

NOTICE: The Regular Board Meeting at 7:00 p.m. will be open to the public via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at www.4j.lane.edu/stream, and via Zoom Webinar at <https://4J-lane-edu.zoom.us/j/92933253616>

School Board Meeting Request Forms:

Sign up to provide public comment: www.4j.lane.edu/board/publiccomment

The board will hear public testimony via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting.

Requests to provide public comment must be submitted no later than 5 p.m. on the Monday before the meeting.

**7:00 PM
 Regular Meeting**

I. 4:45 - 5:15 p.m. Executive Session

The Board will convene in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660 (2)(f).

Executive Sessions are not open to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.

- II. **5:30 - 6:45 p.m. Work Session to Interview Budget Committee Finalists**
- III. **7:00 p.m. Regular Board Meeting**
- IV. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- V. Agenda Review
- VI. Introduction of Guests and Superintendent’s Report
- VII. Items Raised by the Audience
- VIII. Comments by Employee Groups
- IX. Comments and Committee Reports by Individual Board Members
- X. Consent Group - Items for Action
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THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

INFORMATION FOR THE DEAF AND HARD OF HEARING:
Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.



ITEM FOR ACTION — CONSENT AGENDA

Date

December 14, 2022

Title

Approve Enrolling Out-of-District Students in 2022–23 (Interdistrict Transfers)

Presenter

Rob Hess, Chief of Staff

Description

The board must annually approve the maximum number of interdistrict transfer requests into the district and out of the district that will be granted for the coming school year.

Interdistrict transfers are granted for the duration of a student's enrollment in a given school or K–12 language program. This is consistent with the policy for school choice transfers for district residents. Families must apply through the school choice / transfer process if they wish to change schools or when their child is changing school levels (from elementary to middle or middle to high school). However, under current law, once a student's district of residence has released them to transfer to another school district, additional consent is not required in subsequent years.

Out-of-district families seeking an interdistrict transfer are asked to indicate which schools they prefer for their students to attend, among the list of schools where there may be spaces available. At schools and grades where there are available spaces and no district residents on the waiting list, the district will approve enrollment for out-of-district students using an equitable lottery process with priorities including returning students and siblings.

Background

Eugene School District 4J has a policy of open school choice. Families who live in 4J may request to enroll their student in any school. Students are offered enrollment in an order determined by lottery.

Residents of other districts also may request to enroll in 4J under the "interdistrict transfer" process. The student's home district must consent to the transfer. The board has established standards for interdistrict transfers, including priorities for district admission and school placement, in Board Policy JECB, Admission of Nonresident Students. Students who reside in 4J have priority to enroll in 4J schools before transfers are granted to nonresident students.

Budget/Resource Implications

Eugene School District 4J has historically seen a net gain of students from transfers each year. However, the district of residence must consent to a transfer, so the number of students allowed to transfer to 4J may be limited by the decisions of other school districts.

State school funding follows transferring students to the district in which they enroll, providing resources that otherwise would not be received. In most cases added student enrollment is net neutral or positive to support student programming. In some individual cases the cost of services to an incoming student may exceed the revenue provided under the state school funding formula.

Equity Implications

Lottery processes have been established to provide equitable access to school choice for families regardless of their resources and ability to queue for available spaces. Priorities for enrollment have been established for in-district school choice and interdistrict transfers to keep families together and provide equitable access for families of all means. However, state law prohibits preferential enrollment for interdistrict transfer students based on race, ability or economic status.

Families of students attending a school other than their neighborhood school are responsible for transporting their students, and this is a barrier for some families.

Recommendation

The superintendent recommends that the board approve up to 400 interdistrict transfer slots for out-of-district students to transfer to the district and up to 400 slots for district students to transfer out of the district for the 2023–24 school year. The recommended maximums are set higher than the number of students expected to request transfers, to not create a barrier for students who request to transfer. The district will determine school placement for transfer students based on space availability and a lottery and post-lottery process consistent with Board Policy JECB.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

December 14, 2022

Title

Approve Proposed Board Policy GBEA – Workplace Harassment

Presenter

Rob Hess, Chief of Staff

Policy GBEA – Workplace Harassment

The legal references for policy GBEA – Workplace Harassment have been updated to reflect an assigned statute number to what is House Bill 3041 (2021), which modified Oregon’s definition of sexual orientation and added a definition for gender identity; these definitions apply to a host of Oregon statutes including its use in ORS 659A.370. HB 3047 is now numbers ORS 659A.370, and ORS 174.100 is the home for definitions of sexual orientation and gender identity – both used in this referenced policy.

Options and Alternatives:

Districts should publish this policy with the updated legal references.

Recommendation

The Superintendent recommends approving Board Policy GBEA – Workplace Harassment.

Eugene School District 4J

Code: GBEA
Adopted: XX/XX/XXXX

Workplace Harassment *

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a

¹ “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 243.317 - 243.323](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)

[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.082](#)
[ORS 659A.112](#)
[ORS 659A.370](#)

[ORS 659A.820](#)
[ORS 659A.875](#)
[ORS 659A.885](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

December 14, 2022

Title

Approve Routine Personnel Actions

Presenter

Mike Ingman, Human Resources Administrator
Dr. Andy Dey, Superintendent

Recommended Action

The superintendent recommends that the board of directors:

1. ***Approve the employment of the licensed administrators or executives listed below for the 2022-23 school year:***

None

2. ***Approve the employment of the licensed employees listed below for the 2022-23 school year:***

Name	Title	Location	FTE
David Barnes	Language Arts & Social Studies Teacher	Eugene Online Academy	0.5 FTE
Margaret Bildsprecher	Science Teacher	Spencer Butte MS	1.0 FTE
Heather Chiappisi	Occupational Therapist	Student Services Department	0.4 FTE
Chastity Doty	Classroom Teacher	Holt Elementary	1.0 FTE
Megan Gullekson	Classroom Teacher	Holt Elementary	1.0 FTE
Lubos Hubata-Vacek	Guest Teacher (Contract)	Various district sites	1.0 FTE
Gretchen Jewett	Title I Teacher	Awbrey Park Elementary	0.5 FTE
Erik Johnson	Math Teacher	South Eugene HS	0.5 FTE
Tyll Parker	Guest Teacher (Contract)	Various district sites	1.0 FTE
Steve Poizat-Newcomb	Guest Teacher (Contract)	Various district sites	1.0 FTE
Angela Shaffer	English Language Arts	South Eugene HS	0.5 FTE



Teacher			
Morning Star Vasquez	Guest Teacher (Contract)	Various district sites	1.0 FTE
Tracy Zehner	Music Teacher	Holt Elementary	0.2 FTE

3. **A**
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ove the acceptance of the resignations and retirements of the licensed personnel listed below:

Name	Title	Location	Reason	Effective Date
Danielle Fitzgerald	Special Education Teacher	Student Services Department	Resignation	11/01/2022
Linda Graebner	Speech Specialist	Student Services Department	Retirement	04/01/2023
Montana Janssens	Math Teacher	South Eugene HS	Resignation	12/01/2022
Yvette Landrum	Special Education Teacher	Gilham Elementary	Retirement	01/01/2023 (working through June 2023)
Kathleen McAuliffe	Counselor	Churchill HS	Retirement	01/01/2023 (working through June 2023)
Kelly Schneiderhan	Physical Therapist	Student Services Department	Retirement	01/01/2023
Katherine Walker	Classroom Teacher	Camas Ridge Elementary	Retirement	01/01/2023 (working through June 2023)

**MINUTES OF THE EXECUTIVE SESSION AND REGULAR BOARD MEETING
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

Date: November 16, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:00 p.m. and a regular meeting at 7:00 p.m. via video conference and at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on November 14, 2022.

ROLL CALL

BOARD MEMBERS:

Maya Rabasa, Chair
Gordon Lafer, Vice Chair
Keerti Hasija Kauffman
Alicia Hays
Michelle Hsu
Judy Newman
Laural O'Rourke

STAFF:

Andy Dey, Superintendent
Rob Hess, Chief of Staff
Lisa Fjordbeck, Executive Assistant / Department Operations Coordinator
Debbie McKim, Executive Assistant / Board Secretary

I. EXECUTIVE SESSION

The board convened in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660 (2)(f).

Executive Sessions are not open to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.

II. REGULAR BOARD MEETING

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Rabasa called the regular meeting to order and noted that all Board members were present. Superintendent Dey led the Board members and the listening audience in the flag salute after which Chair Rabasa read the Land Acknowledgement.

IV. AGENDA REVIEW

Vice Chair Lafer proposed to add an item for action to address the complaint heard in the Executive Session. Ms. Hsu seconded the motion. **The motion passed 7:0.**

Ms. O'Rourke asked to add an item for information about **Board Policy BG/GBD** pertaining to staff communications with Board members. Alicia Hays seconded the motion. Ms. O'Rourke wanted to make sure the Board was doing their role correctly so they could support Superintendent Dey to do his role correctly. In response to a question from Mr. Lafer, Ms. O'Rourke said she expected this would be an initial conversation with more discussion later.

Chair Rabasa asked whether the Superintendent was prepared to discuss the item that evening. Superintendent Dey said he could have an initial discussion to learn what the topic would entail and return later with additional materials if needed.

Ms. Newman said that the new Working Agreements were on the agenda for a future date and wondered whether discussion of the policy in question might be included at that time.

Ms. Hays said that she would also be looking for clarity between working agreements and Board Policy.

Mr. Lafer wanted to defer the discussion to a later meeting so that staff could prepare and the Board could have a focused discussion.

Ms. O'Rourke withdrew her motion and would bring the topic up at the end of the meeting as a suggestion for an item for action a future meeting.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Chair Rabasa introduced Superintendent Dey.

Dr. Dey focused his comments for the evening on the third foundational rock anchoring his work for the year: the safety and wellbeing of students and staff.

Dr. Dey shared that because of the many challenges the district was experiencing related to student support systems the decision had been made to temporarily redeploy skilled coaches, teachers on special assignments, and district administrators to elementary and middle school buildings. Buildings were identified to receive support teams following a review of data including: vacant positions, or high volumes of absences of adults in the building; student incident reports; and high numbers of students needing tier three interventions to successfully navigate their school day.

Dr. Dey continued that the support teams had reported to buildings to work with administrators and colleagues to identify what systemic supports would be most valuable for the challenges their individual schools were encountering. In addition, district administrators were working in buildings that had not received a support team to provide relief to building administrators so that they could focus on the important work of being an instructional leader.

Superintendent Dey added that the Department of Human Resources was processing new classified positions to ensure additional staff were in buildings as swiftly as possible, and newly hired educational assistants were receiving training in de-escalation strategies so that they felt confident and prepared to step in and successfully support students.

Dr. Dey was pleased to report that the district was partnering with Oregon Social Learning Center, Sexual Assault Support Services, the Rapid Response Team and Lines for Life, and the Jed Foundation to provide resources to staff and students and to strengthen prevention services.

In Dr. Dey's Friday memo from the week prior, he had shared that work to ensure safe and secure district schools and facilities was continuing. The district had been awarded nearly \$400,000 in competitive federal grant funding to review and update safety procedures. Initial steps included comprehensive assessments, the creation of an emergency operations plan, establishing secured and locked exteriors facilitated by the implementation of a visitor management system, along with restructuring, training and hiring additional certified campus safety monitors.

In coming years work would focus on prioritizing the next round of safety enhancements including video and communication system upgrades along with additional needs assessments of our campus safety team. The goal was to balance safety and security with welcoming and inclusive environments.

District staff would be embarking on the first round "stay interviews." Through a survey, staff would be asked to comment on aspects of their position that were rewarding and the areas where they could use support from leaders. Superintendent Dey and staff looked forward to identifying areas that would help continue to build a district where people felt heard, valued and supported.

Superintendent Dey concluded his comments by acknowledging that while most would find the upcoming holiday season a source of joy and togetherness, not all in the community would experience it in the same way. There were many for whom the holiday season brought additional stress and challenges. Students, families, and district staff might find themselves struggling with different burdens: financial and resource based; interpersonal strains; seasonal effects of the shortened daylight; or simply the weight of idealistic expectations. He continued that it was incumbent upon everyone to reach out and care for each other and to provide needed support.

VI. COMMENTS BY BOARD CHAIR

This item was moved to Item XII.

VII. ITEMS RAISED BY THE AUDIENCE

Chair Rabasa read the requirements for making public comment at a Board meeting, including whom to contact to submit a formal complaint.

Heather Millehrer-Huerta was an advocate for disabled students and spoke about the devastating effects of behaviorism and how it dehumanized students, particularly disabled students. Students were responding to dysregulation, not causing it. Ms. Millehrer-Huerta spoke of her concern that students were also being blamed for the issues in schools, not those who ran the schools, chose the curriculum and developed interventions. Schools were identifying students with disabilities and applying behaviorism instead of giving them an education.

Shawna Mustin did not think that students were safe in schools. Students were experiencing behavior issues and there was violence in schools. She wondered whether School Resource

Officers would help with some of the issues and free up other staff to attend to student issues. She also urged the district to deal with bullying more strongly. She had seen many bullying videos on social media.

Amanda Hvass promoted parent involvement and engagement at school. She shared about a group called Oregon Mom's Union which was a bipartisan group to provide statewide leadership for parent involvement and a student first education. Ms. Hvass found collaboration in her advocacy work, which was challenging but rewarding.

Marion Malcolm acknowledged that school had been challenging for those students who had never learned the rhythms and requirements of a school day. She was also concerned about staffing shortages. She hoped that hiring and clearing volunteers to be in buildings would be accelerated. Ms. Malcolm said that misbehavior was a cry for attention, understanding, help, and for safety. Listening was important for engaging education.

Steven Mayberry wished to speak about accommodations and modified diplomas. Mr. Mayberry said that lack of support and direction for students with learning disabilities often forced staff to put the student on a modified diploma to avoid credit deficiency. He urged parents to ask more questions when a modified diploma was suggested and support Ms. Millehrer-Huerta's comments.

VIII. COMMENTS BY EMPLOYEE GROUPS

Chair Rabasa welcomed Seth Pfaefflin, President of MAPS (Managers, Administrators, Professionals and Supervisors). MAPS members believed in the mission and vision of the district and worked long hours to support the district and staff. Mr. Pfaefflin offered gratitude to members of Oregon School Employees Association and Eugene Education Association and asked the audience to write down the names of three people for whom they wanted to share gratitude and then to send them a note of thanks. Mr. Pfaefflin shared what he was grateful for especially the creativity and dedication of teachers and other building staff.

Sheila Waggoner, President of OSEA (Oregon School Employees Association) shared her celebration in ratifying a new contract with the school district. By approving the contract, the district was proving that they were listening to the needs of classified staff, which included a living wage and safety at the workplace. Ms. Waggoner thanked Board Member O'Rourke for attending chapter meetings and supporting the living wage.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Hasija-Kauffman had attended the Oregon School Boards Association Conference and found it educational. She congratulated Ms. Hays for being awarded 2020 Oregon School Board Member of the year. Ms. Hasija-Kauffman shared that public education was dropping in priority in the legislation and it would be important to speak about the need for quality education to overcome homelessness and violence. She was currently attending an education conference which was ninety-five percent women. Ms. Hasija-Kauffman wanted to ensure that children saw teachers who looked like them so that they could see themselves in that role in the future. Ms. Hasija-Kauffman thanked the Board for welcoming her into the community.

Ms. Newman was grateful to those who had made public comment and other Board Members for the issues that they raised so that together they could determine what skills and routines would

assist students and parents. The importance of education needed to be elevated. Ms. Newman had just returned from a civil rights trip to Alabama with other educational leaders and volunteers from Lane County. She had heard from current leaders in the civil rights movement. Her experience would have a lasting effect on her attempts to deepen her work to create community. Ms. Newman continued that the Eugene Education Foundation had met to review grant applications. She thanked those who had applied and the EEF Board for their work to support the community. She was also grateful that the OSEA contract had been approved.

Vice Chair Lafer was concerned that the district, like many in the nation, was in crisis. It was necessary for everyone to do the best they could with the resources available. Mr. Lafer appreciated the solutions that Superintendent Dey had proposed to alleviate issues such as safety and wellness at schools. He added that decisions would be made soon about the allocation of Student Success Act funds. He hoped that the bulk of it would be spent on supporting students with disabilities. Mr. Lafer asked what could be done to get volunteers back into the district as soon as possible with as little impact as possible to them. Mr. Lafer thanked district librarian Amy Page in advance for her presentation that evening and asked how funding for librarians would be made more equitable.

Ms. O'Rourke read from the website of the organization Lean In < <https://leanin.org/>>, a group that advocated for better public policies and a more equitable workplace. She read about racism and especially the issues that black women in the workplace experienced in spite of making amazing strides to lift up communities and to create and sustain social justice change. Ms. O'Rourke also quoted from Maya Angelou "Up from a path that is rooted in pain, I rise. We rise." Ms. O'Rourke said that the number of black women with bachelor's degrees had increased and many more were becoming entrepreneurs and chief executives. Eligible black women voted at high rates in spite of voter suppression. Ms. O'Rourke said that black women faced bias and systemic racism constantly and she was ready to fight for all groups who experienced racism. She thanked Ms. Newman for leaning in and asking how she could do better.

Ms. Hays thanked Ms. Millehrer-Huerta for her presentation and hoped to hear soon how funds would be allocated for the support of students with disabilities. Ms. Hays also thanked Ms. Hvass for her comments on ways to more fully involve parents. She said that it was important work, as was the work that staff were doing through "stay interviews." Ms. Hays had also attended the OSBA conference and enjoyed hearing from student bands. She had attended sessions on disrupted behavior, strategic planning and the role of Board members, and Superintendent Evaluations. She enjoyed meeting fellow Board members from across the state.

Chair Rabasa had also attended the OSBA conference and highlighted the keynote speaker Brandon Fleming who had written a memoir called *Miseducated*. Ms. Rabasa read quotes from Mr. Fleming's presentation including "When you teach you relay information, when you educate you empower." Ms. Rabasa had also attended the Ruby Bridges walk for *No Place for Hate*. She had heard a speech from Melanie Hicks about the impact of the work of Ruby Bridges. Chair Rabasa reported that her staff highlights at Board meetings had been well received. That evening, she highlighted Brian Hartman, Technology Support Specialist with nineteen years in the district. Mr. Hartman loved his work and had been a teacher and mentor for other staff members and was often called to help staff for whom technology was a challenge. Ms. Rabasa read from a letter of support for Mr. Hartman.

X. CONSENT GROUP - ITEMS FOR ACTION

1. Approve 4J's Network Infrastructure
Presenter: Steve Menachemson, Director of Technology
2. Approve Agreement with Oregon School Employees Association
Presenter: Karen Hardin, Director of Human Resources
3. Approve Meeting Minutes from November 2, 2022

Chair Rabasa asked for a motion to approve the Consent Agenda. Mr. Lafer so moved and Ms. O'Rourke seconded the motion. **The motion passed 7:0.**

XI. ITEMS FOR INFORMATION

1. Equity Trainer Selection Process
Presenters: Rob Hess, Chief of Staff and Collina Beard, Chief Administrative Services Officer.
Mr. Hess introduced Mrs. Beard to share the process to select and hire an equity trainer.

Mrs. Beard said that the district had conducted an informal solicitation for an equity trainer and had received nine responses. Mrs. Beard added she would walk through what would be required of the board as they reviewed the proposals. State statutes outlined an evaluation process that gave equitable treatment to all the proposers. Mrs. Beard shared that the Board would be asked to maintain confidentiality until the issuance of a notice of intent to award. Discussion with others would not be permitted during the first phases because it might compromise the process.

Board members would be asked to independently review and ranked each proposal. Mrs. Beard asked the Board to direct any requests for additional information to her and she would share the answers with the whole Board.

Mrs. Beard asked the Board to read the documents she would be sending them thoroughly, and sign and date them, after which they would receive the proposals and ranking sheets. Mrs. Beard would sort the proposals by rank order and create a short list of the top three proposers to be interviewed. If the top ranking proposal was outstanding, an intent to award letter would be sent.

If an interview process occurred, the evaluation Committee would rank the proposers and award a contract to the highest.

Mrs. Beard said that the documents the Board would be receiving included references to the appropriate Oregon Revised Statutes, and she concluded by offering her support throughout the process.

Ms. O'Rourke thanked Mrs. Beard for her thorough explanation of the process.

Mr. Hess said that once the Board members signed the documents and returned them to Mrs. Beard, he would send them the proposers documents and scoring sheets.

Ms. Newman noticed that the scoring rubric had not changed as per her request. Mrs. Beard responded that the rating and ranking system had been sent as part of the solicitation

information, and to change them afterwards would not be fair to the proposers. Vendors would have created their proposals in response to the system presented. She offered that the goal was to find the best value. Board members could rank proposers based on their capacity to do the work. Ms. Newman asked for clarification that the Board could rank the proposers independently of how they scored on certain sections. Mrs. Beard added that during an interview the Board could ask the top three proposers to address certain issues to determine their capacity to fulfill the Board's contract.

Chair Rabasa clarified that the motion on November 2 to change the scoring had not passed. After confirming that there were not additional questions, Chair Rabasa thanked Mrs. Beard for her clear and informative presentation.

2. Library Pilot Update Presenter: Rob Hess

Mr. Hess introduced Amy Page, district librarian, to give an update on the Library Pilot. Amy thanked the Board for their support to create a pilot project to add teacher librarians in César Chávez, Bertha Holt and Howard Elementary Schools. Amy added that literacy skills and digital citizenship were important to teach at the elementary level and gave some information about the new teacher librarians at each school.

Amy then showed information indicating the increase in library circulation at the three schools and new curriculum being taught during twice-a-week visits to the library. Curriculum included focus on heritage and history months, databases and encyclopedias, computer science and coding, and writing a book. The year would end with a kick-off to the district summer reading program.

Amy continued with a description of different supports that would be required to make the pilot successful in the long term. They included providing an equitable library budget at each school, creating a library advisory committee, and creating pathways to "grow" librarians.

Amy asked the Board if they had any questions.

Ms. O'Rourke said she would love to include parents and students in the committee that Amy Page was asking to form.

Vice Chair Lafer acknowledged how much librarians helped students to find books that interested them and to make factual research. He added that the role had also changed in the twenty years since elementary schools had librarians.

Ms. Newman understood that Eugene Education Foundation would be allocating funds for books and wondered how the funding could be distributed equitably. Amy Page responded that Cesar Chavez had not started the pilot with a library culture and was in the most need for immediate funding. There was additional need for possible sources of funding. Superintendent Dey agreed that a meeting to determine equitable funding might be necessary.

Chair Rabasa thanked Amy for her presentation and to Board member Hsu for the time she spent advocating for school libraries.

3. SIA Progress Report

Presenter: Brooke Wagner, Assistant Superintendent of Instruction.
Chair Rabasa introduced Ms. Wagner to make the report.

Ms. Wagner acknowledged staff across the district who worked to compile the quarterly Student Investment Account (SIA) report required by the Oregon Department of Education (ODE).

Ms. Wagner referred to information in the packet that showed that the district would not be sending any unspent funds back to the state, and would be using funds to support prevention services and expand funding for Oregon Social Learning Center, HOOTS, the Natives Program and to create new Affinity Groups.

Ms. Wagner continued that in the future, the Oregon Department of Education would be merging different sources of funding into the Integrated Guidance initiative. As the district moved in that direction, Ms. Wagner would report on engagement with staff and the community.

Dr. Dey commented that the future Integrated Guidance initiative would include SIA, Perkins, High School Success and other plans.

Ms. Wagner added that the district would be able to share more information about the success of investments in the nine areas for which the funds from Integrated Guidance would be used.

Ms. Wagner confirmed for Ms. Newman that the report she was making that evening was to summarize the end of the SIA Grant and more information could be found in prior quarterly reports. If the Board was interested in receiving details about any part of the funding, they could request more information.

Vice Chair Lafer asked what the plan would be to get input on spending future Integrated Guidance funding and to learn the success of prior funding allocations. Superintendent Dey said that the Board should have received detailed information on spending allocations, and would also be receiving information about the strategic plan development for Integrated Guidance.

Ms. Wagner confirmed that her team would be providing additional information in the future about the nine areas of focus.

4. Board Working Agreements

Presenter: Maya Rabasa, Board Chair

Chair Rabasa considered the working agreements to be long. Many of the agreements were mandates such as policies and state laws. Ms. Rabasa reported that she had asked staff to review the working agreements from February 2022 and mark whether the items were policy, law, or actual working agreements.

In a document that Ms. Rabasa shared, working agreements designated in red were Board Policies; those in blue were mandated by Oregon statute and those in purple were a combination of statute and policy. Those remaining in black were actual working agreements. Ms. Rabasa hoped to make it clear to the board that many of their working agreements were mandated by policy or statute and only eleven out of the 53 were working agreements not mandated by policy or statute.

Chair Rabasa added that the work done by staff would allow the creation of a guideline for board policies that directly impacted the daily work of the Board. Ms. Rabasa thanked staff for their work on the document and asked that the Board take some time to review it.

Ms. Newman asked that the end product be easy-to-use.

Ms. O'Rourke suggested creating a handbook of important policies condensed to their main talking points. Onboarding needed to improve so that new Board members understood the gravity of their position and were also welcomed warmly.

Chair Rabasa agreed and said that it was important to understand which items were policies that needed to be followed or and which were actual working agreements.

XII. ITEMS FOR ACTION

1. Approve Resolution on Measures to Address Safety and Disruption in Board Meetings
Presenter: Andy Dey, Superintendent

Superintendent Dey said that the Resolution 2023-05 gave authority to the Board Chair to adjourn or reschedule a meeting that was being disrupted.

Vice Chair Lafer moved to approve Resolution 2023-05 on Measures to Address Safety and Disruption in Board Meetings. The motion was seconded by Ms. Newman.

Ms. O'Rourke moved to amend the title of the resolution to change the word "safety" to "public health". Ms. Newman seconded the motion to amend.

Vice Chair Lafer did not consider the measure a matter of public health and wondered whether there was a better word. Ms. Hays agreed that public health might be confusing if someone was doing a search for the resolution. Ms. Hasija-Kauffman suggested changing the word "safety" to "security." Ms. O'Rourke was amenable to Ms. Hasija-Kauffman's suggestion.

All were in favor of the amendment.

Chair Rabasa asked the Board to approve Resolution 2023-05 – Measures to Address Security and Disruption at Public Board Meetings. **The motion passed 7:0.**

2. Consider Voting on Oregon School Boards Association (OSBA) Election
Prepared by: Rob Hess, Chief of Staff

Ms. Newman moved to approve the Oregon School Boards Association Legislative Priorities and Principals as presented by the OSBA Legislative Committee. Ms. Hasija-Kauffman seconded the motion.

The motion passed 6:1 with Ms. Newman, Ms. Hsu, Ms. Hasija Kauffman, Vice Chair Lafer and Chair Rabasa voting yes, and Ms. O'Rourke voting no.

3. Take Action on a Complaint
Presenter: Gordon Lafer

Vice Chair Lafer explained that there were three persons named in the complaint, which the Board had numbered 1, 2, and 3. Mr. Lafer moved to agree that the Board had no jurisdiction

over the complaints against person 1; to dismiss the complaints against person 2 and 3, and to commit to reviewing policies regarding safety and harassment in meetings; engage in anti-racist training and come to an agreement regarding how to deal with disruptive speech at meetings. There was no second.

After some initial discussion, Ms. O'Rourke moved to separate the complaints so that they could be discussed separately. In one motion, the Board would vote to agree that they had no jurisdiction over the complaint against person 1; and in the second motion, the board would vote to dismiss the complaint against persons 2 and 3, would commit to reviewing policies regarding safety and harassment in meetings, would engage in anti-racist training and would come to an agreement regarding how to deal with disruptive speech at meetings. Ms. Hasija-Kauffman seconded Ms. O'Rourke's motion.

The motion to separate the complaint passed 5:2 with Ms. Hasija-Kauffman, Ms. O'Rourke, Ms. Hays, Ms. Newman, and Ms. Hsu voting yes, and Vice Chair Lafer and Chair Rabasa voting no.

Motion 1, which was to agree that the board had no jurisdiction over the complaint against Person 1 **passed 7:0**.

Motion 2, which was to agree to dismiss the complaints against Persons 2 and 3 and to review policies related to safety and freedom of speech **passed 6:1. Ms. O'Rourke was the dissenting vote.**

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Superintendent Evaluation Goals

Presenter: Andy Dey, Superintendent

Superintendent Dey referred to the information in the Board packet, including his proposed Superintendent Goals for evaluation in 2022-23. They read:

1. The Superintendent will increase district effectiveness through a re-organized infrastructure in order to better meet students' needs while increasing transparency for and accountability to the entire community.
2. The Superintendent, in partnership with the community, will create a new Strategic Plan that will guide the district's efforts over the next four years.
3. The Superintendent will work to ensure Organizational Decision Quality is foundational in the district's work to center equity in all decisions. Examples include but are not necessarily limited to:
 - a. Increase access to opportunities for neurodivergent students;
 - b. Changes to the schedule for secondary schools;
 - c. Equitable grading framework;
 - d. Robust multi-tiered systems of support for student mental health and wellbeing.

Dr. Dey continued by referring the Board to Board Policy CBG – Evaluation of the Superintendent, which required annual evaluation of the Superintendent, and actions to be taken in the event of an unsatisfactory evaluation.

Dr. Dey also referred to the goals set forth in the district's strategic plan Vision 20/20, upon which the Board would base their evaluation. They were:

- Goal I Educational Excellence with Equitable Access and Outcomes for Every Student
- Goal II Multiple Pathways to Student Success
- Goal III Communication and Connection with Community
- Goal IV Diverse World-Class Workforce
- Goal V Stable, Sustainable Stewardship

A sixth area of evaluation was under the general heading of "administrative performance."

Each Board member would complete the evaluation individually after which together they would discuss their findings in executive session. The Board Chair would share the findings with the Superintendent also in executive session. Finally, a report developed by Board Leadership on the outcomes of the annual evaluation would be shared with the community in a public meeting.

Dr. Dey and Chair Rabasa asked if there were any questions. There were none.

- 2. OSBA Anti-Racist Resolution
Rob Hess, Chief of Staff

Chair Rabasa asked Mr. Hess to share the highlights of the Anti-Racist Board Resolution which was in the Board packet. Mr. Hess read from the resolution.

Ms. O'Rourke said she had asked that Black and Indigenous staff be added to the resolution. Mr. Hess said that he would add it.

Chair Rabasa thanked Rob for adding language regarding the work of the Color Caucus.

Ms. O'Rourke said that the Color Caucus did nothing to reduce racism at OSBA. It did not have an actual voice nor could the members of it make foundational change. Equity was not just a word, it represented real people and real work.

- 3. Eugene School Board Legislative Priorities
Maya Rabasa, Board Chair

Chair Rabasa gave the floor to Ms. Newman who shared a draft document to be voted on in advance of the legislative breakfast on January 6, 2023.

Vice Chair Lafer and Chair Rabasa thanked Ms. Newman for the work to prepare the document.

- 4. Return to In-Person Meetings
Maya Rabasa, Board Chair

Chair Rabasa shared a proposal to return to hybrid meetings. Equity would be applied to the action and no one would be penalized for the manner in which they attended meetings.

There was no discussion.

XIV. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING

Chair Rabasa solicited items to be considered for action at a future meeting.

Ms. O'Rourke asked to review Board Policies BG/GBD and BBAA related to Board communication with staff. Ms. Newman and Ms. Hays agreed to put it on the Leadership.

Mr. Lafer asked Ms. O'Rourke what her concerns were about the current policies. Ms. O'Rourke responded that the item had been approved to discuss at Leadership and she had already shared her concerns earlier in the meeting.

1. 2022-23 Board Meeting Calendar:

AUGUST 2022: ~~Wednesday, August 3 and Wednesday, August 17~~

SEPTEMBER: ~~Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21~~

OCTOBER: ~~Saturday, October 1 Board Retreat; Wednesday, October 12; Wednesday, October 19 and Monday, Rescheduling: October 24 Board Retreat~~

NOVEMBER: ~~Wednesday, November 2, Wednesday, November 16~~

DECEMBER: ~~Wednesday, December 7, and Wednesday, December 14~~

JANUARY 2023: ~~Wednesday, January 18~~

FEBRUARY: ~~Wednesday, February 1 and Wednesday, February 15~~

MARCH: ~~Wednesday, March 1 and Wednesday, March 15~~

APRIL: ~~Wednesday, April 19~~

MAY: ~~Wednesday, May 3 and Wednesday, May 17~~

JUNE: ~~Wednesday, June 7 and Wednesday, June 21~~

XV. ADJOURN

Chair Rabasa adjourned the meeting at 10:11 p.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

(Recorded by Eliza Drummond)



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

December 14, 2022

Title

Approve Resolution 2023-06 Urging the Oregon School Boards Association to Diversify its Workforce

Presenter

Andy Dey, Superintendent

Summary

In a prior meeting, the board voted 7-0 to submit an anti-racist resolution to OSBA. On November 16, staff presented a first draft designed to reflect the board's intent when this topic was discussed and voted on.

The current iteration of the resolution includes changes made during the Board Meeting on November 16.

Additional Background Information

OSBA's staff does not reflect the racial diversity on our board, boards across the state and more importantly the students and families we serve. We are asking that OSBA commit to diversifying their workforce in general and their executive team in particular.

Budget/Resource Implications

None at this time.

Recommendations

Approve or provide specific feedback to improve the board's intent of this resolution.

Whereas the Eugene 4J School Board as individually elected members and as the governing body for the Eugene School District 4J, is committed to providing safe learning environments; meaningful, equitable and highly effective instruction so that all students thrive socially, emotionally and academically; and to reduce the disparity of outcomes for students of color and students with disabilities;

Whereas the vision, values and equity stance of the Eugene School District 4J is “every student is connected to community and empowered to succeed,” and is guided by the values of “equity, excellence, and choice,” and “in every decision made by the board it is important to consider equity and the impact on students and families, especially those in underserved demographic groups and protected classes”;

Whereas systemic racism has plagued our nation for over 400 years and is evident in national, state and local institutions, including public education;

Whereas the school board members have resolved to play a vital role in committing to learning to recognize and combat implicit bias and overt racism;

Whereas the Eugene 4J School Board has resolved to identifying and correcting practices and policies that perpetuate institutional racism in all aspects of the functioning of the school board and school district;

Whereas the Eugene 4J School Board is committed to leading as an exemplar in advancing equitable recruiting and hiring practices to ensure diverse representation in educational institutions;

Whereas the Eugene 4J School Board represents the interests of the 6th largest school district in Oregon and is committed to using its position to address systemic racism, not solely leaving the mission of advancing opportunity for people of color only to those of color;

Whereas important and finite district resources including time and treasure are allocated to the Oregon School Board Association charged with advocating on behalf of school boards across the state;

Now, therefore, be it resolved that the Eugene 4J School Board is committed to holding the association to which it belongs accountable to similar high standards of examining their processes, hiring practices, trainings and equitable decision-making that the district adheres to in its own practices.

Further, be it resolved that the Eugene 4J School Board commits to pressing the Oregon School Boards Association for clear transparency on the equity tool the association uses to apply to decisions and counsel the association provides to the school districts it serves.

Further, be it resolved, that the Eugene 4J School board shall request the association evaluate and ~~move to diversify and specifically include black and indigenous~~ paid ~~staff member~~ positions, funded in part by district contributed dues, so that the association better reflects the diversity of the voices they represent, as currently the positions remain largely members of the white majority.

Deleted: strive to improve the diversity of

Deleted: staff member

Finally, be it resolved the school board will continue to support the association’s work “to improve education outcomes for students of color” and “to build the capacity of board members of color” as the school board does not believe these critical goals should fall to the sole responsibility of the association’s board members of color caucus alone but rather all Oregon school board members.

Whereas the Eugene 4J School Board as individually elected members and as the governing body for the Eugene School District 4J, is committed to providing safe learning environments; meaningful, equitable and highly effective instruction so that all students thrive socially, emotionally and academically; and to reduce the disparity of outcomes for students of color and students with disabilities;

Whereas the vision, values and equity stance of the Eugene School District 4J is “every student is connected to community and empowered to succeed,” and is guided by the values of “equity, excellence, and choice,” and “in every decision made by the board it is important to consider equity and the impact on students and families, especially those in underserved demographic groups and protected classes”;

Whereas systemic racism has plagued our nation for over 400 years and is evident in national, state and local institutions, including public education;

Whereas the school board members have resolved to play a vital role in committing to learning to recognize and combat implicit bias and overt racism;

Whereas the Eugene 4J School Board has resolved to identifying and correcting practices and policies that perpetuate institutional racism in all aspects of the functioning of the school board and school district;

Whereas the Eugene 4J School Board is committed to leading as an exemplar in advancing equitable recruiting and hiring practices to ensure diverse representation in educational institutions;

Whereas the Eugene 4J School Board represents the interests of the 6th largest school district in Oregon and is committed to using its position to address systemic racism, not solely leaving the mission of advancing opportunity for people of color only to those of color;

Whereas important and finite district resources including time and treasure are allocated to the Oregon School Board Association charged with advocating on behalf of school boards across the state;

Now, therefore, be it resolved that the Eugene 4J School Board is committed to holding the association to which it belongs accountable to similar high standards of examining their processes, hiring practices, trainings and equitable decision-making that the district adheres to in its own practices.

Further, be it resolved that the Eugene 4J School Board commits to pressing the Oregon School Boards Association for clear transparency on the equity tool the association uses to apply to decisions and counsel the association provides to the school districts it serves.

Further, be it resolved, that the Eugene 4J School board shall request the association evaluate and move to diversify and specifically include black and indigenous paid staff member positions, funded in part by district contributed dues, so that the association better reflects the diversity of the voices they represent, as currently the positions remain largely members of the white majority.

Finally, be it resolved the school board will continue to support the association's work "to improve education outcomes for students of color" and "to build the capacity of board members of color" as the school board does not believe these critical goals should fall to the sole responsibility of the association's board members of color caucus alone but rather all Oregon school board members.



ITEM FOR INFORMATION

Date of Meeting

12/14/2022

Title

Receive Quarterly Financial Report as of September 30, 2022

Presenter

Matt Brown, Director of Financial Services

Background

Quarterly financial reports are provided to the board shortly after each quarter ends, typically in November for 7/1-9/30, in February for 10/1-12/31, in May for 1/1-3/31 and in August for 4/1-6/30.

Financial 5-Year Forecasts are updated in January each year and presented to the Board.

Options and Alternatives

No options/alternatives are necessary at this time.

Budget/Resource Implications:

Provide implications to the budget:

General Fund revenues as of 9/30 are at 33% received of the budget. General Fund expenses in total are at 14% spent as of 9/30. At this time, no funds are over budget and within an acceptable range of expenditures.

I anticipate at the next quarterly report, you will receive a more accurate report which will include updates to the classified bargaining unit salaries. The financial 5-year forecast is currently being updated in preparation for a January presentation to the Board.

Attached is a summary of Expense Appropriations for all funds.



EUGENE SCHOOL DISTRICT
Quarterly Report as of September 30, 2022

FISCAL YEAR 2023 - QUARTER 1 FINANCIAL REPORT
General Fund Revenue & Expenses - 7/1/22 through 9/30/22

REVENUES	ADOPTED BUDGET	CURRENT BUDGET	YTD ACTUALS	%
State School Funding				
Property Tax - Current	79,780,000	79,780,000	-	0%
Property Tax - Past	1,368,000	1,368,000	294,471	22%
State School Fund (SSF)	104,137,529	104,137,529	34,950,979	34%
High Cost Disability	1,800,000	1,800,000	-	0%
Other SSF (Common & County)	2,162,137	2,162,137	1,062,174	49%
Local Option Taxes	22,387,500	22,387,500	78,023	0%
State Funding (ESD Flow-Through)	2,792,065	2,792,065		0%
Other	3,042,250	3,042,250	805,784	26%
Total Revenues	217,469,481	217,469,481	37,191,431	17%
Interfund Transfers In	4,000	-	-	0%
Beginning Fund Balance	52,855,000	52,855,000	52,855,000	100%
GENERAL FUND - TOTAL RESOURCES	270,328,481	270,324,481	90,046,431	33%

EXPENDITURES	ADOPTED BUDGET	CURRENT BUDGET	YTD ACTUALS	%
Salaries	116,344,205	116,344,205	20,190,768	17%
Benefits	74,533,798	74,533,798	11,567,201	16%
Purchased Services	19,074,105	19,074,105	4,007,274	21%
Supplies & Materials	5,863,961	5,863,961	2,070,774	35%
Capital Outlay	2,172,935	2,172,935	485,408	22%
Transfers Out	3,176,000	3,176,000	-	0%
Subtotal	221,165,004	221,165,004	38,321,426	17%
Contingency	4,359,780	4,359,780	-	0%
Operating Reserve	27,807,678	27,807,678	-	0%
PERS Reserve	9,000,000	9,000,000	-	0%
Unappropriated Ending Fund Balance	7,996,019	7,996,019	-	0%
Subtotal	49,163,477	49,163,477	-	0%
GENERAL FUND - TOTAL REQUIREMENTS	270,328,481	270,328,481	38,321,426	14%

FISCAL YEAR 2023 - QUARTER 1 FINANCIAL REPORT
Expense Appropriations - All Funds - 7/1/22 through 9/30/22

FUND	ADOPTED BUDGET	CURRENT BUDGET	YTD ACTUALS	%
General Fund				
Salaries	116,344,205	116,344,205	20,190,768	17%
Benefits	74,533,798	74,533,798	11,565,842	16%
Purchased Services	19,074,105	19,074,105	4,007,274	21%
Supplies & Materials	5,863,961	5,863,961	2,072,133	35%
Capital Outlay	2,172,935	2,172,935	485,408	22%
Transfers Out	3,176,000	3,176,000	-	0%
Contingency / Reserves	41,167,458	41,167,458	-	0%
Unappropriated Ending Balance	7,996,019	7,996,019	-	0%
Total =	270,328,481	270,328,481	38,321,426	14%

Federal, State, & Local Programs Funds (201, 202, 210, 220, 250, 251, 252, 260, 261, 262, 270, 275)

Salaries	21,503,859	21,503,859	4,716,448	22%
Benefits	9,019,165	9,019,165	2,191,527	24%
Purchased Services	8,038,673	8,038,673	3,492,716	43%
Supplies & Materials	9,921,945	9,921,945	1,494,358	15%
Capital Outlay	3,735,857	3,735,857	437,157	12%
Transfers Out	27,610	27,610	716	3%
Contingency / Reserves	1,759,716	1,759,716	-	0%
Total =	48,483,642	48,483,642	11,895,049	25%

School Resources Funds (280, 290)

Salaries	53,980	53,980	62,693	116%
Benefits	45,770	45,770	23,868	52%
Purchased Services	2,549,860	2,549,860	54,261	2%
Supplies & Materials	8,090,486	8,090,486	606,727	7%
Capital Outlay	20,000	20,000	67,895	339%
Transfers	195,000	195,000	-	0%
Contingency / Reserves	3,500,000	3,500,000	-	0%
Total =	14,455,096	14,455,096	815,443	6%

Debt Service Funds (300, 370)

Debt Service	39,838,948	39,838,948	-	0%
Unappropriated Ending Balance	764,815	764,815	-	0%
Total =	40,603,763	40,603,763	-	0%

Capital Service Funds (400s)				
Salaries	1,033,915	1,033,915	296,569	29%
Benefits	632,338	632,338	178,186	28%
Purchased Services	2,143,023	2,143,023	520,056	24%
Supplies & Materials	9,455,606	9,455,606	2,930,254	31%
Capital Outlay	86,110,731	86,110,731	5,468,786	6%
Total =	99,375,613	99,375,613	9,393,852	9%

Nutrition Service Fund (299)				
Salaries	2,307,262	2,307,262	363,218	16%
Benefits	2,124,662	2,124,662	251,967	12%
Purchased Services	20,000	20,000	6,533	33%
Supplies & Materials	2,834,076	2,834,076	514,628	18%
Total =	7,286,000	7,286,000	1,136,346	16%

Insurance Reserve Funds (600, 610, 620, 630, 640)				
Salaries	172,878	172,878	40,738	24%
Benefits	37,280,826	37,280,826	8,655,681	23%
Purchased Services	1,183,987	1,183,987	30,679	3%
Supplies & Materials	648,400	648,400	317	0%
Contingency / Reserves	500,000	500,000	-	0%
Unappropriated Ending Balance	6,631,909	6,631,909	-	0%
Total =	46,418,000	46,418,000	8,727,415	19%

District Retirement Fund (650)				
Salaries	350,000	350,000	24,036	7%
Benefits	1,162,000	1,162,000	115,550	10%
Purchased Services	5,000	5,000	-	0%
Unappropriated Ending Balance	2,483,000	2,483,000	-	0%
Total =	4,000,000	4,000,000	139,586	3%

Private Purpose Trust Fund (780)				
Purchased Services	258,516	258,516	-	0%
Total =	258,516	258,516	-	0%



Nutrition Services 1st Quarter Status Report

Eugene School District 4J serves meals from 32 kitchens and supports twelve other educational programs. After expiration of USDA waivers effective June 30, 2022, Nutrition Services has continued to provide free meals to all in-building students regardless of financial status through a board and budget committee adoption of general fund subsidy of meals-for-all. Currently, 19 of our schools qualify for CEP, leaving 14 schools supported by general fund dollars after Federal and State subsidies have been accounted for. Outlined below is the first quarter and year-to-date profit and loss summary, average daily participation rates, and supporting financial information as of September 30, 2022; rates may not be comparable to prior quarterly reports.

SEPTEMBER COMPARISONS OF AVERAGE DAILY PARTICIPATION

Level	SY 21-22 Average Daily Participation		September Average Daily Participation	
	Breakfast	Lunch	Breakfast	Lunch
Elementary	46%	45%	37%	58%
Middle	13%	40%	33%	60%
High	5%	18%	10%	21%
Total	32%	39%	28%	48%



The loss of Covid waivers, resulted in low community participation over summer, and are reflected in the revenue actuals. The department will make gains with the increased participation at the middle and high school levels and are working diligently to increase participation across the levels.

2022-23 Nutrition Services Profit & Loss	2022-23 Budget	Quarter 1 Outstanding Claims	Quarter 1 Actuals	Quarter 1 Expected
REVENUES				
Federal Funding	\$ 3,750,000	\$ 504,998	\$ 94,639	\$ 599,637
General Fund Payments	1,586,000	127,259		\$ 127,259
Grants & Matching Funds	1,700,000		16,179	\$ 16,179
Sales (programs, catering & events)	250,000	10,426	137	\$ 10,563
	\$ 7,286,000.00	\$ 642,683.00	\$ 110,955	\$ 753,638.41
EXPENDITURES				
Salaries & Benefits	4,431,924		615,185	\$ 615,185
Services/Supplies	20,000		6,533	\$ 6,533
Food/Smallwares	2,834,076		514,628	\$ 514,628
	7,286,000		1,136,346	\$ 1,136,346
Revenues over/(under) Expenditures	\$ -	\$ 642,683.00	\$ (1,025,390.40)	\$ (382,707)

ITEM FOR INFORMATION

Date of Meeting

December 14, 2022

Title

Receive Report on High School Schedule for 2023–24

Presenter

Andy Dey, Superintendent

Description

Over the past several weeks a team of administrators and teachers have been exploring a variety of potential high school schedules to replace our existing trimester schedule. The following values were developed and agreed upon by the Scheduling Committee:

- **Develop a schedule that first prioritizes SpEd and EL services. Student receiving interventions can access electives.**
 - *Students receiving SpEd and ELL services need time in their schedule that allows them to receive services without sacrificing the ability to access electives. They are not forced to trade opportunity to receive services. (i.e. flex period)*
- **Allow flexibility within schedule for student access to affinity groups, enrichment/extensions, interventions**
 - *Similar to the need identified for students receiving SpEd and ELD services, students members of affinity groups need time in their schedule that allows them to regularly meet without sacrificing the ability to access electives. They are not forced to trade elective opportunities for structured activities to increase belonging. (i.e. flex period)*
- **Increase planning and collaboration time**
 - *Teachers and school staff need time built into the daily/weekly schedule to provide opportunity for meaningful collaboration. These times are not in addition, or prior to, the actual workday.*
- **Schedule that promotes positive relationships for students and staff.**
 - *Students keep the same teacher for duration of the class. For year-long courses students would have the same teacher for all terms of that class.*
- **Maintain or decrease class size**
 - *Class size remains a concern, and shouldn't be negatively impacted by this schedule change*

Based on these values, ongoing research, and exploring the impacts of nine different alternatives, four schedules were referred to the Superintendent's Cabinet for their review and selection. The superintendent will announce the new high school schedule and describe the process that was used along with the outcomes that will be achieved through its implementation.



ITEM FOR ACTION

Date of Meeting

December 14, 2022

Title

Approve 2023 Eugene School Board Legislative Priorities

Presenter

Judy Newman, Board Member, Legislative Subcommittee

Background

At the regular meeting on November 16, 2022, Ms. Newman presented the list of Eugene School Board Legislative Priorities to be approved in advance of the meeting with the Legislature in January 2023.

No changes were made to the Document.

Recommendation

The recommendation is to approve the Legislative Priorities.

Eugene District 4J School Board 2023 Legislative Priorities

Funding

- Ensure stable funding in basic school support that reflects actual roll-up costs.
- Ensure continued full funding of the Student Success Act (SSA).

Student and Workforce Supports

- Recruit and retain a diverse and qualified workforce. This can include addressing pay issues.
- Align early learning and K-12 systems with the support of comprehensive community services and supports including free high quality publicly funded preschool available to all children in Oregon.
- Expand and support mental health and social emotional supports for students and staff.
- Expand the definition of what is allowable as instructional hours to include such activities as one on one connecting with staff, participation in an affinity group participation in a club, etc.
- Expand and deepen “All Students Belong”.

Programming and Infrastructure

- Ensure that all existing and new mandates include funding for implementation.
- Support Career Technical Education (CTE) and workforce initiatives and funding.
- Support environmental and climate change initiatives and education. These may relate to school facilities, transportation, operational practices and curriculum for students.

School Boards

- Allow compensation for school board members to remove inequities and support ability to diversify school board membership. This can open up the option to offer stipends or pay or other supports for school board members as an equity issue. (This requires the elimination of section 3 in ORS 332.018)
- Training for school board members- onboarding of new members to give them the tools for success. (Legislation likely)
- Annual self-assessment for school boards and training to address needs and priorities identified by school board members- (Legislation likely)

Testing

- Work with local, state, and legislative partners on long-term solutions that will reduce standardized testing requirements.



ITEM FOR ACTION:

Appoint Budget Committee Member

Date of Meeting

December 14, 2022

Title

Budget Committee Selection Process

Prepared By

Rob Hess, Chief of Staff

Description

During the work session, the following applicants were interviewed for the one remaining position on the 2022-23 budget committee:

Dakota Boulette
Jensina Hawkins
Andrew Kalloch
Juan Carlos Valle Lopez
Brooke Stehley

The board will need to approve via four votes one of the applicants to the remaining open position.

Recommendation

The superintendent recommends that board members make a motion to appoint one of the candidates that was interviewed. Once that motion has a second, the candidate can be discussed. Upon conclusion of the discussion, the Chair will call for a vote. The candidate that receives a majority vote of the full board will be appointed to the open position.



ITEM FOR ACTION

Date of Meeting

December 14, 2022

Title

Approve Slate of Equity Trainers

Presenter

Rob Hess, Chief of Staff

The board of directors has set a goal to hire an equity trainer to work with the board and district leaders beginning with the 2022-23 school year. The district invited potential trainers to respond to a Scope of Work. Nine providers submitted proposals to the Scope of Work. Each of the board members ranked the proposals via a secure Google Form, and the following three trainers received the highest rankings (in alphabetical order):

- Christine Moses
- Johnny Lake
- Roberto Rodriguez

The district would like to recommend the following steps to complete the hiring of an equity trainer:

- 1) Board accepts staff recommendation of shortlisted proposers.
- 2) Staff contacts shortlisted proposers to extend an invitation to interview during the January 18, 2023 Work Session of the Board of Directors. Each shortlisted proposer is required to prepare a brief presentation outlining their approach to the provision of services to include a “mini training.”
- 3) Shortlisted proposers required to respond in writing to questions developed by Board members and 4J’s Equity and Inclusion Staff. Responses due by December 21.

Prior to the January 18 meeting, staff will check each shortlisted proposer's references. This information will be provided to the board along with a rubric to assess each proposer’s performance during the interview. Upon completion of the interviews, the board will select, in open session, the successful proposer. Staff will issue a Notice of Intent to Award and enter into contract negotiations with the goal of having a fully executed contract by no later than early February.

Options and Alternatives: The Board can choose to decline the shortlisted proposers and cancel the solicitation. If this is the Board’s desire, staff recommends following the district’s procurement rules related to the formal solicitation of goods and services. Staff also recommends utilizing a Request for Proposals as the procurement method as it allows for a best value selection.

Recommendation: Staff recommends the approval of the above listed shortlist and process as outlined above.



ITEM FOR FUTURE ACTION

Date

December 14, 2022

Title

Consider Renewal of the Public Charter School Contract with Network Charter School

Presenters

Cassandra Kamens
Cydney Vandercar

Background

On October 28, 2022, Network Charter School submitted a letter requesting that the district renew their charter school contract. In accordance with ORS Chapter 338.065(4 & 5) and revised Board Policy LBE - Public Charter Schools, at the December 14, 2022 meeting the board will receive the superintendent's recommendation on this renewal request and at the January 18, 2023 meeting a public hearing will be held.

The Network Charter School is in its 19th year of operation. On May 28, 2003, the District Board approved the Network Charter application. On February 21, 2007, the District Board approved the first renewal of the charter contract between the district and Network Charter School for a period of four years, to expire June 30, 2011. In November 2010, the contract term was extended for one year to provide additional time for the charter school to show extended progress on achieving school improvement goals. In January 2012, the contract term was again extended one additional year to allow time for the school to provide results of an internal evaluation.

In May 2013, Eugene School District 4J placed the Network Charter School on a Plan of Assistance for the reason that the charter school had failed to make significant progress toward meeting its goals and action plans. At the March 2014 meeting, the Board received a process report and elected to continue to implement the Plan of Assistance for the 2014–15 school year to provide the school with additional time to make progress in specified areas. The two areas of deficiency identified in previous School Improvement Plans as well as the Plan of Assistance were mathematics achievement and cohort graduation rates.



In March 2013, the 4J Board approved a five-year renewal of the Network Charter School contingent upon the school’s ability to meet established goals and terms of a plan of assistance.

In January 2018, the 4J Board approved an additional five-year renewal of the Network Charter School. Network Charter School had requested a ten-year renewal for their charter status.

The renewal request does not propose any significant changes to the school’s program within the term of the renewal contract.

ORS Chapter 338.065(4) states that the renewal after the first and second contracts renewal of a charter shall be for a minimum of 5 years but may not exceed 10 years. At this time, Network is requesting a renewal of a ten-year charter. If approved the requested renewal charter contract period would be from July 1, 2023 - June 30, 2033.

Enrollment

Network continues to have enrollment lower than allowable in their contract (up to 210 students). However, their enrollment over the past decade has remained stable hovering around 100 students. In this current school year, they have 104 enrolled students in grades 7-13.

SCHOOL	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2022 VS 2018 (IN %)	DIFF 2022 VS 2015 (IN %)
Network School	104	106	119	103	121	123	125	125	1.0	(16.8)
All 4J Charters	848	832	848	836	847	845	851	806	1.4	5.2
4J	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(3.9)	(3.4)

Network continues to serve a unique and high-needs student population with 26% students of color, 42.5% of students with an IEP or 504, and 46.7% of students attending one or more schools during the year.

Demographic Profile

Network Charter has a student body that is somewhat reflective of the diversity in the 4J student body as a whole. In terms of race/ethnicity (25.9 percent students of color compared to the approximate 33 percent for the district). In regards to linguistic diversity, Network has no ELL students compared to the 3.8 percent for the district. However, the school has higher percentages of student mobility (over half of their student body left last year and the same number of new students



enrolled) and students in special education (31 percent which is over twice the district percentage).

Annual Site Visits and Reviews

District staff members conduct site visits, review documents and school improvement plans and provide annual reviews to the district board each year. Annual review documents include summaries of student performance and assessments, updates on program modifications, evaluations of financial stability, and suggestions for program improvement. The 2021-22 Annual Review is included as an attachment in this board packet.

Renewal Criteria and Findings

According to Board Policy LBE – Public Charter Schools, the Board’s decision to renew the charter is based on a good faith evaluation of whether the public charter school:

1. Is performing in relation to representations made at the time the existing contract was approved;

Finding: Network Charter School continues to perform in alignment with its charter vision. The mission states: “Empowering students to find their strengths and interest by providing a web of community resources that emphasize environmentally and socially sustainable ways of living.” Their website states: “Our free, public charter school offers hands-on, community-embedded classes, rich with unique and rewarding learning opportunities. Our Oregon standards-based curriculum taps the expertise of community organizations with a passion for teaching and learning.”

The school performs well in relation to the mission and philosophy of their charter. Network Charter School has consistently worked with the community to create a rich and meaningful curriculum for students through their partnerships with 4 local businesses.

2. Is in compliance with all applicable state and federal laws;

Finding: Based on information available to 4J staff, it appears that the school is operating in compliance with all applicable state and federal laws.



3. Is in compliance with the existing charter contract between the public charter school and the district and any other written agreements between the Board and the public charter school;

Finding: The Network Charter School was in compliance with all provisions of its charter school contract at the end of the 2021-22 school year.

4. Has responded satisfactorily to requests or requirements made by the district in relation to annual reviews;

Finding: Network Charter School has responded satisfactorily to the district and provided the required information for annual reviews.

5. Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the district and the public charter school;

Finding: The Network Charter School submitted a review of their three-year SIP/ESSA plan as well as their plan (both included in the board Packet). The district's 2021-22 annual review found that the Network Charter School has made progress toward each of their SIP goals. While Network has made significant progress on these goals, their identification as a Comprehensive Support and Improvement School continues to raise concerns.

Areas of concern that the team identified as needing to be addressed are:

- *Attendance rates:* Network Charter has experienced a significant drop in 2021-22 in the percentage of students (11%) who attended at least 90% of the days. In a comparable year (before the pandemic) 2017-18, the percentage of regular attenders was 35%, and in 2018-19 it was 28%.
- *4 Year Graduation Rate:* Network has raised its graduation rate over the past three years by over 100%. They are still under the state level one cut rate of 67%. As such they continue to be identified as a Comprehensive Support and Improvement School.
- *Math Achievement:* While Network Charter School has put into place a number of strategies aimed at improving math achievement, the most recent data does not show improvement. In 2021-22 Network Charter School had the lowest proficiency rate (12.5%) in the Math OSAS among all 4J schools with only a 30% participation rate.



- *School Improvement Plan:* At this time Network Charter School has not submitted a completed School Improvement Plan for the 2022-2023 school year to the district. While we understand there has been a significant change in leadership and leadership structure, a comprehensive School Improvement Plan must be finalized and submitted by January 15 (original date was October 1).

6. Is fiscally stable and has maintained a sound financial management system;

Finding: Network Charter School has maintained a sound financial management system and has continued to have increasing revenue for the previous nine years. Their net position has increased over the last several years and the school continues to be financially stable.

7. Is in compliance with any renewal criteria specified in the charter of the public charter school.

Finding: Whereas there are no additional renewal criteria specified in the current charter, the Network Charter School shall negotiate a new charter with district staff within 90 days if granted approval of their renewal request. Any changes to the charter would follow all federal, state, and district requirements.

In addition, the Network Charter School is requesting the renewal be extended for the maximum permissible length, ten years. Due to the continued identification as a Comprehensive Support and Improvement School and the additional areas of concern listed above the superintendent is recommending the board approve a five-year renewal.

State statute (ORS 338.095) requires that the renewal evaluation described above be based primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review and any other information mutually agreed upon by the public charter school and the board.

Options and Alternatives

Within 30 days after the public hearing, the district must approve the renewal of the charter or state in writing the reasons for denying the renewal of the charter. The charter school may then submit a revised renewal request that addresses the reasons for nonrenewal and any remedial measures suggested by the district. If the board does not approve the revised renewal request, the charter school may appeal to the State Board of Education for a review of whether the district used the required process in denying the renewal of the charter.



If the board approves the renewal, this renewal of Network Charter School will be for the minimum requirement of five years, but not to exceed ten years pursuant to ORS Chapter 338.065(4).

Budget/Resource Implications

State statute requires that payment for provision of educational services to the public charter school shall be at least 80 percent of the school district's state General Purpose Grant per ADMw (weighted average daily membership) for students who are enrolled in kindergarten through grade eight.

Board Goals

The charter school renewal recommendation addresses the board approved Vision 20/20 goals of providing multiple pathways for student success and addressing providing equitable student access and outcomes. In addition, this recommendation supports the board's long-standing commitment to school choice. Finally, it reflects community engagement with district stakeholders in supporting our students and schools.

Recommendation

Superintendent Recommendation

The superintendent recommends the renewal of the Network Charter School for five years, contingent upon the successful negotiation of a contract. The contract will stipulate that Network Charter School will have an annual high stakes review based on performance standards that address the following areas:

- o Student performance
- o Attendance

The December 14, 2022 board packet contains the following information:

- Renewal request letter from the Network Charter School
- 2021-22 Annual Review for the Network Charter School
- 2022 Network Data Appendix to Annual Review
- 2021-22 Network Charter Annual Report with School Improvement Plan
- Charter contract, dated July 1, 2018
- Network Charter School 2021-22 Oregon At-A-Glance School Profile
- Network Charter School 2021-22 ESSA Accountability Details Report

At the January 18, 2023 meeting, the board is scheduled to take action on the



superintendent's recommendation to approve renewal of the Public Charter School contracts for Network Charter for an additional five (5) years. Members of the charter school team will be available at the December 14 meeting to summarize the proposed findings and answer any questions that the board may have.

Network Charter School



Administrative Staff:

Penny Studt
Principal

Jon Kuhns-Obana
Finance Director

Madison Martichuski
Student Services
Coordinator

Namoi Pincus
Office Manager

Board of Directors:

Molly Stafford, Chair
Community Member

Lew Powell, Vice Chair
Community Member

Roz Stein, Secretary
Community Member

Chris Patterson,
Treasurer
Community Member

Matthew Palotti
Teacher
Representative

Kathryn Riordan
Parent Representative

Josh Livie
Community Member

Jackie Kendall
Community Member

Sandra Ludeman
Community Member

October 31, 2022

Attn: Maya Rabasa, Board Chair
CC: Dr. Andy Dey, Superintendent
200 N Monroe Street
Eugene, OR 97401

Dear Maya Rabasa and Dr. Dey:

Network Charter School is about to celebrate its 20th Anniversary. Our charter was established in 2003. We are truly a celebration of network, community and a passion for learning. We are a diverse community of educators with authentic experience, and a network of small businesses, nonprofits and families, that carry out our mission with the support of the charter agreement established with the Eugene 4J School District.

Almost twenty years later we continue to serve as an intricate asset to the 4J portfolio. We share the privilege and responsibility to serve all students and have continued to demonstrate our commitment by providing a complex variety of study options and courses, offering hands-on, community-embedded classes rich with unique and rewarding learning opportunities. We offer a diverse catalog of curricular offerings including a certified Culinary CTE program and an in-credit-able recovery program. We additionally support our families by providing on-site counseling options, an ASPIRE mentor center and a Family Resource Center.

We are excited to continue our charter relationship with the Eugene 4J School District. Our charter contract term is set to expire on June 30, 2023. Per our existing contract, we would like to formally request a renewal of our charter contract; we additionally request that this renewal extend over the next 10 years; we are just as excited about the potential of celebrating 30 years as we are the reality that we're celebrating 20! Feel free to call or email me if you have any further questions.

Respectfully,

Penny Studt, M.Ed
Principal, Network Charter School
penny@networkcharterschool.net

314-708-3643 (cell)

**Lane County School District No. 4J
Eugene, Oregon**

**2021-2022 Annual Review
Network Charter School
a public charter school
sponsored by Eugene School District 4J**

**Office of the Assistant Superintendent for School
Supports
Charter School Review Team
December 2022**

November 2022

To: Eugene School District 4J Board of Directors

From: 4J Charter School Review Team

Subject: Network Charter School, 2021-2022 Annual Review

Introduction

In June 2022, Network Charter School completed its nineteenth year as a public charter school, authorized by Eugene School District 4J. Under Oregon statute, charter schools are publicly funded schools authorized by local school districts. Charter schools may be exempted from certain statutes and rules governing traditional public schools and, in exchange for the increased flexibility, charter schools are held to a high level of accountability for student achievement.

On February 21, 2007, the 4J Board approved renewal of the charter contract between the district and Network Charter School for a period of four years, to expire June 30, 2011. In November 2010, the contract term was extended for one year. In January 2012, the contract term was again extended one additional year to allow time for the charter school to demonstrate progress on achieving school improvement goals.

In May 2013, Eugene School District 4J placed the Network Charter School on a Plan of Assistance for the reason that the charter school had failed to make significant progress toward meeting its goals and action plans. At the March 2014 meeting, the Board received a progress report and elected to continue to implement the Plan of Assistance for the 2014–15 school year to provide the school additional time to make progress in specified areas. The two areas of deficiency identified in previous School Improvement Plans as well as the Plan of Assistance were in mathematics achievement and cohort graduation rates.

In June 2013, the 4J Board approved a five-year extension of the Network Charter School. On January 17, 2018 the District Board approved renewal of the Network Charter School's Charter for an additional five years. The school is currently in the final year of this new term. Along with the renewal, the District worked with Network to develop a Ladder of Intervention to address three areas of focus: attendance, math achievement, and developing Career and Technical Education programs.

The 4J Charter School Review Team meets quarterly with charter school representatives on the 4J Charter School Council. The Council meetings promote communication and allow participants to stay current on emerging issues common to the charter schools.

4J Charter School Council 2021-2022 School Year

The council was composed of the following representatives:

- Network Charter School: Eric Johnson, Principal, and Rebecca Daniels, Executive Director
- Village School: Sue Romanz, Principal, and Andy Peara, Executive Director
- Ridgeline Montessori School: Michelle Texley, Principal, and Chrystell Reed, Executive Director
- Coburg Community Charter School: Lisa Jager, Executive Director
- Twin Rivers Charter School: Jay Breslow, Principal, and Jeff Parker, Executive Director
- Eugene School District 4J Representatives: Andrea Belz, Director of Financial Services; Bob Blyth, Financial Services; KC Clark, Special Education Administrator; Brooke Wagner, Assistant Superintendent for Instruction; Casandra Kamens, Curriculum Administrator; Alicia Hays, School Board Liaison

Annual Review Summary

Each year, district staff is responsible for reviewing the charter school programs and reporting its findings to the 4J Board of Directors. The review assesses the charter school's operations in relation to its School Improvement Plan (SIP), students' performance on federally mandated annual state assessments, the annual Oregon Department of Education (ODE) Report Card, an annual site visit, audited financial results, and other charter school contractual agreements. Understandably, because of the pandemic several schools had an adjustment period as we returned to in-person learning. Consequently, such things as annual state assessments results were impacted. All this is highlighted in this report. Please also review the attached Data Appendix for a more in-depth longitudinal analysis of key outcomes measures. The following sections address these areas.

1. Summary of Progress on the 2021-22 School Improvement Plan (SIP)

This section reviews the progress of Network Charter on their 2021-22 School Improvement Plan goals. The SIP and evaluation were completed with the involvement of students, parents, classified staff, licensed staff, administration and members of the Board of Directors. Although the academic year was still impacted due to the global pandemic, Network made progress towards the outlined school improvement goals. While a more detailed view is attached to this report, the following section provides a brief synopsis of progress related to each goal from the 2021-2022 School Improvement Plan:

Goal 1: Increase 4 Year Graduation Rate by 100% by 2022.

The most significant improvement Network had last year was their graduation and completion rates. They increased their on-time graduation rate from 43% to 53% and the percentage of 9th students on track has increased from 27% to 41%. and their 5-year completion rate dropped from 76% to 67%; this is not surprising given the impact of the global pandemic on student learning and engagement. A multi-pronged effort appears to have led to the positive results. Among them are a continued use of proficiency-based grading and credits, careful credit tracking and coaching of students, numerous opportunities and a variety of options for credit completion

and recovery and for meeting essential skills requirements. In addition, Network has created student cohort groups by grade level to increase the focus on graduation and post-high school goals. For the 2018-2019 school year the graduation rate at Network Charter was 22%. With a 4 year graduation rate of 53% in 2021-2022 Network Charter successfully met their goal 1 for their SIP.

Goal 2: Reduce the number of dropouts by 50% by 2022.

This past year Network has made a concerted effort to increase their attendance rate as they believe that by increasing student attendance and engagement, they will then reduce the number of dropouts. Attendance rates during the 2021-2022 school year decreased significantly due to the return to in-person learning. Last year's attendance is indicative of the attendance expectations; for the first time in two years, students began reacclimating to in-person instruction and the exemptions and flexibility formally employed were no longer available to support students as they continued to navigate this unfamiliar territory. Network has implemented a PLC model to discuss students with attendance concerns, students are then connected to a staff member who can make a connection with the family and address concerns. They are hopeful this approach will help to strengthen existing relationship and in turn decrease the dropout rate. Additional measures the Network staff have taken to reduce the dropout rate include incentives for students showing improvements in a variety of areas, using restorative practices in regards to discipline and attendance issues, increased credit recovery opportunities, increased conversations with counselors about graduation requirements and options.

Goal 3: Increase math proficiency scores by 100% (19% to 38%)

Network did administer the OSAS in the 2021-2022 school year. The participation rate was low (30.8%) and as such they did not meet the state participation target of 94.5%. As the Math and ELA Essential skills requirements for graduation are currently waived the need for students to participate in these tests is drastically reduced and thus the significantly lower participation rate from 2018-2019 (83.3%) prior to the pandemic. Network currently has three initiatives to improve their math achievement. These are a math PLC that reviews data, adjusts supports to meet student needs, and brainstorming creative ways to make math accessible to students; increased support for math teachers to attend professional development; an additional EA who provides support and tutoring for students in math. Network sees this as an ongoing high priority goal for their school.

Goal 4: Increase Mental Health Supports for Students and Staff

Especially given the relatively high needs student population Network serves, they took many steps to increase mental health support for students and staff. In the 2021-2022 school year Network hired a 25 hour/week Mental Health and Wellness Specialist who works not only with students but also with families and staff. This staff member provides therapeutic support, crisis support and conflict resolution for staff, parents and students. Additional steps that have been taken include: Outdoor therapeutic equipment, partnership with HOOTS (Helping Out Our Teens in Schools), professional development in trauma informed care, fidget devices for students.

2. Update on New Goals for 2022-23 School Improvement Plan (SIP)

While Network's ESSA/SIP has come to an end they are still collecting data and reviewing it to determine how best to revise their SIP to improve their school. At this point the measurable goals for the 2022-2023 SIP will be related to improving graduation rates, improving attendance rates and improving math achievement. We expect more detailed measurable goals to be developed as the new administration collects and reviews past data.

Goal 1: Network Charter School will increase the attendance rates of all students.

- Measured using data collected from Synergy and compared with prior years

Goal 2: Network Charter School will continue to improve math achievement.

- Measured using data collected from math assessments and student's math grades and then compared with prior years

Goal 3: Network Charter School will continue to improve graduation rates.

- Measured using data collected from Filemaker and compared with prior years

3. Federally Mandated Annual State Assessments

During a typical school year, charter schools are required to administer state-mandated assessments that take place typically in April and May. Oregon's Statewide Assessment System (OSAS) currently includes summative assessments administered annually by subject matter and grade. Pursuant to federal and state accountability requirements, Oregon public schools test students in English language arts and math in grades 3 through 8 & 11 and in science and social sciences in grades 5, 8, & 11. Additional required assessments include an English Language Proficiency Assessment for English Learners (ELs) and the Oregon Extended Assessment for students with significant cognitive disabilities. On the Accountability Details Reports, the indicators are then rated on the following levels:

Level 5 – State Long Term Goal in 2024–25 (approximately the 90th percentile)

Level 4 – Halfway to the Long Term Goal

Level 3 – The 2016–2017 state average (the baseline)

Level 2 - The 10th percentile of schools in 2016–17

Level 1 – Below the 10th percentile

For the 2021-2022 report the state made some adjustments given that the statewide assessment administration was disrupted during the 2019-20 and 2020-21 school years:

In the 2019-20 school year statewide assessment administration was suspended.

In the 2020-21 school year Oregon received a waiver to administer English language arts and mathematics assessments only in specific grades:

o English language arts was required in grades 3, 6, 7 and 11 only.

o Mathematics was required in grades 4, 7, 8, and 11 only.

o In addition, participation rates in the required grades were below 38% in each of the required grades.

As a result, most students enrolled in the 2021-22 school year do not have prior test scores from either the 2020-21 or 2019-20 school years. This means individual student growth for the 2021-22 school year could not be calculated.

For the 2021-22 accountability system ODE is using a measure of changes in average scores at the school from the 2018-19 school year to the 2021-22 school year.

A level is assigned based on the two-year average (2018-19 and 2021-22), provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

Indicator	Grades Used	Level 5	Level 4	Level 3	Level 2	Level 1
ELA Achievement	3-8,11	80	67	54	25	<25
Math Achievement	3-8,11	80	62	43	13	<13

Summary of Assessment Data from Spring 2022

- *English Language Arts Academic Achievement* – Level 2 – 9.5% of students met or exceeded the ELA performance standard. The level 2 is based on the 2018-19 and 2021-2022 average of 31.1%

- *English Language Arts Participation Rate* - The participation rate for 2021-2022 was 26.9% with an average of 2018-19 & 2021-22 58.9%. Network has consistently not met the state participation target of 94.5%.

- *English Language Arts Average Gap Score Change* – Not rated this year.

- *Math Academic Achievement* – Level 2 – Less than 5% of students met or exceeded the Math performance standard. The level 2 is based on the 2018-19 and 2021-2022 average of 13.3% which is slightly above the Level 2 indicator.

- *Math Participation Rate* - The participation rate for 2021-2022 was 30.8% with an average of 58.9% for the 2018-19 & 2021-22 school years. Network has consistently not met the state participation target of 94.5%.

- *Math Academic Average Gap Score Change* – Not rated this year.

- *Science* – No data available (less than 10 students tested)

- *Students with Disabilities* – Too small of a sample size to be included in the report.

4. Oregon Department of Education (ODE) Report Card & Accountability Measures

Each year, the Oregon Department of Education issues a report card for every public school and district in Oregon. The state school report cards have been redesigned in recent years and provide information on student demographics, academic achievement and growth as demonstrated by state tests, student outcomes, educational programs, and how individual schools compare to the Oregon State averages. The summary below reflects information gleaned from this year's *At-a-Glance* report for specified indicators for the 2021-2022 school year.

- *Regular attenders* – 11% is the percentage of students who attended Network Charter School more than 90% of days they were enrolled there. This was a decrease of 6% from the previous year and is a serious area of concern. It is worth noting that the switch back to in-person classes was difficult for students to adapt to. In addition Network has a high mobility rate which also has an impact on overall student attendance; almost 40% of their students come from neighboring districts and 8% are listed as MickInney Vento.
- *On-track to graduate* – 41% of Network Charter School 9th graders earned at least one-quarter of their graduation credits by the end of their freshman year. This is an increase of 6% from the 2018-19 data. It is fair to note that NCS often enrolls students who arrive as credit deficient.
- *On-Time graduation* – 53% is the percentage of students who attended Network Charter School during their fourth year of high school and graduated at the end of that fourth school year. This was a notable increase compared to the 47% who graduated on time the previous year. While there is still much room for further improvement, it is fair to note that many of these fourth year students came to Network with significant credit deficiencies.
- *Five-Year Completion* – 67% is the five-year cohort completion rate for 2021-2022. This is a significant decrease from 80% in the 2020-21 school. It's also important to note that there were no large gaps between demographic subgroups.
- *Demographics* – Remarkably, over 95% of Network Charter School students qualify for free/reduced meals, as compared with just a 36% average for all 4J high schools. Additionally, there are 31% of students with IEPs, which is over twice the percentage for the 4J district as a whole. In terms of race and ethnicity, Network has similar demographics as that of the district with 10% more white students than the district percent of 67% white students.
- *Vaccinations* – 84% of Network students were recorded as being up-to-date on required vaccinations.

ACCOUNTABILITY MEASURES

The Accountability Detail Sheets and the At-A-Glance School and District Profiles, serve as tools for continuous improvement planning by local and state policymakers, in conjunction with the communities they serve. The Accountability Detail Sheets are published each year alongside the At-A-Glance School and District Profiles. Together, the Accountability Detail Sheets and At-A-Glance School and District Profiles comprise ODE’s larger reporting system as required by the Oregon State Legislature and ESSA. The Accountability Detail Sheets provide an annual snapshot of school and district performance, improvement, and each school’s identified level of support (not identified, TSI (Targeted Support and Intervention), or CSI (Comprehensive Support and Intervention)). There are no summative school ratings.

Accountability Indicators:

Starting with the 2021-22 accountability system, all student groups will be evaluated on the multi-year average for all indicators. Except for the ELA and Math Average Score Change, which measures the average change in score between 2018-19 and 2021-22 for all student groups.

Indicator	Years of Data Used
<i>Regular Attenders</i>	<i>2021-22, 2018-19</i>
<i>ELA Achievement</i>	<i>2021-22, 2018-19</i>
<i>ELA Average Score Change</i>	<i>2021-22, 2018-19</i>
<i>ELA Participation</i>	<i>2021-22, 2018-19</i>
<i>Math Achievement</i>	<i>2021-22, 2018-19</i>
<i>Math Average Score Change</i>	<i>2021-22, 2018-19</i>
<i>Math Participation</i>	<i>2021-22, 2018-19</i>
<i>On-Track to English Language Proficiency</i>	<i>2021-22, 2018-19</i>
<i>9th Grade On-Track</i>	<i>2021-22, 2018-19</i>
<i>4-Year Graduation</i>	<i>2020-21, 2019-20, 2018-19 (graduation year)</i>
<i>5-Year Completers</i>	<i>2020-21</i>

Targeted and Comprehensive Support Identification

Identification for CSI is based on the level ratings received in the 2021-22 school year by the ‘All Students’ group on the accountability indicators included for the school. CSI schools are identified every three years. New CSI schools will be identified in the 2021-22 school year.

The rules for CSI identification are as follows:

If the All Students group is rated on fewer than five Indicators, then no determination is made.

If the school is rated on at least five Indicators, and the school is a combined or high school, then graduation and completion rates are evaluated:

o If the school is a regular or charter school, and the four-year graduation rate for the All Students group is Level 1, then the school is identified as CSI.

o If the school is an alternative school (which does not include charter schools), and the five-year completers rate for the All Students group is Level 1, then the school is identified as CSI.

The above two rules apply to all schools, regardless of whether or not they receive federal Title I funds.

Based on the most recent accountability details report, Network has been identified as a CSI school due to its 4 year graduation rate of 53.3% which is 14% below the level 2 threshold.

Identification for TSI (Targeted Support and Intervention) is based on the level ratings received in the 2021-22 school year for the student groups other than the All Students group. Each student group is considered independently for identification. Schools are identified for TSI if at least one student group is identified by the rules below. TSI schools are identified every year the accountability system runs.

The rules for identification of a student group for TSI are as follows:

- *No determination is made if the student group is rated on fewer than five Indicators.*
- *If the student group is rated on at least five Indicators, and 50% or more of those rated Indicators are Level 1, then the student group is identified as TSI.*
- *If the student group is rated on at least five Indicators, but less than 50% of the rated Indicators are Level 1, then the student group is not identified as TSI.*

Schools are identified for TSI if at least one student group is identified as Targeted and the school was not identified for CSI in 2021-22.

Network has two student groups which have been identified as Targeted. These two student groups are “white” and “economically disadvantaged.” Both of these groups were at a level 1 in at least 3 of the 6 categories for which they were rated: Regular Attenders, 9th Grade On-Track and 4 year graduation.

5. Site Visit

On May 5, 2022, the 4J Charter School Review Team conducted an official site visit to Network Charter School. The purpose of these visits is to examine a comprehensive set of questions regarding curriculum and instruction, planning, enrollment, and governance and organization. Members of the Network Charter School team included Executive Director Rebecca Daniels,

Principal Eric Johnson, 2 Network Board Members, Staff Members Denise Velasco, counselor and Heather Hickcox. 4J Charter School Review Team members present at the meeting included Brooke Wagner, Alicia Hays, Andrea Belz and Casandra Kamens. The following sections summarize the findings from the site visit:

Summary of progress on School Improvement Plan (SIP)

Goal 1: Reduce the number of dropouts by 50% by 2022

Multiple strategies were being used to keep students engaged, including regular coaching check-ins with students, celebrating achievements, an after-school enrichment center, and summer/fall/winter bridge programs. Reaching out to families to engage in a conversation about attendance.

Goal 2: Increase 4 Year Graduation Rate by 100% by 2022

The graduation rate increased over the previous year, moving Network to achieve their goal of increasing the rate by 100% in three years. The school attributes the success to a new academic program that was created for credit recovery called OCRAP (Outdoor Credit Recovery Adventure Program). This program allowed a small group of students who were behind in credits to attend a 3 day trip to a specific location in Oregon. The time would focus on different science, social studies, and PE standards and award credit for participation.

Goal 3: Increase math proficiency scores by 100% (19% to 38%)

The Math PLC continued to meet, a new math curriculum was put into place (Illustrative math) as well as a move to small group instruction for the middle level students with extra assistance. Some new classes were created to tie math to real life interests such as: Coding, Probability through Gaming, and Financial Algebra. .

Goal 4: Increase Mental Health Supports for Students and Staff

The Network administration noted the importance of consistency in 4J-assigned SpEd staff. The school continues to implement more school-wide restorative justice practices. With training and professional development, they are becoming a Trauma Informed School/Healing Engagement Center. They made outdoor therapeutic facility improvements.

Current enrollment and demographics

- 101 students as of May 2022 with a waitlist of 23 for middle school
- 31% on IEPs and 17% on 504 plans
- 22% identify as non-white
- 20% or more of the student body identify as transgender or non-binary

Curriculum and instruction; academic initiatives and educator effectiveness training

- Professional development focused on new math curriculum, annoying training in regards to restorative justice, suicide prevention & QPR training.
- Academic initiatives tied to math, supporting struggling readers and increased multi-disciplinary courses for students.
- Classes tied to local programs: Garden crew, Fishing, Urban Survival, MECCA.

- Outdoor credit recovery adventure program (OCRAP) – Field trips over 3 days. The course is tied to standards – plant identification, study of bats in caves. 6 trips – average credit 0.2 per trip, 0.15 – 0.2 credits – most credits is 3.6 credits possible (for all trips), 79 spots for students – 34 students participated (LA, PE, SC, MA, SS credit)
- Embraced the use of chromebooks and Google classroom and the use of technology in every class.
- Vanguard initiative program: Students go to LCC. Taking advantage of the free classes for high school students. Incentive for students to stay and not graduate early to get the college credit.

Support for students from special populations

- On-site counselor (supported through SIA) & HOOTS program
- Trauma informed care training for all staff
- Creation of a Zen room and exercise area for students
- Basic needs support for students: Food Pantry, Laundry, Shower & Clothing Closet.

Governance/Organization and Board Membership

- 10 board members. Strong and stable group. 2 new members this year. Looking to add a student & parent rep.
- Board members involved in fundraising and making donations and some also tutor students.
- Board president meeting monthly with executive director and principal.
- Upcoming year will see a shift in organizational structure with 3 positions instead of 2. Principal Position (sole leadership), Dean of Students and Financial Director

Update on contractual and/or legal requirements

- Nothing significant to report

Parent and community relations

- HELP center for families (includes food pantry, washer/dryer, clothing closet and business center)
- Families are very much welcomed as partners, and NCS supports families in multiple ways.

Successes

- Teachers working collaboratively on curriculum and classes.
- Classes available in google classroom for students, allowing for more differentiation.
- Graduation rate increased, and multi-pronged approach continues to make further progress.
- New strategies and resources employed to address mental health and social-emotional needs.
- OCRAP program allowing students to have real-life experiences and earn credit towards graduation.
- Having SpEd teacher Heather for a third year straight provided stability and more effective support for students on IEPs.

Challenges

- Attendance remains as an area in need of improvement. Network continues to implement new strategies to increase engagement and attendance.
- The school's work with non-profit organizations requires students to travel off-site. Transportation to sites or back to Network can be problematic on public transportation.

- Mobility of students makes it hard to build a community within the school. This year 39 students enrolled and 40 students left out of about 100 students.

6. Financial Review

AUDITED FINANCIAL STATEMENTS

The District’s financial review of Network Charter School’s for the fiscal year ending June 30, 2022 consisted of a review of their financial statements and overall Net Position to ensure that the charter school is maintaining solvency and has the ability to sustain operations for the future. Network Charter School’s statements were audited by an independent auditor. The audit result had no findings and performed several tests in compliance and provisions of laws and regulations.

Net position and total revenue rose from the previous fiscal year. With an increase in support services and expenses, the overall change in net position rose 4.5%. As noted in the financial statements, this is the 9th year in a row that net revenue has increased from the previous year.

Based on this review of the standards set by Eugene School District, staff did not identify any concerns regarding operational consistency with Network Charter School. The school appears to be properly positioned to sustain financial operations into the future and should continue to serve our community and its students.

ENROLLMENT

As of October 1, 2022, Network Charter School enrolled 108 students in grades 7–12. In the current contract, Network is allowed to enroll up to 210 students in grades 7-12, so there is ample room for growth.

Comparative ADMr is as follows:

2021-22	96.50
2020-21	117.93
2019–20	103.5
2018–19	112.8
2017–18	114.9
2016–17	116.8
2015–16	118.5
2014–15	115.6
2013–14	115.8
2012–13	96.6
2011–12	105.7
2010–11	82.8
2009–10	100.3

7. Other Contractual Agreements

Network Charter School was in compliance with all provisions of its charter school contract at the end of the 2021-22 school year. The areas of compliance include the following:

- Maintain adequate levels of insurance coverage for property, business interruption, extra expense, liability and workers compensation, as specified in the Contract;
- Maintain its 501(c)(3) status;
- Comply with all financial and student reporting requirements;
- Maintain at least 50% licensed administrative and teaching staff;
- Comply with all other applicable federal and state laws;
- Comply with all applicable state and federal laws concerning student welfare, safety and health, including, without limitation, the reporting of child abuse, accident prevention and disaster response, and any local, state or federal regulations governing the operation of school facilities;
- Continue to comply with all state reports as required within established timeframes.

8. Findings

Network Charter School continues to provide a unique school structure, small class sizes, hands-on experiential learning and strong community partnerships serving a diverse student body. Network Charter School is in compliance with applicable state and federal laws and contractual requirements, and is in sound financial status. Below is a list of the commendations the Charter School Review found, and a list of recommendations for improvement.

Commendations

- The past year, Network made strong gains in its on-time graduation rate. The engagement and support strategies being used to get these results should continue and if possible, expanded upon.
- Network staff has worked hard to re-engage students with in person learning. They have implemented new programs, clubs and classes to increase student engagement and positively impact school climate and culture.
- It is clear that Network is utilizing its ESSA document as a living and working SIP guiding the school's professional development and implementation of programs and strategies.
- Network serves a diverse student body, with a student population of which nearly half have either an IEP or 504 plan. The staff and administration are working hard to support each student's individual needs.

Recommendations

- Further deepen and expand efforts to improve attendance and retain students. Some of the strategies utilized this year show promise. Increasing curriculum relevance, supporting mental health needs, elevating student empowerment, and building caring and constructive relationships with parents and students should lead to improved attendance.
- Math: Continue professional development in best instructional practices while thoughtfully implementing a new math curriculum. The Math PLC should continue collaboration along with peer observation and coaching. Provide Tier 2 and 3 supports to students as needed, while instilling a growth mindset in students.

- The most recent identification as a Comprehensive Support and Improvement School for graduation rates is a concern. While the district recognizes the progress made over the past three years has been significant, there needs to be continued progress to increase the 4 year graduation rate to over 67%.
- Use data to create and finalize the School Improvement Plan by January 15. A focus on the areas of targeted and comprehensive support and improvement should be the priority: Regular Attenders, 9th Grade On-Track, and 4 year graduation.

Recommended Action

_____ Continuation of contract with an expectation of continued progress on the School Improvement Plan and the intervention ladder for improvement.

 X Continuation of contract, with an expectation of compliance on recommendations and/or requirements contained in this review.

_____ Termination of contract for the following reason(s)

Attachments : *Network ESSA Action Plan 2019–2022, Network 2021-22 SIP Reflection, Network At-A-Glance, Data Appendix=Network.*

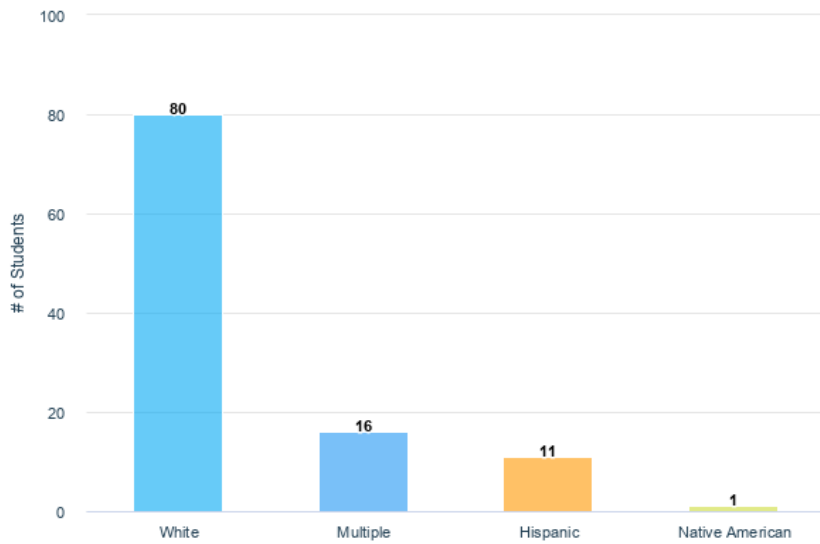
2022 Network Data Appendix

Enrollment

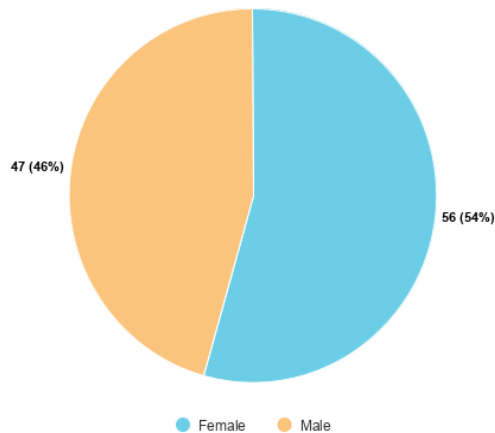
- October 1st student enrollment in Network Charter School during the pandemic remained very stable:

SCHOOL	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2022 VS 2018 (IN %)	DIFF 2022 VS 2015 (IN %)
Network School	104	106	119	103	121	123	125	125	1.0	(16.8)
All 4J Charters	848	832	848	836	847	845	851	806	1.4	5.2
4J	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(3.9)	(3.4)

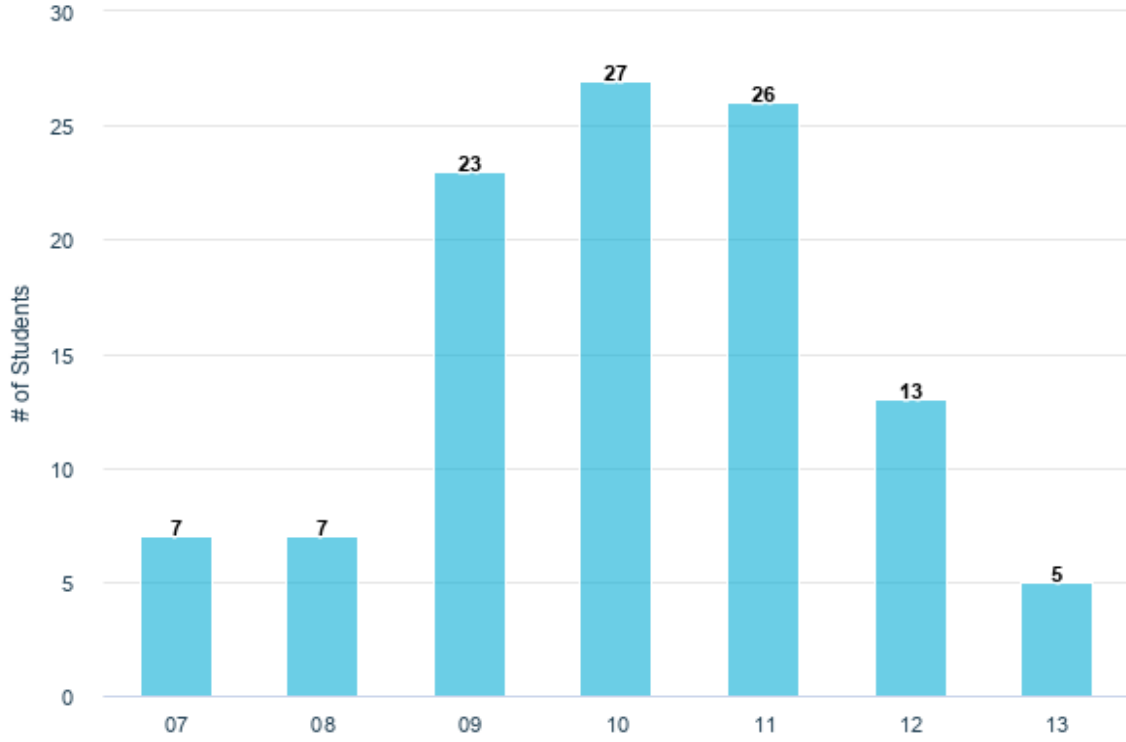
- There is less racial diversity among Network students than in 4J as a whole
 - 75% of Network students are White versus 67% in 4J



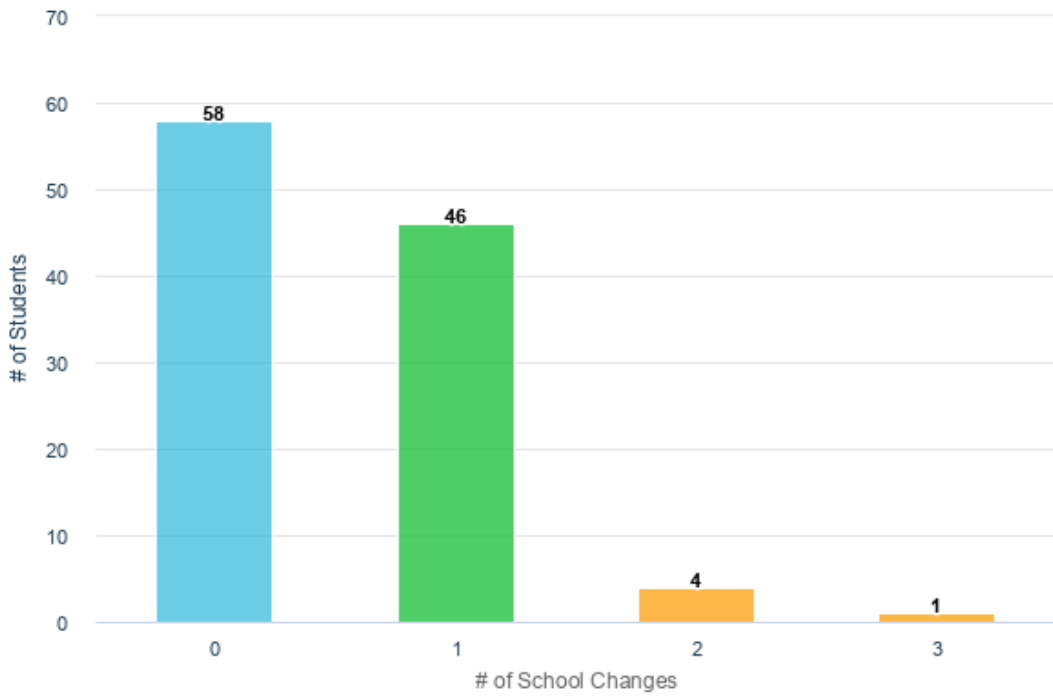
- Student enrollment distribution by gender:



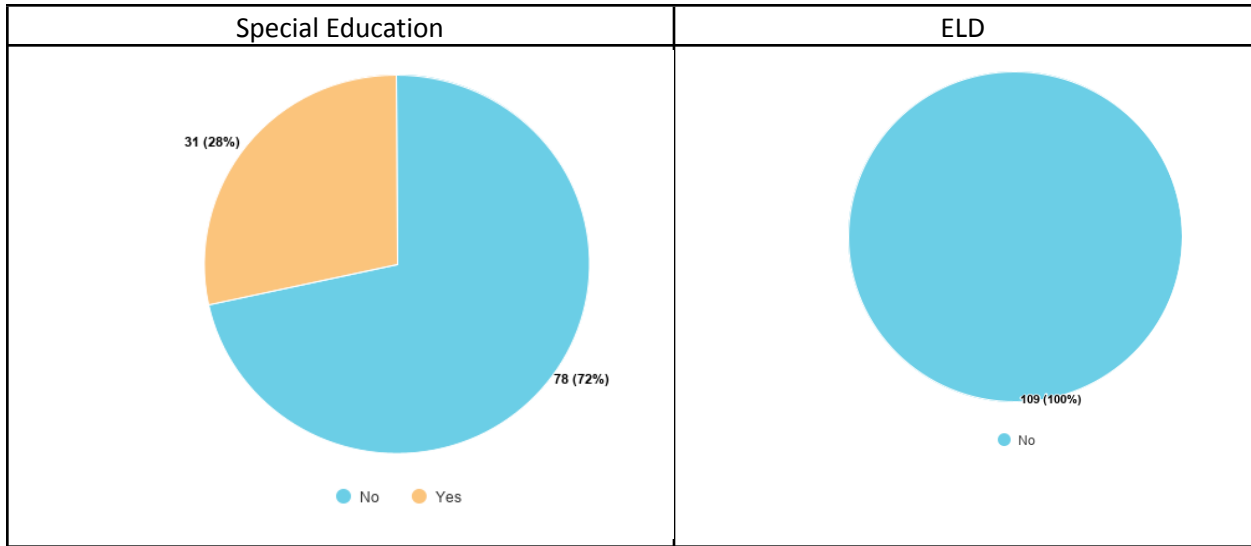
- Student enrollment distribution by grade:



- Network Charter School tends to have a higher level of student mobility than other schools in 4J:

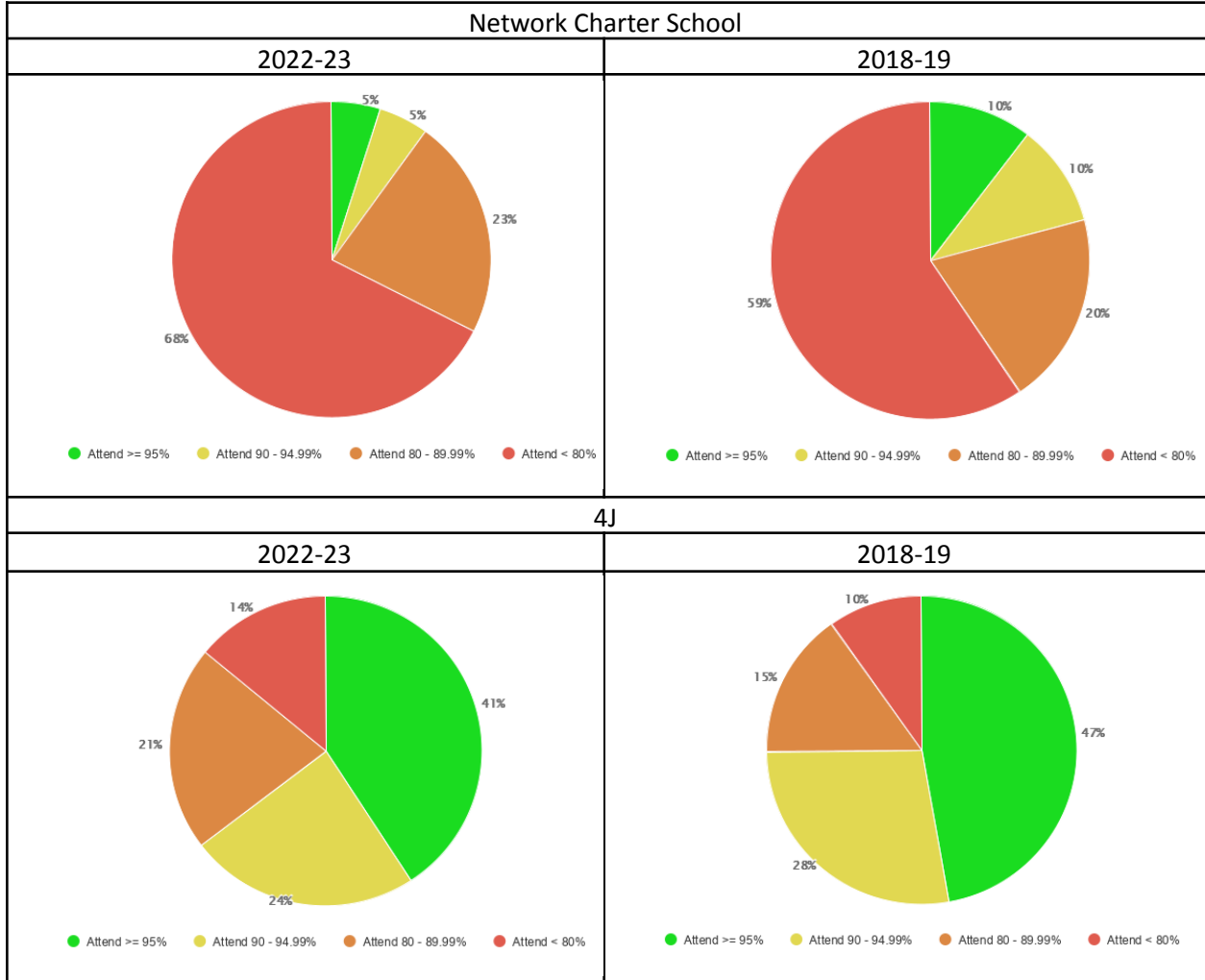


- The percentage of students in Special Education in Network Charter School is larger than in 4J as a whole (28% vs. 14%), but there are currently no ELD students in the school:



Student Attendance

- Student attendance in Network Charter School is lower this year than before the pandemic, with 68% of the students attending less than 80% of the time (59% in 2018-19) and 91% of the students attending less than 90% of the time (79% in 2018-19)



Class Enrollments

- In 2022-23 there have been significant changes to the courses that Network students are taking:

COURSE NAME	2022-2023	2021-2022	2020-2021	2019-2020		COURSE NAME	2022-2023	2021-2022	2020-2021	2019-2020
Algebra I	34	15				Urban Ecology: PE		39	14	1
Creating Social Justice/SS	34		11			Algebra 1 and 1.5		32	12	17
Strides for Social Justice	34					Literature		23		
Earth Science 1	31					Language Arts Laboratory		22	10	6
Nature Thru Lit & Science	31					Health Education - Other		20	14	
Art I	30	17				Language Arts		20	10	10
Yoga	26	8				Unified Science		18		4
Culinary 1-CTE	23	46	29	2		Government/Politics/Law-Other		18		3
Informal Mathematics	21	15		3		Physical Education		17	3	
Physics	17	4				Garden Crew		17		8
Algebra 1.5	17		19	5		Americana/SS		16		2
English Morphology and Grammar	17					Urban Ecology/OS		16		1
Music	16	33		6		PE w/Walkabout		15	5	
Creative Art - Sculpture	16	5		3		Particular Topics in Law		15		
Geometry I	15	35	6	2		PE w/PeaceOut1		15		
Pre-Algebra	15	33	14	10		History Thru Film		14		
Ultimate Frisbee	15	24		5		Particular Topics in Geography		14		
Literature of a Theme	15	18		5		Printing Making		14		
Leadership	15	14		1		Social Sciences - Other		13	14	3
Language Arts 8	15	11				Graphic Design		13		2
Social Studies 8	14	31		10		Urban Ecology: HE		13		1
French I	14	26				Elemental Earth 2		12		63
Environmental Science	14	21		3		Psychology		12		
English Grammar	14	12	11			Study Hall		11	3	
Creative Writing-Narrative	14	6				Coding 3		11		
Creative Writing	14	5	19			LA w/World Cultures		11		
Physical Education-Other	14	2	11	8		Health Education		10		10
Philosophy	14	2				Everyone's a Critic/OS		10		
Survival-LS-M	14	2				Health Esteem		10		
Let's Work Together	14					Lifetime Fitness Education		10		
Topics in World History - 1	13					Literature of a Genre		10		
Walkabout/PE	13					Particular Topics in Biology		10		
Personal Health	12	17				Elemental Earth 3		9		
Algebra II	11	19				Composition		8	16	2
Creative Writing-Poetry	11	6				Creative Art		8	15	4
Literature of a People	11	5	5			Inside Out: PE		8	3	
GED Prep	11	5				Graphic Art/MA		8		2
Independent Living	11		3			National Parks		8		
Fishing/PE	10	10		3		World History & Geography		8		
Fishing/OS	10	10				Mathematics - Ind Study		7		
PE w/PeaceOut 1 MS	10	10				Story Telling		7		
Graphic Art/AF	10	7	16			Career Exploration		6		
Story of Worlds 1	10					Computer Programming		6		
American History	5	19				General PE		6		
Woodcut	5	9				Film and Composition		5		1
Culinary 2-CTE	4	8		3		Adulting 101: Real Skills		5		
Advanced Culinary-CTE	2	2		1		PE Elective/HF		5		
Culinary 3-CTE	2	1	1			World Geography		4		1
French II - A	1					Earth Science 3		4		

OSAS Scores

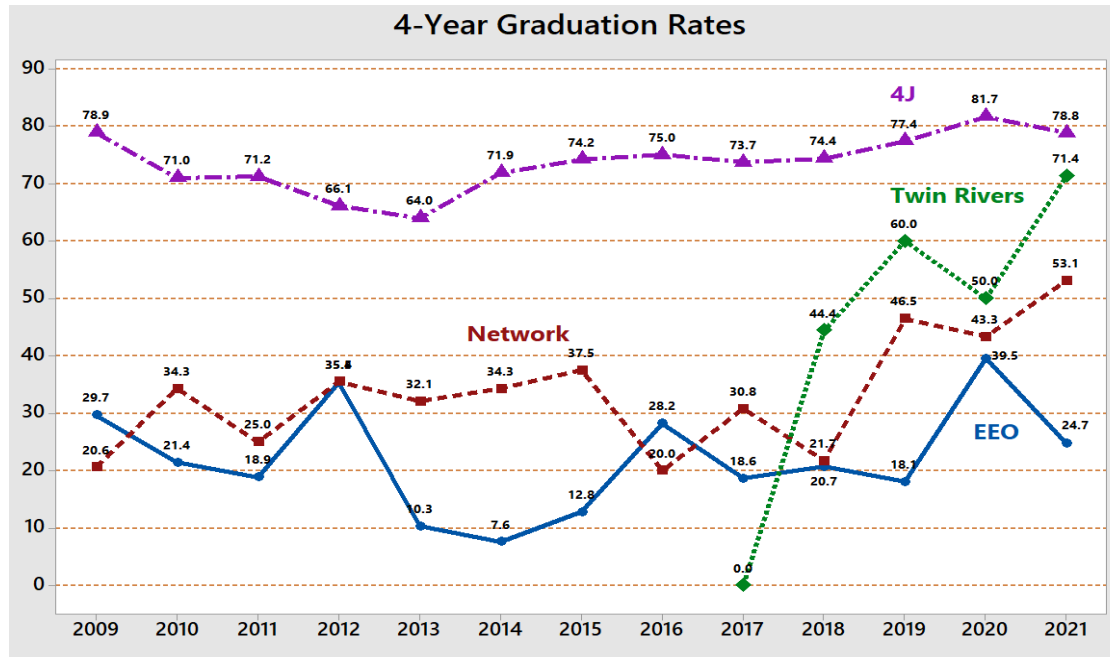
- In 2021-22 Network Charter School had the lowest proficiency rate in the Math OSAS among all 4J schools and the third lowest in ELA:

SCHOOL	2021-22 ELA			2021-22 MATH		
	PEOFICIENCY RATE	N	PARTICIPATION RATE	PEOFICIENCY RATE	N	PARTICIPATION RATE
Charlemagne French Immersion Elementary School	79.1	163	98.2	82.2	163	98.2
Chinese Language Immersion School	73.3	45	100	62.2	45	100
Yujin Gakuen Elementary School	63.6	118	93	58.3	115	90.6
Roosevelt Middle School	63.4	361	65.4	56.8	359	65
South Eugene High School	73.9	134	38.2	54.5	134	37.1
Edison Elementary School	66.9	118	78.3	54.2	118	78.3
Adams Elementary School	57.9	183	84.3	53.9	180	83
Village School	69.1	139	89.3	53.1	130	83.6
Cam as Ridge Community Elem entary	57.6	118	87	51.7	116	85.5
Ridgeline Montessori	77.6	134	91.6	50.8	132	90.3
Coburg Community Charter School	59.3	113	79.3	50	114	80.7
Gilham Elementary School	56.6	251	93	48.2	247	91.2
Willagillespie Elementary School	49.2	199	89.5	46.4	192	86.5
Edgewood Community Elem entary School	61.7	175	87.3	45.1	173	86.3
Twin Oaks Elementary School	55.3	94	90.6	44.1	93	89.6
Buena Vista Elementary School	52	196	93.4	42.3	196	93.4
Spencer Butte Middle School	56.8	213	58.1	41.1	214	58.3
Sheldon High School	56	159	47	38.3	175	51.6
4J	50	6356	74.6	38	6288	73.7
Cal Young Middle School	47.3	357	77.1	36.1	352	76.1
Holt Elementary School	38.5	234	91.5	35.2	233	91.1
Awbrey Park Elementary School	48.8	205	94.5	34.8	207	95.5
Spring Creek Elementary School	37.8	135	97.2	33.6	134	96.5
Family School	49.1	53	86.2	30.2	53	86.2
McCornack Elementary School	34	147	93.4	29.9	147	93.4
Monroe Middle School	44.1	383	72.3	29.3	365	69.3
Arts and Technology Academy at Jefferson	45.8	306	75	26.7	292	71.6
Kennedy Middle School	41.8	280	88.4	26.4	284	89.7
River Road/El Camino del Rio Elementary School	51	143	86.9	25.9	143	86.9
Madison Middle School	36.6	331	79.6	21.6	305	73.5
Howard Elementary School	32.5	194	87.9	20.5	195	88.4
Kelly Middle School	38.4	294	74.4	19.7	289	72.2
Churchill High School	38.2	76	31.5	18	61	25.2
Cesar Chavez Elementary School	24.8	133	85.9	16.8	131	84.7
North Eugene High School	28	82	39.2	12.7	110	51.8
Network Charter School	28.6	7	26.9	12.5	8	30.8

4-Year Graduation Rate

- Network Charter School has improved very significantly its 4-year graduation rate since 2018

SCHOOL	4-YR GRAD RATE						4-YR COMPLETION RATE						N			
	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2021 vs 2020	DIFF. 2021 vs 2018	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2021 vs 2020	DIFF. 2021 vs 2018	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018
4J	78.8	81.7	77.8	74.4	(2.9)	4.4	82.6	85.9	84.6	81.2	(3.3)	1.4	1491	1352	1412	1386
Churchill High School	80.9	86.3	90.1	81.2	(5.4)	(0.3)	83.1	87.0	90.8	83.1	(3.9)	(0.0)	272	262	283	266
Eugene Education Options	24.7	39.5	18.1	20.7	(14.8)	4.0	40.7	64.9	58.2	53.9	(24.2)	(13.2)	81	114	177	169
Network Charter School	53.1	43.3	46.5	21.7	9.7	31.4	59.2	56.7	67.4	63	2.5	(3.8)	49	30	43	46
North Eugene High School	77.1	86.2	86.4	81.4	(9.1)	(4.3)	82.2	88.0	86.4	83	(5.8)	(0.8)	253	225	199	188
Sheldon High School	90.4	90.4	90.4	88.3	0.0	2.1	91.5	91.3	91.3	89.2	0.2	2.3	366	333	343	333
South Eugene High School	90.6	92.1	91.6	91.4	(1.4)	(0.8)	92.6	93.8	93.1	92	(1.2)	0.6	406	341	334	348
Twin Rivers Charter Scho	71.4	50.0	60	44.4	21.4	27.0	71.4	55.0	100	44.4	16.4	27.0	14	20	5	9



5-Year Completion Rate

- The 5-year completion rate for Network Charter School has also improved very significantly in the last few years, but it is still lower than for 4J as a whole for each group of students

STUDENT GROUP	Network Charter		4J		DIFF.
	N	5-YR Completion Rate	N	5-YR Completion Rate	
Homeless Students	12	25.0	161	54.0	(29.0)
Ever Foster Care	3	33.3	47	48.9	(15.6)
Students with Disabilities	13	38.5	203	63.1	(24.6)
Foster Care	5	40.0	27	44.4	(4.4)
Underserved Races/Ethnicities	7	42.9	267	79.0	(36.2)
Hispanic/Latino	6	50.0	214	81.8	(31.8)
Not Talented and Gifted	50	60.0	1387	84.5	(24.5)
White	36	61.1	1041	87.6	(26.5)
All Students	52	61.5	1497	85.4	(23.8)
Never English Learners	52	61.5	1427	85.4	(23.9)
Female	21	61.9	738	87.3	(25.4)
Combined Disadvantaged	51	62.8	849	77.5	(14.8)
Not Underserved Races/Ethnicities	45	64.4	1230	86.8	(22.3)
Economically Disadvantaged	49	65.3	717	76.4	(11.1)
Male	29	65.5	751	83.8	(18.2)
Students without Disabilities	39	69.2	1294	88.9	(19.6)
CTE Participants	17	76.5	1171	91.9	(15.4)
Multi-Racial	9	77.8	150	79.3	(1.6)
American Indian/Alaska Native	1		20	40.0	
Non-Binary	2		8	62.5	
Not Economically Disadvantaged	3		780	93.6	
CTE Concentrators	5		543	96.1	
Talented and Gifted	2		110	96.4	

**Network Charter School
Annual Charter School Report
2021-2022**

I. Introduction

1. Summary of history

Network Charter School (NCS) was chartered by the Eugene 4J school district in 2003, with the mission of “empowering students to find their strengths and interests by providing a web of community resources that emphasize environmentally and socially sustainable ways of being.” NCS grew out of the Lane Educational Alternatives Resource Network (LEARN) consortium and the nonprofit community in Eugene. The needs of learners in our community, the private alternative education and charter school laws, and Eugene’s willingness to work with innovative education programs, have inspired the creativity and commitment behind NCS.

2. Mission, core values

At NCS we believe that all students can learn, experience growth, and maximize their potential. The maximization of potential does not take place in isolation. Partnerships with community organizations, parents, staff, and students are key components in helping maximize results. We strive to be as open and collaborative as possible in order to minimize inefficiencies in the education system and provide a caring, systematic approach while still being flexible and adaptive for the individual. Through effective collaboration, we can reduce the impact of negative external pressures while helping the individual meet the challenges of his or her education as they enter a quickly changing adult world.

3. Enrollment and demographics

The following table includes enrollment and demographic information during the 2021-2022 year:

Cumulative ADM	99
No. of students with IEP	34
No. of students with 504	26
4J Residents	55 %

Race/Ethnicity	77 % White 12 % Hispanic 9 % Multiracial 1 % Asian 1 % Black 1% American Indian/Alaskan
Economically Disadvantaged	59 % (according to CEP)
Students who used McKinney-Vento services	9 %
ELL Students	0

II. School

1. Process used for developing SIP

NCS was selected to be in the first group of 4J schools participating in the ESSA process. We worked closely with Rob Hess, our ESSA liaison, and Laura Ralls, our ESSA coach, to develop a three year action plan. We have conducted a culture survey, the ORIS Needs Assessment, and assembled an ESSA Leadership Team. Collaboratively, we created a detailed three-year action plan, including four goals and a number of specific strategies and action steps to accomplish our primary goals. In an effort to provide time for teachers and staff to execute the many actions steps in the ESSA/SIP plan, Network has funded extra teacher time for five professional learning communities (PLCs): Attendance, Graduation, Math, Data, and Social-Emotional Learning, which have accomplished a great deal.

2. Reflection on progress of prior year’s goals - 2021-2022 School Improvement Plan

Goal 1: Increase 4 Year Graduation Rate by 100% by 2022.

In 2020-21, considering the many obstacles related to comprehensive distance learning, we only saw a small decrease in on-time graduation rates.

In 2021-22, we are seeing a significant improvement in on- time graduation and hope to carry this momentum into the 2022-2023 School Year.

Additionally, On Track graduation has significantly increased: 2020-21 = 27%, increasing to 41% in 2021-2022.

On-time graduation	
2019-2020	47%
2020-2021	43%
2021-2022	53%

With the help of ESSA and HSS, we have implemented many new programs and initiatives to support graduation, including:

- Created a guidance counselor position which included quarterly credit counseling with all students and numerous senior seminars; this school year we have added additional hours
- Offered numerous successful and well-attended credit-accruing bridge programs during summer, fall and winter breaks
- Created several different elective credit experiences outside the regular school day: after school photography, a class on the “paranormal history of Oregon,” a lunchtime BIPOC club and GSA (earning credit includes completing additional academic work)
- 12th-graders with specific credit needs are completing courses using the Odysseyware platform, with funded in-person tutoring from a teacher in the school
- Organized multiple opportunities for students to pass essential skills via work samples, Work Keys, and the OSAS
- Implemented 9th, 10th, 11th, and 12th grade cohorts where students could foster a group identity with a focus on graduation and post-high school goals
- Continued to offer GED classes as a means for credit recovery
- Held regular PLC meetings with action steps
- Offering advanced courses by taking classes at LCC, with a small number, 1-3 each year, taking advantage of this program

In addition, Network moved away from the Carnegie model of awarding credit (based on actual seat time) and transitioned to proficiency-based credits. Below are tables delineating the average number of credits that each grade earned.

Grade	Average Credits Earned in 2020-21 (excluding summer)	Average Credits Earned in 2020-21 (excluding summer) (excluding students who

		earned zero and may not have been attending)
9	2.97	7.06
10	3.13	7.77
11	3.85	6.37
12	5.54	8.71* [7.5]

*the high value reflects a small number of students who earned credit-for-proficiency and skewed the mean. The average for students not taking this path is around 7.5

Grade	Average Credits Earned in 2021-22 (excluding summer)	Average Credits Earned in 2021-22 (excluding summer) (excluding students who earned zero and may not have been attending)
9	3.29	3.3
10	3.50	3.5
11	3.97	4.0
12	5.39	5.4
13	1.79	1.8

Our students are still increasing their capacity for earning credits each year. Last year’s data shows an increase in credits earned compared to the year prior. This year’s data shows the impact that students who earned zero and may not have been attending have on overall credits earned more-so than the year prior; however, the accrual of credit per grade level is still evident.

Goal 2: Reduce the number of dropouts by 50% by 2022.

Attendance %	2018-19	2019-20	2020-2021	2021-2022
>=75%		53%	63%	38%
>=80%	41%	41% (48% before March 1)	57%	31%
>=85%	28%	32% (38% before March 1)	50%	20%
>=90%	23%	19% (24% before March 1)	39%	10%

Obviously these are apples-to-oranges comparisons between different time periods in the pandemic, as well as different expectations for how attendance could be marked and tracked. Last year's attendance is indicative of the attendance expectations; for the first time in two years, students began reacclimating to in-person instruction and the exemptions and flexibility formally employed were no longer available to support students as they continued to navigate this unfamiliar territory.

We are tracking attendance data frequently, especially since it has been identified as a nation-wide academic concern. Along with our attendance PLC, we funded some additional hours for a teacher to do bi-weekly attendance tracking with the principal. We use the data to identify students whose attendance is borderline or has recently gone down.

Rather than a cookie-cutter approach, the identified students are matched with teachers or other people in the building who have a connection with the family and can reach out. The goal is to identify barriers, make students and families feel noticed, and strengthen relationships.

We're a small enough school that this is usually possible and not overly time-consuming. Although we don't anticipate this will immediately change the daily attendance, we feel this offers the best chance to reduce dropout rates, to strengthen those pre-existing relationships over the long term.

Other measure to reduce our dropout rates:

- Gift cards and raffles for students with high or improving attendance (at teacher discretion)
- The Social Emotional PLC provided additional support to students who were struggling (see Goal 4 below)
- We supported unhoused students by providing resources - we set up a free clothing boutique, we provided showers and laundry on site, and we dedicated a space as a Family Resource Center to extend our support beyond the individual student

- We continue to integrate restorative practices into our response to behavior issues. When possible, punitive responses towards minor infractions are traded for guided and structured restorative approaches. This allows us to build relationships with students who are struggling in addition to helping students take accountability and become an active participant in their behavioral management
- We provide various highly engaging credit recovery opportunities that take place throughout the year that not only offer students academic accrual but also rewards them with otherwise inaccessible life experiences
- Students who were credit deficient met with the guidance counselor regularly
- We held award and bridge ceremonies to increase student engagement and recognize student achievement
- The ODE waiver of the essential skills requirement has helped some of our students.

Goal 3: Increase math proficiency scores by 100% (19% to 38%)

Rationale and Process: Mathematics gives students the crucial ability to think logically in any field. Studying math not only allows for STEM careers, it produces citizens who can learn and think creatively and critically. NCS aims to improve math achievement via the following initiatives:

- We have created a math PLC that meets regularly to review math data, adjust supports to better serve students, and brainstorm creative approaches to make math more accessible
- We have increased support for NCS math teachers to pursue professional development opportunities
- ESSER III funds are being spent on an extra Instructional Assistant, who provides extra tutoring and support during in-class learning and in breakout groups in selected math classes

<i>Mathematics Academic Achievement Details</i>	<i>% Meeting Math Standards</i>
2019-2020	16%* (low turnout due to COVID)
2020-2021	<i>Not assessed</i>
2021-2022	<i>No Sufficient Evidence</i>

The last few years have created useful testing exemptions to allow students the opportunity to take a breath from testing requirements whilst focusing on reacclimation to in-person instruction. Network Charter School has been focusing efforts on helping students retain their academic momentum through a focus on community and individual well being. As a result of this focus, we are beginning to see an increase in attendance and achievement; however, because of the exemptions relative to testing requirements, we have a lack of quantitative/qualitative data to show progress towards our Mathematics goals. As a result of this we are continuing to support a math progress goal in this year's SIP and have determined a more telling practice for collecting evidence of progress. Because so many of our students opt out of the State Standardized Test, we lack useful data to show progress towards math proficiency; moving forward we intend to use the Work Keys Test and Essential Skills Work Samples to help us provide evidence of our math achievement.

Low % of students meeting math standards is likely to persist as a result of the pandemic, the nature of our student population, and the difficulty in finding fully licensed math teachers. We are lucky to have continuity in our math teachers and the additional IA hours have offered needed classroom support. We will continue to make math progress a high priority at the school.

Goal 4: Increase Mental Health Supports for Students and Staff

Providing systematic support to improve the mental health of our students and staff is of utmost importance at Network.

One of the more recent, and continually successful new supports offered at NCS is a 25-hours-a-week Mental Health and Wellness Specialist, Gillian DeBruno, who is available to not only support students, but also NCS families and staff. Much more than crisis support, she is facilitating conflicts between teachers, parents, and students, and providing ongoing therapeutic support for individuals among the community going through difficult transitions.

Additional steps we continue to offer to increase mental health supports for students and staff:

- Outdoor therapeutic equipment for students and staff to use
- Continued partnerships with the HOOTS program affiliated with White Bird clinic
- Professional development opportunities focussing on trauma-informed and restorative practices
- Provide mental health days for staff (@4 per year)
- Support/provide mental health days for students
- Provide fidgeting devices in all the rooms

- Special Education teacher trained in performing FBA (Functional Behavior Assessments), writing Safety Plans, and they are Mandt System trained.

4. List of upcoming goals (including at least two measurable academic goals)

Although ESSA officially concluded its three year implementation last school year, which was the resource we used in developing our SIP, we are still in the process of collecting final data and taking the time to reflect on overall outcomes. The Goals associate with our most recent SIP are

- Goal 1: Reduce the number of dropouts by 50% by 2022.
- Goal 2: Increase 4 Year Graduation Rate by 100% by 2022.
- Goal 3: Increase math proficiency scores by 100% (19% to 38%)
- Goal 4: Increase Mental Health Supports for Students and Staff

Please see the Network Charter School ESSA Action Plan 2019-2022 for details.

We are in the process of using the data collection generated from our ESSA goals to determine how to best revise our SIP. We intend to focus on the following measurable goals:

- Goal 1: Network Charter School will increase the attendance rates of all students.
 - Measured using data collected from Synergy and compared with prior years
- Goal 2: Network Charter School will continue to improve math achievement.
 - Measured using data collected from math assessments and student’s math grades and then compared with prior years
- Goal 3: Network Charter School will continue to improve graduation rates.
 - Measured using data collected from Filemaker and compared with prior years

5. Plans / Next steps

Many of our initiatives are ongoing and noted above, such as continued training in behavioral management strategies, continued training and curriculum development in math, and ongoing monitoring of attendance data.

One of our most recent strategies is hiring an additional Admin Support position that will focus their attention on chronic absenteeism, early student interventions, and student retention programs and/or processes. We are also exploring hiring additional instructional support staff to help in-class facilitation, small group instruction and one-to-one tutoring.

Another new project that we are excited about is the completion of a permanent, heated outdoor classroom facility. Beyond the benefits for communicable disease management, we feel this is a good match for our collaborative partnerships and will be utilized in a variety of creative ways for many years to come.

Navigating the pandemic and the pathways of its aftermath has been difficult. The evidence of the impact is apparent in student attendance, focus, and stamina; but the beauty of the struggle is evident in our students' resilience. They continue to stand up, step forward and lean in.

III. Required documentation: Completed School Self-Assessment

Audited financial statements for the prior fiscal year, including all required audit reports and any management letters or board communications issued to the Charter School in connection with the independent audit. This documentation is due no later than October 31st.

- 2020-21 audited financial statements -- in Google Folder
- A current staff list with FTE, hire dates, assignments, attendance rates - in Google Folder
- Copies of all staff ODE/TSPC registration - in Google Folder
- Copies of teacher certifications (as required by charter) - in Google Folder
- Description of lottery process - Not Applicable, Network does not use a lottery process.
- A list of all 8th graders and their high school transition goal or a list of all 12th graders and their post high school transition plan - in Google Folder
- Copies of current fire, safety and sanitation reports - in Google Folder
- School calendar, number of annual instructional minutes, and professional development plan - All three are in the Google Folder
- A list of all suspensions, expulsions or removals of students for the most recent completed school year: 2021-2022
 - 0 expulsions
 - 0 removals
 - 3 suspensions
- Board minutes from July 2020 - June 2021 - in Google Folder
- A list of current board members and their dates of service - In Google Folder
- Copies of current insurance certificates - In Google Folder

Network Charter School
 ESSA Action Plan
 2019-2022

Priority: Every student prepared for a successful future.

Goal 1: Reduce the number of dropouts by 50% by 2022.				
Strategy A: Identify common themes of students who have dropped out of Network				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator ⁷⁶ (G, Y, R)
Analyze cohort data from previous year	Leadership team meets to review Hoonuit data and identify patterns	Leadership Team	Annually in the fall	R
Audit data for accuracy	Synergy, Hoonuit & Guidance Counselor database reports	Student Services Administrator	Monthly	R
Exit interviews of previous students	Survey through email, phone call, etc.	Guidance Counselor & Admin	6 month, 1 year, 2 year	Y
Strategy B: Implement interventions to keep students in school				

Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Check-ins with students to set and track goals	Spreadsheet with updates	Guidance Counselor	Quarterly	R
Celebrate Achievements	Recognition of student achievement at community events	Guidance Counselor and Event Planning Class	Quarterly	R
Academic support seminar: Mondays, Tuesdays & Thursdays	Credit earned; skill improvement; participation rates	Admin & Teacher (TBD)	Fall 2019	G - one day a week more appropriate
Summer opportunity for credit recovery and/or GED testing	Credits earned and/or GED	Admin or Summer Online Supervisor	August 2019	G
Summer Bridge Program	ELA & elective credit; credit counseling	Cohort teachers & Guidance Counselor	Week of Aug 19 (M-F, 9 - 3 for academic content)	G
Strategy C: Increase Family Involvement and Communication				

Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Increased family involvement	Every teacher reaches out to the parent/guardian of every student in their classes within the first 10 days of each semester, increased attendance at community events, increased number of families volunteering, grievance form available in office/online, etc.	All staff	Ongoing	G
Resource page on NCS website	Website update	Admin	August 2019	G 78
Student-led conferences	Student slide presentations	Cohort teachers	End of first semester	Y
Wrap-around services	Food drive, clothing swap, showers, laundry, winter weather support drive, etc.	Admin, Event Planning Class, Guidance Counselor	Ongoing	G
Strategy D: School Visits				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator

				(G, Y, R)
Identify schools to visit	List is generated	ESSA Leadership Team	Fall 2019	Y
Site visits at schools with similar demographics with better outcomes	Leadership team meets to discuss findings and possible implementation	ESSA Leadership Team	2019/20	Y
Strategy E: Strengthen and expand relationships with and among students				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Create student council	Weekly meetings	Principal & Teachers	2019/20	Y - different ⁷⁹ format
One-on-one conferencing with students on assets/strengths only?	NCS designed record book	Staff	2020/21	?
Hold more regular all school assemblies	School calendar	Staff	Quarterly	Y
Implement 9th grade cohort	Student & parent/guardian survey each of the four years	Guidance Counselor and Cohort Teacher	Annually	Y

Goal 2: Increase 4 Year Graduation Rate by 100% by 2022.				
Strategy A: Implement Consistent Best Practices on Grading and Credit Policy				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
School-wide implementation of newly adopted grading/credit policy, with fidelity	Increase in credit earned compared to credit attempted	All staff	Fall 2019	G
Data migration into Synergy	More complete data in Hoonuit	Admin/tech & 4J tech	Ongoing	R
Progress reports monthly to students: informally in writing for students who are not passing, including number of missing assignments	SPED, guidance counselor and Principal receive reports, consistently, to use as basis for student communication & interventions; info shared w/parents (how?)	Teachers, SPED teacher, Guidance counselor	Once a month (end of month)	R 80
Functional Assessments-temperature gauge, exit tickets, rubrics/scoring guides, student feedback, pre-/post-data, etc.	Documentation	Teachers	Ongoing	R
Increase clarity on proficiency based grading	Professional development	Teachers	2019/20	G
Strategy B: Increase the Percent of Middle School and 9th Grade Students on Track				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator

				(G, Y, R)
Teach planner keeping/planning skills with daily (weekly) teacher planner checks	Students take responsibility for tracking their work and missing assignments	All teachers	Daily/weekly	G- Google classroom
Strategy C: Attend Conferences & Professional Development				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Attend conferences as needed (NCTM, Trauma Informed, etc.)	Materials/insights/recommendations shared with ESSA team and whole staff, if applicable	Staff	Ongoing	Y
Research the most effective professional development for staff	Opportunities shared with ESSA team and staff	Staff	Ongoing	Y ⁸¹
Regular professional development in areas such as differentiation, SPED/504, rubrics/scoring guides, proficiency based grading, growth mindset etc.	Materials/insights/recommendations shared with ESSA team and whole staff, if applicable	Staff	August 26-29, October 11, 2019, specified PD dates, staff meetings	Y
Instructional rounds at other schools	Look-fors shared with ESSA team and whole staff when applicable	Teachers	One per year	R

Strategy D: Increase Job Skills with Real World Connections				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Increase internship opportunities. Informational interview (9th), job shadow (10th), internship (11th/12th)	Student reports and time spent in community	Independent Living Teacher	Ongoing	Y
Bring more people from the community, or take our students to businesses to explore the connection between school and work	Student reports and time spent with community members	Independent Living Teacher	Ongoing	Y
Build employable skills (require culinary and garden crew, give soft skills awards, maintain resume skills/checklist)	Embedded into school tours, employability checklist	All staff	Tour, PEP, first day workshop; Ongoing	Y 82
Strategy E: Provide Tier III Support				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Mentor from the community provides monthly check-ins for Tier III students	Final project	Mentors, students, Guidance Counselor, Jessica A3	2020/21	R

Strategy F: Increase academic standards				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Teachers will clearly differentiate instruction, expectations, and rigor for students by grade level and also for Tier II and III students Professional Practice goal? Develop as a staff, define what's doable	Provide weekly lesson plans to principal	All Teachers	Year 2 (can phase out when mastery is shown)	R
Re-training on Google classroom and other classroom tracking practices	More teachers using Google classroom	Teachers	August 2020	G
Audit classes to determine if 3 hours makes sense for all classes (Pam, Michelle)	Survey	Principal & Teachers	January 2020	G
Measuring student proficiency of standards	Articulated in SLGs, syllabus, PCS, assessment alignment	Teachers	2019/20-2020/21	
Strategy G: Improve Attendance				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Webinar with Jessica Sprick on reducing chronic absenteeism and purchasing Teacher's Guide to <i>Tackling Attendance Challenges</i>	Content delivered to staff	Guidance Counselor	August 2019	

Establish Help Center for parents	Site visit to David Douglas, HELP Centers	Get Americorps VISTA to coordinate	January 2020	
Explore alternative approaches to improve attendance (foster parent house, animal husbandry program, warm weather initiative)	Lead explorer reports back to leadership feasibility	Principal	Ongoing	
Community collaborative approach	Schedules shared with bus station and nearby business; conversation starters provided; community coordinators event in fall	PE & Urban Community Teacher	Second quarter 2019/20	
After school internship incentive program	Credit earned	Guidance Counselor	Second Quarter on Wednesdays	84
Strategy H: Implement Required Educator Effectiveness Practices				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Create process manual	Manual	ESSA Coach, Directors & Principal	Aug. 2019	

Train teachers on writing SLG goals	Individual SLG goals	ESSA Coach, Directors & Principal	Fall 2019	
Co-observations/evaluations	Informal, formal and summative evaluation forms	ESSA Coach, Directors & Principal	2019/20	
Monthly coaching meetings for training & progress check-ins	Agendas	ESSA Coach, Directors & Principal	2019/20	
Finalize teacher ratings using Oregon matrix and report to ODE	In-house report/ODE report	ESSA Coach, Directors & Principal	June-Oct 2020	85
Create cycle of evaluations for 2020/21	In-house report	ESSA Coach, Directors & Principal	June 2020	

Goal 3: Increase math proficiency scores by 100% (19% to 38%)

Strategy A: Identify and Implement New Math Instruction and Best Practices

Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Restructuring offerings (Ideas: replace pre-algebra for H.S./math lab with proportional thinking); instead of retaking entire year of Algebra 1, students complete modules and only move on once mastery is demonstrated; get a list of all credit offerings)	New math courses	Admin & appropriate teacher	February 2020	
Research online mastery program Incentives for online participation:	Recommendations brought to ESSA Leadership & math team	Principal & Math Department Head	Fall 2019	86
Continue to address math anxiety at the beginning of each quarter	Pre- and post-survey	Math teachers	Roll out in all classes 2019/20	
Tier III Math Support (after school) with Incentives: snacks	Progress monitoring data	Math teacher TU/TH	October 2019	
Math Month (connects to every subject, teachers change personal language)	Math Team Drive	All teachers (15 minutes each day)	February (Leading up to testing week)	

Integrate work samples into curriculum twice monthly	Scored samples	Math teachers	Fall 2019	
Strategy B: Provide Professional Development Opportunities				
Math PLC/Data Team	Data brought to every mtg	Principal & math teachers; SPED as requested	Every week	
Professional Development (Example: NCTM Conference, Oct. 16-18; instructional rounds)	Schedule math teachers to attend and implement math PD strategies	Math PLC	As often as they are offered	
SLG & Professional Practice goals focused on math PP: Math Lab teacher has weekly goal check-in with all students and turns in results to Principal & Director every Friday (John & Melissa design)	Goals/End-of-year Reflection	Math teachers	Fall 2019	87
Strategy C: Identify and Implement New Math Curriculum				
Consult with K-12 Curriculum Admin & math TOSAs to design math program	Documentation of information	Principal, Sue Wilson & TOSAs	2019/2020	
New math program implemented	Implementation	Math teachers	September 2020	

Hiring Math is Magic as a consultant to coach teachers on delivery of instruction	Contract Gina for PD; Approaches implemented in math classes on a daily basis	Gina Graham	ASAP 2019/20	
Introduce daily homework (Mental Math Monday)	Gradebooks/planners/exit tickets	Math teachers	Starting fall 2019	

Goal 4: Increase Mental Health Supports for Students and Staff

Strategy A: Staff Retention

Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R) 88
Special Education staff assigned from 4J needs to be consistent.	Same SPED teacher year-to-year	ESS Department	Minimally, duration of 3-year plan	
Increase 4J SPED assigned to NCS from 0.75 to 1.0 FTE to adequately address needs	Full time SPED teacher	ESS Department	Minimally, duration of 3-year plan (if SPED numbers/	

			needs remain the same)	
Two-four mental health days	Days added	Executive Director	2019/20 Pending SSF	
Staff bonding time	Participation at social events	Leadership Team	4 times a year	
Shared leadership	More distributed representation on staff	Leadership Team	Annually	
Strategy B: Increase Mental Health Support				89
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Become a Trauma Informed School/Healing Engagement Center (developing capacity)	Visit College Hill, Laurel Elementary, Kalapuya	All Staff	Completion 2022	
Physical Space assessment, vision plan, and implementation of therapeutic elements for students and staff (Heartwise components at main site)	Tasks list following audit	Heartwise, Staff Collaboration	Completion 2022	

Staff training (Trauma Healing Project training/consultation option, healing center, Mandt)	Information brought back to ESSA Leadership & staff meetings	All Staff	Begin Spring 2019	
Implement cognitive behavioral therapy strategies using <i>Understanding Using CBT in the Classroom</i>	Teacher reflections at staff meetings?	Heartwise, Elizabeth Shapiro, All Staff	Ongoing	
Outdoor therapeutic facility improvements for sensory regulation	Space is created	General contractor, SPED teacher	Summer 2019	
Provide students with fidgets	Purchase order	Principal, SPEDteacher	Summer 2019	
90				
Strategy C: Implement Behavior Best Practices				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Implement restorative justice practices school-wide	Trainings at staff meetings and at PD days, RJ discipline approaches/practices, UO study	RJP Committee & Staff, Project Pride	2019-2020 Implementation	
Investigate CICO	Information brought to ESSA Leadership team for consideration	SPED teacher	Summer 2019	

Implement SWIS or behavioral tracking system	Behavior reports	Assigned Data Entry Staff	2019-20	
Strategy D: Use Data to Make Improvements in Student Outcomes				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Formalize Data PLC (SST) Process Data generated in advance of meeting <ul style="list-style-type: none"> ● SWIS ● Attendance ● Assessment scores ● Grades ● Hoonuit report ● Credit report 	Google doc	All staff	Monthly	91
Look at data with equity lens	Built into monthly SST process	Data PLC	Monthly	
Each teacher implements their own data tracking system like StudentVUE, Google classroom, folders, etc.	Have a training for teachers on how to use the programs? Is there any way to incentivize changing over?	Teachers	Ongoing	
Strategy E: Change the Narrative				
Actions/Tactics (Activities)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)

NCS Student Council report at 4J board meetings	Reports given	Student Council Lead & Students	Quarterly	
Invite 4J board members to school events	Board attendance	Executive Director	Ongoing	

CHARTER SCHOOL CONTRACT
Network Charter School

THIS CONTRACT, dated this 1st day of July 1, 2018, is made and entered into by and between the **LANE COUNTY SCHOOL DISTRICT NO. 4J** ("District") and **NETWORK CHARTER SCHOOL**, an Oregon nonprofit corporation ("Charter School").

RECITALS

WHEREAS:

A. The Oregon Legislature has enacted ORS Chapter 338 for certain purposes enumerated in that chapter.

B. On October 18, 2002, an application was submitted by the Charter School to the District for the formation of a public charter school to operate within the District. The District determined that the application ("Application") submitted by the Charter School was complete and complied with the requirements of ORS 338.

C. On May 28, 2003, the District Board approved the charter school application submitted by the organizers by the Charter School for an initial period of three years, contingent upon completion of a contract, on July 25, 2003, the District and the Charter School entered into a contract, which commenced upon August 15, 2003, and expired June 30, 2006.

D. On December 16, 2005, the District and the Charter School agreed to extend the term of the contract by one year to June 2007, to provide additional time for the Charter School to demonstrate its ability to implement the comprehensive educational program, as required under ORS 338.055 and District Board Policy.

E. On October 31, 2006, the Charter School submitted an application for renewal of the charter school contract. On February 7, 2007 the District Board approved a renewal of the contract for four years, expiring on June 30, 2014.

F. On October 17, 2012 the Charter School submitted a letter of application requesting renewal of the charter school contract for a period of five years. On March 6, 2013 the District Board approved renewal of the contract for five years, expiring on June 30, 2018 contingent upon successful negotiation of a contract as well as the ability of Network Charter School to meet established goals, annual evaluations and terms of a plan of assistance. The District board received a report of Network Charter School's performance on March 19, 2014 and directed that a plan of assistance be put in place for 2014-15.

G. On October 31, 2017, the Charter School submitted a letter requesting a ten-year renewal of the Contract. On January 3, 2018 the District Board conducted a public hearing on the renewal of the Contract with the Charter School and received a recommendation from the superintendent to approve the renewal for five years, based on annual reviews that showed that the school was performing in alignment with its charter proposal, was operating in compliance with all applicable state and federal laws, was in compliance with all provisions of its charter school contract, has responded satisfactorily to the district and provided the required information for annual reviews, was meeting or exceeding the student performance goals and agreements, was fiscally stable and

had maintained a sound financial management system, and was in compliance with any renewal criteria specified in its charter.

H. On January 17, 2018 the District Board approved renewal of the Network Charter School's Charter for an additional five years.

I. The Charter School is an established nonprofit organization under the laws of the State of Oregon, exempt under §501(c)(3) of the Internal Revenue Code and is not associated with a nonpublic sectarian school or a religious institution, or otherwise religiously based.

J. ORS Chapter 338 contemplates and the parties agree that this Contract between the Charter School and the District will constitute the full and complete agreement between the parties regarding the governance and operation of the Charter School. The Charter School and the District will agree annually to an updated list of goals, included in the School Improvement Plan.

K. The parties desire that the Charter School operate and conduct its affairs in accordance with the terms of the Contract, District Board Policy LBE and ORS Chapter 338.

NOW THEREFORE, in consideration of the foregoing Recitals and the mutual understanding, covenants and consideration herein described, the parties agree as follows:

AGREEMENT

1. **Grant of the Charter.**

The Charter School is granted, in accordance with ORS Chapter 338 and the terms and conditions of this Contract, a charter to operate the Charter School as described herein.

2. **Effective Date.**

This Contract shall commence effective July 1, 2018.

3. **Term and Renewal.**

3.1. **Term.** The Contract term will be five years, beginning on the effective date under Section 2, and expiring June 30, 2023.

3.2. **Renewal.** In the fifth year of the term, the Charter School may request renewal of the Contract. The renewal application will be processed according to the requirements of ORS 338.065(5), the District Charter School Contract Renewal Process, as directed by District Board Policy.

3.2.1. The request for an extension or renewal must be submitted to the District no later than October 31, 2022. The request will state the requested length of the extension or the renewal term.

3.2.2. The renewal decision will be based on the good faith evaluation by the District Board of whether the Charter School:

(a) Is performing in relation to representations made at the time this Contract was

approved;

(b) Is in compliance with all applicable state and federal laws;

(c) Is in compliance with the existing Contract between the Charter School and the District and any other written agreements between the District Board and the Charter School;

(d) Has responded to requests or requirements made by the District in relation to annual reviews,

(e) is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the District and the Charter School;

(f) Is fiscally stable and has maintained a sound financial management system; and

(g) Is in compliance with any renewal criteria specified in the Contract.

3.2.3 Assuming all requested materials are provided to the District in a timely manner, the District Board will make a renewal decision on or about February 1 of the tenth year of the Contract term.

4. **Grade Range, Educational Program, Curriculum, and Student Assessment.**

4.1. **Age and Grade Range.** The age requirements for students in any grade shall be the same as applicable state law, if any. The Charter School will provide instruction for students in grades seven (7) through twelve (12). The total number of full-time students allowed to be enrolled at the Charter School shall not exceed 210 except that the parties may agree to expand the limit based on success as shown in the annual audit and annual review.

4.1.1. Full-time enrollment will be measured in terms of average daily membership (ADM) as defined in state law, before the application of any additional weighting. ADM, for enrollment purposes only, will include all students enrolled in the Charter School regardless of district residency, as defined in ORS 338.

4.2. **Curriculum.**

4.2.1. The District agrees to waive its curricular requirements, to the extent permitted by state law, but subject to the implementation of the Charter School's instructional programs outlined in its Application, and as amended herein. The Charter School shall have the authority and responsibility of designing and implementing its educational program, subject to the conditions of this Contract, in a manner that is consistent with state law.

4.2.2. The educational program, pupil performance standards and curriculum designed and implemented by the Charter School shall meet or exceed any content standards adopted by the State of Oregon and shall be designed to enable each pupil to achieve such standards. The Charter School shall ensure that all students have access to

the instructional program (core curriculum). The Charter School agrees to comply with all state requirements concerning academic content areas as defined in ORS 329.045.

4.2.3. The Charter School agrees to obtain prior approval from the District before making a fundamental change to the educational program outlined in its application. A fundamental change is defined as changing the core curriculum of the Charter School, changing the academic focus of the Charter School, or adopting a curriculum that does not meet district or state standards. The District may, at its sole discretion, approve or disapprove fundamental changes in the educational program.

4.2.4. The Charter School agrees to comply with all District credit requirements leading to a high school diploma, and State requirements and any amendments by the State thereof.

4.2.5 The Charter School Board will establish a written policy for resolving complaints against the Charter School, including complaints regarding curriculum, and the Charter School shall comply with such policy.

4.3. **Student Assessment.**

4.3.1 The Charter School will be in compliance with state and federal requirements for student assessments.

4.3.2 The Charter School will administer the Oregon statewide student assessments, which will be administered on the same schedule the District uses. If state law requires additional grades to be included, the Charter School will administer those assessments as well. In addition, if requested by the District, off-year tests will also be given, using the same vendor as the District, provided that the District agrees to pay the expenses of such tests. If the Charter School requests the off-year tests, it will assume responsibility for the expense of such tests. If at any time the statewide assessments are no longer required by state law or state regulation, and if the District elects to administer an alternative test or assessment, then the Charter School will administer such alternative test or assessment for its students in the same grades as required District-wide, using the same vendor as the District, provided the District agrees to pay the expenses of such tests. Statewide test scores and the percent of children meeting or exceeding benchmarks will be reported for all students. The Charter School will encourage student participation in the statewide assessments

4.3.3 The Charter School shall provide the technology hardware and network infrastructure required to conduct the Oregon student assessments online and report the data to the district.

4.4. **Records.** The Charter School shall comply with all applicable federal and state laws concerning the maintenance, retention and disclosure of student records, including, without limitation, the Oregon Public Records Law. The Charter School shall cooperate with the District by providing any reports or records to the District that the parties mutually agree are necessary to meet the District's reporting obligations to the Oregon Department of Education or the U.S. Department of Education. The Charter School shall provide any reports or records to the District that the District deems necessary to meet the District's legal requirements under the IDEA or Section 504 or state laws governing students with disabilities. The records could include but are not limited to cumulative files, special

education files, working files, student files, teacher files, behavioral files, emails, text messages and any other record related to the child, regardless of location or form. The District shall provide the Charter School with a list of records and information it believes are required for the District to meet its state reporting requirements; and the parties will agree on the scope and form of such records and information and when to provide it. The Charter School will work with the District to meet the District's requirements, and the Charter School recognizes that it has the responsibility for the input of such data into District or state computer systems. The District shall be responsible for licensing and installing systems and for training Charter School staff on the use of these systems, at no cost to the Charter School. All records established and maintained in the operations of the Charter School shall be open to inspection by the District. Should the Charter School close, all educational records for resident district students will be transferred to the District.

4.5. **Nonreligious and Nondiscrimination.** In compliance with ORS 338.035(8), the Charter School shall not be affiliated with a nonpublic sectarian school or a religious institution. In compliance with ORS 338.115(4), the Charter School shall not violate the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution, or be religion based. In compliance with 659.850, no person of the Charter School shall be subjected to discrimination on the basis of age, disability, national origin, race, color, marital status, religion, sexual orientation, gender identity or sex. In compliance with ORS 338.125(2), the Charter School shall not limit student enrollment based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, the terms of an individualized education program, income level, proficiency in the English language or athletic ability, but the Charter School may limit admission to students within a given age group or grade level.

4.6. **Open Enrollment.**

4.6.1. **Voluntary Enrollment; Who is Eligible.** Student enrollment in the Charter School will be voluntary. All students who meet age requirements applicable to a particular grade level will be eligible for enrollment. Other than the age of a student and the preferences allowed by law (see Section 4.6.4) and any waivers approved by the State Board of Education, there will be no criteria for selection of students. A student will be deemed admitted to and enrolled in the Charter School when the student's application has been unconditionally accepted by the Charter School following completion of a phase of the enrollment process described below and after conditions to such acceptance have been satisfied. Enrollment of special education students will be governed as described in Section 4.6.5.

4.6.2. **Phased Enrollments.** The Charter School shall be allowed to conduct a multi-phase enrollment process. At the election of the Charter School each year, there may be a series of open enrollments, provided the process conforms to this Contract. Each year, the Charter School will set deadlines by which such applications must be received for each phase of the enrollment process. These deadlines may change from year to year at the discretion of the Charter School. The Charter School board will approve any forms and policies that may otherwise be needed to govern the enrollment process, and may change those from time to time as they determine what works best.

4.6.3. **Application Process; Enrollment Process.** On a date set by the Charter School board, prospective students may apply for admission to the Charter School for the

school year that begins the following September. For the first phase of the enrollment process, if the number of applications received by the deadline for the first phase is less than or equal to the maximum number of students allowed, then all the applications will be accepted (including applications from nonresidents).

If the number of applications received is greater than the maximum number of students allowed, then the Charter School will conduct an equitable lottery, in a manner determined by the Charter School and consistent with state law, to admit the maximum allowed number of students and to create a waiting list for subsequent admission should a space become available at a later date. Order of priority on the waiting list also will be determined through the lottery process.

(a) District residents shall have priority for admission into the Charter School and shall be allowed to fill all enrollment slots in the Charter School.

(b) The Charter School must comply with the provisions of ORS 339.115, Admission of Students.

4.6.4 Enrollment Priorities. As provided in ORS 338.125, the Charter School may give admissions preference to (1) students who were enrolled in the Charter School in the prior year; (2) applicants who have siblings who are presently enrolled in the Charter School and who were enrolled in the Charter School in the prior year.

4.6.5 Special Education Students.

(a) The Charter School application form will ask if the applicant has an Individualized Education Program ("IEP") under the Individual with Disabilities Education Act ("IDEA"). For any prospective student with an IEP, the Charter School will notify the District special education representative as soon as possible, and a representative from the Charter School will attend the IEP team meeting at which the team will determine whether or not the Charter School can provide the level of service required in the placement documentation. If the IEP team cannot meet before the Charter School holds its enrollment lottery under Section 4.6, then the IEP student(s) will be included in the lottery as if the placement had been approved. Any student with an IEP whose application is accepted will receive a conditional acceptance; the acceptance and enrollment will become final when the IEP team has determined that the Charter School can provide the appropriate level of service.

(b) The Charter School will admit students without regard to their status as special education students, if the student's IEP team determines that the level of service and support available at the Charter School is the appropriate placement. The parties intend by this process to ensure that the Charter School does not unintentionally discriminate against enrolling special education students or otherwise violate applicable laws.

4.7. Minimum Enrollment. The minimum enrollment for each school year shall be 25 full-time students. The District may terminate this Contract if student enrollment in the Charter School falls under 25 students during any school year, as provided in ORS Chapter 338. For purposes of this Contract full-time student means a student who is receiving more

than one-half of his or her instructional program at the Charter School.

4.8. **Dual Enrollment.** Unless specified in an IEP, the Charter School shall not permit a Charter School student to attend on a full-time or part-time basis, both the Charter School and another public school, another public charter school (including on-line charter schools), or a non-public school without prior approval of the District. If the Charter School becomes aware that any student at the Charter School is enrolled and attending another public school, another public charter school, or a non-public school on such a full-time basis or part-time basis, the Charter School will notify the District and will request that the parent of such student take appropriate action to reduce the student's full-time enrollment and attendance to one school.

4.9. **Student Attendance, Conduct and Discipline.** The Charter School shall maintain current and accurate enrollment data and daily records of student attendance and shall provide these data to the District through the District's Student Information System. (Refer to Section 6.2 of this Contract for detail.) The Charter School shall maintain a system of uniform student discipline and shall notify its students of the students' rights and responsibilities as provided in Charter School policy. The Charter School board may amend its policies from time to time as provided in Section 10.4. The Charter School shall notify the District immediately upon a student being expelled from the Charter School. The Charter School and the District shall extend full faith and credit to the suspension and expulsion of a student of the other, unless both parties agree in writing to a variance from this requirement.

4.9.1. The Charter School shall comply with all IDEA and 504 disciplinary requirements. For students with Individualized Education Programs or Section 504 plans, the Charter School shall notify the District special education representative of all in-school or out-of-school suspensions exceeding five days. The Charter School will supply necessary discipline data and fully participate in manifestation determination meetings conducted by the District representative for students with IEPs or 504 plans prior to the 10th day of removal. The Charter School shall follow 504 guidelines in conducting manifestation determination meetings for students with 504 plans.

4.10. **Education of Students with Disabilities.** The District and Charter School shall comply with all District policies and regulations and the requirements of federal and state laws concerning the education of children under the Individual with Disabilities Education Act ("IDEA"). Compliance by the Charter School includes, but is not limited to, the following:

4.10.1. The Charter School shall comply with all District policies regarding discipline of special education students.

4.10.2. The Individual Education Program (IEP) team is determined by federal law. A student's 504 team is also determined by federal law. The Charter School will have at least one certified classroom teacher of each enrolled special education student or 504 student serve on the IEP or 504 team.

4.10.3. The student's IEP team will determine the appropriate educational program, supports and placement level for the student. The Charter School shall abide by the IEP team's decision on program (direct and related services) and placement level.

4.10.4. For IDEA eligible students, those services that the IEP team, the District and the Charter School mutually agree would be best delivered by District employees, the Charter School will make every reasonable effort to work closely with District staff to assist in the effective delivery of the services, including implementing all accommodations, and/or modifications specified on the student's IEP. The Charter School will make every effort to educate and provide special education services to students with disabilities in the least restrictive environment possible. The Charter School will see to it that its staff has received special training when necessary for the delivery of special education services that will be conducted by its staff, as agreed to by the District, the IEP team, and the Charter School. In the event that the District contracts with the Charter School to provide special education services, the special education services will be funded as described in Section 6.2.3.

4.10.5. If, after a student is enrolled in and attending the Charter School, the staff and employees of the Charter School suspect a student may be eligible for special education and related services under IDEA or Section 504 (Child Find), the Charter School shall comply with the District practices and policies for conducting a pre/referral meeting to determine if the student will be evaluated for a suspected disability. The Charter School shall notify the District and shall cooperate with the District if a Charter School student may need evaluation to determine eligibility for special education. Any student referred for a special education evaluation shall remain enrolled at the Charter School unless an IEP team determines that the Charter School cannot meet the student's level of support (placement).

4.10.6. The District has the discretion to determine which specialized programs will be offered on site at the Charter School site.

4.10.7. The Charter School shall not change the student's IEP, placement or eligibility without IEP team action. The student's IEP, eligibility or placement team must include a representative from the District.

4.10.8. Special education transportation will only be provided to a Charter School special education student if it is a related service on the Charter School student's IEP. For students who reside outside of the district, special education transportation will be provided on an existing special education route within the 4J boundary to and from the charter school.

4.10.9. The Charter School shall provide substitutes for the Charter School staff who are required to attend IEP meetings or other meetings related to a Charter School special education student during the instructional day at the Charter School expense. The District shall pay the expense of the attendance of the Charter School staff attending the meeting during the instructional day, as a related expense.

4.11. **Student Welfare and Safety.**

4.11.1. The Charter School shall comply with all applicable state and federal laws concerning student welfare, safety and health, including, without limitation, the reporting of child abuse, accident prevention and disaster response, and any local, state or federal regulations governing the operation of school facilities.

4.11.2. The Charter School is responsible for the reporting of sexual conduct, child abuse and neglect in accordance with state and federal law.

4.11.3. The Charter School shall immediately inform the District Liaison of any report regarding sexual conduct, child abuse and/or neglect.

4.11.4. The Charter School shall comply with state and federal law relating to drug administration to students.

4.11.5. The Charter School shall comply with OAR 548-020-0041, the Teacher Standards and Practices Commission requirements that the chief administrator report certain acts of gross neglect of duty by licensed staff.

4.12. **School Year; School Day; Hours of Operation.** The Charter School may be flexible in its calendar and in the scheduling of its daily activities, provided it conforms to any requirements of state law. However, the Charter School anticipates that its annual calendar will generally match the calendar of the District, and the Charter School may maintain a typical nine-month school year for its regular academic program. The number of instructional hours during each school year will comply with requirements of state law.

4.13. **Alternative Education Model.** Subject to applicable state law, federal law, and the terms of this Contract, the Charter School shall be allowed to promote and implement learning situations that are flexible with regard to environment, time, structure and pedagogy. If the Charter School determines to send a student to an alternative education program, the Charter School shall pay the full cost of such program. All such placements shall be approved in advance by the District.

5. **School Improvement Plan, Procedures for Corrective Action.**

5.1. The Charter School shall complete and submit to the District a School Improvement Plan by October 1 in each year of the Contract. The School Improvement Plan shall include student performance data, financial data, improvement goals, an action plan and a procedure for evaluating the Charter School's progress for meeting its goals and action plans. The School Improvement Plan will be updated annually, and reviewed and approved by the District as a part of the District's annual review of the Charter School.

5.2. As provided in OAR 581-026-0100(2)(c)-(d), the School Improvement Plan shall establish the performance standards under which the Charter will be evaluated. It will include objective and verifiable measures of student achievement as the primary measure of school quality, and it shall define the sources of academic and other data that will form the evidence base for ongoing and renewal evaluation.

5.3. As provided in OAR 581-026-0100(2)(f), the Charter's goals shall be specific in nature and shall include clear, measurable performance standards so that the District and the Charter can assess the effectiveness of the Charter's mission-specific performance measure and metrics that credibly demonstrate the Charter's success in fulfilling its mission and serving its students.

5.4. If the Charter School fails to meet any performance goal set forth in its Plan for two consecutive years, a corrective action plan will be initiated.

5.4.1. The Charter School shall develop a detailed, specific plan to address the underperforming area(s), based on best practice, which will include a relevant professional development plan. The district will approve the plan.

5.4.2. The Charter will demonstrate progressive improvement on the corrective action plan, working with District staff to determine reasonable measures of assessment.

If, after these steps are completed and reasonable goals (as set with the Charter program director and District staff) are not met within an additional year from when the corrective action plan is developed, the District may begin the process of terminating the Charter School's operation as a public charter school under Section 8.6.1.a of this Contract.

6. **Financial Matters, Funding, Annual Budgets, Annual Audit.**

6.1. **No Tuition, Fees.** The Charter School will not charge tuition to students, except as may be allowed under ORS 339.155 or other applicable law. As noted in ORS 338.115, the following laws shall apply to the Charter School: ORS 339.141, ORS 339.147, and ORS 339.155. In accordance with state law, the Charter School may charge reasonable fees for the processing of applications, instructional materials, after-school programs, and student activities, those items described in ORS 339.155 and other items where not prohibited by applicable law. The Charter School shall waive all fees for indigent students in accordance with applicable federal and state law.

6.2. **Annual Funding.**

6.2.1. **Student Enrollment, Attendance Records.** In addition to the requirements of Section 4.9, the Charter School shall identify and count, and keep accurate records of, its number of enrolled students and their days present and absent; attendance; special education students; students eligible for and enrolled in an English as a Second Language program under ORS 336.079; and other data required in order to calculate average daily membership, weighted average daily membership (ADMw), and related terms necessary to determine funding under state law, particularly ORS 338.155 and 327.013.

6.2.2. **Calculating ADMw and Funding.**

(a) For each school year, the District shall provide funding to the Charter School in accordance with ORS 338.155(2), as that formula may be changed from time to time, subject to any modifications made by the parties in this Contract. Until the law is changed or the parties otherwise agree by amendment of this Contract, the funding shall be the sum of the following subparagraphs (b) and (c).

(b) Funding related to elementary and middle school students shall be the product of (i) the District's "Charter Schools Rate (ORS 338.155); multiplied by (ii) the Charter School ADMw for elementary and middle school students (grades K-8); multiplied by (iii) 80%, and for high school students, multiplied by 95 %.

(c) State School Fund Grant payments by the District to the Charter School from July through April will be based on ADM projected by the Charter School as of November 15 in each year of the contract, as required below in Section 6.2.5.

ADM will then be weighted according to the District's Adjusted Poverty Factor, by dividing the District's weighting for Students in Poverty by the District 's ADMr and multiplying that percentage by the Charter School ADMr.

(d) In May, State School Fund Grant payments by the District to the Charter School will be based on ADM projected by the District. This calculation will represent actual second quarter ADM for the Charter School, multiplied by the average of the difference in Charter School ADM from December to June for the two prior years in accordance with ORS 327.099.

(e) Adjustments to State School Fund payments by the District to the Charter School, to reflect final, actual ADMw and state resources, will be made in May of the subsequent year in accordance with ORS 327.101.

(f) In accordance with ORS 338.155(8), the District will send State School Fund Grant payments to the Charter School within 10 days after receiving payments from the State School Fund.

(g) In the event that the District terminates or does not renew the Contract with the Charter School, the final adjustment to the State School Fund payment by the District to the Charter School will be made in the last payment that is required by the terms of this Contract.

6.2.3. The funds from the Oregon Department of Education representing the Average Daily Membership weighted (ADMw) for special education for Charter School special education students shall be retained by the District..

6.2.4. **Title I.** The District shall provide to Charter School the appropriate Title I funds, if determined eligible by the District, using the same formula and allocation procedures as it does for District schools. The use of Title I funds shall be governed by federal regulations and District oversight.

6.2.5. **District Fees.** The District may charge fees to the Charter School to provide administrative and support services that are in the mutual interest of the District and Charter School on the basis of actual District cost of services. The District shall use the direct method, rather than the indirect method, of charging the District 's grant administration for those grants administered by the District.

6.2.6. **Reports to District.** The Charter School shall provide the District with current student data as required in Sections 6.2.1 to 6.2.3, for each school year, through the District's Student Information System. The Charter School shall provide three-year enrollment and ADMr projections, not to exceed 234 students as described in Section 4.1 to the District by November 15 of each year of the Contract. Nothing in this section shall limit the District's right to require additional relevant reports as necessary for the District to meet its duties imposed by law.

6.2.7. **End of State Funding.** The financial commitment on the part of the District contained in this Contract is subject to annual appropriation by the State of Oregon, and the District has no obligation to fund Charter School operations if State funding does not occur.

6.3. **Budgets, Financial and Cash Flow Projections: Financial Reporting.**

6.3.1. On or before January 31 of each year of the charter contract, the Charter School shall submit to the District its proposed budget for the following school year and three-year financial and cash flow projections, so that the District can review them as part of its consideration of the Charter School's financial stability. Annual budgets must be revised by October 15 to reflect actual state funding and enrollment levels for the year. The Charter School shall be responsible for all costs associated with school operations, including the costs of subcontracting for goods and services, except as expressly provided in this Contract.

6.3.2. The Charter School must provide to the District a balance sheet, a statement of revenues and expenditures for the quarter ended, a statement of revenues and expenditures year-to-date, and a Budget Projection Summary in a format provided by the District. Financial reports must be provided on a quarterly basis, by the 30th day of October, January, April and July of each year of the contract. Financial reports must show the results of all operations and transactions affecting the financial status of the Charter School and reflect all funds, including grants, with separate reports for each fund. The District reserves the right to request additional financial reports and projections on an as-needed basis.

6.4. **Fiscal Agent.** The Charter School shall act as its own fiscal agent.

6.5. **Fiscal Year.** The fiscal year of the Charter School shall begin on July 1 of each year and end on June 30 of the subsequent year.

6.6. **Financial Records, Audits and Accounting Reports.** The Charter School shall maintain and retain appropriate financial records in accordance with all applicable federal and state laws. In accordance with ORS 338.095(2), in each year of the charter contract, the Charter School shall have a fiscal year-end audit of the accounts of the Charter School. The audit shall be prepared in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990 in the governmental model and conducted by an auditor licensed to perform municipal audits. The Charter School shall submit the fiscal year-end audit to the District by October 15th, of each year. The fiscal year-end audit shall also be forwarded by the Charter School to the State Board of Education and the Department of Education.

6.7. **Financial Management.** The Charter School, through its Board of Directors, shall be fiscally responsible for its own operations within the limitations of any funding provided by the District and other revenue derived by the Charter School, and shall maintain a sound financial management system, as required in ORS 338.065.

6.7.1. The Charter School must prepare its financial statements in conformity with Generally Accepted Accounting Principles (GAAP) and shall comply in all instances with applicable governmental accounting and reporting requirements.

6.7.2. The Charter School must maintain and implement sound financial practices as defined by law and administrative rule. At a minimum, the practices must include:

- (a) Procedures reflecting cash management, investment practices and financial reporting;
- (b) Balance sheets reflecting a summary the Charter School's assets and liabilities; and
- (c) Segregation of duties of those providing reports.

6.8. **Other Sources of Funds for Charter School; Fund Raising.** In addition to the funding under Section 6.2, the Charter School may accept gifts, donations, grants and loans, including those described in ORS 338.155(9).

6.8.1. The Charter School shall comply with all state and federal laws regarding reporting of charitable contributions. The Charter School shall record all gifts, donations, loans, and grants in the financial records required in Section 6.6.

6.8.2. As provided in ORS 338.125(10), the Charter School may conduct fund-raising activities, but shall not require a student to participate in fund-raising activities as a condition of admission to the Charter School.

7. **Building and Facilities.** The Charter School shall have the responsibility for its buildings and facilities unless otherwise agreed to in a lease.

8. **Governance and Operation.**

8.1. **Corporate Status; Governing Board.**

8.1.1. The Charter School will remain an Oregon nonprofit corporation throughout the term of this Contract (including extensions and renewals). The Charter School will conduct operations as set forth in this Contract and in accordance with the Charter School's Bylaws.

8.1.2. The Charter School shall operate in accordance with its Articles of Incorporation and Bylaws. If the Charter School makes any changes to its Articles of Incorporation or Bylaws, within thirty (30) days thereafter it will give copies of the changes to the District. If the District believes that any such changes violate either this Contract or state or federal law, it will so notify the Charter School. If the Charter School agrees, it will make necessary changes to the Articles or Bylaws to conform to this Contract or the applicable law; if the parties do not agree, the matter will be resolved under dispute provisions of this Contract.

8.1.3. The size of the Board may vary from time to time, in accordance with the Bylaws and applicable law. The Board may elect Board members who are parents of Charter School students or other individuals providing support to the Charter School.

8.2. **Public Meetings and Public Records.** The Charter School and its Board of Directors, when acting as the Governing Body of the Charter School, will be subject to the provisions of the Oregon Public Meetings Law, ORS 192.610 to 192.690, and Oregon Public Records Law, ORS 192.410 to 192.505.

8.3. **Operational Powers and Responsibilities.** Subject to applicable federal and state laws and any restrictions in this Contract, the Charter School shall have the authority to exercise independently all powers granted to nonprofit corporations and charter schools under Oregon law. The Board will have overall responsibility for the Charter School, including adopting goals and policies, ensuring compliance with applicable laws and this Contract, overseeing financial management, assessing performance, and hiring and overseeing the school's employees. In accordance with the goals, policies and directives adopted by the Board, the Charter School Board will oversee day-to-day operations, including financial, operational, personnel, and disciplinary functions.

8.4. **Third-Party Contracts; Contracts with District.** The Charter School shall not enter into any contract for comprehensive school management services to be performed in substantial part by an entity not a party to this Contract without prior District approval. The parties may elect to enter into additional agreements between them including, without limitation, agreements whereby the District will provide certain services to the Charter School.

8.5. **Annual Report and Review.**

8.5.1. The Charter School will submit an annual report to the District and to the State Board of Education in accordance with ORS 338.095(2) on the performance of the Charter School and its students. This report will include information necessary to make a determination of compliance with the requirements of ORS Chapter 338, including the following:

- (a) Summary data on the progress toward meeting its academic goals and objectives, such as the assessment information described in Section 4.3.
- (b) Attendance and student discipline information.
- (c) Parental involvement and surveys results relating to student and parental satisfaction.
- (d) The audit required under Section 6.6.
- (e) Evidence of insurance policies required under Section 10.1.
- (f) Evidence of compliance with Section 9.1 on Staff Qualifications.
- (g) New policies adopted by the Charter School Board that have not previously been given to the District and an outline of new policies, if any, that the Board intends to consider adopting in the following school year.
- (h) Evidence of compliance with Section 6.7 on Financial Management.
- (i) Other information as requested by the District and in accordance with state and federal requirements.

8.5.2. The specific contents of the report may change from time to time as the parties consider which types of data and measurements are most useful.

8.5.3. The District will conduct an annual review of Charter School performance which includes a site visit and an evaluation of the annual report submitted by the Charter School.

8.5.4. In addition to any required reports under this Contract, in furtherance of the District's oversight requirements under the law and this Contract, the Charter School will produce for inspection any documents or information requested by the District within 10 days of that request.

8.6. **Termination.**

8.6.1. To the extent allowed by ORS Chapter 338, the District may revoke the charter and terminate this Contract on any of the following grounds:

- (a) Violation of or failure to meet and sustain any terms of this Contract.
- (b) Failure to meet the requirements for student performance stated in this Contract.
- (c) Failure to correct any violation of a federal or state law that is described in ORS 338.115.
- (d) Failure to maintain insurance as required by this Contract.
- (e) Failure to maintain financial stability.
- (f) Failure to maintain, for one or more consecutive years, a sound financial management system.
- (g) Endangerment of the health or safety of students.

8.6.2. Before executing the obligations and rights of termination in the manner described by ORS 338.105, the parties agree to first make a good faith attempt to resolve any dispute otherwise leading to termination in the following manner.

- (a) The party with a concern about the other party's compliance with the Contract will notify the other party in writing of the concern.
- (b) The responding party shall submit a written response to the concern within fifteen (15) days of the receipt of the notice of concern.
- (c) If the parties are unable to agree in good faith on a resolution of the concern within fifteen (15) days of the response to the notice of concern, the termination provisions contained in ORS 338.105 may proceed.
- (d) The time frames set forth in sections (b) and (c) of this section may be extended by mutual agreement of the parties.

8.6.3. In executing the obligations and rights of termination under ORS 338.105 for

any of the reasons stated in Section 8.6.1(a) through 8.6.1(f), the District shall provide sixty (60) days prior written notice of its intent to terminate this Contract. The notice will state the grounds for termination and will be delivered to the business office of the Charter School.

(a) The Charter School may request a hearing from the District Board on the termination of the Contract. The request shall be in writing and delivered to the business office of the District. The District shall hold a hearing within 30 days of receiving the request. In order to conduct this hearing prior to the intended date of termination, the Charter School shall provide its request for a hearing more than 45 days before the anticipated date of termination.

(b) At the hearing, the Charter School may respond to the allegations in the District's written notification by offering documentary evidence and oral argument. The District bears the burden of proving the allegations in the written notification by a preponderance of the evidence. The Charter School has the burden of proof for any affirmative defense to the allegations by a preponderance of the evidence. The District Board shall make its decision at a public meeting. The District Board's decision may only be appealed to the State Board of Education according to ORS 338.105.

8.6.4. The dispute resolution process in Section 8.6.2 shall not be required prior to the exercise of any contractual right of either party under this Contract, except the right of termination under Section 8.6.3. If mutually agreed upon, the parties may use mediation services to resolve any disputes that may arise under this Contract; provided, however, that the termination of this Contract shall at all times remain subject to the provisions above.

8.6.5. The District reserves the right, without exhausting the procedures in Sections 8.6.2 and 8.6.3, to terminate the Contract immediately and close the Charter School for the endangerment of the health and safety of students, per Section 8.6.1(g) and ORS Chapter 338. If the Charter School is closed due to health or safety concerns, it may request a hearing by the District, and the District shall provide the Charter School with the opportunity for a hearing on the termination within ten (10) days of receiving the request.

8.6.6. The Charter School may only terminate the Contract, dissolve or close the Charter School at the end of a semester. The Charter School shall notify the District in writing at least 180 days prior to the proposed effective date of termination, dissolution or closure of the Charter School.

9. **Employment Matters.**

9.1. **Staff Qualifications.** The administrator of the Charter School shall be licensed or registered to administer by the Teacher Standards and Practices Commission. At least one-half of the total full-time equivalent (FTE) teaching and administrative staff of the Charter School and all its subcontractors shall be licensed in accordance with ORS 342.125.. For any individual hired as a teacher in the Charter School, the Charter School shall provide the District with evidence of certification or other qualification within 60 days after the individual's initial date of hire.

9.1.1. The Charter School must provide the District with evidence of fingerprinting and background checks as confirmed by the Oregon Department of Education within 60 days of the individual's initial date of hire.

9.1.2. All teachers and paraprofessionals employed by the Charter School shall also comply with the highly qualified requirements for licensed and classified staff members as required by state and federal law.

9.2. **The Charter School as the Employer.** All provisions of this Section 9 of this Contract are subject to state and federal laws and applicable collective bargaining agreements, if any. The District shall not be the employer of any employees of the Charter School. The Charter School will be the employer of the staff at the Charter School. The Charter School will control the selection of employees.

9.3. **Staff Hiring.**

9.3.1. The Charter School's governing board, in its sole discretion, has complete authority to hire, evaluate, promote, discipline, supervise, and terminate Charter School employees, and to set all terms and conditions of employment, including all decisions regarding compensation and benefits. The Charter School will be responsible for providing substitutes for all Charter School teachers.

9.3.2. For any employee of the District who chooses to work for the Charter School, any leave of absence from the District will be governed by ORS 338.135.

9.3.3. Licensed and classified staff and other employees of the Charter School will not be included in the District's respective bargaining units. Employee membership in a labor organization and collective bargaining shall be governed by ORS 338.135.

9.3.4. The Charter School shall participate in the Public Employees Retirement System to the extent required by law.

9.4. **Employee Records.** The Charter School shall be responsible for requiring its subcontractors to establish and maintain personnel records for its employees, and for the maintenance, retention and disclosure of employee records, all in compliance with all applicable federal and state laws, and the right of the District to inspect such records. The Charter School and its subcontractors shall meet any and all reporting obligations to the Teacher Standards and Practices Commission ("TSPC") regarding its employees.

9.5. **Criminal Records Checks.** ORS 181A.195, 338.115(1)(h), 326.603, 326.607, 342.223, and 342.232 (relating to criminal records checks), shall apply to the Charter School. Neither the Charter School nor its subcontractors, if any, shall knowingly employ an individual or allow an individual to have unsupervised access with a student, for whom a criminal background investigation has not been initiated or who has been convicted of an offense that would preclude that individual from working in a public school in Oregon. No later than October 15th of each school year that the Charter School is in operation under this Contract, the Charter School shall provide to the District a list containing the names and job positions of all employees of the Charter School and its subcontractors. Such list shall also indicate for each employee the date of initiation of the criminal background investigation

required by Oregon law.

9.6. **Employment Nondiscrimination Policy.** The Charter School will maintain in effect the Charter School's employment nondiscrimination policy and its complaint procedure.

10. **Insurance and Legal Liabilities.**

10.1. **Insurance.**

10.1.1. The Charter School shall, at its own expense, secure and retain and provide proof of the following insurance and in the amounts not less than those set forth below:

- (a) Property insurance, as required under the lease or other agreement for the facility where the Charter School is located.
- (b) Commercial and general liability insurance, \$2,000,000 combined single limit per occurrence/\$3,000,000 general annual aggregate.
- (c) Automobile liability insurance (if the Charter School owns any vehicles), \$1,000,000.
- (d) Workers' compensation insurance as required by the State of Oregon.
- (e) Employee Dishonesty Insurance, \$100,000.
- (f) Child abuse and molestation, \$1,000,000.

10.1.2. As part of its annual report under Section 8.5, and at any time thereafter upon request of the District, the Charter School shall provide the District with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts set forth herein. All such insurance policies shall contain a provision requiring notice to the District, at least 30 days in advance, of any material change, non-renewal or termination to the attention of the Superintendent of the District.

10.2. **Compliance with Laws; Non-Exemption from Certain Laws.** The Charter School will comply with all applicable federal, state, and local laws and regulations (including Oregon Administrative Rules developed by the Oregon Department of Education regarding charter schools). As provided in ORS 338.115(1), although statutes and rules that apply to school district boards, school districts or other public schools shall generally not apply to the Charter School, the following laws shall apply to the Charter School:

- (a) Federal law;
- (b) ORS 30.260 to 30.300 (tort claims);
- (c) ORS 192.410 to 192.505 (public records law);
- (d) ORS 192.610 to 192.690 (public meetings law);
- (e) ORS chapters 279A, 2798 and 279C (Public Contracting Code);
- (f) ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law);
- (g) ORS 326.565, 326.575 and 326.580 (student records)
- (h) ORS 181A.195, 326.603, 326.607, 342.223 and 342.232 (criminal records checks);

- (i) ORS 329.045 (Academic Content Standards and Instruction);
- (j) ORS 329.451 (high school diploma, modified diploma, extended diploma and alternative certificate);
- (k) ORS 329.496 (physical education);
- (l) The statewide assessment system developed by the Department of Education for mathematics, science and English under ORS 329.485(2);
- (m) ORS 337.150 (Textbooks);
- (n) ORS 336.840 (use of personal electronic devices);
- (o) ORS 339.119 (consideration for educational services);
- (p) ORS 339.141, 339.147 and 339.155 (tuition and fees);
- (q) ORS 339.250(9) (prohibition of infliction of corporal punishment);
- (r) ORS 339.326 (notice concerning students subject to juvenile court petitions);
- (s) ORS 339.370, 339.372, 339.388 and 339.400 (reporting of child abuse and sexual conduct and training on prevention and identification of abuse and sexual conduct);
- (t) ORS 342.856 (core teaching standards);
- (u) ORS Chapter 657 (Employment Department Law);
- (v) ORS 659.850, 659.855 and 659.860 (discrimination);
- (w) Any statute or rule that establishes requirements for instructional time provided by a school during each day or during a year;
- (x) Statutes and rules that expressly apply to public charter schools;
- (y) Statutes and rules that apply to a special government body, as defined in ORS 174.117, or a public body, as defined in ORS 174.109
- (z) Health and safety statutes and rules;
- (aa) Any statute or rule that is listed in the charter; and
- (bb) ORS Chapter 338.

10.3. **Waiver.** As provided in ORS 338.025(2), the Charter School may apply to the State Board of Education to grant a waiver of certain provisions of ORS Chapter 338 if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. The Charter School shall give the District a copy of any application for a waiver promptly after submitting it and shall give the District a copy of any grant of a waiver promptly after receiving it.

10.4. **School and District Policies.** The Charter School shall comply with District Board Policy LBE as applicable and shall adopt policies as may be required by law and may in its discretion adopt other policies governing operation of the Charter School and may amend its policies from time to time. The Charter School shall make such policies and amendments available for review at the District's request.

10.5. **Full Faith and Credit.** The Charter School agrees that it shall not extend the full faith and credit of the District to any third person or entity. The Charter School acknowledges and agrees that it has no authority to enter into a contract that would bind the District. The Charter School's governing board has the authority to approve contracts to which the Charter School is a party, subject to the requirements and limitations of the Oregon Constitution, state law and provisions of this Contract.

10.6. **Indemnification**. Each of the parties hereto will, to the fullest extent of the law, defend, indemnify, hold harmless, and reimburse the other from all claims, demands, suits, actions, penalties, damage expenses for liability of any kind, including attorney's fees, resulting from the conduct of that party in the performance, or non-performance, of its obligations under the terms of this Contract.

10.7. **District Disclaimer of Liability**. The parties to this Contract expressly acknowledge that the Charter School is not operating as an agent, or under the direction and control, of the District Board except as required by law or this Contract, and that the District Board assumes no liability for any loss or injury resulting from:

10.7.1. The acts or omissions of the Charter School, its governing Board, trustees, agents or employees;

10.7.2. The use and occupancy of the building occupied by the Charter School or any matter in connection with the condition of such building; or

10.7.3. Any debt or contractual obligation incurred by the Charter School.

10.8. **ADA/504 Obligations**. The Charter School acknowledges that it is legally responsible to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and ORS Chapter 659 with respect to its students, staff and patrons. The Charter School shall indemnify and hold harmless the District from claims under these statutes.

10.9. **Transportation**. The District is not responsible for providing transportation by bus or otherwise of any students to the Charter School. However, the District will allow Charter School students to ride on District buses to and from the Charter School on existing District routes to the extent seats are available for Charter School students. The District will give the Charter School notice if a bus on a particular route has consistently become too full to transport Charter School students so that parents have time to make other arrangements.

11. **Miscellaneous Provisions.**

11.1. **Entire Agreement**. This Contract contains all terms, conditions and provisions hereof and the entire understanding and all representations of understandings and discussions of the parties relating thereto, and all prior representations, understandings and discussions are merged herein and superseded and canceled by this Contract.

11.2. **Governing Law**. This Contract shall be governed by, subject to and construed under the laws of the State of Oregon without regard to its conflict of law provisions.

11.3. **Assignment**. Except for contracts with the local educational organizations that were identified by the Charter School in its Application, and additional subcontracts approved by the District, in writing, the Charter School shall not, under any circumstances, assign, delegate or contract with any entity to provide the educational program described in this Contract and the attached Exhibits, it being expressly understood that the charter granted by this Contract to operate the educational program runs solely and exclusively to the Charter School.

11.4. **Terms and Conditions of Application.** The parties to this Contract agree that the Application referred to in the Recitals sets forth the overall goals, standards and general operational policies of the Charter School, and that the Application is not a complete statement of each detail of the Charter School's operation. To the extent that the Charter School desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise depart from those in the Application, the Charter School shall be permitted to implement such policies, procedures and specific terms of operation, provided that such policies, procedures and terms of operation are consistent with the goals, standards and general operational policies set forth in the Application, this Contract and ORS Chapter 338.

11.5. **Conflict between Application and Contract.** The parties agree and acknowledge that should there be a conflict between any provision of this Contract and the Application, the Contract provision(s) shall supersede any provision contained in the application. The parties further agree and intend that the provisions of ORS 338.005 through ORS 338.185, now or as amended, strictly apply to and are incorporated into this Contract and shall supersede and control any conflicting language contained in the Contract.

11.6. **District Liaison.** The District shall designate for purposes of this Contract the District Superintendent, or his/her designee, as the official District Liaison between the District and the Charter School.

11.7. **Amendment.** This Contract may be modified or amended only by written agreement between the Charter School and the District.

11.8. **Notice.** Any notice required, or permitted, under this Contract, shall be in writing and shall be effective (a) upon personal delivery (subject to verification of service or acknowledgment of receipt) or (b) three (3) days after mailing when sent by certified mail, postage prepaid, to the person and address designated on the signature page of this Contract for receipt of notices. Should these addresses change, the parties agree to notify the other party within ten (10) days of the address change.

11.9. **No Waiver.** The parties agree that no assent, express or implied, to any breach by either of them of any one or more of the covenants and agreements expressed herein shall be deemed or to be taken to constitute a waiver of any succeeding or other breach.

11.10. **Severability.** If any provision of this Contract is determined to be unenforceable or invalid for any reason, the remainder of this Contract shall remain in effect, unless otherwise terminated by one or both of the parties in accordance with the terms of this Contract.

11.11. **Delegation.** The parties agree and acknowledge that with regard to this Contract between the District and the Charter School, the functions and powers of the District Board may be exercised by the District Liaison, provided that any ultimate decision regarding renewal, non renewal or termination of this Contract be made only by the District Board.

11.12. **Prior Actions.** It is expressly agreed and understood that as a condition precedent to this Contract becoming effective on the effective date specified above in Section 2, the Charter School shall have taken, completed and satisfied on or before the date specified herein any action or obligation which is required to be completed before such effective date, and failure to do so unless an extension has been agreed upon by the parties shall constitute

grounds for the District to declare this Contract null and void.

11.13. **Attorney Fees.** If any suit, action or arbitration is commenced or instituted to interpret or enforce the terms of this Contract, to exercise any remedy on account of a default, or otherwise relating to the provisions of this Contract, the prevailing party or non-defaulting party shall be entitled to recover from the losing or defaulting party its reasonable attorney fees and costs, in addition to all other sums provided by law, at trials or arbitration and any appeals. Such sums shall be determined by the court or arbitrator.

11.14. **Definitions.** For purpose of this Contract, "business day" means a day in which the District administrative offices are open. "Business day" does not include (a) Saturdays, (b) Sundays, (c) official state holidays listed in ORS 336.010, (d) federal holidays, (e) any day(s) in which the administrative office is closed due to inclement weather, or (f) any day that the District administrative office is closed due to action taken by, or ordered to be closed by, the District Board of Directors or their designee, any instrumentality of the City of Eugene, any instrumentality of Lane County, the State of Oregon or federal government.

11.15. **Authority to Enter Into Contract.** The Charter School expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Contract on behalf of the Charter School and that the Board of Directors of the Charter School has duly approved this Contract. The Charter School shall provide a copy of its written resolution authorizing the Charter School to enter into this Contract.

IN WITNESS WHEREOF, the parties have executed this Contract as of the date first above written.

LANE COUNTY SCHOOL DISTRICT NO. 4J

By: 
Chair, Eugene School Board

Address for Notice Purposes:

Attention: Superintendent
Lane County School District No. 4J
200 North Monroe Street
Eugene, OR 97402

Network Charter School

By: 
Title: Network Charter School Board Chairman

2550 Portland St.
Eugene, OR 97405



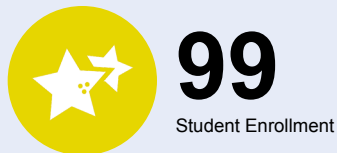
OREGON AT-A-GLANCE SCHOOL PROFILE

Network Charter School

PRINCIPAL: Erik Johnson | GRADES: 7-12 | 2550 Portland St, Eugene 97405 | 541-344-1229

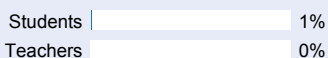


Students We Serve

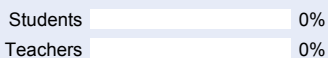


DEMOGRAPHICS

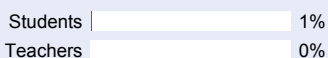
American Indian/Alaska Native



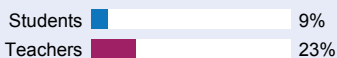
Asian



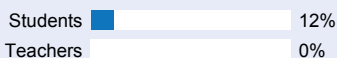
Black/African American



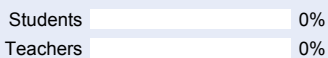
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



*

Ever English Learners



3

Languages Spoken

31%

Students with Disabilities

84%

Required Childhood Vaccinations

>95%

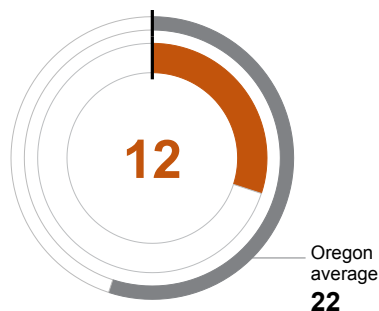
Free/Reduced Price Lunch

*<10 students or data unavailable

School Environment

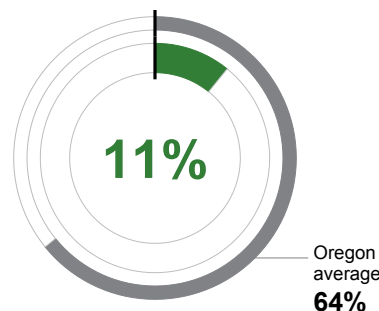
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

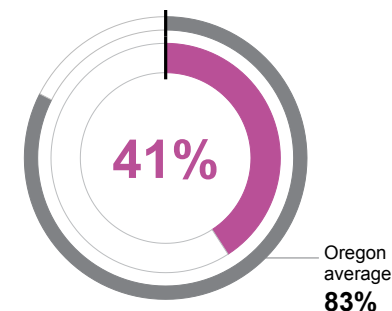
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

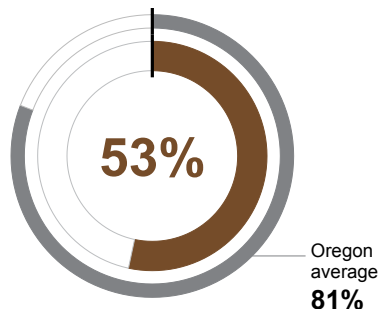
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

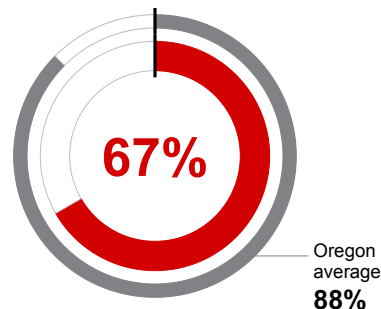
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2017-18 graduating in 2020-21.



FIVE-YEAR COMPLETION

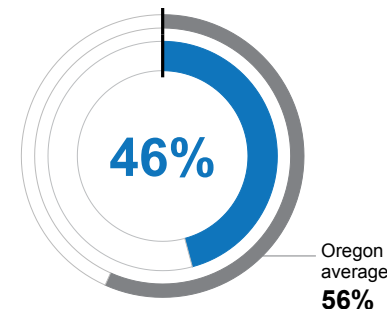
Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2016-17 finishing in 2020-21.



COLLEGE GOING

115

Students enrolling in a two or four year college within 16 months of completing high school in 2019-20. Data from the National Student Clearinghouse.



School Goals

The mission of Network Charter School is "empowering students to find their strengths and interests by providing a web of community resources that emphasize environmentally and socially sustainable ways of being." We believe that education is an ongoing process, which is continuous with and inseparable from the community. We believe that students who direct their own learning are empowered to explore and expand their boundaries and are motivated to follow through with their educational plans. At NCS, students are encouraged to take the risks necessary for healthy personal development.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

Network Charter School provides a comprehensive educational experience to students from a variety of backgrounds. Although students at NCS come from every kind of family, we believe one deeply motivating factor drives them: the experiences offered by regular public schools are not helping them achieve their potential. Network Charter strives to maintain a safe, welcoming environment for all students and facilitates learning in unique and diverse environments to accommodate all learners.



Outcomes

Our Staff (rounded FTE)



8

Teachers



2

Educational assistants



<1

Counselors/
Psychologists



92%

Average teacher retention rate



75%

% of licensed teachers with more than 3 years of experience



No

Same principal in the last 3 years

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	10%
Free/Reduced Price Lunch	11%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	17%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	8%
Male	15%
Non-Binary	<10 students or data unavailable

ON-TRACK TO GRADUATE

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	39%
Free/Reduced Price Lunch	41%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	27%
Male	<10 students or data unavailable
Non-Binary	<10 students or data unavailable

ON-TIME GRADUATION

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	50%
Free/Reduced Price Lunch	57%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	33%
Migrant	<10 students or data unavailable
Homeless	18%
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	62%
Male	46%
Non-Binary	Coming in 2022-23

116

About Our School

ADVANCED COURSEWORK

Network Charter School is a uniquely structured institution. Courses are offered by partner organizations, each of which exists as an independent entity with a mission to serve the community through activities that promote knowledge and skill in a particular area. Because of this unique structure, the staff at Network Charter aren't only educators, but experienced professionals in their field. This allows NCS to offer dynamic, relevant content in their course offerings each trimester. This knowledge base and authentic experience gives students access to advanced course offerings that are both flexible and adaptable, offering an elevated approach to student achievement.

CAREER & TECHNICAL EDUCATION

Network Charter School is a uniquely structured institution. Courses are offered by partner organizations, each of which exists as an independent entity with a mission to serve the community through activities that promote knowledge and skill in a particular area. For instance, Nearby Nature hosts a broad range of camps and nature study events in Alton Baker Park. The Materials Exchange Center for Community Arts (MECCA) teaches art using recycled materials. Le Petit Gourmet Culinary School offers courses in meal preparation and professional baking, in addition to preparation for culinary college and entrepreneurship.

EXTRACURRICULAR ACTIVITIES

Network Charter School offers a variety of extra-curricular activities. NCS hosts various clubs, sponsored by teachers, established through desire and demand and largely facilitated by the students. Some clubs currently being offered include: GSA club, BIPOC club, Photography club, D&D club and Chess club. The capacity for extra curricular options is primarily dictated by student demand and involvement. Because our student population is so wonderfully diverse and unique, there is always a wide variety of options available.

PARENT & COMMUNITY ENGAGEMENT

Each partner organization at Network Charter School provides services to youth enrolled through courses that tap the expertise of the organization. NCS involves more than 50 additional community members, who share their special expertise with students, showing real-world applications of academics. Also, parents play an intricate supportive role in the daily functioning of the school and its various academic offerings in addition to offering their unique experience, and first-hand, real world knowledge.

2021-22 ESSA Accountability Details Report

Public Version - October 20, 2022

District: Eugene SD 4J

School: Network Charter School

The Accountability Details Report displays the data for indicators used by the accountability system to identify schools for comprehensive or targeted supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses nine indicators for combined schools. For more information concerning indicators and their definitions and calculations, please refer to the [Accountability Details Policy and Technical Manual](#). For more information on the transition of school identification from year-to-year please see the [School Improvement webpage](#).

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP	9th Grade On-Track	Four-Year Cohort	Five-Year Complete
All Students	Comprehensive	Level 2	Not Rated	Level 2	Not Rated	Level 1	Not Rated	Level 1	Level 1	Level 2
Economically Disadvantaged	Targeted	Level 2	Not Rated	Level 2	Not Rated	Level 1		Level 1	Level 1	Level 2
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Level 1	Level 1
Underserved Race/Ethnicity	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable		Not Applicable	Not Applicable	Not Applicable
American Indian/Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Native Hawaiian/Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Hispanic/Latino	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
White	Targeted	Level 2	Not Rated	Level 2	Not Rated	Level 1		Level 1	Level 1	Level 1
Multi-racial	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated

Suggested Level of Support for 2021-2022: **Comprehensive** 2018-2019: **Comprehensive** 2017-2018: **Comprehensive**
Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7)

Received Title I Funds in 2018-19: **No**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size to receive a rating.
- The expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.
- The English learner student group has different inclusion rules for particular indicators.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
- The Underserved Race/Ethnicity group is eligible to be identified for targeted improvement only when none of the four student groups that comprise it have sufficient data to be considered for identification.

English Language Arts Academic Achievement Details

District: Eugene SD 4J

School: Network Charter School

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	25
Level 1	<25

The English Language Arts (ELA) Achievement indicator displays the percentage of students meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the two-year average after meeting the minimum n-size of 20). '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

State Long Term Goal: 80%

Student Group		2018-19	2021-22	2-year Average	Rated on	Level
All Students - Percent		50.0	9.5	31.1	Average Rate	Level 2
All Students - Adjusted Denominator		24	21	45		
Economically Disadvantaged - Percent		50.0	9.5	31.1	Average Rate	Level 2
Economically Disadvantaged - Adjusted Denominator		24	21	45		
English Learners - Percent		*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator		*	*	*		
Students with Disabilities - Percent		*	*	14.3	Not Rated	Not Rated
Students with Disabilities - Adjusted Denominator		*	*	*		
American Indian/Alaska Native - Percent		*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator		*	*	*		
Black/African American - Percent		*	*	*	Not Rated	Not Rated
Black/African American - Adjusted Denominator		*	*	*		
Hispanic/Latino - Percent		*	*	*	Not Rated	Not Rated
Hispanic/Latino - Adjusted Denominator		*	*	*		
Native Hawaiian/Pacific Islander - Percent		*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator		*	*	*		
Underserved Race/Ethnicity - Percent		*	*	*	Not Rated	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator		*	*	*		
Asian - Percent		*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator		*	*	*		
White - Percent		47.4	13.3	32.4	Average Rate	Level 2
White - Adjusted Denominator		19	15	34		
Multi-racial - Percent		*	*	*	Not Rated	Not Rated
Multi-racial - Adjusted Denominator		*	*	*		

Note: An * next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

English Language Arts Average Gap Score Change Details

District: Eugene SD 4J

School: Network Charter School

The English Language Arts (ELA) Average Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by school year, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

ELA Average Gap Score Change	Cut
Level 5	5
Level 4	-7
Level 3	-19
Level 2	-42
Level 1	<-42

Student Group	2018-19	2021-22	Change in Average	Level
All Students	*	*	*	Not Rated
All Students - Denominator	*	*		
Economically Disadvantaged	*	*	*	Not Rated
Economically Disadvantaged - Denominator	*	*		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	*	*	*	Not Rated
Students with Disabilities - Denominator	*	*		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	*	*	*	Not Rated
Hispanic/Latino - Denominator	*	*		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	*	*	*	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	*	*	*	Not Rated
White - Denominator	*	*		
Multi-racial	*	*	*	Not Rated
Multi-racial - Denominator	*	*		

English Language Arts Participation Details

District: Eugene SD 4J

School: Network Charter School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. The applied rate for the participation status is the two-year average after meeting the minimum n-size of 20. 'Not Rated' means the student group did not meet minimum size requirements in order to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Participation Target: 94.5%

Student Group		2018-19	2021-22	2-year Average	Status based on	Status
All Students - Percent		86.7	26.9	58.9	Average Rate	Not Met
All Students - Denominator		30	26	56		
Economically Disadvantaged - Percent		86.7	26.9	58.9	Average Rate	Not Met
Economically Disadvantaged - Denominator		30	26	56		
English Learners - Percent		--	--	--	Not Rated	Not Rated
English Learners - Denominator		0	0	0		
Students with Disabilities - Percent		83.3	22.2	46.7	Not Rated	Not Rated
Students with Disabilities - Denominator		6	9	15		
American Indian/Alaska Native - Percent		--	--	--	Not Rated	Not Rated
American Indian/Alaska Native - Denominator		0	0	0		
Black/African American - Percent		--	0.0	0.0	Not Rated	Not Rated
Black/African American - Denominator		0	1	1		
Hispanic/Latino - Percent		100.0	33.3	66.7	Not Rated	Not Rated
Hispanic/Latino - Denominator		3	3	6		
Native Hawaiian/Pacific Islander - Percent		--	--	--	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator		0	0	0		
Underserved Race/Ethnicity - Percent		100.0	25.0	57.1	Not Rated	Not Rated
Underserved Race/Ethnicity - Denominator		3	4	7		
Asian - Percent		--	--	--	Not Rated	Not Rated
Asian - Denominator		0	0	0		
White - Percent		82.6	33.3	61.0	Average Rate	Not Met
White - Denominator		23	18	41		
Multi-racial - Percent		100.0	0.0	50.0	Not Rated	Not Rated
Multi-racial - Denominator		4	4	8		

Mathematics Academic Achievement Details

District: Eugene SD 4J

School: Network Charter School

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	13
Level 1	<13

The Mathematics Achievement indicator displays the percentage of students meeting the Mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the two-year average after meeting the minimum n-size of 20). ‘*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

State Long Term Goal: 80%

Student Group	2018-19	2021-22	2-year Average	Rated on	Level
All Students - Percent	20.8	<5	13.3	Average Rate	Level 2
All Students - Adjusted Denominator	24	*	*		
Economically Disadvantaged - Percent	20.8	<5	13.3	Average Rate	Level 2
Economically Disadvantaged - Adjusted Denominator	24	*	*		
English Learners - Percent	*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator	*	*	*		
Students with Disabilities - Percent	*	*	7.1	Not Rated	Not Rated
Students with Disabilities - Adjusted Denominator	*	*	*		
American Indian/Alaska Native - Percent	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*		
Black/African American - Percent	*	*	*	Not Rated	Not Rated
Black/African American - Adjusted Denominator	*	*	*		
Hispanic/Latino - Percent	*	*	*	Not Rated	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*		
Underserved Race/Ethnicity - Percent	*	*	*	Not Rated	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*		
Asian - Percent	*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator	*	*	*		
White - Percent	21.1	6.7	14.7	Average Rate	Level 2
White - Adjusted Denominator	19	15	34		
Multi-racial - Percent	*	*	*	Not Rated	Not Rated
Multi-racial - Adjusted Denominator	*	*	*		

Note: An * next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

Mathematics Average Gap Score Change Details

District: Eugene SD 4J

School: Network Charter School

The Mathematics Average Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by school year, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group 2021-22.

Math Average Gap Score Change	Cut
Level 5	4
Level 4	-11
Level 3	-24
Level 2	-49
Level 1	<-49

Student Group	2018-19	2021-22	Change in Average	Level
All Students	*	*	*	Not Rated
All Students - Denominator	*	*		
Economically Disadvantaged	*	*	*	Not Rated
Economically Disadvantaged - Denominator	*	*		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	*	*	*	Not Rated
Students with Disabilities - Denominator	*	*		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	*	*	*	Not Rated
Hispanic/Latino - Denominator	*	*		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	*	*	*	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	*	*	*	Not Rated
White - Denominator	*	*		
Multi-racial	*	*	*	Not Rated
Multi-racial - Denominator	*	*		

Mathematics Participation Details

District: Eugene SD 4J

School: Network Charter School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. The applied rate for the participation the two-year average after meeting the minimum n-size of 20. 'Not Rated' means the student group did not meet minimum size requirements in order to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Participation Target: 94.5%

Student Group		2018-19	2021-22	2-year Average	Status based on	Status
All Students - Percent		83.3	30.8	58.9	Average Rate	Not Met
All Students - Denominator		30	26	56		
Economically Disadvantaged - Percent		83.3	30.8	58.9	Average Rate	Not Met
Economically Disadvantaged - Denominator		30	26	56		
English Learners - Percent		--	--	--	Not Rated	Not Rated
English Learners - Denominator		0	0	0		
Students with Disabilities - Percent		83.3	44.4	60.0	Not Rated	Not Rated
Students with Disabilities - Denominator		6	9	15		
American Indian/Alaska Native - Percent		--	--	--	Not Rated	Not Rated
American Indian/Alaska Native - Denominator		0	0	0		
Black/African American - Percent		--	0.0	0.0	Not Rated	Not Rated
Black/African American - Denominator		0	1	1		
Hispanic/Latino - Percent		100.0	66.7	83.3	Not Rated	Not Rated
Hispanic/Latino - Denominator		3	3	6		
Native Hawaiian/Pacific Islander - Percent		--	--	--	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator		0	0	0		
Underserved Race/Ethnicity - Percent		100.0	50.0	71.4	Not Rated	Not Rated
Underserved Race/Ethnicity - Denominator		3	4	7		
Asian - Percent		--	--	--	Not Rated	Not Rated
Asian - Denominator		0	0	0		
White - Percent		78.3	33.3	58.5	Average Rate	Not Met
White - Denominator		23	18	41		
Multi-racial - Percent		100.0	0.0	50.0	Not Rated	Not Rated
Multi-racial - Denominator		4	4	8		

Regular Attenders Details

District: Eugene SD 4J

School: Network Charter School

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the two-year average after meeting the minimum n-size of 20). ‘*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Regular Attenders Level	Cut
Level 5	93
Level 4	86
Level 3	78
Level 2	48
Level 1	<48

State Long Term Goal: 93%

Student Group	Grade Range		2018-19	2021-22	2-year Average	Rated on	Level
All Students - Percent	9-10		26.5	6.5	18.8	Average Rate	Level 1
All Students - Denominator			49	31	80		
Economically Disadvantaged - Percent	9-10		26.5	6.5	18.8	Average Rate	Level 1
Economically Disadvantaged - Denominator			49	31	80		
English Learners - Percent	9-10		*	*	*	Not Rated	Not Rated
English Learners - Denominator			*	*	*		
Students with Disabilities - Percent	9-10		*	*	5.6	Not Rated	Not Rated
Students with Disabilities - Denominator			*	*	*		
American Indian/Alaska Native - Percent	9-10		*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator			*	*	*		
Black/African American - Percent	9-10		*	*	*	Not Rated	Not Rated
Black/African American - Denominator			*	*	*		
Hispanic/Latino - Percent	9-10		*	*	*	Not Rated	Not Rated
Hispanic/Latino - Denominator			*	*	*		
Native Hawaiian/Pacific Islander - Percent	9-10		*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator			*	*	*		
Underserved Race/Ethnicity - Percent	9-10		*	*	*	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator			*	*	*		
Asian - Percent	9-10		*	*	*	Not Rated	Not Rated
Asian - Denominator			*	*	*		
White - Percent	9-10		24.3	<5	16.1	Average Rate	Level 1
White - Denominator			37	*	*		
Multi-racial - Percent	9-10		*	*	*	Not Rated	Not Rated
Multi-racial - Denominator			*	*	*		

Note: An * next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

On Track to English Language Proficiency (ELP) Details

District: Eugene SD 4J

School: Network Charter School

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the two-year average after meeting the minimum n-size of 20). '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	26
Level 1	<26

State Long Term Goal: 80%

Student Group		2018-19	2021-22	2-year Average	Rated on	Level
Current English Learners - Percent		*	*	*	Not Rated	Not Rated
Current English Learners - Denominator		*	*	*		

9th Grade On-Track Details

District: Eugene SD 4J

School: Network Charter School

The 9th Grade On-Track indicator displays the percentage of students on track to graduation, the denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the two-year average after meeting the minimum n-size of 20). '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

9th Grade On-Track Level	Cut
Level 5	95
Level 4	90
Level 3	84
Level 2	66
Level 1	<66

State Long Term Goal: 95%

Student Group	2018-19	2021-22	2-year Average	Rated on	Level
All Students - Percent	35.3	41.2	38.2	Average Rate	Level 1
All Students - Denominator	17	17	34		
Economically Disadvantaged - Percent	35.3	41.2	38.2	Average Rate	Level 1
Economically Disadvantaged - Denominator	17	17	34		
English Learners - Percent	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*		
Students with Disabilities - Percent	*	*	40.0	Not Rated	Not Rated
Students with Disabilities - Denominator	*	*	*		
American Indian/Alaska Native - Percent	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*		
Black/African American - Percent	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*		
Hispanic/Latino - Percent	*	*	*	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*		
Underserved Race/Ethnicity - Percent	*	*	*	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*	*		
Asian - Percent	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*		
White - Percent	28.6	38.5	33.3	Average Rate	Level 1
White - Denominator	14	13	27		
Multi-racial - Percent	*	*	*	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*		

Note: An * next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

Four-Year Cohort Graduation Details

District: Eugene SD 4J

School: Network Charter School

The Four-Year Cohort Graduation on indicator displays the percentage of students who earn a regular or modified diploma within four years of entering high school, the denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate. The years in the table header represent the Cohort year. Cohort year is the school year in which the students enrolled in high school for the first time. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group for the 2017-18 cohort.

Four-Year Cohort Graduation Level	Cut
Level 5	90
Level 4	82
Level 3	74
Level 2	67
Level 1	<67

State Long Term Goal: 90%

Student Group	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Percent	46.5	43.3	53.1	48.4	Average Rate	Level 1
All Students - Denominator	43	30	49	122		
Economically Disadvantaged - Percent	52.8	48.1	56.5	53.2	Average Rate	Level 1
Economically Disadvantaged - Denominator	36	27	46	109		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Percent	*	*	33.3	32.0	Average Rate	Level 1
Students with Disabilities - Denominator	*	*	12	*		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Percent	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
Hispanic/Latino - Percent	*	*	*	50.0	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	*	*	*	35.7	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*	*	*		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Percent	55.6	39.1	50.0	49.5	Average Rate	Level 1
White - Denominator	36	23	34	93		
Multi-racial - Percent	*	*	*	53.3	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*	*		

Note: An * next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

Five-Year Completers Details

District: Eugene SD 4J

School: Network Charter School

The Five-Year Completers indicator displays the percentage of students who earn a diploma or a GED within five years of entering high school, the denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate. The years in the table header represent the Cohort year. Cohort year is the school year in which the students enrolled in high school for the first time. ‘*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group for the 2016-17 cohort.

Five-Year Completers Level	Cut
Level 5	97
Level 4	90
Level 3	82
Level 2	74
Level 1	<74

State Long Term Goal: 97%

Student Group	2014-15	2015-16	2016-17	3-year Average	Rated on	Level
All Students - Percent	76.1	79.5	66.7	75.0	Average Rate	Level 2
All Students - Denominator	46	44	30	120		
Economically Disadvantaged - Percent	77.8	83.8	70.4	78.0	Average Rate	Level 2
Economically Disadvantaged - Denominator	36	37	27	100		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Percent	*	*	*	61.9	Average Rate	Level 1
Students with Disabilities - Denominator	*	*	*	*		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Percent	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
Hispanic/Latino - Percent	*	*	*	71.4	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	80.0	*	*	75.0	Average Rate	Not Applicable
Underserved Race/Ethnicity - Denominator	10	*	*	*		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Percent	72.7	80.6	63.6	73.6	Average Rate	Level 1
White - Denominator	33	36	22	91		
Multi-racial - Percent	*	*	*	*	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*	*		

Note: An * next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.



ITEM FOR ACTION AT A FUTURE MEETING

Date

December 14, 2022

Title

Approve Process for Superintendent's Evaluation (first read)

Presenter

Andy Dey, Superintendent

Description

Board Policy CBG- Evaluation of the Superintendent states:

The board will evaluate the superintendent annually as per timelines set forth in the superintendent's employment contract. The evaluation will be based on the job duties described in the superintendent's contract, Board policy, and progress in attaining any goals for the year established by the board and/or superintendent. The board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent's evaluation will be developed and approved in the Board meeting open to the public. The Board's discussion and conferences with and about the superintendent and his/her performance will be in executive session, unless the superintendent requests that it be done in open session. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file. If services are deemed to be unsatisfactory, the superintendent shall be notified in writing of the specific areas to be remedied and shall be given an opportunity to correct these problems if performance continues to be unsatisfactory, the Board may dismiss the superintendent pursuant to the employment contract with the superintendent and law.

The time invested in providing meaningful feedback in the assessment of the superintendent's performance, and the progress made in meeting the goals specified by the board for the superintendent, is critical to the success of the district. The evaluation provides the opportunity for the board to assess the district's progress. Included in the evaluation is the superintendent's assessment and self-evaluation of progress made toward accomplishing district priorities.

Revisions to the Superintendent Evaluation Process document have been made. At a future meeting, the board will vote to adopt and implement the Superintendent Evaluation Process.

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2022-23 Academic Year

2022 GOAL I

Educational Excellence with Equitable Access and Outcomes for Every Student

Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

Objective 1

Support student learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning.

Objective 2

Provide instructional supports and systems to meet the needs of all students.

Objective 3

Support struggling learners with interventions, resources and training.

Objective 4

Streamline assessment system to provide effective, efficient, meaningful assessments to inform instruction and maximize time for learning.

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Key Actions:

Support the Wellbeing of Students and Staff

- Increase engagement with families of students receiving supports and families of neurodivergent students
- Develop work group to equitable grading framework
- Support the creation of robust multi-tiered systems of support for student mental health and wellbeing

Identify strengths and accomplishments:

Identify areas for improvement or focus:

EUGENE SCHOOL DISTRICT 4J
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2020 GOAL II
Multiple Pathways to Student Success

Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

Objective 1

Provide rigorous academic programs in both neighborhood and alternative (magnet) schools.

Objective 2

Provide equitable educational opportunities at all comprehensive secondary schools.

Objective 3

Provide strong and varied career and technical education programs.

Objective 4

Support student engagement in alternative educational settings.

Key Actions:

- Having a coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved.
 - Expand center for applied learning program beyond future build to include creative services program that includes increased relationships with industry partners
 - Revise secondary schedule for implementation in the fall of 2023

Identify strengths and accomplishments:

Identify areas for improvement or focus:

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2022-23 Academic Year

2020 GOAL III
Communication and Connection with Community

Foster proactive and positive communication, engagement and partnerships with stakeholders

Objective 1

Implement a comprehensive communication strategy that provides timely, family- centered, two-way communication.

Objective 2

Strengthen connections between our schools and our community.

Objective 3

Support active school–family communication and engagement.

Objective 4

Provide multiple pathways to engagement.

Key Actions:

- **Timely Communication and Meaningful Community Engagement**
 - Implement two-way communications platform for low-barrier access to submit questions and concerns – Let’s Talk!
 - Utilize two-way engagement opportunities to involve community in decision making processes – ThoughtExchange
 - Create a well-designed and accessible website that seamlessly integrates with mass notification system
 - Complete an audit of district communications and engagement activities that will inform a comprehensive strategic communications plan

Identify strengths and accomplishments:

Identify areas for improvement or focus:

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2022-23 Academic Year

2020 GOAL IV
Diverse World-Class Workforce

Ensure that every classroom has a high-quality, effective teacher, supported by high-quality, effective administrators and support staff.

Objective 1
Attract, hire and retain high-quality, passionate and diverse staff.

Objective 2
Elevate the professional capacity of our workforce to meet the needs of today's learners.

Key Actions:

- Support the wellbeing of students and staff
 - Formalize a Grow Your Own program to diversify the cultural and linguistic make of 4J educators and staff
 - Evaluate and refine professional development for increased alignment

DR Identify strengths and accomplishments:

Identify areas for improvement or focus:

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2022-23 Academic Year

2020 GOAL V
Stable, Sustainable Stewardship

Provide effective, efficient, and equitable stewardship of district resources to best support our instructional mission.

Objective 1
Optimize efficiencies and improve effectiveness.

Objective 2
Provide transparent, accountable financial management.

Objective 3
Allocate resources in an equitable manner to meet every student's needs.

Objective 4
Develop a sustainable budget aligned to district goals, strategies and objectives.

Objective 5
Provide safe, secure, sustainable learning spaces that meet educational needs.

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Objective 6
Optimize technology to meet instructional and operational needs.

Key Actions:

- Having a coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved.
 - Targeted outreach and engagement in the Integrated Guidance input and funding allocations
- Develop a new strategic plan based upon input collected over the course of the year through the established Organizational Decision Quality processes that will guide key decisions.

Identify strengths and accomplishments:

Identify areas for improvement or focus:

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2022-23 Academic Year

Administrative Performance

Operations, resource and personnel management; board governance and policy management; professionalism

Objective 1

Offers professional advice to the board with appropriate recommendations based on student analysis

Objective 2

Keeps the board regularly informed with data, reports, and information, which enable them to make effective timely decisions.

Objective 3

Interprets and executes the intent of board policies and advises the board on the need for new and/or revised policies. Executes board policy in a positive and responsive manner.

Objective 4

Makes considerable effort to have a working relationship with the board, treating all board members fairly and respectfully. Handles differences of opinion between board members and himself in an effective manner.

Objective 5

Engenders trust among board members, staff, and the community

Objective 6

Demonstrates ethical and professional behavior, inspiring others to higher levels of performance.

Objective 7

Demonstrates ability to work well with individuals and groups; maintains good relations with parents, community, and local leaders.

Objective 8

Speaks well in front of groups, expressing ideas logically and clearly.

Objective 9

Maintains professional development through reading, coursework, conferences, professional committees, and meetings with other superintendents.

Key Actions:

- Increase district effectiveness through a reorganized infrastructure in order to better meet students' needs while increasing transparency for and accountability to the entire community.

Identify strengths and accomplishments:

Identify areas for improvement or focus:

**EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2022-23 Academic Year**

Overall comments, reflections, observations:

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