live or where our school is located. The projects also give children an opportunity to apply additional core subject skills in an integrated context.

Place-based projects work best when they are tied to community service, classroom standards, that are locally practiced, and globally applied. To that end, we have begun the important process of learning about the origins and needs of our community. Our projects last year included a Food Drive for S. Corvallis Food Bank, Native American History and Culture, Ag/Industry in Oregon, Wildlife Stewards Program, and a heavy focus on developing our School Garden program.

## **Technology**

MCCS is maintaining a 1:1 chromebook program for all grade levels. Students in grades 3-5 receive keyboarding instruction as well. This component ensures our students are prepared to enter mainstream Middle School after they leave Muddy Creek.

## **Library**

Our students receive library services 1-2 times a week. Our part-time librarian continues to curate our book selection to include more diverse points of view and representative cultures. She facilitates a monthly delivery of books from the Corvallis Public Library and coaches our Oregon Battle of the Books (OBOB) team for 3rd-5th graders as well.

## **Art**

Now in her fourth year at Muddy Creek, our part-time art teacher is utilizing the Teaching Artistic Behavior (TAB) curriculum. Students learn to persevere through challenges and to trust their own judgment while receiving input from, and offering feedback to, peers and teachers. When students self-direct their work, they engage deeply with their learning because the work's purposes align with their values and interests.

## **Music**

We were so happy to have our music program back in full-swing last year! By utilizing grant funding, we hired a half-time music teacher. The students attended music class weekly and have just performed two concerts. Our intention is to continue this good work in the 24-25 school year and beyond.

## **Assessments**

### **STAR Testing:**

We are utilizing the CSD assessment tools STAR to assess and track the progress of our 3rd-5th grade students in the areas of Literacy and Math. Students take STAR assessments in the beginning, middle and end of the school year.

### **Amplify (DIBELS):**

Muddy Creek is also using Amplify to screen for dyslexia, assess literacy levels, and progress monitor student growth. Unlike CSD, we are assessing all students (K-5) with this tool at the beginning, middle, and end of the school year with periodic Progress Monitoring between Benchmark assessments.

### **Smarter Balanced Assessment Consortium:**

Our 3rd-5th grade students will be participating in SBAC Testing this year.

### **YouthTruth Survey & SEED:**

At the end of the year we asked our 3rd-5th grade students to complete the SEED and YouthTruth surveys. We have done preliminary analysis of their responses and will be interested to compare it to the responses from this school year.

## **Community Engagement**

At Muddy Creek our connection to families and community is part of what makes us unique. In addition to our monthly Muskrat Newsletters, Board Meetings, and All-school Assemblies, we have added several new ways for our community to interact. By adopting ClassDojo, we are able to more effectively connect families with our classrooms and keep them informed about events at school. We have a strong Parent-Teacher Organization, who are meeting monthly to support teachers and students.

# Developing Inclusive Community

The Muddy Creek staff have nearly all attended the Level 1 Collaborative Problem Solving training, with several others having also completed the Level 2 training. We have been practicing CPS since early last year and continue to find it useful as a de-escalation and problem solving toolset. Our staff have been enthusiastically using it in the classroom, on the playground, with our co-workers, and in our lives.

Our Justice Equity Diversity & Inclusion (JEDI) Committee is meeting regularly to identify and address systemic obstacles to creating a diverse and inclusive learning environment. Some of the work we do is small and fun, like partnering with teachers to bring cultural awareness to classrooms. We are also applying equity lens to our systems/policies and identifying practices that make it difficult for traditional underserved populations to attend or feel welcome here. As we deepen our understanding of what JEDI means, we hope to see a shift in our student body and staff so we can become more representative of the community in which we find ourselves.

## Summary

MCCS continues to provide a unique hands-on and project based learning experience within small cohorts. The setting of our campus allows us to support rural families from multiple Districts. Our staff has stretched and grown into their roles, and our students have blossomed in our unconventional environment. 2023-24 was a year of enormous growth and rebuilding for Muddy Creek and our community. We are excited to see a continuation of those themes in the coming school year.

