

Board of Directors Meeting
 School District 4J, Lane County
 4J Education Center / Hybrid
 (in-person or via Zoom)
 200 North Monroe Street
 Eugene, Oregon 97402
 Wednesday, February 19, 2025

NOTICE: The Board Work Session will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/91225128314>, Webinar ID 912 2512 8314

The board will not hear public testimony during the work session.
 Each employee group is invited to speak for up to 3 minutes, focused on a consent, action, or information agenda topic below, and may choose - at the recognition of the Chair - to speak during this scheduled time, or alternatively, after one of the presentations of an agenda item.

**6:00 PM
 Board Work Session**

- I. Call Work Session to Order, Roll Call
- II. Agenda Approval
- III. Comments by Employee Groups
 Employee groups are invited to speak for up to 3 minutes, focused on a consent, action, future action, or information agenda topic below, and may choose – at the recognition of the Chair – to speak during this scheduled time, or alternatively, after one of the presentations of an agenda item.
 EEA (Eugene Education Association)
 OSEA (Oregon School Employees Association)
 MAPS (Managers, Administrators, Professionals & Supervisors)
- IV. **Consent Group — Items for Action**
 - 1. Approve the Draft 2025-27 Lane Educational Service District (ESD) Local Service Plan 4
 Presenter: Colt Gill, Interim Superintendent
 - 2. Approve the Memorandum of Agreement with OSEA Eugene Chapter 1 – Transportation Recruitment, Retention, Referral, and Recognition Presenters 6
 Colt Gill, Interim Superintendent
 Brooke Wagner, D.Ed., Assistant Superintendent for Administrative Services
 Kyle Tucker, Chief of Operations
 Art Hart, Director of Transportation
 Kate Marrone, Director of Human Resources
 Blanca Florez, Human Resources Administrator
 - 3. Approve Bond Project – Multi-Site Security Vestibules 9
 Presenter: Ryan Spain, Facilities Director
 - 4. Approve Bond Project – Multi-Site Security Fencing 10
 Presenter: Ryan Spain, Facilities Director
- V. **Items for Information**
 - 1. Receive a Report on the Upbeat Staff Survey 11
 Presenters:
 Brooke Wagner D.Ed., Assistant Superintendent of Administrative

	Services	
	<u>Guest Presenters from Upbeat:</u>	
	Sharon Marino, Upbeat Leadership Coach;	
	Kyle Shapiro-Davis, COO;	
	Justine Martinez, Program Manager	
	45 Minutes	
2.	Charter School Sponsor Responsibilities & Charter School Annual Reviews for the following: Coburg Community Charter School Network Charter School Ridgeline Montessori Public Charter School Twin Rivers Charter School Village Public Charter School Presenter: Casandra Kamens, Curriculum Administrator & Charter School Liaison 60 Minutes	36
VI.	Items for Action	
1.	Adopt Policy KJG – Tribal Consultation (Second Read) Presenter: Colt Gill, Interim Superintendent 5 Minutes	332
2.	Adopt New Board Policy EBCA – Safety Threats** (Second Read) Presenters Brooke Wagner D.Ed., Assistant Superintendent for Administrative Services Jen Bills, Director of School Safety and Emergency Management 5 Minutes	337
3.	Approve Revisions to Board Policy EBCB – Emergency Procedure Drills and Instruction (Second Read) Presenters: Jen Bills, Director of School Safety and Emergency Management Brooke Wagner D.Ed., Assistant Superintendent for Administrative Services 10 Minutes	340
4.	Approve Revisions to Policy GCDA/GDDA – Criminal Records Checks and Fingerprinting (Second Read) Presenters: Brooke Wagner D.Ed., Assistant Superintendent for Administrative Services Jen Bills, Director of School Safety and Emergency Management 5 Minutes	344
VII.	Items for Action at a Future Meeting	
1.	Consider for Approval Revisions to Policy KL–Public Complaints (First Read) Presenters: Carmen Xiomara Urbina, Chief of Staff Christine Nesbit, General Counsel 45 Minutes	352
VIII.	Adjourn Work Session	

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 of Meeting

February 19, 2025

Title

Approve the Draft 2025-27 Lane Educational Service District (ESD) Local Service Plan

Presenter

Colt Gill, Interim Superintendent

Background:

According to [ORS 334.175](#), services provided by an education service district shall be provided according to a local service plan developed by the education service district and component school districts. Further, after being adopted by the board of the education service district, be approved on or before March 1 by resolution of two-thirds of the component school districts that are a part of the education service district and that have at least a majority of the pupils included in the average daily membership of the education service district. The Lane Superintendents' Council approved the Local Service Plan on December 17, 2024, and the Lane ESD Board of Directors voted to approve the Plan at their meeting on January 7, 2025.

The Draft 2025-27 Local Service Plan - Year One was originally presented to the Board as an Item for Action at a Future Meeting at the February 5, 2025 Regular Board Meeting.



February 19, 2025

**Resolution 2025-02
Lane Education Service District
2025-27 Local Service Plan - Year One**

As required by ORS 334.175, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolution and core service offerings available to component school districts.

The **2025-27 Local Service Plan - Year One** was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on January 7, 2025.

The Local Service Plan contains all services mandated by law. Local Service Plan services are intended to:

- Improve student learning
- Enhance the quality of instruction provided to students
- Assure equitable access to resources
- Maximize operational and fiscal efficiencies.

The Lane ESD **2025-27 Local Service Plan** provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

BE IT RESOLVED that the Board of Directors of Eugene School District 4J hereby authorizes the approval of the Lane ESD **2025-27 Local Service Plan - Year One** and requests the Lane ESD to provide the services described during the 2025-26 (year one) fiscal year in accordance with ORS 334.175.

This resolution adopted this 19th day of February, 2025.

Jenny Jonak, Board Chair



Item for Action – Consent Agenda

Date of Meeting

February 19, 2025

Title

Approve the Memorandum of Agreement with OSEA Eugene Chapter 1 – Transportation Recruitment, Retention, Referral, and Recognition

Presenter

Colt Gill, Interim Superintendent
Brooke Wagner, D.Ed., Assistant Superintendent for Administrative Services
Kyle Tucker, Chief of Operations
Art Hart, Director of Transportation
Kate Marrone, Director of Human Resources
Blanca Florez, Human Resources Administrator

Background

OSEA Eugene Chapter 1 and the District reached agreement on a memorandum of understanding (MOU) financial incentives designed to relieve staffing challenges in the Transportation Department. These include hire-on incentives for new staff, retention incentives for current staff, referral incentives for current staff, recognition incentives for current staff, and some additional terms.

This MOU represents and supports collaboration between OSEA Eugene Chapter 1 and the Eugene School District 4J, on behalf of the Eugene School District 4J Board of Directors.

Interim Superintendent Colt Gill approved this MOU on behalf of the District upon ratification by OSEA Eugene Chapter 1. This approval was granted to expedite incentive payments to current staff. It is appropriate for the Board, under their powers and duties outlined in Policy BBA, to also approve this agreement and expenditure of funds to recognize and incentivize current and future 4J Transportation Department staff.

Budget/Resource Implications:

This MOU will not result in new costs. Incentives will be realized through Transportation Department vacancy savings.

Recommendation:

The superintendent recommends the Board approve the Memorandum of Agreement with OSEA Eugene Chapter 1 regarding Transportation Recruitment, Retention, Referral, and Recognition.

Memorandum of Understanding

Between

Eugene School District 4J

And

Oregon School Employees Association Eugene Chapter 1

RECITALS

Eugene School District 4J (“District”) and Oregon School Employees Association Eugene Chapter 1 (“Association” or “OSEA”) are parties to a Collective Bargaining Agreement (“CBA”) with effective dates of July 1, 2022 – June 30, 2025.

This Memorandum of Understanding (“MOU”) applies to classified employees represented by OSEA who the District hires and contracts in a classified position that requires them to drive a school bus. The parties agree to enter into this MOU regarding transportation incentives. This MOU shall become effective upon signature of the parties (“Effective Date”), and it shall expire on June 30, 2025.

The District and the Association agree to the following:

1. CLP and CDL Incentives

- The District will reimburse up to \$80 for initial Commercial Driver’s License Permits (“CLP”) fees for Commercial Driver’s License (“CDL”) trainees who complete their CDL training, obtain a valid ODE school bus certification, and are or will be contracted in a classified 4J position that requires them to drive a school bus.
- The District will pay up to \$385 for CDL fees for new CDL drivers who complete their CDL training, obtain a valid ODE school bus certification, and are contracted in a classified 4J position that requires them to drive a school bus.
- The District will reimburse up to \$104 for CDL renewal fees for employees contracted in a classified 4J position that requires them to drive a school bus.
- The District will provide the reimbursement above after the employee provides the District proof of completion and a receipt of costs. Only one of each type of reimbursement above is available to each qualifying employee.

2. Hire-On Incentive

- The District will award a \$2,000 incentive payment to new employees who are contracted in a classified 4J position that requires them to drive a school bus, who successfully complete their probationary period and who remains in good standing, as defined in paragraph 6 below, on the payment date.

3. Retention Incentive for School Bus Drivers

- The District will award a \$2,000 incentive payment to employees who are contracted in a classified 4J position that requires them to drive a school bus who are in good standing, as defined in paragraph 6 below, on June 29, 2025. The District will issue the incentive payment on June 29, 2025.

4. Referral Incentive

- The District will award a \$1,000 incentive payment to classified transportation employees who refer an applicant to the District who is then hired into a school bus driver position. Employees will receive incentive only if the referred applicant successfully completes their probationary period and both employees remain in good standing as defined in paragraph 6 below. The District will pay the incentive payment on June 29, 2025. If the newly hired applicant is hired prior to June 29, 2025, and completes their probationary period after June 29, 2025, the referring employee will receive the referral incentive after the new applicant's probationary period.

5. Recognition Incentives for Classified Transportation Employees

- The District will award a \$1000 incentive payment to all classified transportation employees who are in good standing, as defined in paragraph 6 below, on the Effective Date of this MOU. District employees not employed on the Effective Date of this MOU are not eligible for this \$1000 incentive payment.

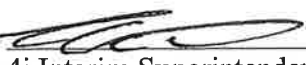
6. Good Standing Defined

- For the purposes of this MOU, "good standing" means the employee has not been the subject of a disciplinary action during the current fiscal year (July 1, 2024 – June 30th, 2025).

7. Additional Terms

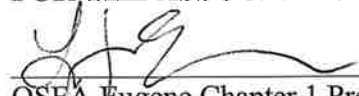
- Any disputes regarding an alleged violation or the interpretation or application of this MOU shall be resolved pursuant to the grievance procedure in the CBA between the parties.
- Any provisions of the parties' CBA not expressly modified by this MOU shall remain in full force and effect.
- This MOU shall become effective upon signature of the parties and ratification of OSEA members, and it shall expire on June 30, 2025.

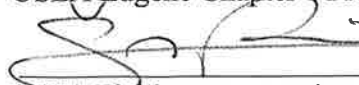
FOR THE DISTRICT


 4j Interim Superintendent _____
 Date 9/29/25

 Director of Human Resources Date

FOR THE ASSOCIATION


 OSEA Eugene Chapter 1 President _____
 Date 1/29/2025


 OSEA Field Representative _____
 Date 1/29/2025



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

February 19, 2025

Title

Bond Project - Multi-Site Security Vestibules

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to fund capital improvements at every 4J school. Safety and Security improvements included security vestibules at the main entry of each facility where not already completed. High Schools vestibules were completed over the 2023 summer, Middle and Elementary School vestibules were completed over the 2024 summer. The third phase of this vestibule project is to standardize security features, hardware, and functions at all sites across the district. Some improvements include audio/video improvements, push-button door controls, access control, system status visual indicators, door hardware upgrades and others to be completed over the 2025 spring/summer months.

Budget/Resource Implications:

The successful bid was Convergent Technologies (Sourcewell Contract #03421-CTL) in the amount \$435,000 and will be funded from available General Obligation Bond funds.

Recommendation

The superintendent recommends the award to Convergent Technologies for the Multi-Site Security Vestibules in the amount \$435,000, funded from General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

February 19, 2025

Title

Bond Project - Multi-Site Security Fencing

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to fund capital improvements at every 4J school. Safety and Security improvements included security fencing at all sites not previously secured. Security fencing improvements are included at the following sites. ATA, Buena Vista, Charlemagne, Chavez, Edgewood, Holt, McCornack, Roosevelt, and Willagillespie. Improvements will be completed over the 2025 spring/summer months.

Budget/Resource Implications:

Multiple bids were received. The successful bid by AB Utility Contractors, Inc. in the amount \$2,172,020 and will be funded from available General Obligation Bond funds.

Recommendation

The superintendent recommends the award to AB Utility Contractors, Inc. for the Multi-Site Security Fencing in the amount \$2,172,020, funded from General Obligation Bond funds.



ITEM FOR INFORMATION

Date of Meeting

February 19, 2025

Title

Receive a Report on the Upbeat Staff Survey

Presenter(s)

Brooke Wagner D.Ed., Assistant Superintendent of Administrative Services

Guest Presenters from Upbeat:

Sharon Marino, Upbeat Leadership Coach;

Kyle Shapiro-Davis, COO;

Justine Martinez, Program Manager

Background

The Eugene School District has been in collaboration with the team from Upbeat for the last 2 ½ years to conduct the confidential online employee feedback survey. 4J staff have the opportunity to share their thoughts via the survey sent out twice each school year.

The survey gathers and compares insights to assess the current culture and morale across 4J's school buildings, district office and other locations. District leaders will then use this data in their efforts to provide an optimal working environment, supporting student success and advancing career and life goals for our 4J colleagues.

Assistant Superintendent Brooke Wagner and the team from Upbeat will share information about the Upbeat survey process.

In addition, the board will receive information regarding the survey timeline, feedback received, the participation rates and an overview of the staff survey administered in the Fall of 2022 and Fall of 2024.

Current and upcoming activities include:

- **January 25th:** Upbeat met with Executive Cabinet Members to review results.
- **January 8th - January 23rd:** Upbeat coaches reviewed results with Principals to celebrate growth and devise action plans for focus areas.
- **Spring 2025:** Staff surveyed again.
- **Spring/Summer 2025:** Upbeat coaches share results with executive cabinet and meet with principals to review results.

Summary

Upbeat is a K-12 education research and consulting company staffed by former educators, senior school administrators, and leading researchers. The Upbeat team focuses on teacher and staff retention through their research-backed survey tool and personalized leadership coaching service.

In 4J we track staff retention rates and use this data as district leadership reviews survey results on the climate and morale reported from our schools and buildings.

Data on staff retention for the last two school years:

<u>2023-2024 School Year:</u>	<u>2022-2023 School Year</u>
Classified Staff Retention = 89.9%	Classified Staff Retention = 85.2%
Licensed Staff Retention = 95.1%	Licensed Staff Retention = 94.9%

Interim Superintendent Gill has referred to 4J as a “Gem.” Thanks to its incredible staff, Eugene School District 4J has long been known for its innovation and commitment to educational excellence.

Every day, the actions, words, and interactions of our 4J staff, convey to our students and colleagues that they are valued and cared for. When we hold students to high expectations, they must also feel—without question—that they are loved, that they belong, and that they are cherished in our schools and programs. Our staff must also feel that they belong and they are valued in our district.

All members of our 4J team carry the incredible responsibility to create a safe, welcoming, and inclusive environment where our students and staff can reach their dreams. This work is profound and it is meaningful.

Investing time to survey our staff and provide coaching to our building and department leaders provides opportunity for our 4J team to achieve success.

Eugene School District 4J Teacher and Staff Survey Report

Presented by:

Sharon Marino | Upbeat Leadership Coach

Kylie Shapiro-Davis | COO

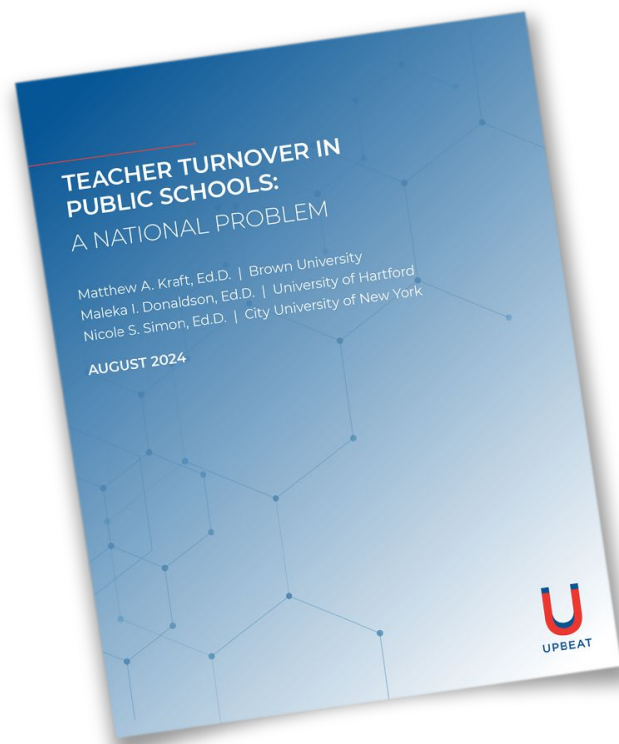
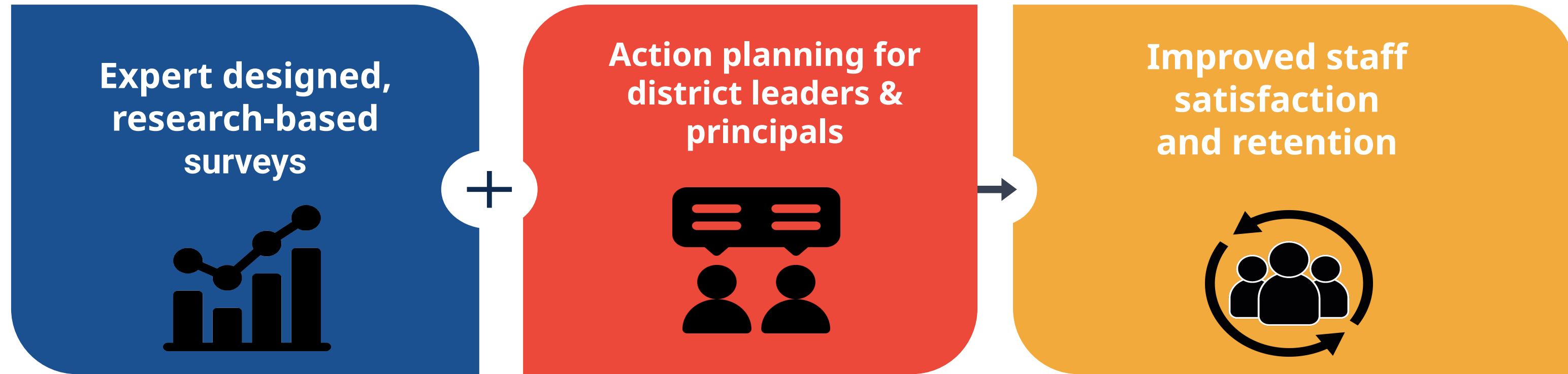
Justine Martinez | Program Manager



AGENDA

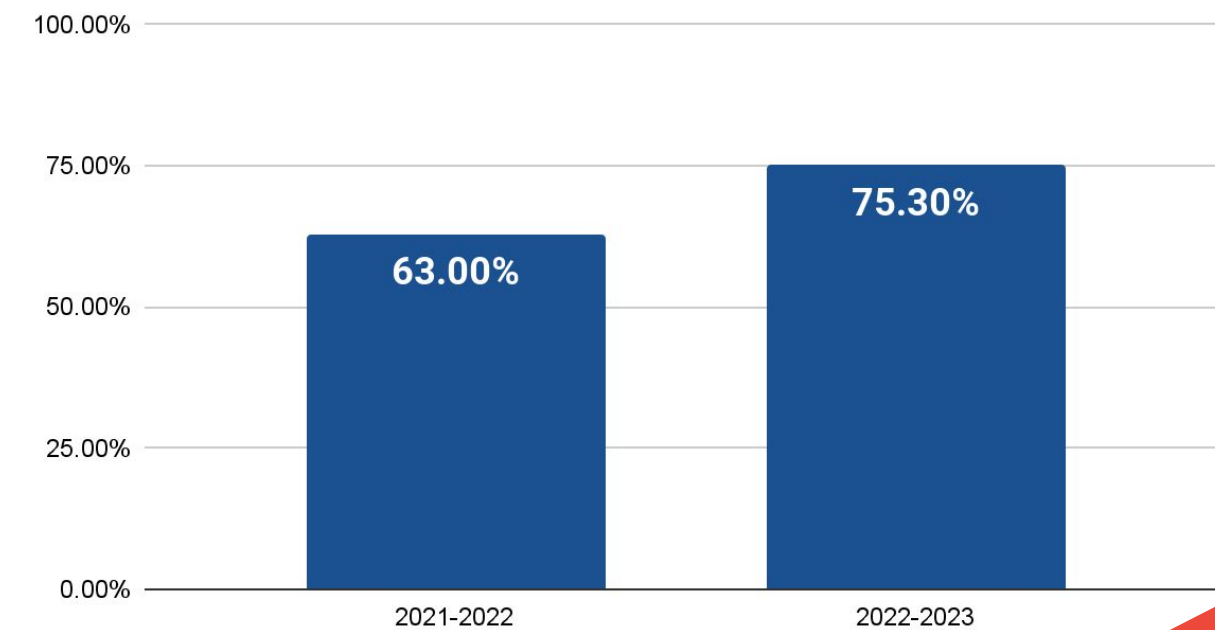
- Upbeat Overview
- Survey Timeline
- Feedback
- Participation Rate
- Overview of the Data from Fall 2024 and Previous School Years
- Examples of School Action Plans & Strategies
- Next Steps
- Q & A

Upbeat's Staff Retention Improvement Process

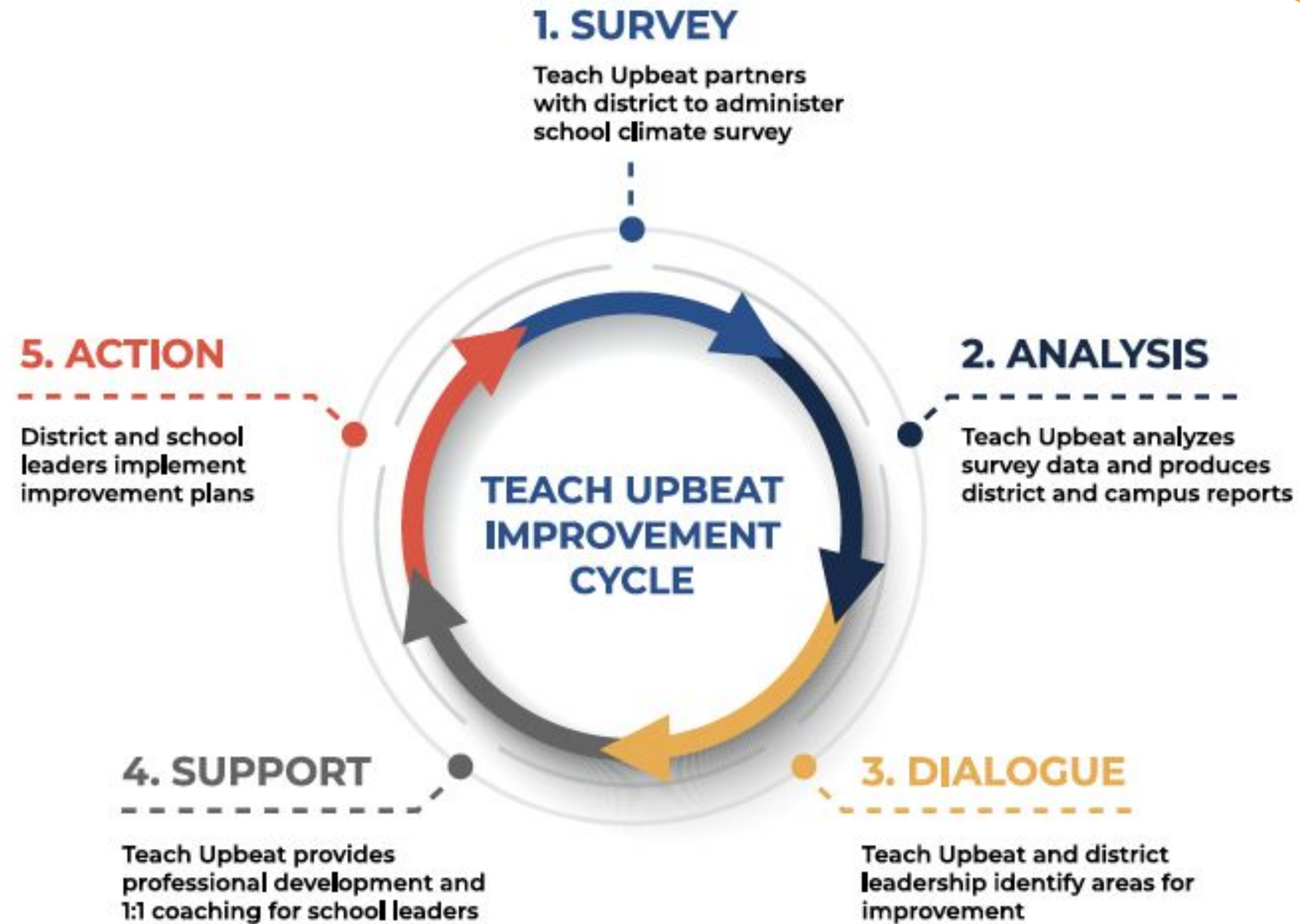


98%
of principals and district leaders said that meeting with an Upbeat leadership coach helped them accomplish their goals as leaders

Austin ISD Teacher Retention - Title I Schools



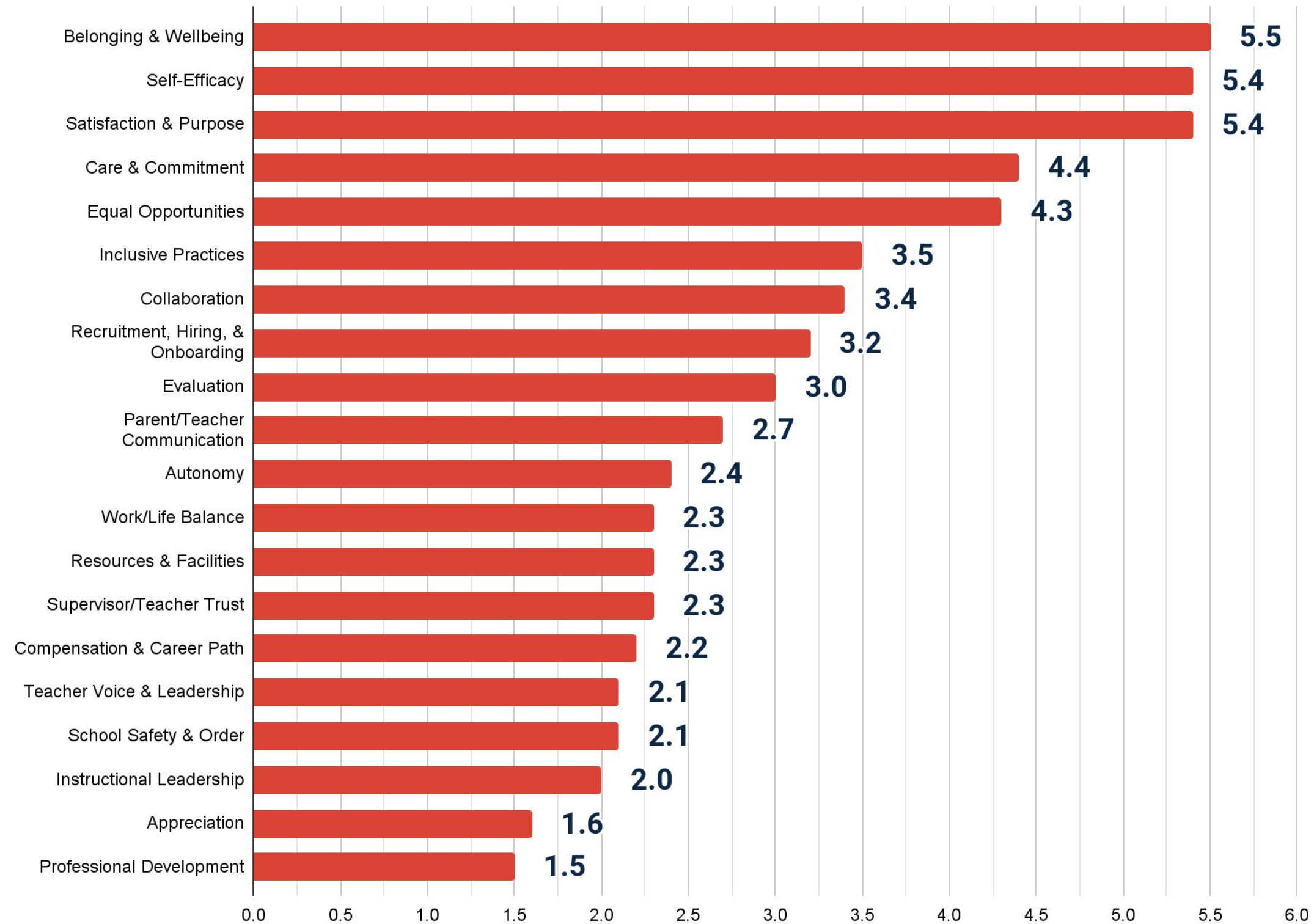
Upbeat Leadership Coaching Improvement Cycle



Upbeat Survey Domains & Retention

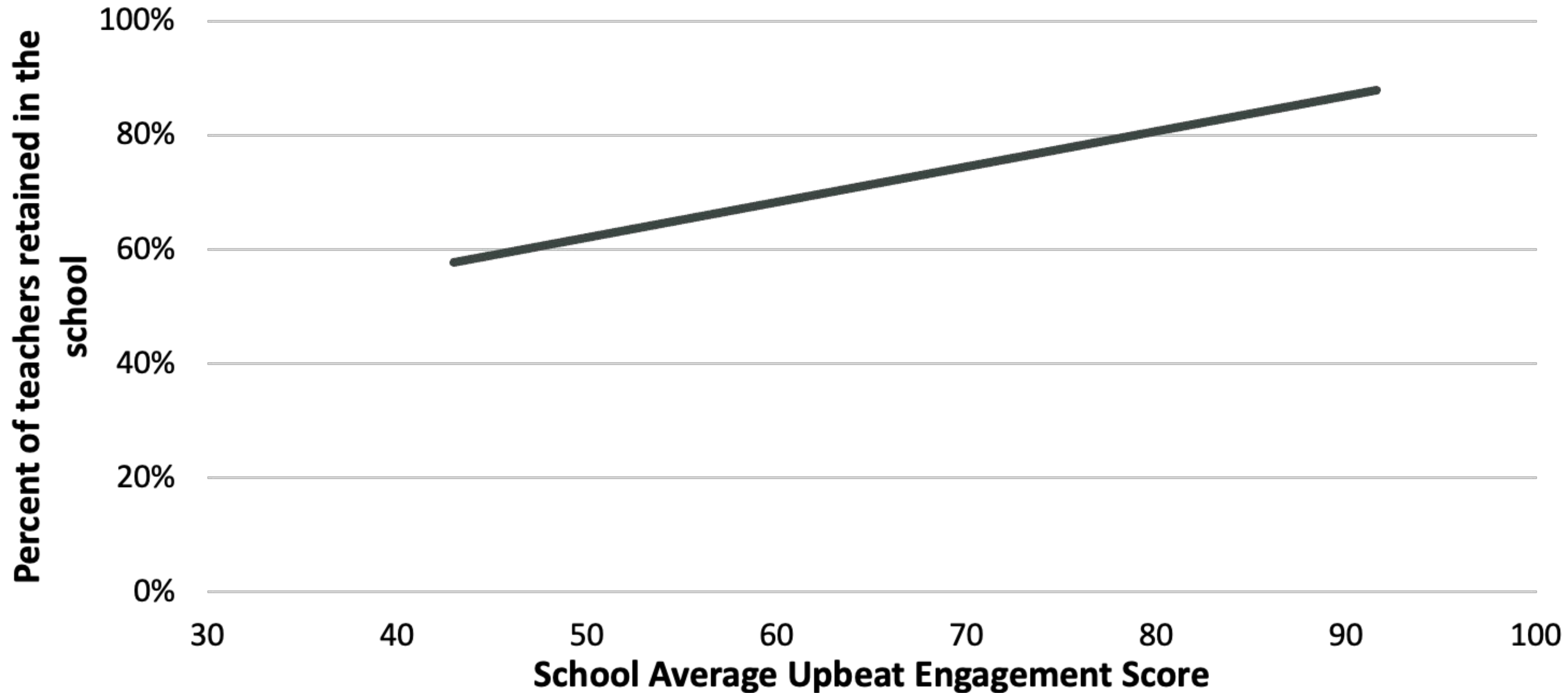
The relationships between **domain-specific measures of teacher working conditions** and **individual-level teacher turnover**

When **positive perceptions of Belonging and Wellbeing increase by +10%** at a school, **individual teacher retention increases by +5.5%**



Percentage point change in teacher retention for every 10-percentage point increase in school working conditions.

As Upbeat Engagement Scores increase, so do teacher retention rates

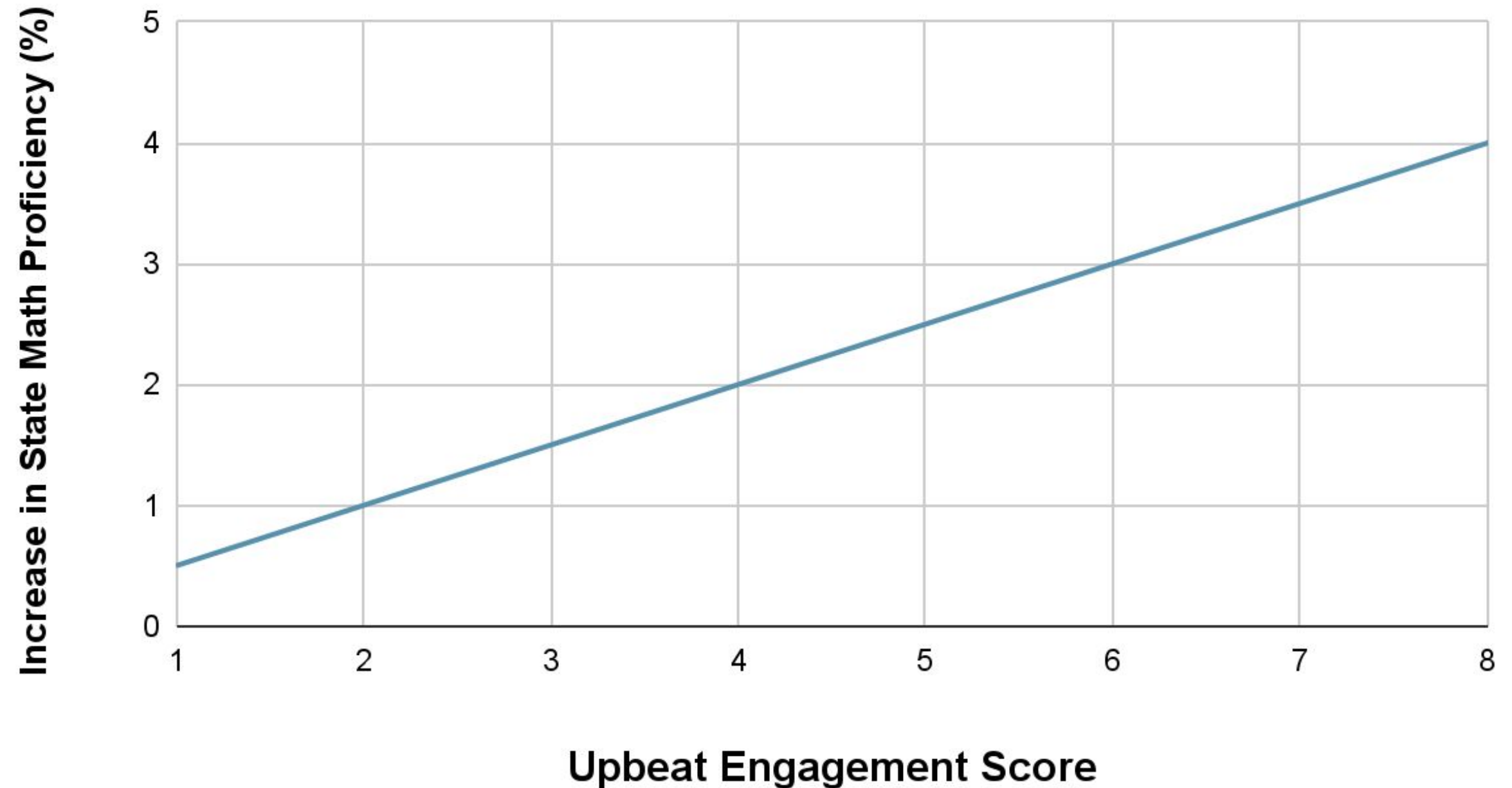


Higher Teacher Engagement, Higher Student Achievement

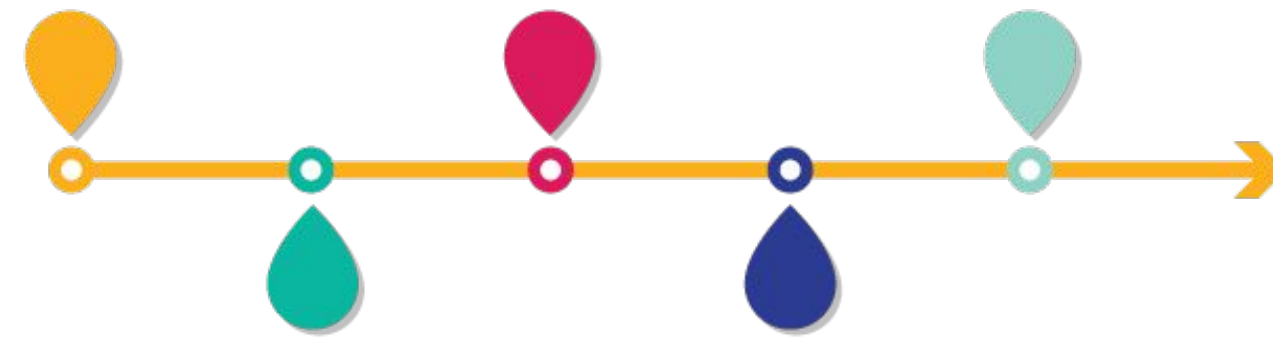
Research shows engaged teachers improve school culture and stability, contributing to student engagement and academic achievement.

For each **1-point increase** in a school's Upbeat Engagement Score in fall 2020, there was a **0.5% increase in the percentage of students scoring proficient** on the state math exam in spring 2021.

Upbeat Engagement Score & State Math Proficiency



Analysis of 230 schools and 10,257 teachers found that schools with higher fall 2020 engagement scores **had higher academic achievement** in spring 2021.



FALL 2022- FALL 2024 SURVEY ADMINISTRATION ²⁰

- **Fall 2022 Survey Administration:** November 14th- November 23rd
- **Spring 2023 Survey Administration:** May 1st- May 12th
- **Fall 2023 Survey Administration:** October 9th- October 20th
- **Spring 2024 Survey Administration:** April 29th- May 10th
- **Fall 2024 Survey Administration:** December 2nd- December 13th

Participation Rate

Staff Type	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024
Teachers	74%	77%	78%	73%	77%
Staff	66%	71%	74%	64%	72%
Department	70%	53%	58%	46%	54%

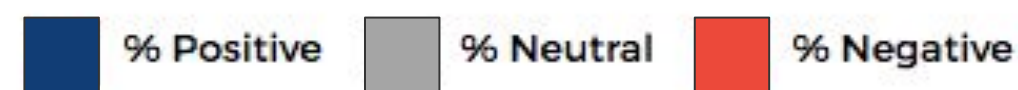
Eugene School District 4J- Teacher Strengths

Average Engagement Score*



- **732 completions**
- **77% completion rate**

*The engagement score is based on responses to the Upbeat survey. The answers to each question have aggregated weighting. Certain categories have a higher weight based on their stronger correlation to employee engagement and retention in research.



Satisfaction & Purpose



- **92% of teachers agreed** they find a sense of purpose in the work they do each day.

Teacher Voice & Leadership



- **95% of teachers agreed** there are opportunities for teachers to take on leadership roles at their school.

Equal Opportunities



- **92% of teachers agreed** administrators at their school value the perspectives of teachers from different races, ethnicities, and cultures



Eugene School District 4J- School-Based Staff Strengths

Average Engagement Score*

69

- **498 completions**
- **72% completion rate**

**The engagement score is based on responses to the Upbeat survey. The answers to each question have aggregated weighting. Certain categories have a higher weight based on their stronger correlation to employee engagement and retention in research.*

■ % Positive ■ % Neutral ■ % Negative

Belonging & Wellbeing

88%

10%

- **94% of staff agreed** they find a sense of purpose in the work they do each day.

Satisfaction & Purpose

90%

8%

- **95% of teachers agreed** there are opportunities for teachers to take on leadership roles at their school.

Equal Opportunities

90%

5%
5%

- **92% of teachers agreed** administrators at their school value the perspectives of teachers from different races, ethnicities, and cultures



Eugene School District 4J- Department-Based Staff Strengths

Average Engagement Score*



- **445 completions**
- **54% completion rate**

**The engagement score is based on responses to the Upbeat survey. The answers to each question have aggregated weighting. Certain categories have a higher weight based on their stronger correlation to employee engagement and retention in research.*

■ % Positive ■ % Neutral ■ % Negative

Belonging & Wellbeing



- **89% of staff agreed** people in their department care about them.

Satisfaction & Purpose



- **90% of staff agreed** they find a sense of purpose in the work they do each day.

Equal Opportunities



- **86% of staff agreed** leaders in their department respect staff, students and families of all backgrounds.



Eugene School District 4J- Areas of Opportunity

Professional Development

■ % Positive ■ % Neutral ■ % Negative

Teachers



- **47% of teachers agreed** the professional development organized by their district helps them improve their teaching.

School-Based Staff



- **53% of staff agreed** the professional development organized by their district helps them improve their work.

Department-Based Staff



- **43% of staff agreed** the professional development organized by their district helps them improve their work.



Eugene School District 4J- Areas of Opportunity

Appreciation

■ % Positive ■ % Neutral ■ % Negative

Teachers



- **68% of teachers agreed** teachers are recognized publicly when they do outstanding work.

School-Based Staff



- **62% of staff agreed** the employees are recognized publicly when they do outstanding work.

Department-Based Staff



- **49% of staff agreed** the employees in their department are recognized publicly when they do outstanding work.



Eugene School District 4J

Teacher Growth from Fall 2023 to Fall 2024

School Safety & Order i



+7

Q18

My school is a physically safe environment for students.



+8

Work/Life Balance i



+12

Q27

I feel confident that I can maintain my daily workload for the long-term.



+12

Belonging & Wellbeing i



+4

Q46

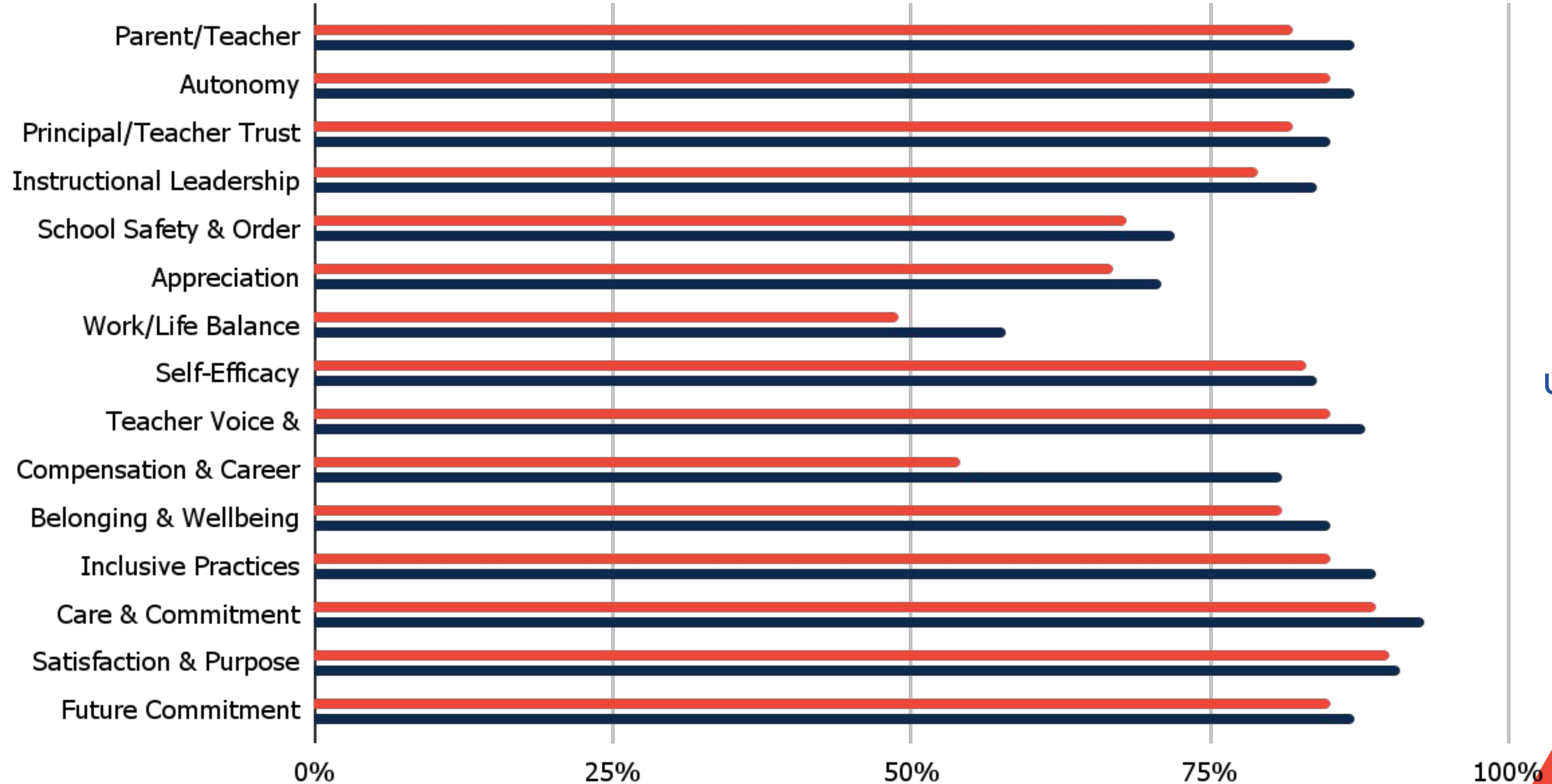
My school is a place that supports teachers' mental wellbeing.



+9

Teacher Areas of Growth | Fall 2022 - Fall 2024

Fall 2022 Fall 2024



4J Middle School

Data & Action Steps



Professional Development
was selected as a target
area for growth




Key Strategy:
Principal, AP and coach discussed that everyone in the school knows the vision because Principal is clear about it and speaks about it often. The Principal and Assistant Principal have three "buckets" of focus for the year, that they keep bringing back to staff; 1. Climate and Culture, 2. Instructional Strategies, 3. Staff Collaboration. Each of their professional development sessions focuses on one of these three areas. This helps to keep staff more focused.

29

Fall 2024
(Compared against Spring 2024)



What Will Teacher Retention Look Like Going into Next School Year at 4J Middle School?

CONSIDERATION	AVERAGE ENGAGEMENT SCORE ?	COMPARED WITH: EUGENE SCHOOL DISTRICT 4J <i>Fall 2024</i>
School Results 	 83	+10.7 

I can see myself teaching at my school for at least the next year.



I am satisfied with being a teacher at this school.



I find a sense of purpose in the work I do each day.



I would recommend working at my school to a friend.



4J Elementary School

Data & Action Steps

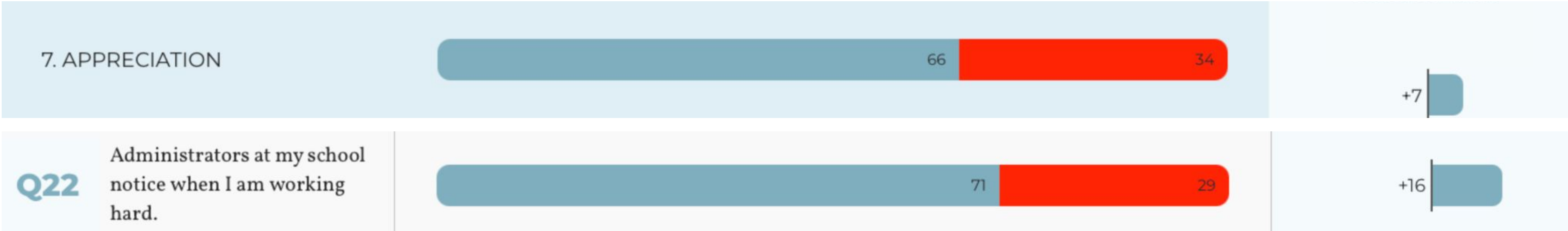


Appreciation
was selected as a target area for growth




Key Strategy:
Principal and Coach discussed actions principal took to increase appreciation and this included a social committee that had been implemented to support the culture of recognition and positive praise. Other actions taken included increased shout outs to staff, staff recognizing each other (Mascot being presented) during staff PD, and a google form for anyone to submit recognition for a colleague.

31

Fall 2024
(Compared against Spring 2024)



What Will Teacher Retention Look Like Going into Next School Year at 4J Elementary School?

CONSIDERATION	AVERAGE ENGAGEMENT SCORE ?	COMPARED WITH: EUGENE SCHOOL DISTRICT 4J <i>Fall 2024</i>
School Results 	 75	+2.2 

I can see myself teaching at my school for at least the next year.



I am satisfied with being a teacher at this school.

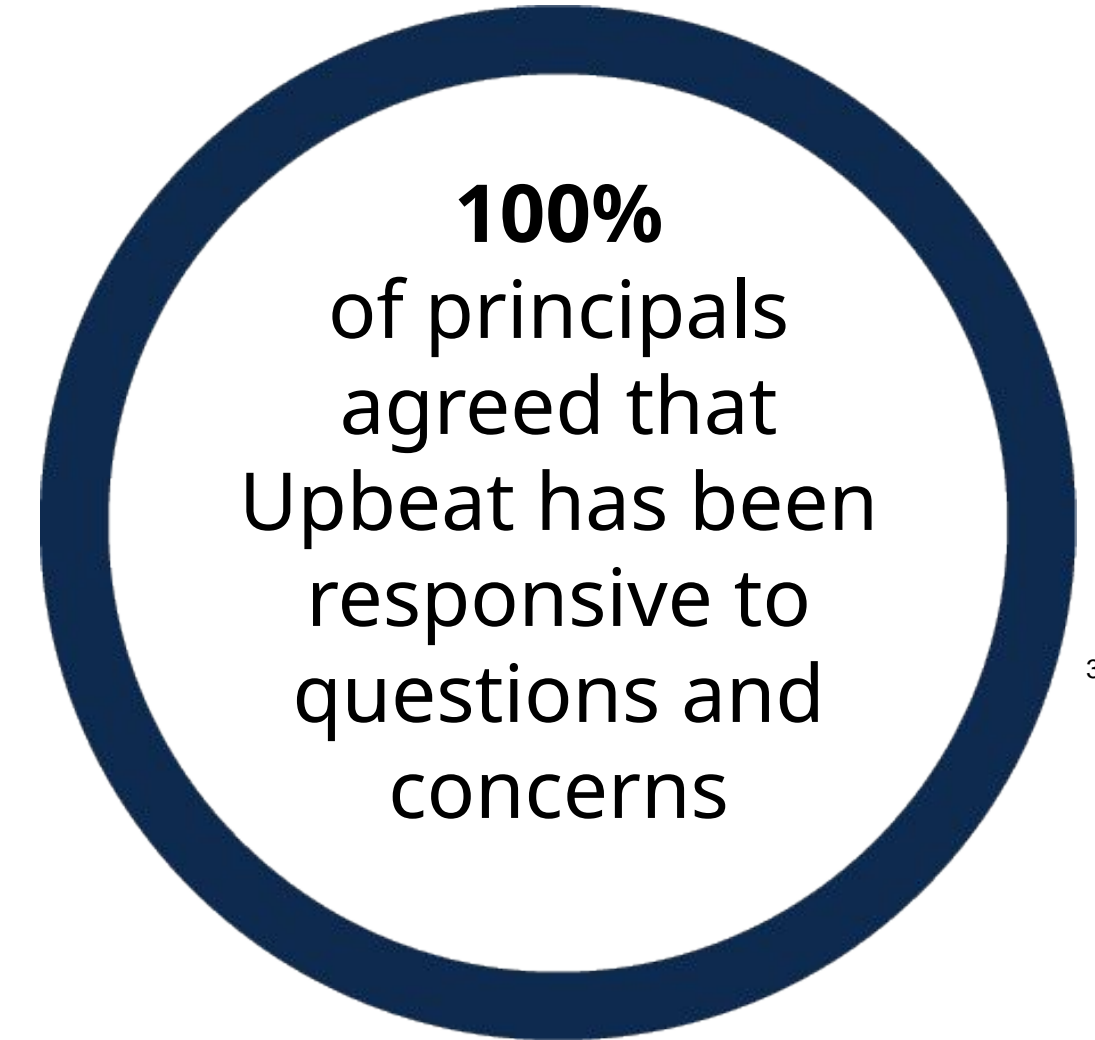
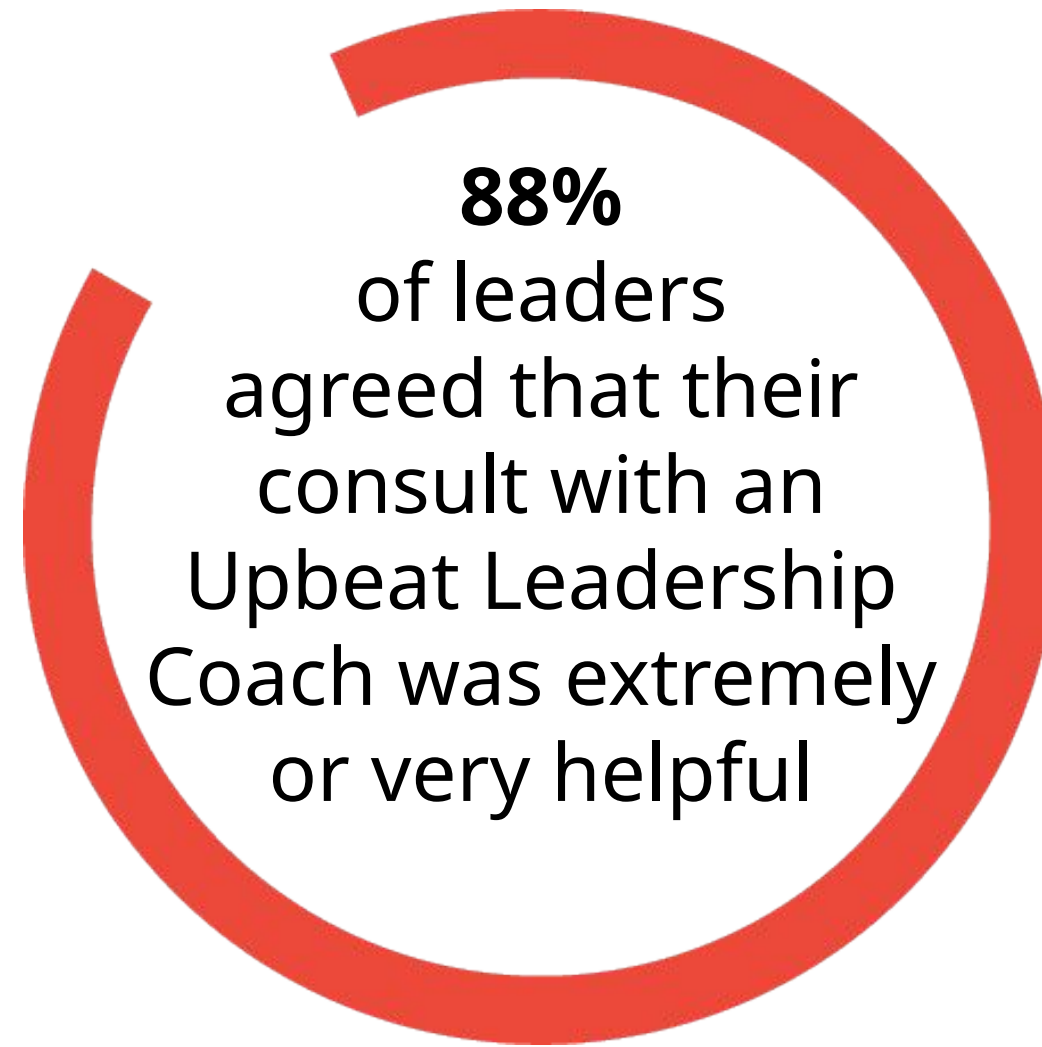


I find a sense of purpose in the work I do each day.



I would recommend working at my school to a friend.





Additional feedback:

- "Very pleased with the Upbeat survey and feedback!"
- "The data is high quality, it is longitudinal, and I like meeting with Dana. He is a legitimate consultant and one who I (and colleagues who I have spoken to about him) trust."
- "Sharon is great. I appreciate that her and I have worked together for a few years and she knows me and my previous data and the materials she has given to me in the past."
- "I enjoyed the feedback and breakdown of answers."

Post Survey Administration Actions

- ***January 25th***: Upbeat met with Executive Cabinet Members to review results.
- ***January 8th- January 23rd***: Sharon and Dana reviewed results with Principals to celebrate growth and devise action plans for focus areas.
- ***January***: Sharon and Dana reviewed results with Elementary, Middle and High School Principal Supervisors.
- ***Spring 2025***: Staff surveyed again.
- ***Spring/Summer 2025***: Upbeat coaches share results with executive cabinet and meet with principals to review results.





ITEM FOR INFORMATION

Date of Meeting

February 19, 2025

Title

Charter School Sponsor Responsibilities & Charter School Annual Reviews for:

- Coburg Community Charter School
- Network Charter School
- Ridgeline Montessori Public Charter School
- Twin Rivers Charter School
- Village Public Charter School

Presenter: Casandra Kamens, Curriculum Administrator & Charter School Liaison

Background

Oregon school boards play a vital role in the oversight of charter schools, which have been part of Oregon's public education landscape since the passage of the Charter School Act in 1999. With over 130 charter schools now operating across the state, school boards serving as sponsors have significant responsibilities to ensure these schools are successful and accountable. As public entities authorized to sponsor charter schools, school boards must understand their oversight duties, which include monitoring academic performance, ensuring financial stability, and verifying compliance with all applicable laws and regulations.

When a school board agrees to sponsor a charter school, it takes on specific legal obligations that require dedicated time, resources, and expertise from the district. These responsibilities include conducting annual evaluations, monitoring special education services, ensuring financial viability, and verifying that the school meets all state educational standards. Understanding these obligations is crucial for board members to make informed decisions about charter school sponsorship.

This presentation will outline the key requirements and practices for charter school sponsorship, helping board members understand their responsibilities and the systems needed to oversee charter schools in our district.

Charter Schools 101: Sponsor Responsibilities

What is a Charter School?

Oregon Charter School Law

- ORS Chapter 338
- OAR Chapter 581

A charter school in Oregon is a public school operated by a group of parents, teachers and/or community members as a semi-autonomous school of choice within a school district. It is given the authority to operate under a contract or "charter" between the members of the charter school community and the local board of education (sponsor).

Under Oregon law, a charter school is a separate legal entity operating under a binding agreement with a sponsor. A public charter school is subject to certain laws pertaining to school district public schools, is released from others and must operate consistent with the charter agreement.



4J Charter Schools

K-8 Schools:

Ridgeline Montessori (2000)

Village School (2000)

Coburg Community (2011)



Grades 8-12

Network (2003)

Twin Rivers (2016)



4J Administrative Rules regarding Charter Schools: LBE-AR

01 New Charter Proposals

Board evaluates the proposal based on specific criteria and approves or denies the proposal
Initial approval not more than 5 years

02 Charter Agreement Review

Annual review to the board
Annual visit
Audit review

03 Charter School Renewal

5 to 10 year renewal period
Specific timeline to be followed
Good faith evaluation of specific criteria
Use annual reviews, audit review and site visit

40

04 Charter School Termination

Specific reasons allow for termination of the charter
Specific procedures to be followed in a termination
Allowances for appeals to State Board

4J Charter School Council

- Charter School Liaison
- SSD Administrator
- Director of Data & Research
- Associate Director of Finance
- Assistant Superintendent of Youth and Family Services
- 4J School Board Rep

Quarterly Meetings with All Charter Schools

- September, January, March, May

41

Annual Site Visits

- November

Renewal Recommendation

- As needed

Core Sponsoring District Oversight Requirements

01 Academic Program Oversight

Monitored by Charter School Liaison

02 Contract and Legal Compliance

Monitored by Charter School Liaison

03 Special Education Services

Monitored & supported by SSD
Administrator

04 Financial Oversight

Monitored & Supported by Associate
Director of Financial Services

42

05 Annual Evaluation Process

Completed by Charter School Council

Academic Program Oversight

Staff Requirements:

- Teacher licensure verification
- Professional development tracking
- Staff qualification review

Instructional Requirements:

- Curriculum alignment with Oregon standards
- Required instructional time compliance
- Assessment participation
- Student progress monitoring



Contract and Legal Compliance

- Dedicated staff time required for oversight
- Regular monitoring of charter contract terms
- Ensuring compliance with:
 - Federal laws
 - State regulations
 - District policies
 - Documentation of compliance checks
 - Process for addressing non-compliance

Special Education Services

- District responsibility for direct services
 - Teachers
 - Supports
- Coordination between district and charter school
- Monitoring service delivery
- Ensuring appropriate documentation
- Regular review of:
 - IEP implementation
 - Service quality
 - Student progress
 - Compliance with federal and state requirements

Financial Oversight

Required Financial Documentation:

- Annual budgets
- Regular financial audits
- Cash flow statements
- Financial projections
- Monthly financial reports

Monitoring Areas:

- Financial viability
- Proper use of public funds
- Reserve levels
- Debt management
- Asset tracking

Annual Evaluation Process

Three Primary Evaluation Areas:

- Academic Performance
 - OSAS Data
 - District Assessments
 - School Improvement Plan
- Financial Health
 - Audits
- Organizational Stability
 - School Reports

Annual Evaluation Process – Annual Charter Review

Financial Reporting

Due October 31

- Revised Annual Budget
- Year End Audit Report

Quarterly financial reports (October, January, April, July)

Academic Performance

Review of State Testing Data

Review of State Accountability Report

Annual School Visit

November

Charter Council Members

Self-Reflection & SIP (School Improvement Plan)

Due October 31

Includes:

- Reflection on previous school improvement goals
- Goals for the upcoming school year.

Self-Assessment

Due October 31 each year

Includes evidence of compliance with:

- Health & Safety
- Personnel
- Student Data/Records
- Curriculum & Instruction
- Other legal requirements

Annual Reviews

- School Improvement Plan Summary
- Goals for next year's school improvement plan
- State School Report Card
- Site Visit Summary
- Financial Review
- Contractual Agreements
- Findings, Commendations, Recommendations
- Data Appendix (state reports, SIP reflection, district data)

Lane County School District No. 4J
Eugene, Oregon

2023-24 Annual Review
Coburg Community Charter School
a public charter school
sponsored by Eugene School District 4J

**Office of the Executive Director of Youth and Family
Support Services**

Charter School Review Team

January 2025

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January 2025

To: Eugene School District 4J Board of Directors

From: 4J Charter School Review Team

Subject: Coburg Community Charter School, 2023-24 Annual Review

Introduction

In June 2024, the Coburg Community Charter School completed its thirteenth 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.

In February 2011, the 4J Board approved the first charter contract between the district and the Coburg Community Charter School for a period of three years. They were granted a renewal in 2014 for three more years. In 2016, Coburg Community Charter School requested a ten-year renewal that was approved by the District Board on February 1, 2017. The school is currently in the seventh year of this term.

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 2023-24 School Year

The council was composed of the following representatives:

- Network Charter School: Penny Studt, Principal, and Jon Kuhns-Obana, Finance Director
- Village School: Roz Romanz, Co-Principal, Shannon Powell, and Andy Pears, Executive Director
- Ridgeline Montessori School: Michelle Texley, Principal, and Chrystell Reed, Executive Director
- Coburg Community Charter School: Dave Wallace, Executive Director
- Twin Rivers Charter School: Jay Breslow, Principal, Kristin Humphrey, co-principal, and Jeff Parker, Executive Director
- Eugene School District 4J Representatives: Matt Brown, Director of Financial Services; Bob Blyth, Associate Director Financial Services; Tom Horn, Special Education Administrator; Karen Apgar, Special Education Administrator, Kat Lange, Assistant Superintendent of Youth and Family Services; Oscar Loureiro, Director of Research; Casandra Kamens, Curriculum Administrator - Charter School 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. 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. 2023-24 School Improvement Plan Comprehensive Summary

This section reviews the progress of Coburg Community Charter School on their 2023-24 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. During the 2023-24 school year, the school made significant strides across its four primary goal areas. 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 2023-24 School Improvement Plan.

Goal #1: Improve Student and Community Well-Being

In the realm of Community and Well-Being, they successfully implemented the Character Strong SEL program throughout all K-8 grades, incorporating dedicated daily time slots for this work. They also refined their process for student wellness meetings and SST team meetings to better support tier 2 and 3 intervention plans. When faced with challenges in finding a full-time counselor, they adapted by training a certified staff member as a QMHP to support students and families under the Dean of Students' direction.

Goal #2: Improve Curriculum Coherence and Alignment

The school made substantial progress in Curriculum Coherence and Alignment by completing a comprehensive math curriculum review and adoption process. This resulted in implementing McGraw Hill Reveal as their unified math curriculum for K-8, replacing three different curricula previously used across grade levels. This standardization significantly improved curriculum coherence throughout the school.

Goal #3: Improve Math Achievement

In terms of Math Achievement, the school enhanced their student data collection and information sharing processes while improving the efficiency of their collaborative data team meetings. They provided tier 2 support and tier 3 targeted interventions to all students performing below the 30th percentile. The data shows that 15 students demonstrated improvement on progress monitoring, IXL, and/or EasyCBM assessments, while 10 students maintained their current levels. The

school also established early morning math support for grades 5-8 and created an after-school math club for middle school students.

Goal #4: Improve Literacy achievement

For ELA Achievement, the school improved their data collection and sharing processes while enhancing collaborative data team meetings. Their collaborative data team meetings were improved in efficiency and effectiveness. All students below the 30th percentile received tier 2 support and /or a tier 3 targeted intervention. Their targeted support program showed promising results, with 12 students participating in the Leveled Literacy Program (LLI) and 9 students using PDX Phonemic Awareness. Five students successfully completed and exited the LLI program, and most students showed growth on program monitoring reports, though six students showed limited grade-level improvement on EasyCBM.

2. Update on Goals for the 2024-25 School Improvement Plan

Coburg Community Charter School will continue with the same goals for the 2023-24 school year with an adjustment to the strategies. All goals include specific strategies, activities, staff responsibilities, and funding sources to ensure successful implementation.

Documents including the four goals, objectives, and action plans are included in the appendices to this report. The four primary goal areas for the 2024-25 SIP are as follows:

1. Improve Student and Community Well-Being:

The first focuses on improving Student and Community Well-Being through continued implementation and alignment of the SEL curriculum (Character Strong). This includes systematizing collaborative work and tiered supports for students with SEL needs, while creating comprehensive scope and sequence documents for classroom and school-wide community engagement, college and career awareness, and character and leadership development.

2. Improve curriculum coherence and alignment:

Their second goal centers on improving Curriculum Coherence and Alignment by reviewing and refining the Math Scope and Sequence based on their first-year implementation of McGraw Hill Reveal. This includes aligning learning targets vertically with state standards and revising the Assessment Matrix to create an optimal balance between assessment and instructional time.

3. Improve Math Achievement:

The third goal targets Math Achievement, with an ambitious target of having 80% of students demonstrate grade-level proficiency on OSAS or show greater than expected growth. This will be accomplished through implementing tier 2 and 3 interventions with fidelity, along with regular progress monitoring and collaborative data team meetings.

4. Improve Literacy Achievement:

Their fourth goal addresses Literacy Achievement, also targeting 80% of students to demonstrate grade-level proficiency on OSAS or show greater than expected growth. This will be achieved through systematic implementation of tier 2 and 3 ELA interventions, providing targeted support for students below the 30th percentile, and maintaining regular progress monitoring and data team meetings. Each of these goals includes detailed strategies, activities, staff responsibilities, and designated funding sources to ensure successful implementation throughout the academic year.

3. State School Report Card

Report cards are provided in the form of Accountability Detail Sheets and At-A-Glance School and District Profiles, which serve as tools for continuous improvement planning by local and state policymakers, in conjunction with the communities they serve. Together, the Accountability Detail Sheets and At-A-Glance School and District Profiles comprise the majority of ODE's larger reporting system as required by the Oregon State Legislature and ESSA.

Accountability Details

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 2026-27 (approximately the 90th percentile)

Level 4 – Halfway from the baseline to the Long Term Goal

Level 3 – The baseline state average (2021-22 for ELA and Math Average Gap Scores, 2016-17 for all other indicators)

Level 2 - The 10th percentile of schools (2021-22 for ELA and Math Average Gap Scores and Five-Year Completers. 2022-23 for all other indicators)

Level 1 – Below the 10th percentile

The Academic Achievement indicator appears on the Accountability Details Report by subject (i.e., English Language Arts and Mathematics) and student group. It refers to the percentage of students who meet the achievement standard (level 3 or 4) for the respective subject in grades 3 through 8 and grade 11.

Student groups are assigned level ratings for each indicator, provided that the group meets the minimum n-size of 20 when data years are combined. The following table displays the cuts for Levels 1 through 5 for each indicator in the Accountability Detail Sheets. These cuts are applied to every student group that meets the minimum n-size threshold of 20 students.

Indicator	Grades Used	Level 5	Level 4	Level 3	Level 2	Level 1
ELA Achievement	3-8,11	80	67	54	18	<18
ELA Average Gap Score Change	3-8	5	-7	-19	-42	<-42
Math Achievement	3-8,11	80	62	43	8	<8
Math Average Gap Score Change	3-8	4	-11	-24	-49	<-49
Regular Attenders	K-5	93%	89%	85%	52%	<52%

For Academic Achievement areas (ELA and Math) a level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

For the Average Gap Scores in ELA and Math a level is assigned based on the value of the change in the average gap score, provided the denominator meets the minimum n of 20 in both the 2018-19 Average Gap Score calculation and in the 2023-24 Average Gap Score calculation.

For regular attenders a level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

Summary of Assessment / Accountability Data from Spring 2024

English Language Arts Academic Achievement & Gap Scores

The school maintained a Level 3 rating overall, with 68.4% of students meeting standards in 2023-24, showing a slight decline from 70.1% in 2022-23. White and Multi-racial students performed similarly to the overall population. However, Students Experiencing Poverty (33.3%) and Students with Disabilities (12.5%) performed significantly lower, both receiving Level 2 ratings.

The ELA gap score change earned a Level 4 rating, with a change of -7 points, indicating relatively stable performance compared to 2018-19. White students saw a more significant decline with a -12 point change (Level 3). Multi-racial students maintained strong performance at 64.3% proficient, though this represents a decline from 73.3% the previous year.

Math Academic Achievement & Gap Scores

The school achieved a Level 3 rating overall, with 59.6% of students meeting standards in 2023-24, showing a moderate decrease from 63.5% in 2022-23. White and Multi-racial students maintained Level 3 performance. Students Experiencing Poverty (33.3%) and Students with Disabilities (12.5%) received Level 2 ratings. Multi-racial students maintained relatively strong performance at 64.3%, showing resilience despite the overall declining trends.

The Mathematics gap score change showed a more concerning trend with a -23 point change from 2018-19 (Level 3). White students experienced an even larger decline with a -26 point change (Level 2), suggesting growing challenges in math achievement.

Regular Attenders:

The school received a Level 2 rating with 87.9% of students regularly attending in 2023-24, showing significant improvement from 72.8% in 2022-23. All rated student groups received Level 2 ratings. Notable improvements include:

- Students with Disabilities: increased to 82.4% from 72.7%
- White students: improved to 88.5% from 73.2%
- Multi-racial students: improved to 81.3% from 70.6%

Assessment Participation:

The school did not meet the 94.5% participation target for either ELA or Math assessments. Overall participation rates were 90.3% for both subjects in 2023-24.

- White students: 89.8% in both subjects
- Multi-racial students: 100% in both subjects, showing improvement
- Students with Disabilities: 62.5% in both subjects, indicating a significant participation gap

Science Achievement:

Science proficiency stands at 43%, representing a 5% decrease from the previous year but remaining above the state average of 29%. Detailed student group data for science was not provided in the accountability report.

Students with Disabilities Performance Analysis:

Performance for Students with Disabilities has declined notably across both academic areas. In ELA, proficiency dropped from 27.3% to 12.5% over the past year. Similarly, in Mathematics, proficiency decreased from 18.2% to 12.5%. Participation rates remain low at 62.5%. However, their attendance rates improved significantly to 82.4%, showing better engagement despite academic challenges.

Oregon Department of Education (ODE) At-A Glance Profile

The At-A-Glance School Profiles were designed by and for parents and community members to be an understandable and easy to read overview of how schools and districts serve their students. All data is based on the 2023-24 school year unless otherwise noted. Exceptions include the On-Time Graduation, Five-Year Completion, College Going, Teacher Retention, Same Principal, and Per Pupil Expenditure data elements. The summary below reflects information gleaned from

this report for specified indicators for the 2023-24 school year along with 4J district information gathered this fall for other indicators, as also specified.

- **Demographics** – This year’s At-A-Glance report card continues to show a much less diverse population than the district as a whole at Coburg (88% white versus 66% for the district). In comparison 76% of Coburg teachers identify as white.
- **Students with Disabilities** – At 12% the special education population is slightly smaller than the district which is at 14%.
- **Vaccinations**– 96% of Coburg students had required childhood vaccines.
- **Students Experiencing Poverty** - 9% of Coburg School students are recognized as students experiencing poverty. A new ODE definition shifts this group from “economically disadvantaged” to “students experiencing poverty.” This group includes students that meet any of the following: receiving SNAP/TANF benefits, in foster care, identified as McKinney-Vento, or receiving migrant ed services.

4. Site Visit

In order to more accurately represent the charter schools in their annual review site visits were moved to the fall of the current year. For this year there are two official site visits for each of our character schools; one in May and one in November. The purpose of these visits is to examine a comprehensive set of questions regarding curriculum and instruction, planning, enrollment, and governance and organization.

On May 16, 2024, the 4J Charter School Review Team conducted an official site visit to Village School. Members of the Coburg team included Dave Wallace (Executive Director) and Mercia Petewon (Parent, Board President). 4J Charter School Review Team members present at the meeting included Morgan Munro (School Board member), Bob Blyth (Associate Director Financial Services), Oscar Loureiro (Director of Research), Tom Horn (Special Education Administrator) and Casandra Kamens (Curriculum Administrator/Charter School Liaison).

On November 15, 2024, the 4J Charter School Review Team conducted a second official site visit to Coburg Community Charter School. Members of the Coburg team included Dave Wallace (Executive Director) and Mercia Petewon (Parent, Board President). 4J Charter School Review Team members present at the meeting included Bob Blyth (Associate Director Financial Services), Tom Horn (Special Education Administrator) and Casandra Kamens (Curriculum Administrator/Charter School Liaison).

The following sections highlight the reports from the site visits.

Progress on School Improvement Plan

Coburg Community Charter School has made significant progress on their School Improvement Plan, implementing Character Strong curriculum across all grade levels with regular assessments. After struggling to find a qualified school counselor, they hired a Mental Health Assistant and established student wellness meetings. They have added Skills and Community

Days through grade level bands. The school developed scope and sequence documents for social studies and science, adopted a new McGraw Hill Reveal math curriculum, and implemented tiered interventions for students performing below certain percentiles. They've maintained their Math Specialist position while transitioning the Reading Specialist to an EA role.

Curriculum & Instruction

On the curriculum and instruction front, the school is developing a comprehensive academic scope and sequence for Social Studies and Science while utilizing the district's educator effectiveness model with additional support from an administrative consultant. They're exploring the International Baccalaureate program, though this is pending Board Mission/Vision/Values work. The school completed a thorough math curriculum review, developed an assessment matrix, and is refining their MTSS processes while transitioning specialist positions to classified positions.

Financial Status

Financially, the school maintains stability with a positive ending fund balance and a \$280,000 surplus to cover anticipated negative balances in coming years. They received an additional \$46,000 from the district for the 2022-23 fund.

Current Enrollment & Demographics

Enrollment remains strong at 221 students, slightly down from 223 in 2022/23, with significant waitlists across most grades. The school has implemented a priority group for students in poverty in their lottery process to help increase student diversity. With a high number of students returning and the sibling priority the shift in lottery only allowed for 2 students to benefit. Of note nly 43% of students are from Coburg. All current students are returning for next year, leaving only six spaces available for 2024-25..

Annual State Assessments

State assessment results show generally good performance, though results are affected by the small sample size. About 10-12% of students opt out of testing in each class, and the school aligns testing timing with weekly subject areas, conducting assessments early in the window.

Supports for Special Populations

The school provides robust support for special populations, serving 18 students on IEPs (8-9% of population) and 32 students with 504 plans. They maintain 20-25 students in each intervention program. Their FTE for their Special Education teacher has increased to 0.75 FTE. They are able to offer early morning math support and afterschool math club.

Parent and Community Relations

Parent and community relations remain strong, with weekly eBlast communications and a monthly newsletter. Families are required to complete 20 volunteer hours annually, contributing over 2,400 hours this year, and parent volunteers are required for field trips.

Governance & Organization

The governance structure has remained consistent, though some changes are occurring. The current dean is transitioning to "assistant principal" through an admin program, the tech

coordinator position is reducing to half-time, and they've hired a new school counselor who is completing their program.

Board Membership

The school board currently has seven members, with two departing and replacements starting July 1, 2024, including a new vice president.

Contractual and Legal Requirements

On the contractual front, the school is managing GASB reporting and Debtbook requirements, seeing a 10% increase in auditing costs, and working on an HVAC project with preliminary 4J approval. Their lease has three years remaining, and they're seeking a three-year extension.

Successes

The school celebrates several successes, including their inclusive math curriculum review process, Mission/Vision/Values renewal, Character Strong implementation, extensive community use of facilities, comprehensive staff CPR/First Aid training, and strong staff retention.

Challenges

Coburg faces ongoing challenges, particularly regarding space limitations for small groups, quiet areas, and electives. The elimination of ESSER funds requires transition to general fund support, and maintaining competitive salaries at 80% of 4J schedules remains difficult. Additionally, aging infrastructure presents problems, evidenced by heating issues in the middle school, and there is a significant lack of space for elective and break out options for students. .

5. Financial Review

AUDITED FINANCIAL STATEMENTS

The District has received the 2023-24 Final audit for the Coburg Community Charter School. Review of this document has shown no material concerns with the financial condition of this school as an ongoing entity as outlined below.

The District's financial review of Coburg Community Charter School's audited financial statements for the year ended June 30, 2024, consisted of reviewing financial operations to ensure consistency with Coburg's educational mission, and reviewing net position and fund balance to ensure the school's solvency and ability to sustain operations in the future. Coburg Community Charter School's 2023-24 financial statements had been audited by an independent auditor, who issued an unmodified opinion on the Charter school portion of the statements and did not identify any material weaknesses in the financial operations of the school.

The Coburg Community Charter School includes their Parent Club activities as a discretely presented component unit of their basic financial statements. This activity is unaudited and has not been included in our review of school financial operations.

Discussion

The Statement of Activities reflects expenses decreasing to \$2,435,204 (\$179,779 or 6.9% over the prior year). Revenue increased 15% to \$2,879,623 in 2023-24, with improved State support, Local Option Levy funds and increased Interest income.

Coburg’s financial statements are presented in accordance with Government Accounting Standards Board (GASB) Statements 68 and 71 related to employee pensions.

Notes to the financial statements indicate the Charter leases their school property located at 91274 N Coburg Rd, OR from the Eugene School District. On 07/01/2021, the School entered into a 72-month lease with the District with an initial lease liability recorded in the amount of \$407,110. As of 06/30/2024, the value of the lease liability is \$228,808. The lease has an interest rate of 0.69%.

Based on this limited review and the ongoing quarterly reports provided to the District staff did not identify any concerns regarding operational consistency with Coburg’s educational mission. Coburg Community Charter School appears to be properly positioned to sustain financial operations into the future and continue to serve students.

ENROLLMENT

As of October 1, 2023, Coburg Community Charter School enrolled 226 students in grades K-8, six more than the number of students enrolled as of October 1, 2022.

The Oregon Department of Education reported Coburg’s resident average daily membership (ADMr) for 2023-24 to be 217.20, down 3.67 students from the previous year.

Comparative ADMr is as follows:

<u>2023-24</u>	<u>217.2</u>
<u>2022-23</u>	<u>220.9</u>
<u>2021-22</u>	<u>219.1</u>
<u>2020-21</u>	<u>223.3</u>
<u>2019-20</u>	<u>222.0</u>
<u>2018-19</u>	<u>224.4</u>
<u>2017-18</u>	<u>212.2</u>
<u>2016-17</u>	<u>218.5</u>
<u>2015-16</u>	<u>221.5</u>
<u>2014-15</u>	<u>210.8</u>
<u>2013-14</u>	<u>184.1</u>
<u>2012-13</u>	<u>161.1</u>
<u>2011-12</u>	<u>137.5</u>

6. Other Contractual Agreements

Coburg Community School was in compliance with all provisions of its charter contract by the end of the 2023-24 school year. Staff demonstrated completion of state reporting requirements in a timely manner.

Specific areas of compliance include the following:

- Maintained adequate levels of insurance coverage for property, business interruption, extra expense, liability and workers compensation, as required in the Contract;
- Contributed to PERS on behalf of its employees;
- Maintained its 501(c)(3) status;
- Complied with all financial and student reporting requirements;
- Maintained at least 50% licensed administrative and teaching staff; and
- Complied with all other applicable federal and state laws.

7. Findings

Coburg Community School offers a community-based educational option for the 4J community. Students are provided with a well-balanced curriculum that is augmented by healthy partnerships and participation with the Coburg community. The school continues to perform well in relation to the goals listed in the original charter application, and continues to have documented areas of commendation and demonstrated annual improvement.

Key Academic Performance:

- Maintained Level 3 rating overall in ELA with 68.4% of students meeting standards (slight decline from 70.1%)
- Maintained Level 3 rating in Math with 59.6% meeting standards (decrease from 63.5%)
- Science proficiency at 43% (5% decrease but above state average of 29%)
- Regular attendance improved to 87.9% from 72.8%
- Assessment participation was below target at 90.3% for both ELA and Math
- Students with Disabilities showed notable declines in both ELA (12.5% from 27.3%) and Math (12.5% from 18.2%)

Commendations:

1. Successfully implemented Character Strong SEL program across K-8 grades
2. Completed comprehensive math curriculum review and adopted McGraw Hill Reveal as unified curriculum
3. Strong staff retention
4. Maintained stable enrollment (221 students) with significant waitlists
5. High community engagement with over 2,400 volunteer hours
6. Effective intervention programs serving 20-25 students
7. Strong participation rates in state assessments despite opt-outs

Recommendations

- Work on developing a comprehensive strategy to address achievement gaps for vulnerable student populations, focusing specifically on Students with Disabilities and Students Experiencing Poverty. The strategy should include improving special education assessment participation rates, enhancing intervention programs, and ensuring adequate support resources.
- Continued work to diversify the student population to better reflect district demographics. While the school has made initial efforts with priority lottery grouping for students experiencing poverty, a more robust approach is needed. This should include targeted outreach, addressing transportation barriers, and building community partnerships to help shift from the current 88% white student population toward the district's more diverse composition.

Recommended Action

Continuation of contract, with an expectation of continued progress on its SIP.

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: *Coburg 2023-34 Report SIP Reflection, 23-24 Profile - Coburg, 23-24 Detail sheet - Coburg, Data Appendix=Coburg*

Charter School Self-Report: Fall, 2024

1. Annual Charter School Report

To be completed by charter school and turned into the District this year by October 31st.

I. Introduction

1. Summary of history:

The City of Coburg was founded in 1847. The first schoolhouse was built and district 43 was founded in 1865. As the city grew, a new school building was needed to house the increasing student population. In 1911 the new school building was completed. The school, the city, and the nation weathered tough times. World War I, The Great Depression, and World War II left their mark, but the school continued to educate and support its students. It was there in good times too. In the 1950's community pride swelled as the Coburg Broncos became state champions in basketball and football.

In 1962 District 43 was annexed by 4j School District, and Coburg High School was closed. For the first time in one hundred years Coburg students had to leave the city to complete their education. Although the loss of the high school and upper grades was difficult, the community rallied to support Coburg's local elementary school. When the school district's budget grew tighter over the years, the community leveraged new resources to support its elementary school.

Community has been an integral part of our school throughout its history. Generous contributions over the years from the Coburg Connections Program, the parent fundraising group "PCS", and the city of Coburg, provided students at Coburg Elementary School with extra support, resources, and opportunities and further enhanced the strong relationship between the city and the school. The school has been a center of the community for generations. The presence of a small local school has not only provided a unique and fitting educational setting for Coburg's children: it has shaped the character of the whole community. As a former administrator notes, "The school has been a source of generational heritage: parents and grandparents would come in and fondly share their memories of their time at the school. It was also the focal point for organizing events when families and businesses had a need."

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Over the years, the regular threat of losing the town's only school was very unsettling for the community. Thus, in anticipation of the possible closure of Coburg Elementary School in 2010, a broad-based citizen group began working to organize a feasible strategy for sustaining a high quality local school in Coburg. **Coburg Community Charter School (CCCS)** is the result of that effort.

Coburg Community Charter School provides an opportunity for Coburg to continue to support its local school and its children in a distinctive new way. Coburg Community Charter School partnered with 4j School District to add a new school choice option for families both in and out of the district. Drawing from its history of strong community involvement and rich history, Coburg Community Charter School is able to uniquely nourish the minds and hearts of its students.

2. Mission, core values

Our Mission

Coburg Community Charter School is a partnership amongst students, parents, teachers, and the community. Creating a small community school environment serves as the foundation for individual student success and character development; we believe a sense of belonging and community engagement are essential for student success.

Our Vision

Grounded in community, our students are inquisitive, life-long learners who are respectful, confident and are aware of how they belong and flourish in their community and the world.

Our Values:

- We value belonging and community engagement made possible through strong partnerships amongst parents, educators, students, and our community.
- We value integrity, curiosity, compassion, confidence, and respectfulness by prioritizing emotional intelligence and social awareness.
- We value educator empowerment and creativity as primary influences in developing inquisitive learners.

3. Enrollment and demographics

	Enrollment	Free and Reduced	Individualized Education Plans	504 Plans	Talented and Gifted (TAG)
2017-18	213	17 students (8%)	15 students (7%)	6 students (3%)	14 students (6%)
2018-19	225		19 students	7 students	32 students
2020-21	221		17 students	6 students	29 students
2021-22	221	19 students (9%)	16 students (7%)	9 students (4%)	21 students (10%)
2022-23	220	13 w/ 1 pending (6%)	16 students (7%)	16 students (7%)	20 students (9%)
2023-24	220	9%	12%	24 students (9.2%)	31 students (14%)

Approximately 88% of CCCS students report their ethnicity as White. Other ethnicities represented include Native American, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or two or more races (including White).

II. School

1. Process used for developing SIP

Our Education Excellence Committee continuously reviews and discusses student achievement data throughout the school year. Due to time and availability the SIP is generally produced with building staff over the summer months, with reflection and input from the EEC as best works. The SIP is then presented and processed with the Board of Directors at the annual day long retreat in August. To develop the SIP we review academic assessment data, anecdotal notes, and professional development needs based on stakeholder feedback to determine strengths and weaknesses in our overall program. Based on this data, we identify areas needing improvement, created a plan that would support students and staff, align resource needs with our SIA grant budget and other funding sources as available, seek input from school stakeholder groups.

2. Reflection on progress of prior year's goals

1. Improve Community and Well-Being

1. We adopted and implemented the Character Strong SEL program in all grades, K-8. This included dedicating a scheduled time in the day for this work and conducting regular assessments. The assessment data was used for teacher reflection and the development of skills groups.
2. This year we continuously refined our process for dedicated collaborative student wellness meetings as well as SST team meetings during which tier 2 and 3 plans were developed.
3. In the absence of finding a full-time school counselor we hired and trained a certified staff member who could qualify as a QMHP to support our student and families, under the direction of our Dean of Students.

2. Improve Curriculum Coherence and Alignment

1. We underwent a transparent, robust, and inclusive math curriculum review and adoption process, which involved stakeholders at all levels of our community. We eventually chose to go with McGraw Hill reveal as our math curriculum, K-8. While we still have teacher empowerment and creativity as a key value, shifting from 3 different adopted curricula at each of our three grade bodes well for curriculum coherence and alignment.

3. Improve Math Achievement

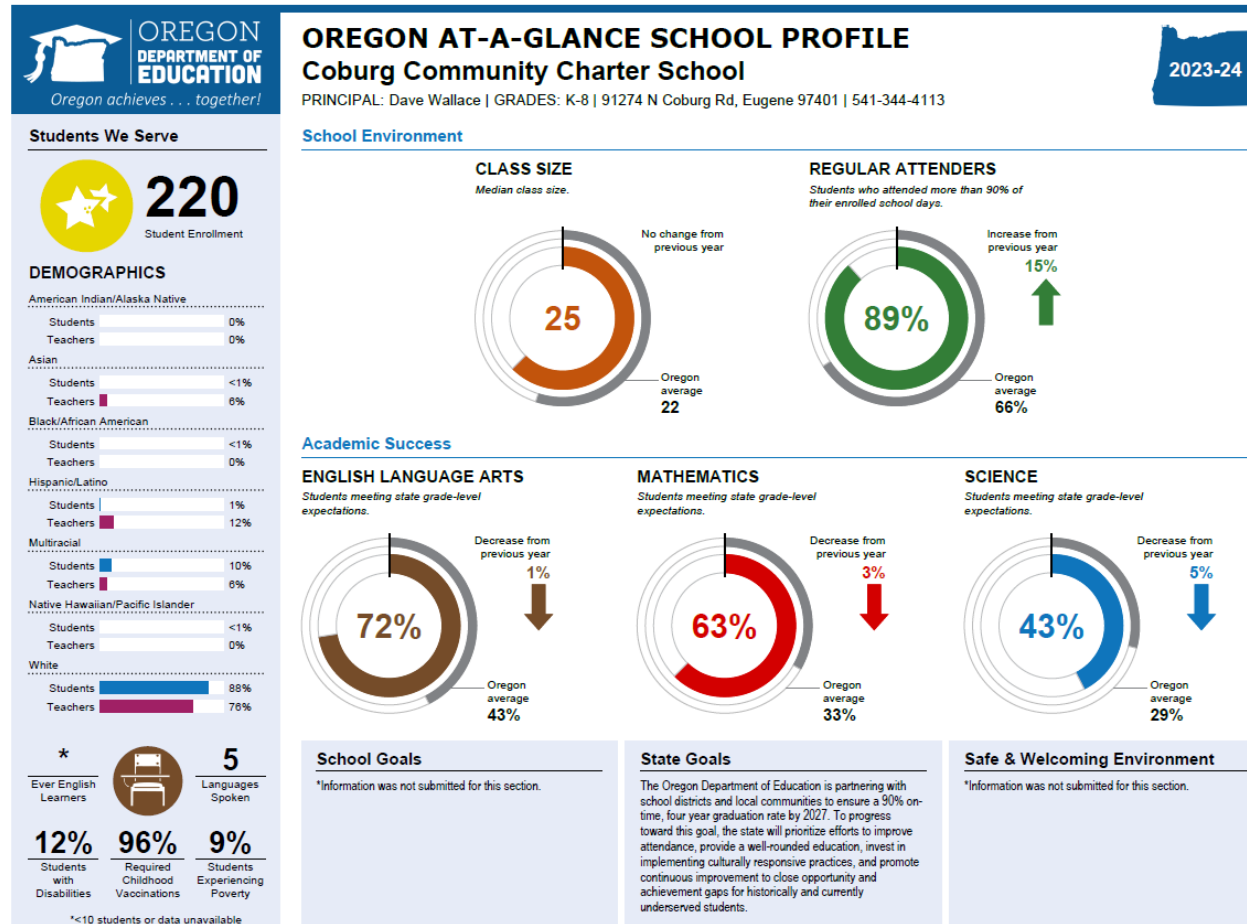
1. Continuous improvement of our student data collection process and information sharing was evident. Our collaborative data team meetings were improved in efficiency and effectiveness. All students below the 30th percentile received tier 2 support and /or a tier 3 targeted intervention.

4. Improve ELA Achievement

1. Continuous improvement of our student data collection process and information sharing was evident. Our collaborative data team meetings were improved in efficiency and effectiveness. All students below the 30th percentile received tier 2 support and /or a tier 3 targeted intervention.

- Data reporting of progress on outcome measures related to goals (recognizing that annual state testing did not occur last spring for the most part, please include any academic assessment data you do have, such as EasyCBM or other curriculum based measures. High Schools should also include data on graduation rates, dropout rates, and credit completion. All schools should include data on student engagement, particularly for last spring's CDL using daily or weekly attendance as one indicator.

Our OSAS academic scores for 23/24 were essentially stagnant, but still about 13 percentage points higher in ELA and Math than we were seeing in 12/22. Our focus on communication around attendance resulted in strong positive growth this year.



Below is a Chart of Services

Grade Level	T3 ELA	T3 Math	Math Specialist	Literacy Specialist	SPED	504
Kinder	0	0	6 (started in April)	3		0
1st Grade	2	3	7 - (4 exited, 3 to Tier 3) 10 - Enrichment	2 - (See Tier 3) 1-Tier 2	1	0
2nd Grade	5 (2 to SPED)	1 -(1 to SPED)	6 - (1 to Tier 3, two exited) 8 - Enrichment	3- exited 3 - (See Tier 3)	3	3
3rd Grade	6 (3 to SPED)	4 (1 to SPED) (1 Exited to T2)	4 (see Tier 3) 3	1	3 (one transferred out of CCCS)	3
4th Grade	2	2	2	2 2 - (See Tier 3)	3	4
5th Grade	0	6 - (Tier 2)	8 - Enrichment	2	1	4
6th Grade	0	4 - (Tier 2)	5 - Enrichment *Also,Push in support for whole class	5 - Push-in support *1 exited	1	4
7th Grade	4 - Push-in/pull out support. (1 left school)	4 - (1 exit, 1 left school) Push-in support and pull out.	3 - (tier 3) *Also,Push in support for whole class	4 - (see Tier 3)	4 (one exited SPED!)	6
8th Grade	1 - Push-in support	6 - (2 left school)	6 - (Tier 3) *Also,Push in support for whole class	1	4	8
Total Students	21	Total- 25 Tier 2 - 10 Tier 3- 15	24 - Tier 2 31- Enrichment 13 - Tier 3	Total - 29 Tier 2 - 18 Tier 3 - 11	18 (20 if counting the ones not still in SPED here)	32

b. Tier 3 Student Progress:

1. 21 - Literacy Support Students - All students are showing growth within the curriculums being used. 6 students are not showing grade level improvement on EasyCBM, but are showing improvement on below grade level assessment.
2. 23 -Math Support Students showing improvement in grade level content. 2 students making slow progress.
3. Early morning math support for 5th to 8th grade students, 4 days a week for 30 minutes. From 1 to 6 students a day. A rotation of around 15 students.

c. Math Specialist Student Progress:

1. Enrichment and/or additional small group support students
2. Intervention students (includes small groups and depends on attendance afterschool)
3. 15 Students showing improvement on progress monitoring, IXL, and/or easy CBM
4. 10 Students remain the same
5. Afterschool Math Club - Support for middle school students 3 days per week

d. Literacy Specialist Student Progress:

1. (Using Fountas & Pinnell Leveled Literacy Program, and Rewards, PDX Phonemic Awareness)
2. 12 Students participating last year in LLI
3. 9 Students using PDX Phonemic Awareness
4. Most students have shown growth on program progress monitoring reports, Easy CBM, SRI
5. 0 student not showing growth, or showing little growth
6. 5 Students have successfully exited the LLI program

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

- Plans/Next steps (With regard to these goals, we would expect to see some changes appropriate to our current situation with distance learning and the possibility of transitioning to hybrid learning.)

Below is a copy of this upcoming year’s School Improvement Plan

2024/2025 Schoolwide Improvement Plan (SIP)



Goal #1: Improve Student and Community Well-Being

Area of Need:

Content Area	Target Pop	Grade	Data Used	Need Statement
Social and Emotional Learning and School Culture	All stakeholders	K-8	CS assessments, surveys, re-enrollment data	Within our school and abroad we are seeing increased need for Social/Emotional Learning and supports.

Goal: Implement steps to improve our SEL programming and supports. This will be reflected in Character Strong Assessments that will show growth across the year and re-enrollment data that demonstrates an overwhelming set of families believe we are meeting the needs of their child.
 Completion and publication on non-academic Scope and Sequence documents

Measurable Objective

Strategy 1: Implement and align second year of SEL curriculum, Character Strong

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Provide Character Strong instruction	Instruction	Classroom Teachers	8/24	6/25	General Fund SIA Funding
Utilize and refine designated period at the beginning of each day for CS instruction and morning meetings	Instruction and management	Classroom Teachers and Administration	8/24	6/25	General Fund

Align PBIS program components (assemblies, refreshers, themes, acknowledgements, celebrations, etc) with CS instructional themes	Collaborative planning	Assistant Principal, PBIS team, and all staff	7/23	6/25	General Fund
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Strategy 2: Systematize our collaborative work and tiered supports for students with SEL needs

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Regularly assess and analyze student data	Collaborative data analysis and planning	DOSS and classroom teachers	8/24	6/25	General Fund SIA Funding ESSER funding
Develop and implement regularly scheduled collaborative Student Wellness meetings to assess and create/adjust tier 1 level plans for students who are struggling with SEL	Collaborative data analysis and planning	Dean of Student Services leads All instructional staff participate, collaborate and implement	8/24	6/25	General Fund SIA Funding ESSER funding
Develop and implement scheduled collaborative SST team meetings to assess and create/adjust tier 2 level plans for students who are struggling with SEL.	Collaborative data analysis and planning	Dean of Student Services leads All instructional staff participate, collaborate and implement	8/24	6/25	General Fund SIA Funding ESSER funding

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Strategy 3: Create a Scope and Sequence for non-academic area of focus area

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Collaboratively develop a Scope and Sequence for Classroom and School-wide Community Engagement	Curriculum and activity mapping	All Staff, emphasis on Community Coordinator	8/24	6/25	General Fund
Collaboratively develop a Scope and Sequence for College and Career Awareness	Curriculum and activity mapping	All Staff, emphasis with Executive Director	8/24	6/25	General Fund

Collaboratively develop a Scope and Sequence for Character and Leadership Development	Curriculum and activity mapping	All Staff, emphasis with Assistant Principal	8/24	6/25	
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* Note: The CCCS Board and Administration Team reserve the right to adjust priorities and revise all Board approved plans to meet student needs.

Goal #2: Improve curriculum coherence and alignment

Area of Need:

Content Area	Target Pop	Grade	Data Used	Need Statement
All subject areas	Teaching Staff	K-8	Curriculum data, Standards, Collaborative discussions	Over the course of the pandemic we had significant turnover in staff and our curriculum upended. We need to reset and lay the foundation for a multi-year process to develop a sustainable practice of ongoing curriculum review and refinement. This is year 3 of the reset process and is refining the foundation we created for continued analysis and improvement in this area.

By the end of the school year each grade level and specialist class will have refined and published the Scope and Sequence documents created the last two years as well as an updated Assessment Matrix.

Measurable Objective

Strategy 1: Review and refine Math Scope and Sequence based on first year implementation of McGraw Hill Reveal

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Provide professional development for our new math curriculum	Professional Development	Executive Director Curriculum Committee Leadership	8/24	6/25	General Fund
Provide collaborative work time for scope and sequence revisions	Collaborative work and resource (time) allocation	Executive Director All instructional staff	8/24	6/25	General Fund
Share, refine and publish final products	Collaborative work Communications	Executive Director All instructional staff	8/24	6/25	General Fund

Strategy 2: Align Scope and Sequence learning targets vertically and to state standards

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Provide professional development to support state standard and vertical curricular alignment	Professional Development	Executive Director Curriculum Committee Leadership	8/24	6/25	General Fund
Provide collaborative work time for scope and sequence revisions	Collaborative work and resource (time) allocation	Executive Director All instructional staff	8/24	6/25	General Fund
Share, refine and publish final products	Collaborative work Communications	Executive Director All instructional staff	8/24	6/25	General Fund

Strategy 3: Collaboratively revise the Assessment Matrix which communicates and informs the assessment we do with our students, with the goal of finding the best balance between assessment and instructional time.

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Collect current assessment practices, including scheduling, purpose and use.	Information collection and synthesis	Executive Director	8/24	6/25	General Fund
Collaboratively review and refine assessment matrix practices and determine final product.	Collaborative work and decision making	Executive Director Administrative Consultant Curriculum Leadership Team	8/24	6/25	General Fund
Publish, share, and continuously communicate assessment practices	Leadership & Management	Executive Director	8/24	6/25	General Fund

Goal #3: Improve Math Achievement

Area of Need:

Content Area	Target Pop	Grade	Data Used	Need Statement
Math	Students scoring below the 30th %ile and/or not showing expected growth	K-8	IXL, EasyCBM, OSAS	There is a need to ensure all our students are achieving at grade level and/or showing greater than expected growth.

80% of students tested will demonstrate grade level proficiency on the OSAS assessment or demonstrate greater than expected growth, by increasing their percentile ranking, on the IXL math assessment and/or EasyCBM assessments.

Measurable Objective

Strategy 1: Implement Tier 2 and Tier 3 Math interventions and supports with fidelity.

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Identify students in need of interventions	Collaborative work	Interventionists and Classroom Teachers	8/24	6/25	General Fund SIA Fund
Provide Tier 2 support in class to students scoring below the 30th percentile	Instruction	Interventionists and Classroom Teachers	8/24	6/25	General Fund SIA Fund
Provide Tier 3 interventions to students scoring below the 20th percentile	Instruction	Interventionists and Classroom Teachers	8/24	6/25	General Fund SIA Fund
Complete regular progress monitoring of identified students	Progress Monitoring	Interventionists and Classroom Teachers	8/24	6/25	General Fund SIA Fund
Develop and implement regularly scheduled collaborative data team meetings to reassess and adjust plans for students in need.	Collaborative work	Interventionists lead Classroom Teachers participate, collaborate, and implement	8/24	6/25	General Fund SIA Fund

Goal #4: Improve Literacy achievement

Area of Need:

Content Area	Target Pop	Grade	Data Used	Need Statement
ELA	Students scoring below the 30th %ile and/or not showing expected growth	K-8	IXL, EasyCBM, OSAS, iReady Reading	The number of students demonstrating grade level proficiency in ELA has diminished since the pandemic, and there is a need to ensure all our students are achieving at grade level and/or showing greater than expected growth.

80% of students tested will demonstrate grade level proficiency on the OSAS assessment or demonstrate greater than expected growth, by increasing their percentile ranking, on the IXL Reading assessment, iReady Reading assessment

Measurable Objective

Strategy 1: Implement Tier 2 and Tier 3 ELA interventions and supports with fidelity.

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding
Identify students in need of interventions	Collaborative work	Interventionists and Classroom Teachers	8/24	6/25	General Fund SIA Fund
Provide Tier 2 support in class to students scoring below the 30th percentile	Instruction	Interventionists and Classroom Teachers	8/24	6/25	General Fund SIA Fund
Provide Tier 3 interventions to students scoring below the 20th percentile	Instruction	Interventionists and Classroom Teachers	8/24	6/25	General Fund SIA Fund
Complete regular progress monitoring of identified students	Progress Monitoring	Interventionists and Classroom Teachers	8/24	6/25	General Fund SIA Fund

<p>Develop and implement regularly scheduled collaborative data team meetings to reassess and adjust plans for students in need.</p>	<p>Collaborative work</p>	<p>Interventionists lead Classroom Teachers participate, collaborate, and implement</p>	<p>8/24</p>	<p>6/25</p>	<p>General Fund SIA Fund</p>
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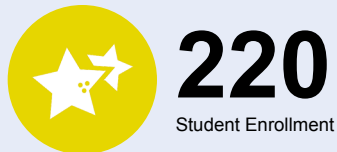
OREGON AT-A-GLANCE SCHOOL PROFILE

Coburg Community Charter School



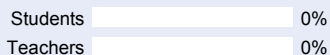
PRINCIPAL: Dave Wallace | GRADES: K-8 | 91274 N Coburg Rd, Eugene 97401 | 541-344-4113

Students We Serve

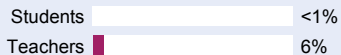


DEMOGRAPHICS

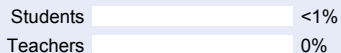
American Indian/Alaska Native



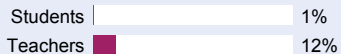
Asian



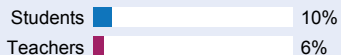
Black/African American



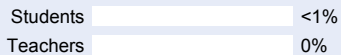
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



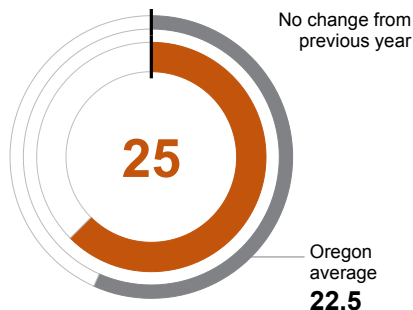
* Ever English Learners	 5 Languages Spoken	
12% Students with Disabilities	96% Required Childhood Vaccinations	9% Students Experiencing Poverty

*<10 students or data unavailable

School Environment

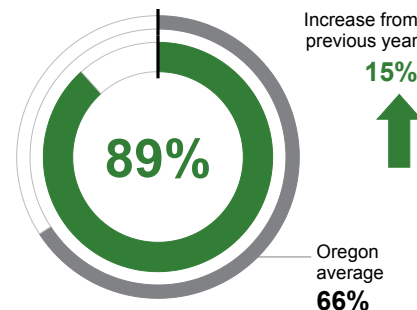
CLASS SIZE

Median class size.



REGULAR ATTENDERS

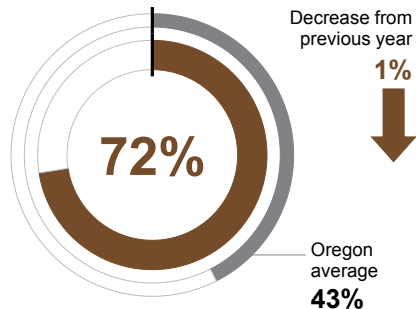
Students who attended more than 90% of their enrolled school days.



Academic Success

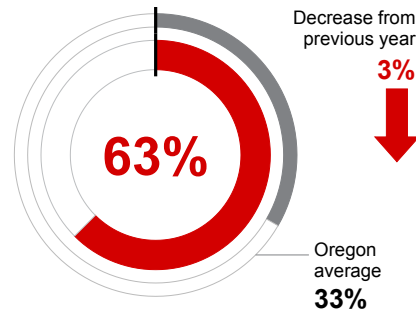
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



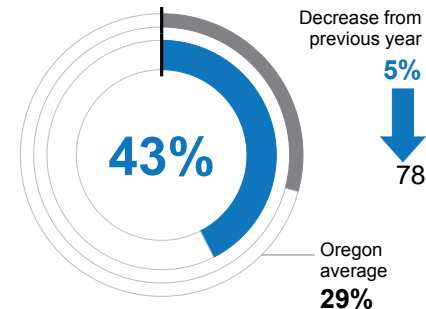
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Our Vision

Grounded in community, our students are inquisitive, life-long learners who are respectful, confident and are aware of how they belong and flourish in their community and the world.

State Goals

The Oregon Department of Education is collaborating with school districts and communities across the state to achieve a 90% on-time graduation rate by 2027. Grounded in the pillars of Academic Excellence, Belonging and Wellness, and Reimagined Accountability, ODE prioritizes evidence-based practices to boost early literacy, attendance, and student engagement. We are committed to closing opportunity and achievement gaps for marginalized students and securing long-term success for all of Oregon's learners by investing in culturally responsive practices, fostering inclusive environments and always driving for continuous improvement.

Safe & Welcoming Environment

Our Mission

Coburg Community Charter School is a partnership amongst students, parents, teachers, and the community. Creating a small community school environment serves as the foundation for individual student success and character development; we believe a sense of belonging and community engagement are essential for student success.



Outcomes

Our Staff (rounded FTE)



13

Teachers



4

Educational
assistants



0

Counselors/
Psychologists/
Social Workers



87%

Average teacher
retention rate over
the past three years



73%

% 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	82%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	89%
Students Experiencing Poverty	95%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	85%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	94%
Female	95%
Male	84%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
64%
<10 students or data unavailable
<10 students or data unavailable
73%
<10 students or data unavailable
<10 students or data unavailable
20%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
>95%
77%
68%
<10 students or data unavailable

MATHEMATICS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
64%
<10 students or data unavailable
<10 students or data unavailable
62%
<10 students or data unavailable
<10 students or data unavailable
20%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
92%
50%
71%
<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

We are committed to operating a school where no employee or student is subject to bullying, cyberbullying, harassment, hazing, sexual harassment, intimidation or menacing by students, staff, or third parties. Students are encouraged to report conflicts for adult support, and are invited to report concerns anonymously through an online "Upstander Mailbox." We examine conflicts carefully to understand if bullying or harassment has occurred. To ensure a safe and secure learning environment for all of our students, our school has created and implemented, with the help of local law enforcement, emergency plans including reunification procedures should we have a need to evacuate.

EXTRACURRICULAR ACTIVITIES

CCCS currently does not sponsor extracurricular activities. Multiple community groups our fields, gym and cafeteria to provide student and community functions.

PARENT ENGAGEMENT

Parent volunteers are an essential asset at Coburg Community Charter School. Not only do they lend a helping hand in our classrooms and school building and grounds, they bring their own interests and skills to share and model active participation in the community. Coburg Community Charter School encourages every parent, guardian, grandparent, aunt, uncle, and community member to take a special interest in the lives of Coburg Community Charter students.

COMMUNITY ENGAGEMENT

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Our Values:

- We value belonging and community engagement made possible through strong partnerships amongst parents, educators, students, and our community.
- We value integrity, curiosity, compassion, confidence, and respectfulness by prioritizing emotional intelligence and social awareness.
- We value educator empowerment and creativity as primary influences in developing inquisitive learners.

2023-24 ESSA Accountability Details Report

Public Version - November 21, 2024

District: Eugene SD 4J

School: Coburg Community Charter School

The Accountability Details Report displays the data for indicators used 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 six indicators for elementary and middle schools. For more information about the included indicators and their definitions and calculations, please refer to the [Accountability Details Policy and Technical Manual](#). Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 3	Level 4	Level 3	Level 3	Level 2	Not Rated
Students Experiencing Poverty	Not Identified	Level 2	Not Rated	Level 2	Not Rated	Level 2	
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Level 2	Not Rated	Level 2	Not Rated	Level 2	
Underserved Race/Ethnicity	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
American Indian/Alaska Native	Not Identified	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	
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Hispanic/Latino	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
White	Not Identified	Level 3	Level 3 ↓	Level 3	Level 2 ↓	Level 2	
Multi-racial	Not Identified	Level 3	Not Rated	Level 3	Not Rated	Level 2	

Suggested Level of Support: **Not Identified**

Year Identified: **Not Identified**

Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7)

Received Title I Funds in 2023-24: **No**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experienced homelessness, or received migrant services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.
- The English Learner student group has different inclusion rules depending on the indicator.
- 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.

English Language Arts Academic Achievement Details

District: Eugene SD 4J

School: Coburg Community Charter School

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	18
Level 1	<18

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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	49.6	70.1	68.4	63.1	Level 3
All Students - Adjusted Denominator	135	137	136	406	
Students Experiencing Poverty - Percent	15.4	33.3	33.3	28.6	Level 2
Students Experiencing Poverty - Adjusted Denominator	13	12	12	35	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	40.0	27.3	12.5	25.7	Level 2
Students with Disabilities - Adjusted Denominator	10	11	16	35	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	*	*	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	33.3	Not Rated
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	50.9	70.3	68.3	63.6	Level 3
White - Adjusted Denominator	116	118	120	352	
Multi-racial - Percent	46.2	73.3	64.3	65.0	Level 3
Multi-racial - Adjusted Denominator	13	15	14	40	

English Language Arts Average Gap Score Change Details

District: Eugene SD 4J

School: Coburg Community Charter School

The English Language Arts (ELA) Average Gap 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

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	2023-24	Change in Average	Level
All Students	40	33	-7	Level 4
All Students - Denominator	143	129		
Students Experiencing Poverty	*	*	*	Not Rated
Students Experiencing Poverty - Denominator	*	*		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-56	-32	24	Not Rated
Students with Disabilities - Denominator	13	10		
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 Rated
Underserved Race/Ethnicity - Denominator	*	*		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	45	33	-12	Level 3
White - Denominator	127	113		
Multi-racial	*	26	*	Not Rated
Multi-racial - Denominator	*	14		

English Language Arts Participation Details

District: Eugene SD 4J

School: Coburg Community 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. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2021-22	2022-23	2023-24	3-year Average	Status
All Students - Percent	79.3	91.2	90.3	87.0	Not Met
All Students - Denominator	145	148	145	438	
Students Experiencing Poverty - Percent	57.1	76.9	75.0	69.2	Not Met
Students Experiencing Poverty - Denominator	14	13	12	39	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	54.5	69.2	62.5	62.5	Not Met
Students with Disabilities - Denominator	11	13	16	40	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	100.0	*	*	100.0	Not Rated
Black/African American - Denominator	1	*	*	1	
Hispanic/Latino - Percent	75.0	66.7	0.0	62.5	Not Rated
Hispanic/Latino - Denominator	4	3	1	8	
Native Hawaiian/Pacific Islander - Percent	100.0	100.0	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	1	1	1	3	
Underserved Race/Ethnicity - Percent	83.3	75.0	50.0	75.0	Not Rated
Underserved Race/Ethnicity - Denominator	6	4	2	12	
Asian - Percent	100.0	100.0	100.0	100.0	Not Rated
Asian - Denominator	1	1	1	3	
White - Percent	82.4	93.0	89.8	88.5	Not Met
White - Denominator	125	128	128	381	
Multi-racial - Percent	46.2	80.0	100.0	76.2	Not Met
Multi-racial - Denominator	13	15	14	42	

Mathematics Academic Achievement Details

District: Eugene SD 4J

School: Coburg Community Charter School

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	8
Level 1	<8

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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	42.2	63.5	59.6	55.4	Level 3
All Students - Adjusted Denominator	135	137	136	406	
Students Experiencing Poverty - Percent	15.4	41.7	33.3	31.4	Level 2
Students Experiencing Poverty - Adjusted Denominator	13	12	12	35	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	30.0	18.2	12.5	20.0	Level 2
Students with Disabilities - Adjusted Denominator	10	11	16	35	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	*	*	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	16.7	Not Rated
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	44.8	63.6	58.3	56.0	Level 3
White - Adjusted Denominator	116	118	120	352	
Multi-racial - Percent	30.8	66.7	64.3	57.5	Level 3
Multi-racial - Adjusted Denominator	13	15	14	40	

Mathematics Average Gap Score Change Details

District: Eugene SD 4J

School: Coburg Community Charter School

The Mathematics Average Gap 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

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	2023-24	Change in Average	Level
All Students	39	16	-23	Level 3
All Students - Denominator	143	129		
Students Experiencing Poverty	*	*	*	Not Rated
Students Experiencing Poverty - Denominator	*	*		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-110	-101	9	Not Rated
Students with Disabilities - Denominator	13	10		
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 Rated
Underserved Race/Ethnicity - Denominator	*	*		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	44	18	-26	Level 2
White - Denominator	127	113		
Multi-racial	*	-2	*	Not Rated
Multi-racial - Denominator	*	14		

Mathematics Participation Details

District: Eugene SD 4J

School: Coburg Community 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. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2021-22	2022-23	2023-24	3-year Average	Status
All Students - Percent	80.7	91.9	90.3	87.7	Not Met
All Students - Denominator	145	148	145	438	
Students Experiencing Poverty - Percent	64.3	76.9	75.0	71.8	Not Met
Students Experiencing Poverty - Denominator	14	13	12	39	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	63.6	69.2	62.5	65.0	Not Met
Students with Disabilities - Denominator	11	13	16	40	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	100.0	*	*	100.0	Not Rated
Black/African American - Denominator	1	*	*	1	
Hispanic/Latino - Percent	75.0	100.0	0.0	75.0	Not Rated
Hispanic/Latino - Denominator	4	3	1	8	
Native Hawaiian/Pacific Islander - Percent	100.0	100.0	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	1	1	1	3	
Underserved Race/Ethnicity - Percent	83.3	100.0	50.0	83.3	Not Rated
Underserved Race/Ethnicity - Denominator	6	4	2	12	
Asian - Percent	100.0	100.0	100.0	100.0	Not Rated
Asian - Denominator	1	1	1	3	
White - Percent	84.0	93.0	89.8	89.0	Not Met
White - Denominator	125	128	128	381	
Multi-racial - Percent	46.2	80.0	100.0	76.2	Not Met
Multi-racial - Denominator	13	15	14	42	

Regular Attenders Details

District: Eugene SD 4J

School: Coburg Community 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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Regular Attenders Level	Cut
Level 5	93
Level 4	89
Level 3	85
Level 2	52
Level 1	<52

State Long Term Goal: 93%

Student Group	Grade Range	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	K-5	90.3	72.8	87.9	83.6	Level 2
All Students - Denominator		144	147	149	440	
Students Experiencing Poverty - Percent	K-5	57.1	50.0	>95	67.6	Level 2
Students Experiencing Poverty - Denominator		14	10	*	*	
English Learners - Percent	K-5	*	*	*	*	Not Rated
English Learners - Denominator		*	*	*	*	
Students with Disabilities - Percent	K-5	*	72.7	82.4	78.4	Level 2
Students with Disabilities - Denominator		*	11	17	*	
American Indian/Alaska Native - Percent	K-5	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*	
Black/African American - Percent	K-5	*	*	*	*	Not Rated
Black/African American - Denominator		*	*	*	*	
Hispanic/Latino - Percent	K-5	*	*	*	*	Not Rated
Hispanic/Latino - Denominator		*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*	
Underserved Race/Ethnicity - Percent	K-5	*	*	*	*	Not Rated
Underserved Race/Ethnicity - Denominator		*	*	*	*	
Asian - Percent	K-5	*	*	*	*	Not Rated
Asian - Denominator		*	*	*	*	
White - Percent	K-5	88.8	73.2	88.5	83.5	Level 2
White - Denominator		125	127	130	382	
Multi-racial - Percent	K-5	>95	70.6	81.3	83.3	Level 2
Multi-racial - Denominator		*	17	16	*	

On Track to English Language Proficiency (ELP) Details

District: Eugene SD 4J

School: Coburg Community 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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	22
Level 1	<22

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
Current English Learners - Percent	*	*	*	*	Not Rated
Current English Learners - Denominator	*	*	*	*	

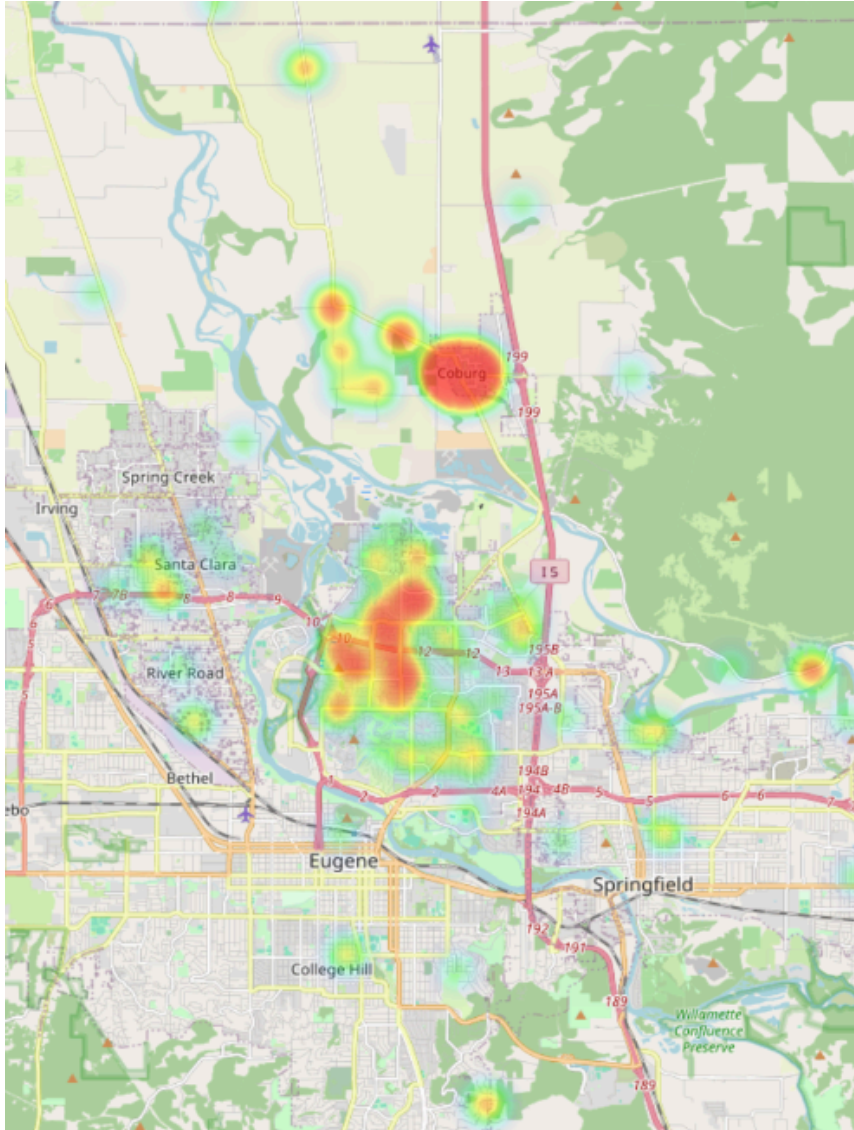
2024-25 Coburg Data Appendix

Enrollment

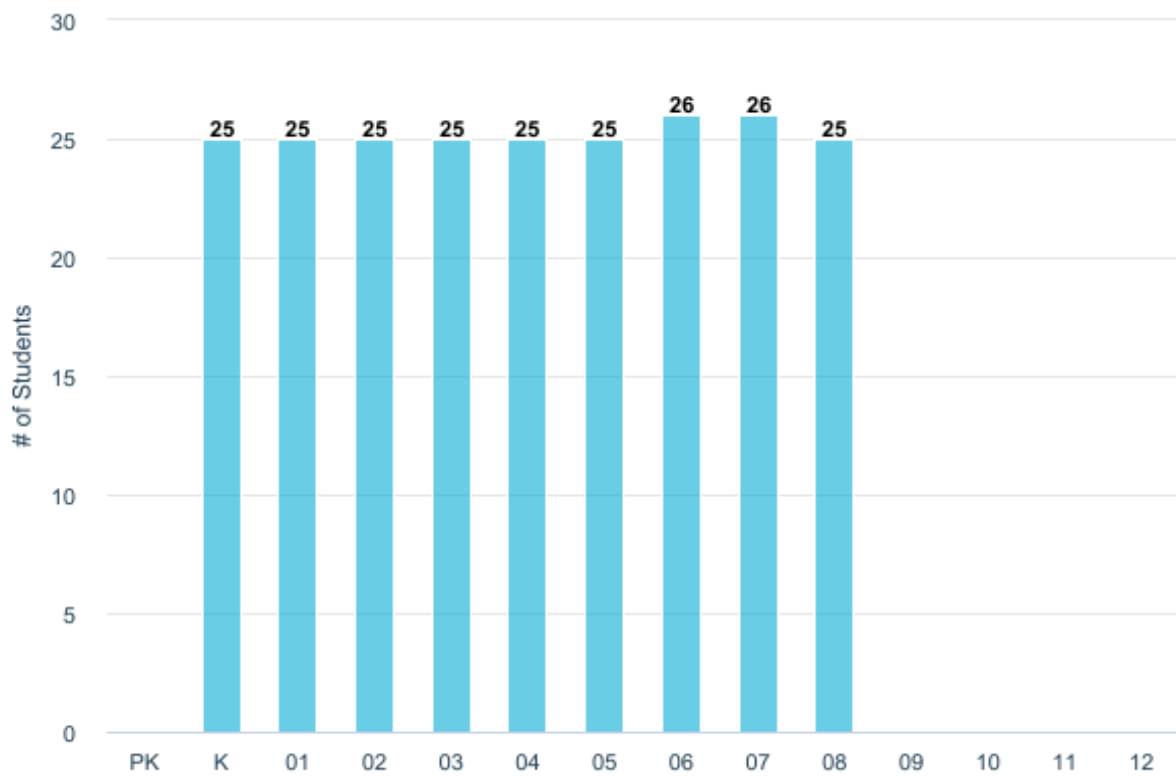
- October 1st student enrollment in the Coburg Community Charter School (CCCS) remains very stable in 2024-25:

SCHOOL	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2024 VS 2015 (IN %)
Coburg School	226	220	220	221	221	223	225	212	221	221	2.3
All 4J Charters	872	873	848	832	848	836	847	845	851	806	8.2
4J	16,099	16,440	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(7.1)

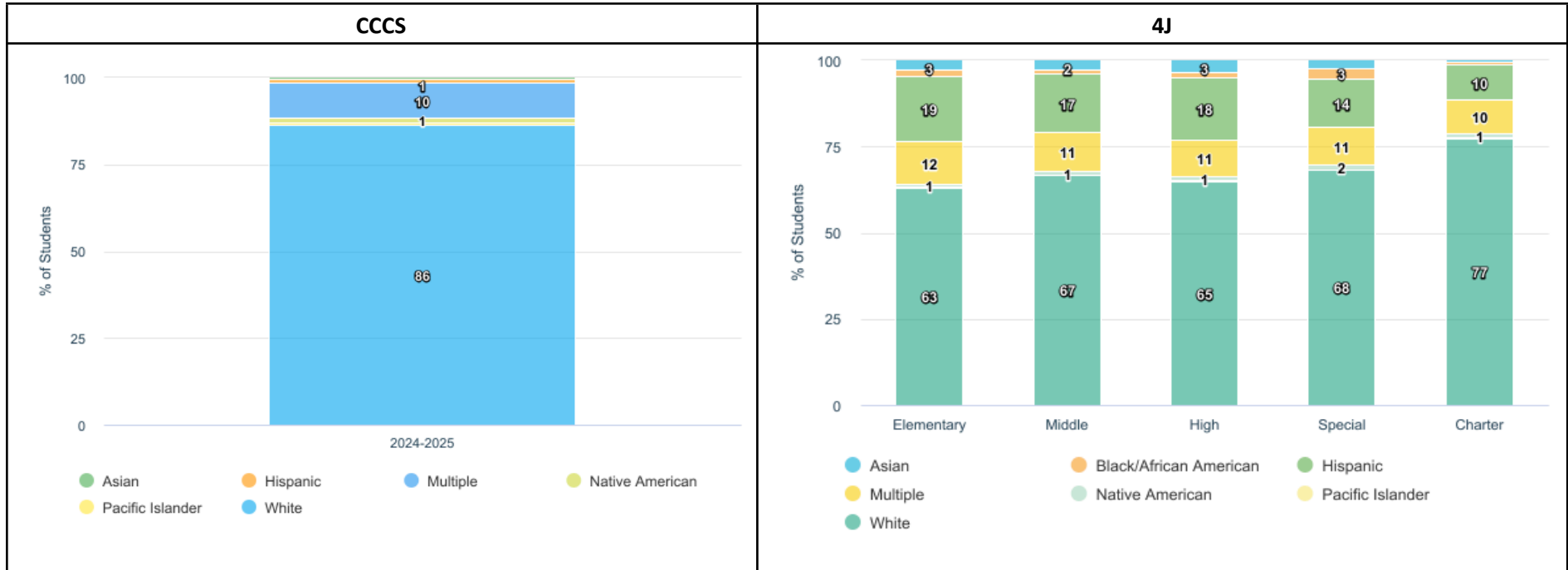
- Of the 126 Coburg residents who are enrolled in 4J in grades KG to 8, only 68 are enrolled in CCCS (54%)



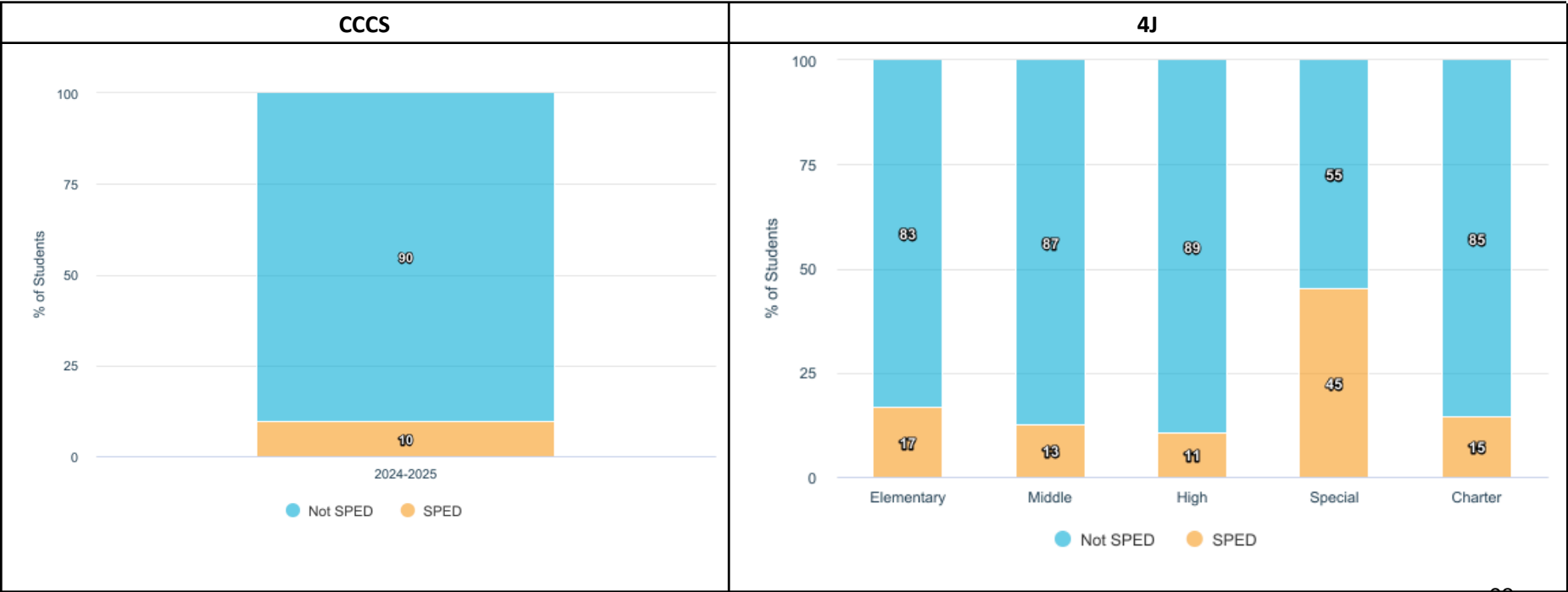
- Enrollment by grade as of 10/1/2024:



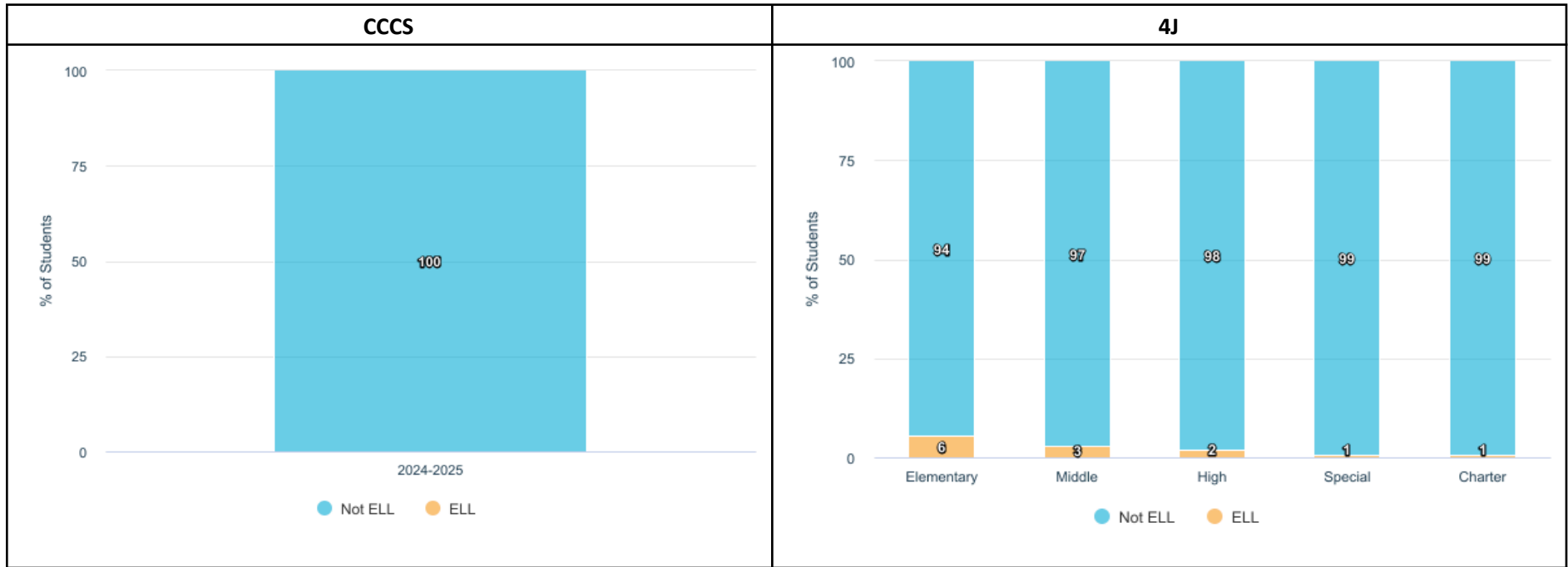
- CCCS continues being the most racially segregated school in 4J, with 86% of its students being White, but in 2024-25 the percentage of students who are not White or multiracial increased significantly from 2% to 7% (14 Latino/a, 1 Asian, and 1 African American)



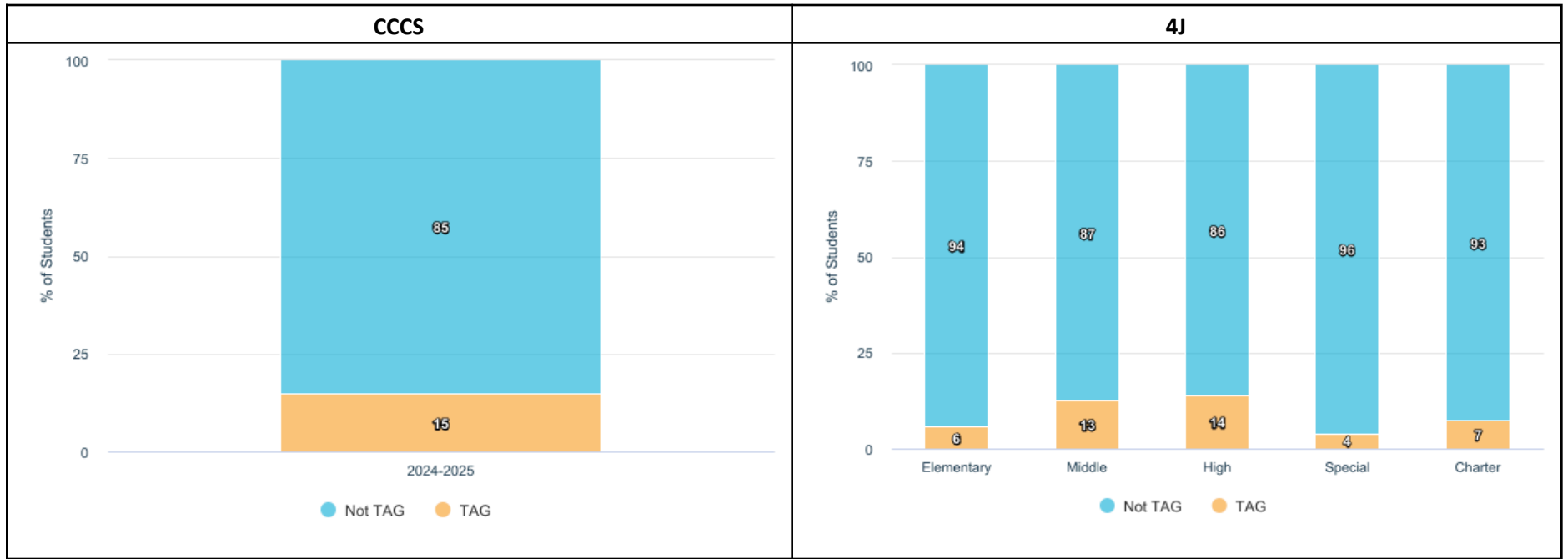
- The ODE report cards indicated that in 2023-24 9% of CCCS students were experiencing poverty, as newly defined by ODE, while 29% of 4J students did
- CCCS has a lower percentage of students in Special Education than elementary, middle, or charter schools in 4J



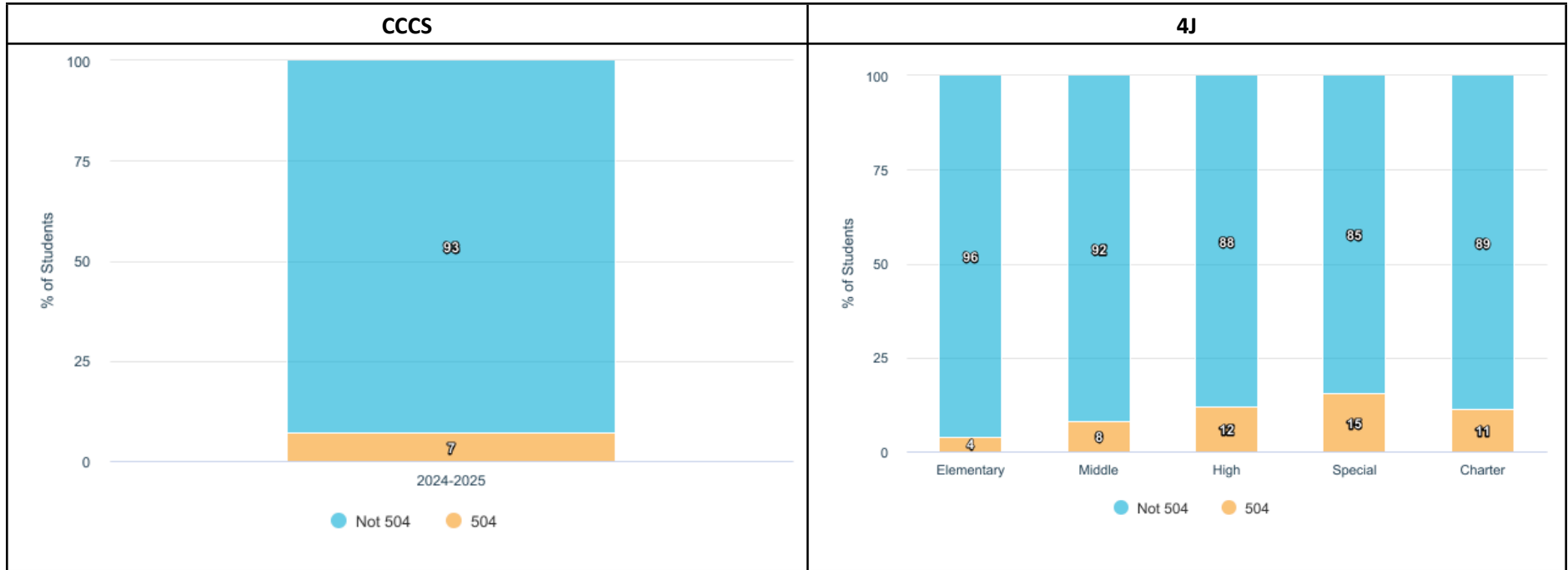
- The ODE report cards indicated that in 2023-24 CCCS students had 5 different home languages, while 4J students had 48
- CCCS has a lower percentage of students in the English Language Development program (0%) than elementary, middle, or charter schools in 4J



- CCCS has a higher percentage of students in the Talented and Gifted (TAG) program than elementary, middle, or charter schools in 4J



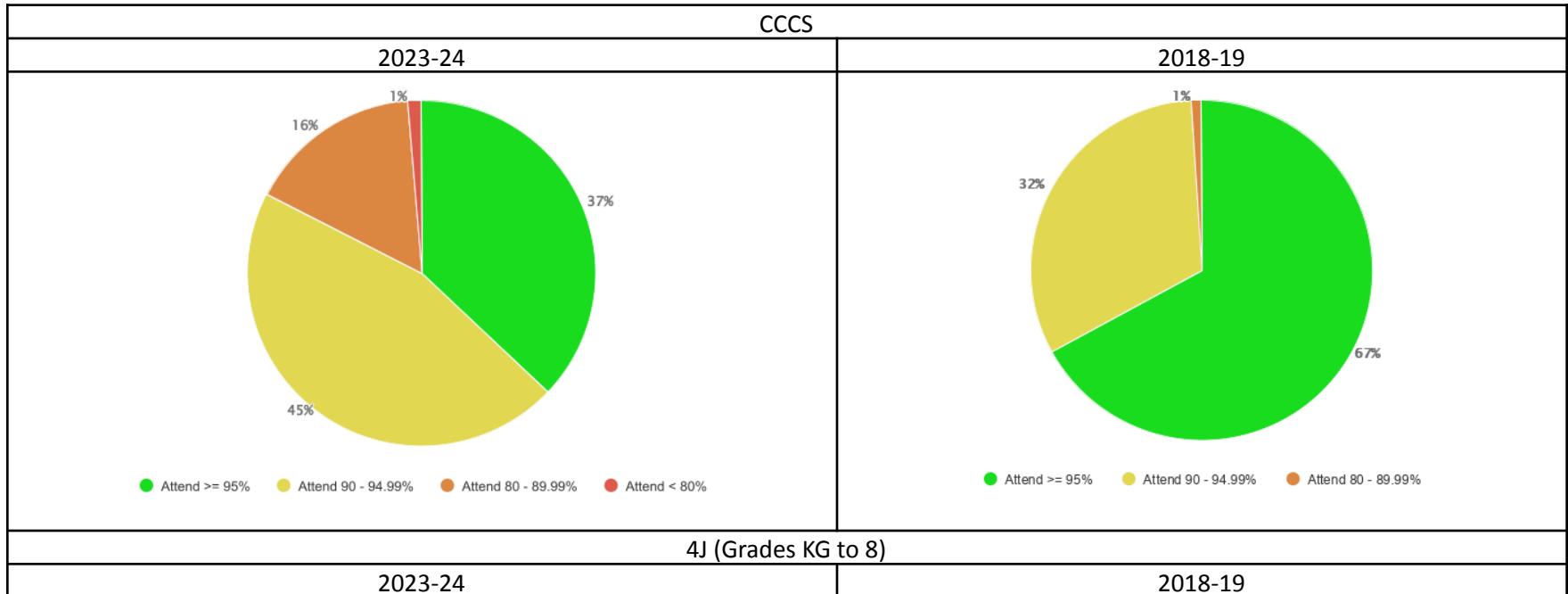
- CCCS has a higher percentage of students with a 504 plan than elementary schools in 4J, but a lower percentage than middle and charter schools

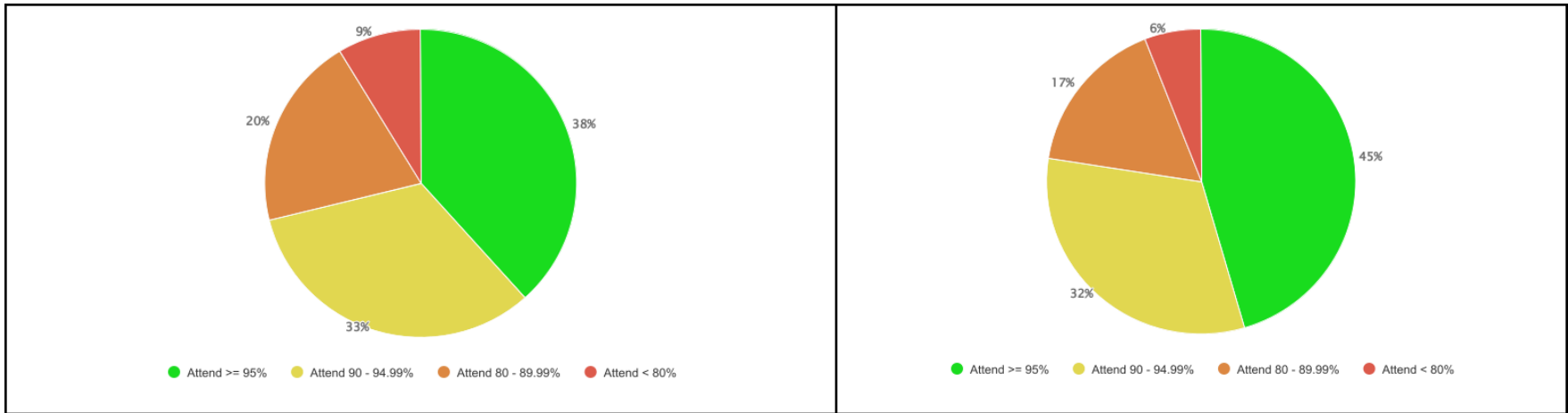


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Student Attendance

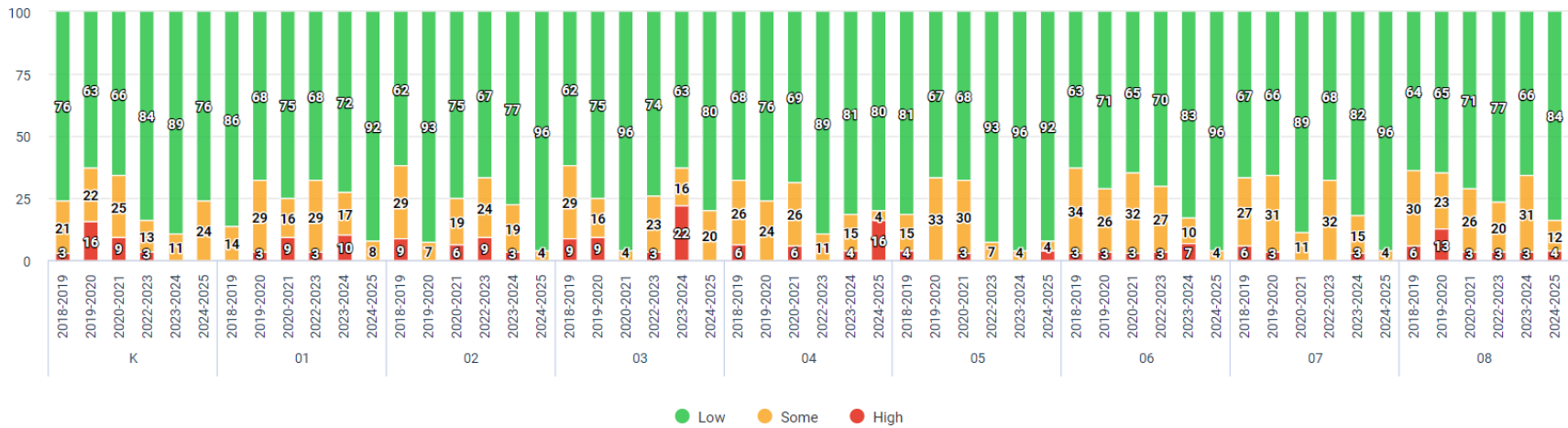
- In 2023-24 CCCS had a significantly higher percentage of regular attenders (students who attended at least 90% of the time) than 4J as a whole in grades KG to 8 (82% vs 71%), while still not reaching the percentage before the pandemic (99%)

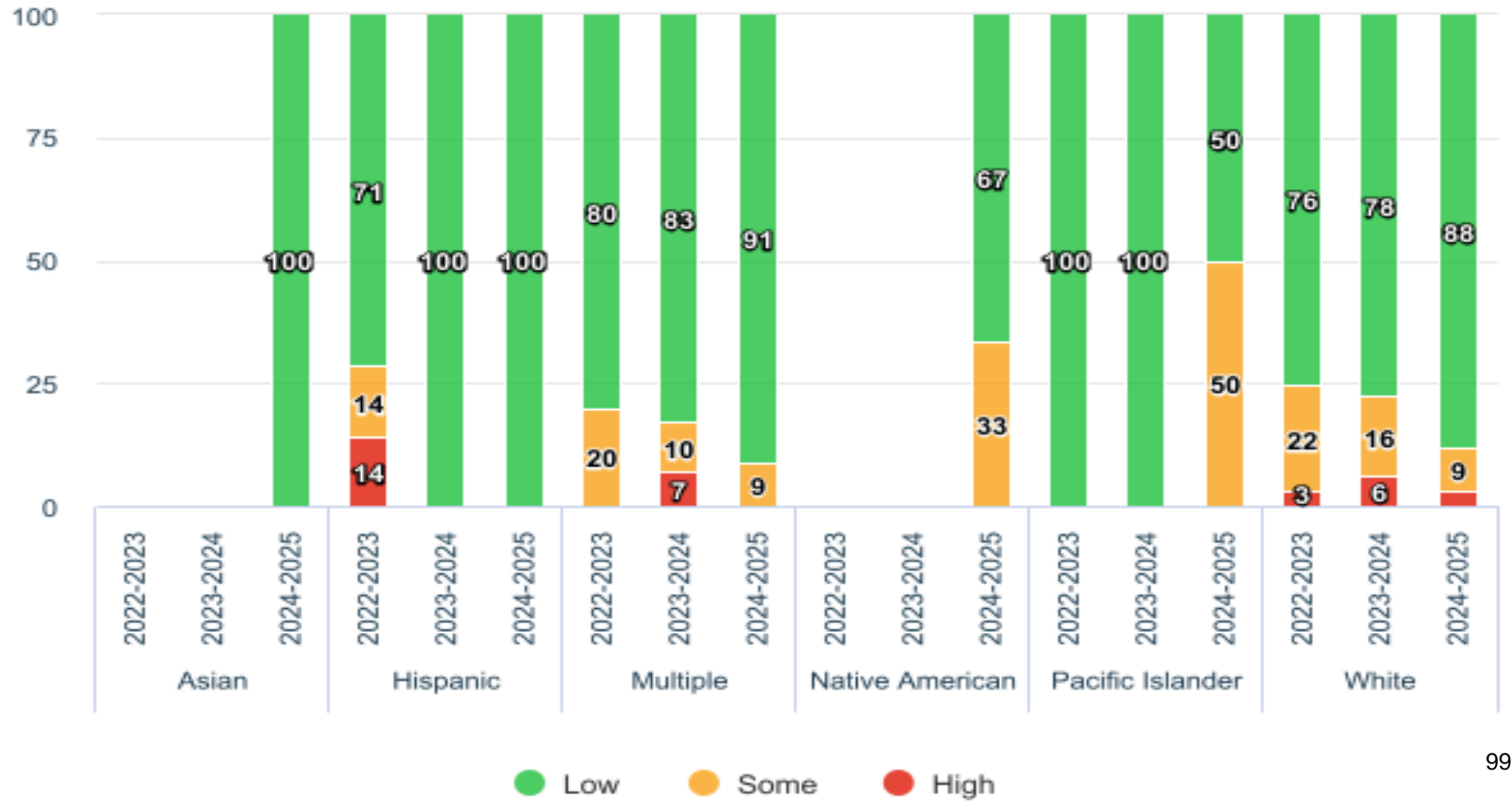




easyCBM Scores

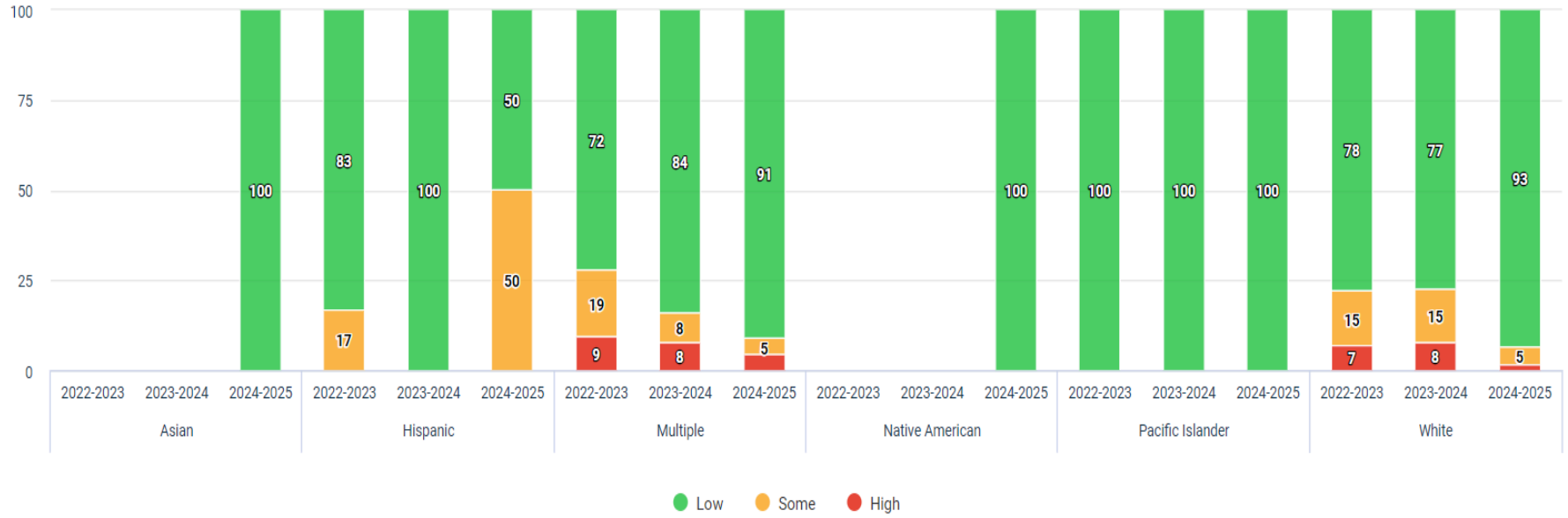
- CCCS reading easyCBM scores (measured by the percentage of students at the low risk level) improved in 2023-24 in all grades except 3rd, 4th, and 8th





- CCCS math easyCBM scores (measured by the percentage of students at the low risk level) improved in 2023-24 in half of the grades and dropped in the other half





OSAS Scores

- In 2024 the OSAS proficiency rate in ELA, Math, and Science declined in CCCS
 - CCCS had a significantly higher proficiency rate than 4J as a whole in all three subjects

School	OSAS PROFICIENCY RATE									2024 PARTICIPATION		
	2024			2023			2024 vs 2023			RATE		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
Charlemagne	82.3	74.7	84	83.3	75.2	66.7	(1.0)	(0.5)	17.3	96.3	96.3	90.9
Chinese Immersion	74.5	70.9	53.8	72.9	66.7	61.1	1.6	4.2	(7.3)	100	100	100
Yujin Gakuen	73.5	63.7	55.9	67.3	59	55.3	6.2	4.7	0.6	92	92	89.5
Coburg	71.8	63.4	42.5	72.6	65.4	47.8	(0.8)	(2.0)	(5.3)	90.3	90.3	88.9
SEHS	78.6	63.4	65.2	65.5	21.6	52.5	13.1	41.8	12.7	11.6	11.4	12.7
Ridgeline	71.6	60.4	71.7	78.1	54.3	51.1	(6.5)	6.1	20.6	90.2	90.9	91.4
Edgewood	66.2	53.9	50.7	69.7	57.4	43.9	(3.5)	(3.5)	6.8	90.5	90.5	95.9
Edison	67.1	51.3	52.5	63.5	57.7	56.5	3.6	(6.4)	(4.0)	84.9	84.9	90.8
Roosevelt	59.6	46.3	32.4	60.2	51.4	50.7	(0.6)	(5.1)	(18.3)	64.1	64.1	91.5
Adams	55.4	43.9	29.7	54.5	49.7	58.1	0.9	(5.8)	(28.4)	90.2	91.7	98.5
Twin Oaks	54.4	43.7	43.8	50.4	41.1	48.6	4.0	2.6	(4.8)	85.1	85.1	82.1
Gilham	49.1	42.1	44.3	52	44.6	38.5	(2.9)	(2.5)	5.8	93.6	92.9	93.6
Willagillespie	47.3	41.9	37.3	51	44.2	34.7	(3.7)	(2.3)	2.6	85.9	86.8	90.5
Holt	41.6	39.5	33.3	40.9	35.5	36.3	0.7	4.0	(3.0)	95.8	97	98.6
Family	52.8	37.7	38.9	62.1	55.2	45	(9.3)	(17.5)	(6.1)	81.5	81.5	94.7
4J	48.6	36.8	36.1	50	37.7	38.7	(1.4)	(0.9)	(2.6)	73.2	72.3	63.4
Camas	45.9	36.7	31.4	57.1	45.7	47.2	(11.2)	(9.0)	(15.8)	74.1	73.3	83.3
Village	56.1	36.1	32.7	62.1	43.2	69.4	(6.0)	(7.1)	(36.7)	92.5	91.9	90.7
Cal Young	45.9	34.7	28.9	44.9	32.9	29.5	1.0	1.8	(0.6)	78.9	78.3	88.8
Awbrey Park	42.6	33.3	33.3	45.2	36.2	26.8	(2.6)	(2.9)	6.5	91.2	91.7	96.9
Spring Creek	39.2	33.1	40	47.9	43.7	34.1	(8.7)	(10.6)	5.9	92.9	92.9	95.2
Spencer Butte	51.7	33	29.6	56.4	39.1	37.5	(4.7)	(6.1)	(7.9)	66.9	66.6	90.8
ATA	47.5	31.1	36.8	44.4	29.3	41.3	3.1	1.8	(4.5)	87.9	87.1	86
Buena Vista	39.2	29.9	23.6	47.9	36.6	45.6	(8.7)	(6.7)	(22.0)	94.4	94.4	98.6
Kennedy	44.4	28.9	34	45.5	27.8	35.5	(1.1)	1.1	(1.5)	87.1	88.8	92.4
Sheldon	52.2	28.9	46.7	60.5	42.9	58.1	(8.3)	(14.0)	(11.4)	24	21.9	23.7
River Road	42.7	28.6	35.2	47.3	29.1	36.4	(4.6)	(0.5)	(1.2)	95.9	95.9	98.2
McCornack	34.1	26.1	16.7	40.4	36.3	40	(6.3)	(10.2)	(23.3)	94.3	94.3	96.8
Madison	46.7	24	27.9	38.4	20.9	20	8.3	3.1	7.9	82.2	81.7	91.7
Monroe	36.8	22.7	26.6	42.9	25.6	24	(6.1)	(2.9)	2.6	65.7	66.3	58.5
Kelly	33.1	21.4	16.7	38.3	23.9	28	(5.2)	(2.5)	(11.3)	65.6	65.8	78.8
Howard	24.9	19.8	13.1	27.7	18.8	21.6	(2.8)	1.0	(8.5)	83.9	83.5	77.2
Churchill	34.2	19.5	43.1	13.6	8	43.5	20.6	11.5	(0.4)	43.1	16.4	28.2
Chavez	22.5	18.4	20	29	20	11.1	(6.5)	(1.6)	8.9	90.6	91.2	82.4
Network	*	*	*	44.4	--	15.4				*	*	*
NEHS	*	*	66.7	62.3	34	12.8			53.9	*	*	6
Twin Rivers Charter	*	*	*	50	10	30				*	*	*

Exclusionary Discipline

- The number of exclusionary discipline actions in CCCS in 2023-24 remained stable compared with 2022-23 and significantly lower than it was 7 or 8 years ago

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2023-24	0	3	1	220
2022-23	0	1	3	220
2021-22	0	0	0	220
2018-19	0	2	1	225
2017-18	0	2	1	212
2016-17	0	13	1	221
2015-16	0	5	4	221

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

**2023-24 Annual Review
Network Charter School
a public charter school
sponsored by Eugene School District 4J**

**Office of the Executive Director of Youth and Family
Support Services
Charter School Review Team
January 2025**

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January 2025

To: Eugene School District 4J Board of Directors

From: 4J Charter School Review Team

Subject: Network Charter School, 2023-24 Annual Review

Introduction

In June 2024, Network Charter School completed its twenty-first 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. 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.

In January 2023 the 4J Board approved a ten-year renewal of the Network Charter School agreement with the district. Network Charter is currently in the first year of this renewal.

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 2023-24 School Year

The council was composed of the following representatives:

- Network Charter School: Penny Studt, Principal, and Jon Kuhns-Obana, Finance Director
- Village School: Roz Romanz, Co-Principal, Shannon Powell, and Andy Pears, Executive Director
- Ridgeline Montessori School: Michelle Texley, Principal, and Chrystell Reed, Executive Director
- Coburg Community Charter School: Dave Wallace, Executive Director
- Twin Rivers Charter School: Jay Breslow, Principal, Kristin Humphrey, co-principal, and Jeff Parker, Executive Director
- Eugene School District 4J Representatives: Morgan Munro, 4J School Board; Matt Brown, Director of Financial Services; Bob Blyth, Associate Director Financial Services; Tom Horn, Special Education Administrator; Karen Apgar, Special Education Administrator, Kat Lange, Assistant Superintendent of Youth and Family Services; Oscar Loureiro, Director of Research; Casandra Kamens, Curriculum Administrator - Charter School 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. 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 2023-24 School Improvement Plan (SIP)

This section reviews the progress of Network Charter on their 2022-23 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. Network made a concerted effort to involve staff, students, parents, and the community on their goals. Network also focused their goals on previous annual review recommendations. The school has made substantial progress across its three main improvement goals this year. 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 2023-24 School Improvement Plan:

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

Regarding attendance, while their Average Daily Membership (ADM) has increased from 99 in 2021-2022 to 118 in 2023-2024, they've also seen an improvement in regular attender rates from 10% to 16%. This improvement coincides with their enhanced initiatives. They have implemented several successful initiatives including enhanced data accuracy through regular audits and the introduction of solution-focused wrap-around meetings with families. While their beginning-of-year Student Orientation Day was successful, they weren't able to implement mid-year orientations as planned. They have significantly bolstered their mental health support by adding another counselor, now having both a Family Therapist and Licensed Social Worker on their Wellness Team. Communication improvements have been notable, with the implementation of a robo-call system, weekly Community Newsletter, common area TV announcements, an updated website, and an ongoing transition to the Synergy system.

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

Mathematical progress shows promising trends, particularly in Work Keys assessment results. The percentage of students achieving a passing score has increased significantly, from 20% of total students (26% of test participants) in 2022-2023 to 36% of total students (77% of test participants) in 2023-2024, despite having more students opt out of testing. The school has implemented new assessment tools including a Math Self Efficacy and Anxiety Questionnaire and Embedded Curriculum Assessment, though baseline data is still being established for these measures. These assessments complement their restructured approach to math instruction, which includes collaborative teaching methods, instructional assistant support, and individualized instruction.

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

Graduation rate data reveals a complex picture. While the on-time graduation rate decreased from 53% in 2021-2022 to 33% in 2023-2024, the school achieved 100% graduation for their seniors last year. Importantly, the on-track graduation rate has shown steady improvement, rising from 27% in 2020-2021 to 55% in 2023-2024. Their GED program has been particularly successful, with 67% of enrolled seniors completing the program in 2023-2024. Credit recovery programs have been effective, with the Outdoor Credit Recovery Adventure Program (OCRAP) facilitating 22.84 total credits recovered across various subjects, and the Summer Bridge Program enabling 20.315 credits recovered. The school's CTE pathways, including their award-winning Culinary program and developing Natural Resources pathway, continue to support these graduation efforts. The school maintains its focus on college and career readiness through required Independent Living classes and Friday Flex scheduling. Additionally, they received a grant for DEI work, partnering with an external expert for policy review and professional development. While making progress in many areas, the school continues to work on developing better systems for parent-teacher communication, implementing mid-year student orientations, and expanding internship opportunities.

2. Update on New Goals for 2023-24 School Improvement Plan (SIP)

Goal 1: Increase the attendance rates of all students

NCS hopes to increase attendance rates, as measured by the ODE Annual School Report Card data for Regular Attenders, by 25%, allowing NCS to reach the Level 2 threshold of 41%.

Goal 2: Improve math achievement

NCS seeks to enhance math performance through multifaceted strategies and measures. The school aspires to boost career readiness in math by achieving a 10% annual increase in Work Keys Assessment scores. Additionally, NCS prioritizes reducing individual students' math anxiety over the school year, fostering greater self-efficacy as tracked through the MSEAQ Survey. Proficiency in core math classes such as Algebra 1 and Geometry will be measured through pre- and post-assessments conducted annually and across the two-year curriculum, aiming to demonstrate substantial cumulative growth in mathematical competency.

Goal 3: Improve graduation rates

NCS endeavors to elevate its on-time graduation rates by 34%, reaching the Level 2 threshold of 67% as defined by ODE Annual School Report Card data. Recognizing the credit deficiencies and fractured graduation pathways students often bring to NCS, the school also uses metrics like credit recovery and GED completion data to reflect progress more comprehensively. NCS prides itself on its ability to "catch" students at risk of dropping out, providing them with tailored support to achieve graduation. However, the high number of students who leave NCS without enrolling elsewhere poses significant challenges to the graduation rate data, underscoring the school's commitment to addressing these systemic barriers.

3. School Report Cards

Report cards are provided in the form of Accountability Detail Sheets and At-A-Glance School and District Profiles, which serve as tools for continuous improvement planning by local and state policymakers, in conjunction with the communities they serve. Together, the Accountability Detail Sheets and At-A-Glance School and District Profiles comprise the majority of ODE's larger reporting system as required by the Oregon State Legislature and ESSA.

Accountability Details

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 2026-27 (approximately the 90th percentile)

Level 4 – Halfway from the baseline to the Long Term Goal

Level 3 – The baseline state average (2021-22 for ELA and Math Average Gap Scores, 2016-17 for all other indicators)

Level 2 - The 10th percentile of schools (2021-22 for ELA and Math Average Gap Scores and Five-Year Completers. 2022-23 for all other indicators)

Level 1 – Below the 10th percentile

The Academic Achievement indicator appears on the Accountability Details Report by subject (i.e., English Language Arts and Mathematics) and student group. It refers to the percentage of students who meet the achievement standard (level 3 or 4) for the respective subject in grades 3 through 8 and grade 11.

Student groups are assigned level ratings for each indicator, provided that the group meets the minimum n-size of 20 when data years are combined. The following table displays the cuts for Levels 1 through 5 for each indicator in the Accountability Detail Sheets. These cuts are applied to every student group that meets the minimum n-size threshold of 20 students.

Indicator	Grades Used	Level 5	Level 4	Level 3	Level 2	Level 1
ELA Achievement	3-8,11	80	67	54	18	<18
Math Achievement	3-8,11	80	62	43	8	<8
Regular Attenders	9-10	93%	86%	78%	41%	<41%
9th Grade On-Track	9	95%	90%	84%	63%	<63%
Four-year Graduation Rate	9-12	90%	82%	74%	67%	<67%
Five-year Completers Rate	9-12	97%	90%	82%	74%	<74%

For Academic Achievement areas (ELA and Math) a level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

For the Average Gap Scores in ELA and Math a level is assigned based on the value of the change in the average gap score, provided the denominator meets the minimum n of 20 in both the 2018-19 Average Gap Score calculation and in the 2023-24 Average Gap Score calculation.

For regular attenders a level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

Summary of Assessment / Accountability Data from Spring 2024

The Oregon Department of Education (ODE) does not view students who did not participate in statewide summative assessments as not proficient. These students simply have not had the opportunity to demonstrate their proficiency. However, the new calculation for the Academic Achievement indicator as part of the ESSA accountability system treats assessment **non-participants in excess of 5 percent as not meeting the achievement standard.**

Network is currently at Level 1 for all accountability indicators.

English Language Arts Academic Achievement – Level 1

English Language Arts (ELA) performance continues to be an area of significant concern, with the school maintaining a Level 1 rating based on a three-year average proficiency of 12.9%. The most recent data shows a troubling decline from 19.4% in 2022-23 to 8.8% in 2023-24. Students experiencing poverty maintained slightly higher performance than the overall average at 13.2% over three years, while White students showed a similar declining pattern, dropping from 22.7% to 7.1%. This downward trend requires immediate attention and intervention.

Math Academic Achievement – Level 1

Mathematics achievement remains critically low, with a Level 1 rating and a three-year average proficiency rate below 5%. However, there are small signs of improvement, with overall proficiency increasing to 5.9% in 2023-24. White students showed similar modest gains, reaching 7.1% proficiency in 2023-24. While any improvement is positive, these rates remain significantly below state expectations and indicate a need for comprehensive mathematics support.

Regular attenders – Level 1

Regular attendance shows an encouraging upward trend, though still at Level 1 with a 10.8% three-year average. The rate has improved steadily from 6.5% in 2021-22 to 14.6% in 2023-24. Particularly noteworthy is the progress among students experiencing poverty, who achieved a 21.1% attendance rate in 2023-24. Students with disabilities also showed improvement, reaching 23.1% in the most recent year. Despite these gains, attendance remains well below the state's expectations.

9th Grade On-track to graduate – Level 1

The ninth-grade on-track indicator shows promising improvement, though still at Level 1 with a 42.4% three-year average. The most recent data reveals significant progress, with rates increasing from 30% to 54.5% in 2023-24. White students demonstrated particularly strong growth, improving from 35.7% to 63.2%. Students experiencing poverty also showed gains, reaching 40% in 2023-24. This positive trend suggests that recent interventions for ninth graders may be having an impact.

Graduation Rates

Graduation rate data presents a mixed picture. The four-year graduation rate declined significantly to 33.3%, representing a 19% decrease from the previous year. However, the five-year completion rate shows more promise, improving to 71% (a 6% increase). This disparity suggests that many students require additional time to complete their education successfully, particularly among students experiencing poverty, who achieved a 66.7% five-year completion rate.

Participation Rates

Participation rates across all assessments fall significantly below the 94.5% target. ELA participation declined to 15.9% in 2023-24 from 45% the previous year, with similar patterns in mathematics participation. This low participation rate affects all student groups and makes it difficult to accurately assess the school's academic performance. White students' participation rate of 15.8% in 2023-24 represents a significant decline from 44.4% in the previous year.

Students with Disabilities

Students with disabilities demonstrate varying levels of progress across indicators. While their regular attendance improved to 23.1% in 2023-24, academic achievement remains concerning with less than 5% proficiency in both math and ELA. Their four-year graduation rate data was too small to report, but the five-year completion rate of 75% in 2018-19 suggests that with additional time and support, these students can achieve significant success. The 9th grade on-track data for this group was insufficient for rating but requires monitoring.

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.** CSI schools were identified in 2021-22.

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 accountability details report from 2021-22, Network was identified and continues to be a CSI school until the re-evaluation in 2024-25.

Oregon Department of Education (ODE) At-A Glance Profile

The At-A-Glance School Profiles were designed by and for parents and community members to be an understandable and easy to read overview of how schools and districts serve their students. All data is based on the 2023-24 school year unless otherwise noted. Exceptions include the On-Time Graduation, Five-Year Completion, College Going, Teacher Retention, Same Principal, and Per Pupil Expenditure data elements. The summary below reflects information gleaned from this report for specified indicators for the 2023-24 school year along with 4J district information gathered this fall for other indicators, as also specified.

- **Demographics** – This year’s At-A-Glance report card shows a less diverse population than the district as a whole at Network (81% white versus 66% for the district). In comparison, only 69% of Network teachers identify as white.
- **Students with Disabilities** – At 31% the special education population is over double that of the district which is at 15%.
- **Vaccinations**– 84% of Network students were recorded as being up-to-date on required vaccines.
- **Students Experiencing Poverty** - 44% of Network Charter School students are recognized as students experiencing poverty as compared to the district at 29% . A new ODE definition shifts this group from “economically disadvantaged” to “students experiencing poverty.” This group includes students that meet any of the following: receiving SNAP/TANF benefits, in foster care, identified as McKinney-Vento, or receiving migrant ed services.

4. Site Visit

In order to more accurately represent the charter schools in their annual review site visits were moved to the fall of the current year. For this year there are two official site visits for each of our character schools; one in May and one in November. The purpose of these visits is to examine a comprehensive set of questions regarding curriculum and instruction, planning, enrollment, and governance and organization.

On May 15, 2024, the 4J Charter School Review Team conducted an official site visit to Village School. Members of the Network team included Penny Studt (Principal), Jon Kuhns-Obana (Finance Director), Denise Velasco (Guidance Counselor), Heather Hickcox (SPED Coordinator), Molly Stafford (Board Chair). 4J Charter School Review Team members present at the meeting included Bob Blyth (Associate Director Financial Services), Oscar Loureiro (Director of Research), Tom Horn (Special Education Administrator) and Casandra Kamens (Curriculum Administrator/Charter School Liaison).

On November 7, 2024, the 4J Charter School Review Team conducted a second official site visit to Network Charter School. Members of the Network team included Penny Studt (Principal), Jon Kuhns-Obana (Finance Director), Denise Velasco (Guidance Counselor), Heather Hickcox

(SPED Coordinator), Ethan Krueger (Math Teacher), and Matthew Palotti (Math/Science Teacher). 4J Charter School Review Team members present at the meeting included Matt Brown (Director of Financial Services), Bob Blyth (Associate Director Financial Services), Kat Lange (Assistant Superintendent of Youth and Family Services), and Casandra Kamens (Curriculum Administrator/Charter School Liaison).

During the May visit the charter school review team was able to visit two of the off-site classroom locations: Nearby Nature and Heartwise. During these visits the team asked questions of the students about the program and why it works for them. Several students noted the small class size reduced anxiety, gave them a sense of community and responsibility to each other. Students expressed appreciation for the flexibility of the program and the time available to build relationships which in turn encourages them to attend.

The following sections highlight the additional reports from the site visits.

Summary of progress on School Improvement Plan (SIP)

Goal 1: Increase attendance rate

The school has made attendance data accuracy a priority for staff. They continue to brainstorm ways to encourage timely and accurate reporting. Network has continued with their wrap-around meetings with students and families to emphasize the importance of attendance.

Goal 2: Increase 4 Year Graduation Rate

Working to increase internship opportunities for students as well as offering creative approaches to credit recovery and work with students on regular goal setting around post-high school planning.

Goal 3: Increase math achievement scores

Continuing to explore and adjust math instruction to include best practices and addressing math anxiety. Giving students more effective ways to show their knowledge and proficiency level outside of testing.

Annual State Assessments

Only 9 students participated in OSAS testing, with many neurodivergent students and those with IEPs opting out. The school continues to use Workkeys and Easy CBM assessments and is working on developing better ways to show student growth.

Current enrollment and demographics

The school maintains a waitlist throughout the year, with an enrollment of 119 students, 80% of whom are from 4J district. They maintain a maximum class size of 15 students to support their relational approach. The school had to restart their high school waitlist after onboarding all waitlisted students in the fourth quarter, and maintained 21 students on the middle school waitlist.

Curriculum and instruction; academic initiatives and educator effectiveness training

The school has implemented significant changes to their schedule and curriculum. They operate on an A/B schedule Monday through Thursday, with special CCR (College and Career Readiness) Fridays featuring a flex schedule of 2.5 hours. The math program has been restructured into a 2+1 model, where two credits are earned in an umbrella class accommodating all ability levels through self-paced, guided instruction with peer tutors. The +1 includes options like college-track Algebra 2, Math 85 (LCC), Math Explains the World, and Art is Math. The school acknowledges challenges with math anxiety and low self-efficacy among students, many of whom hadn't done math for two years. They're implementing research-based questionnaires to evaluate shifts in thinking and mindset, along with work samples and workkeys assessments.

Support for students from special populations

The school maintains a full-inclusion program with 30-40 students on IEPs and 20-25 students with 504 plans. They employ instructional assistants in each classroom, funded through CSI/TSI money and 4J district. A holistic wellness team is available daily to support students, families, and staff, offering services including peer mediation and whole-school emotional regulation work.

Financial Status

Financial oversight is provided by EDN (Evergreen Development Network), which has brought in Heartwise and covered Le Petit Gourmet. An audit was submitted in early September 2024 but results were still pending as of the November visit.

Governance/Organization and Board Membership

The board has undergone some changes, with the Board chair stepping down and being replaced by a former parent. Despite some resignations, the board remains full as parents have stepped in to fill vacancies. They are working with a consultant on roles and meeting procedures. The school maintains partnerships with Le Petit Gourmet, Nearby Nature, MECCA, and Heartwise. They're undertaking a DEI policy overhaul and reviewing their enrollment process and all contracts.

Update on contractual and/or legal requirements

Nothing significant to report

Parent and community relations

The school has enhanced communication through weekly newsletters, parent nights, open houses, and monthly community lunches. They've implemented a new, more user-friendly website and use the Remind app for communications. Parent volunteer participation has been strong, particularly in the OCRAP program which logged over 800 hours in the year.

Successes

Notable achievements include graduating all enrolled seniors, maintaining staff consistency over 3-4 years, completing accreditation, receiving a \$100,000 DEI grant, and celebrating their 20th year. They've also successfully implemented a full-time guidance counselor position. Having SpEd teacher Heather for a fifth year straight provided stability and more effective support for students on IEPs.

Challenges

Primary challenges include attendance issues, graduation rates, and the impact of students who leave the program on overall graduation statistics. They're also dealing with student behavior and mental health concerns, substance use issues (addressing through a new harm reduction class), and managing the workload associated with various program alignments.

6. Financial Review

AUDITED FINANCIAL STATEMENTS

The District has received the 2023-24 Final audit for the Network Charter School. Review of this document has shown no material concerns with the financial condition of this school as an ongoing entity as outlined below.

The District received the annual audit for the year ending June 30, 2024. The District also receives and reviews the financial state of the Network Charter School on a quarterly basis throughout the year. District's financial review of the Network Charter School's (Charter) audited financial statements for the year ended June 30, 2024, consisted of reviewing financial operations to ensure consistency with the Charter's educational mission, and reviewing net position to ensure the school's solvency and ability to sustain operations in the future. Network Charter School's 2023-24 financial statements have been audited by an independent auditor, who issued an unmodified opinion on the Charter's statements and did not identify any material weaknesses in the financial operations of the school.

The Comparative Schedule of Changes in Net Position reflects expenses increasing to \$1,561,474 (\$187,983 or 13.69% over the prior year). Revenue increased 8.93% to \$1,707,511 in 2023-24, with improved State support, Local Option Levy funds and increased Interest income. Overall Net Position decreased by \$48,047.

Network's financial statements are presented in accordance with Government Accounting Standards Board (GASB) Statements 68 and 71 related to employee pensions.

Notes to the financial statements indicate that as of December 22, 2015 the property used by the school located at 2550 Portland Street was acquired by Evergreen Development Network which leases the building back to the school. The annual lease is \$35,306.28 in monthly installments of \$2,942.19. The lease is a triple net lease, meaning that the lessee is responsible for all maintenance, repair, improvements and alterations, and utilities. The school subleases a portion

of the property to a non-profit organization that is a contract service provider to Network Charter. The school received \$14,872 in rent and utility payments from the sublease.

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, 2023, Network Charter School enrolled 113.18 students in grades 7–12, 9.37 more than the prior year. In the current contract, Network is allowed to enroll up to 210 students in grades 7-12.

Comparative ADMr is as follows:

2023-24	113.18
2022-23	103.81
2021-22	94.57
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 2023-24 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.

7. Findings

Key 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. Network Charter School demonstrates a complex picture of both significant progress and persistent challenges in their twenty-first year as a public charter school.

Academic Performance

Network Charter School continues to face significant academic challenges, particularly in standardized assessments. The school received Level 1 ratings across all accountability indicators, indicating performance below the 10th percentile in key areas. However, several promising trends have emerged:

- The school has shown notable improvement in their 9th-grade on-track rates, increasing from 30% to 54.5% in 2023-24, with particularly strong growth among White students (63.2%). This suggests that recent interventions for ninth graders are having a positive impact.
- Math achievement, while still critically low with a three-year average proficiency rate below 5%, shows small signs of improvement with overall proficiency increasing to 5.9% in 2023-24. The school's implementation of a restructured 2+1 math model and focus on addressing math anxiety demonstrates their commitment to improvement in this area.
- English Language Arts performance remains concerning, with proficiency declining from 19.4% in 2022-23 to 8.8% in 2023-24. The three-year average proficiency rate of 12.9% indicates a need for comprehensive intervention in this area.

Student Support and Programming

The school demonstrates particular strength in providing individualized support and alternative pathways to success:

- Their special education program serves a population (31%) that is more than double the district average (15%), with full inclusion and dedicated instructional assistants in each classroom.
- The school maintains small class sizes (maximum of 15 students) to support their relational approach to education, which students report reduces anxiety and builds community.
- The implementation of creative credit recovery programs has shown success, with their Outdoor Credit Recovery Adventure Program (OCRAP) and Summer Bridge Program facilitating substantial credit recovery across various subjects.

Operational Management

Network Charter School shows both areas of stability and needed improvement in their operational management:

- The school maintains strong community partnerships with organizations like Le Petit Gourmet, Nearby Nature, MECCA, and Heartwise, enriching their educational offerings.
- Financial oversight through EDN (Evergreen Development Network) appears stable, though complete audit results were pending at the time of review.
- The school has enhanced their communication systems through weekly newsletters, a new website, and the Remind app, showing commitment to family engagement.

Recommendations

1. Develop and implement a comprehensive literacy intervention program to address the declining ELA proficiency rates. This should include regular progress monitoring and targeted support for struggling readers.
2. Expand upon the promising elements of the new math program by implementing regular progress monitoring and establishing clear benchmarks for student growth within the 2+1 model.
3. Strengthen the attendance intervention system to build upon recent improvements, with particular focus on early identification and support for at-risk students.
4. Develop a more robust data collection and analysis system to better track and demonstrate student growth, particularly for students who may not participate in standardized assessments.
5. As a Comprehensive Support and Improvement School Network needs to continue to provide updated plans and progress on these goals as required by ODE.

Commendations

1. The school deserves recognition for their successful graduation of all enrolled seniors in 2023-24, demonstrating their ability to support students through completion when they remain engaged in the program.
2. Network Charter School has shown impressive progress in their 9th-grade on-track rates, indicating effective early intervention strategies for incoming students.
3. The school's commitment to maintaining small class sizes and providing comprehensive support services, including a full-time guidance counselor and wellness team, creates an environment conducive to supporting students with diverse needs.

4. The successful implementation of credit recovery programs, particularly OCRAP and the Summer Bridge Program, demonstrates innovative approaches to supporting student success.

5. The school's strong parent and community engagement, evidenced by over 800 volunteer hours in the OCRAP program alone, shows effective community building and support for student success.

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 2023-24 SIP Reflection, 2324 Profile - Network, 2324 Details - Network, 2024-25 Data Appendix=Network.*

Network Charter School 2024-2025 School Improvement Plan

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.

Mission and 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.

Enrollment and Demographics

The following table includes enrollment and demographic information during the 2023-2024 year:

Cumulative ADM	116.8
No. of students with IEP	41
No. of students with 504	28
4J Residents	76.2%

Race/Ethnicity	75.6% White 13.5% Hispanic 9.6% Multiracial 0% Asian 1% Black 0% American Indian/Alaskan
Economically Disadvantaged	95% (according to CEP)
Students who used McKinney-Vento services	4.5%
ELL Students	0%

Process used for developing SIP

Aside from community feedback and teacher reflection, NCS used the District’s Charter Renewal Findings Report to help establish the primary goals addressed on our 2024-2025 School Improvement Plan. The primary areas of concern identified by the Charter Review Committee were as follows:

- Attendance Rates
 - Goal: Increasing daily student attendance overall (ie: attending on-time, attending entire class, and attending all classes). We also aim to improve the number of students impacted by the 10 day drop window, and those who otherwise unenroll.
- Math Performance
 - Goal: Help close the math achievement gap
- Graduation Rates (*Targeted for CSI identification)
 - Goal: Increasing graduation rates (ie. on-time graduation), credit accrual (ie. increase students back-on-track)

Data Reporting on Progress Related to Improvement Goals

Goal 1: Increase Student Attendance

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

ADM	Regular Attenders
------------	--------------------------

2021-2022	99	11%*
2022-2023	104	10%
2023-2024	118	16%

** Regular Attendance rates from the 2020-21 school year are not directly comparable to rates published for prior school years, and should not be used for comparative or accountability purposes.*

Goal 2: Increase Academic Progress in Math

- Measured using data collected from the following sources:
 - Work Keys administered to the entire school.
 - This assesses workplace readiness
 - Math Self Efficacy and Anxiety Questionnaire.
 - This is a verified [survey](#) that aims to measure the self efficacy and anxiety of students. We will administer the survey twice a year in Core Math with the hopes that our instruction increases self efficacy and decreases anxiety through the course of the curriculum.
 - Embedded Curriculum Assessment.
 - We will give the students 3-4 Work Sample Questions embedded within the Core Math Curriculum. The questions will be graded using a rubric and will not count towards a grade in the class. This will be the assessment that gives information on the students' understanding of the math curriculum.

Work Keys Data					
Year	# of students tested	# of students who opted out	# of students achieving a passing score	% of total students achieving a passing score	% of total of students that participated in testing that achieved a passing score
2022-2023	56*	13	11	20%	26%
2023-2024	75	40	27	36%	77%

* seniors were not tested this year

Math Self Efficacy and Anxiety Data		
Year	Pre Survey	Post Survey

2024-2025	*	
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** The intention of this data is to show a decrease in math anxiety, hopefully resulting in an increase in math self efficacy, using comparative data from the beginning of the year versus the end of the year. Once a baseline is established, we hope to compile data to show the decrease of anxiety, and the correlating increase in self efficacy, over the 2 years/2 credits of Core Math (Alg 1 & Geometry)*

Common Assessment Data		
Year	Pre-Test	Post-Test
2024-2025	*	

** The intention of this data will be to show the percentage of students earning math proficiency by the time they graduate and/or by the time they have completed Core Math (2 credits/ Alg 1 & Geometry)*

Goal 3: Increase Graduation Rates (*Targeted for CSI identification)

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

On-time graduation	
2020-2021	43%
2021-2022	53%
2022-2023	30%
2023-2024	33%*

* 100% of our seniors graduated with diplomas last school year

On-track graduation	
2020-2021	27%
2021-2022	41%
2022-2023	52%
2023-2024	55%

GED Completion Data			
Year	# of Seniors in GED program	# of seniors completing the GED program	% for GED Graduation
2023-2024	12	8	67%

OCRAP/ICRAP Credit Recovery Data						
LA	PE	Health	SS	Sci	Art	Total
5.27	3.3	1.4	3.52	5.05	1.3	22.84

Bridge Programs Credit Recovery Data								
	LA	PE	Health	SS	Sci	Art	Math	Total
Winter	*	*	*	*	*	*	*	*
Spring	*	*	*	*	*	*	*	*
Summer	2.85	5.2	0.8	4.4	4.41	.975	2.4	20.315

** a data collection process wasn't identified yet, but is in place now, for data moving forward*

Engagement Data (other than attendance data already listed)

- * Multiple Surveys are included in the “Engagement Data” Google folder including
- Cognia eProve Climate and Culture Surveys for students, teachers and families
 - Cognia eProve Learning Environment Observation Elote tool

Reflection on Progress of Prior Year’s Improvement Goals and Strategies

Goal 1: Increase Student Attendance

Strategy 1: Identify barriers preventing positive trends in student attendance.

- Audit attendance data for accuracy
 - Daily/weekly audit of attendance data to increase accuracy of data
 - We have made attendance data accuracy a priority and continue to brainstorm ways to help encourage timely, accurate recording of information relevant to attendance trends. These include

incorrectly marked absences, late shows without attendance adjustment, unverified absences, etc.

- Develop a collaborative approach to identify barriers inhibiting attendance
 - Wrap-around meetings with students, families, teachers and administrators that are solution-based, not punitive focused.
 - We have seen improvements in attendance as a result of wrap-around meetings that have a solution-oriented approach. These collaborative meetings have been supportive and uplifting and have helped change negative trends in individual student attendance.

Strategy 2: Develop and implement solution-based interventions and supports to increase positive attendance trends.

- Development of a New Student Orientation Program
 - Student Orientation Day each trimester/semester
 - We had a very successful beginning-of-the-year Student Orientation Day. We have been unable to re-create mid-year, at the beginning of each trimester. We are exploring an approach for next year that will better acclimate new students at the beginning of each quarter.
- Structured interventions with incentives
 - Check-in monitoring with a consistent point-person who routinely communicates with parent/guardians
 - Persistent and consistent monitoring of student attendance after wrap-around meetings has helped sustain momentum and hold students accountable.
- Access to additional Support
 - Continued support of On-site Mental Health Counselors
 - We hired an additional mental Health counselor. Now our Wellness Team includes a Family Therapist and a Licensed Social Worker.
 - The demand for our Wellness Team continues to increase, so we have supported the need with increased access
 - We intend to begin including the wellness team in our intervention and support process too

Strategy 3: Increase communication and involvement with families

- Improving parent access to student data information
 - Robo-call system as initial communication
 - Robo call has allowed us to increase communication regarding student attendance (verging for some families on the cusp of annoying).
 - Full transition to Synergy

- Increased communication about student attendance and grading will be more transparent and accessible when this transition is complete.
 - Increased parent-teacher communication
 - Initial teacher contact within the first month of each trimester.
 - We continue to make progress on this goal; we are pro-actively developing systems for next year that better support this strategy.
 - Teacher contact regarding behavioral concerns, including those associated with attendance (misuse of breaks, excessive tardiness, skipping, leaving without permission, etc.)
 - We continue to make progress on this goal; we are pro-actively developing systems for next year that better support this strategy.
 - Increase opportunities for parent/teacher communication
 - We continue to make progress on this goal; we are pro-actively developing systems for next year that better support this strategy.
 - Increased school-wide communication and involvement
 - Weekly Community Newsletter that includes weekly announcements, important information and vital resources (staff contact, mental health support, health resources, etc.)
 - We share a Community Newsletter at the beginning of each week that covers relevant information, important news, calendar reminders, health resources, staff contacts and other announcements. This communication has been an appreciated and relied on
 - We added a TV in the common area at mainsite to display important announcements to increase communication with students.
 - Update school website and social media resources
 - The website has been updated, making resource access and communication much easier

Goal 2: Increase Academic Progress in Math

Strategy 1: Identify and implement new math instruction and best practices

- Review and restructure existing math course offerings:
 - The Math department has been working on a new approach to math instruction that includes a collaborative teaching approach supported with an instructional assistant, learning modules and as-needed individual instructional differentiation.
 - Adding Math 180 and other advanced and +1 math options

Strategy 2:

- Develop more effective means of measurement for math proficiency
 - Math department explored alternative methods as a means of evaluation for comparative data determining the following data to best align with progress monitoring of math goals:
 - Work Keys administered to the entire school.
 - This assesses workplace readiness
 - Math Self Efficacy and Anxiety Questionnaire.
 - This is a verified [survey](#) that aims to measure the self efficacy and anxiety of students. We will administer the survey twice a year in Core Math with the hopes that our instruction increases self efficacy and decreases anxiety through the course of the curriculum.
 - Embedded Curriculum Assessment.
 - We will give the students 3-4 Work Sample Questions embedded within the Core Math Curriculum. The questions will be graded using a rubric and will not count towards a grade in the class. This will be the assessment that gives information on the students' understanding of the math curriculum.

Goal 3: Increase Graduation Rates

Strategy 1: Expansion of CTE Program options and Post-Secondary transitioning

- Continued support of current certified CTE Culinary pathway
 - Carly continues to support and grow our Culinary Program. Carly and the culinary crew won several awards at this year's Chef's Night Out. Carly planned and hosted Slice, a culinary competition held at LCC which has been an example (and model) for other regional skills competitions
- Development of a certified CTE Natural Resources pathway
 - Just starting to gather momentum here. Our member organization, Nearby Nature and NCS will be working with Shareen Vogel to help develop a Natural Resources CTE program projecting two years out.
- Increase internship opportunities: interviews (9th grade), job shadow (10th grade), internships (11th and 12th)
 - Continued to make improvements towards this goal. We hosted several events that brought outside voices into the classroom and have ambitious goals on how to further this effort/impact next year.
 - Our Independent Living class remains a requirement for graduation and our Friday Flex schedule focuses on College and Career Readiness standards

Strategy 2: Continue to develop and offer creative approaches towards credit recovery

- Continued development and implementation of Bridge Program

- Continue to offer Winter Bridge (over Holiday Break), Spring Bridge (over Spring Break) and Summer Bridge (over Summer Break), programs that utilize the scheduled breaks as opportunities for short, yet intensive course options. These bridge opportunities help students close achievement gaps created by credit deficiencies.
- Continued support of OCRAP program
 - The Outdoor Credit Recovery Adventure Program offers monthly opportunities, occurring on the weekend, that immerse students in different experiences and activities to help recover missing credit
 - This credit recovery program continues to be extremely successful; even with budget restrictions, this program continues to thrive. We are continuously seeking grant funding to help improve access and opportunities.
- Continued support of GED program
 - We have expanded our GED program to better support the growing needs for this graduation pathway. Our GED program is teacher guided, school supported, preparation for students who are interested in GED options for both graduation completion or credit recovery.

Strategy 4: Implement Effective Educator Practices and Professional Development

- We received a large grant from the Lane Community Health Council to begin extensive DEI work. We have partnered with Ayisha Elliott (Black Girl in Eugene Podcast) to help review and revise school policies and procedures and to offer scaffolded, year-long professional development workshops with a focused lens on inclusivity.

Upcoming Improvement Goals and Strategies

We intend to continue our focus on the following measurable goals:

Goal 1: Increase the attendance rates of all students

- NCS hopes to increase attendance rates, as measured by the ODE Annual School Report Card data for Regular Attenders, by 25%, allowing NCS to reach the Level 2 threshold of 41%.

Goal 2: Improve math achievement

- NCS hopes to increase math performance, measured in the following ways/ with the intended expectations:
 - NCS hopes to show an increase in math related career readiness, as measured by the Work Keys Assessment, by 10% each year.
 - NCS hopes to show a decrease in math anxiety in individual students, over the period of a school year, resulting in an increase in self-efficacy, as measured by the MSEAQ Survey. We hope to

eventually demonstrate a cumulative decrease in math anxiety over the duration of our Core Math classes (Alg 1 and Geometry), for individual students, once we've established baseline data.

- NCS hopes to demonstrate math proficiency in Core Math class (Alg 1 and Geometry), measured by a standards based math common assessment, comparing pre and post tests in a school year and then eventually comparing pre and post scores over the duration of the 2 year/2 credit Core Math Classes, once baseline data is established.

Goal 3: Improve graduation rates

- NCS hopes to increase graduation rates, as measured by the ODE Annual School Report Card data for On Time Graduation, by 34%, allowing NCS to reach the Level 2 threshold of 67%
 - Consideration must be taken- students come to NCS with significant credit deficiencies and with substantial fractures to their graduation pathways. Network Charter School "catches" some of the hundreds of students who would otherwise leave school before completion.
 - Present data reporting fails to capture the true picture so we will also use credit recovery and GED completion data to support the progress we are making on our graduation goal.
 - Historically, students that stay at NCS, and attend, are supported and achieve graduation, the students that leave NCS and then fail to enroll elsewhere, chronically and detrimentally impact our graduation rate, making achieving any goal revolving around directly correlated on time and/or on track graduation data impossible.

Next Steps: Curriculum; Instruction; Academic initiatives to Support Goals

This year we will be working extensively with Ayisha Elliott, an equity and inclusion facilitator, to create a culture that practices anti-racism and focuses on inclusivity.

This work will include the following:

- Review and update of Student/Parent Handbook
- Review and update of Teacher Manual
- Audit of board members and practices
- Audit of Member Organization agreements
- Scaffolded, solution based, practice oriented DEI PD workshops that focus on how to support an anti-racist and inclusive community
- All-school, community based DEI workshops (teachers working alongside students to build a safer space)



OREGON AT-A-GLANCE SCHOOL PROFILE

Network Charter School

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

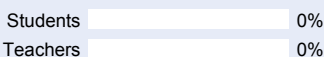


Students We Serve

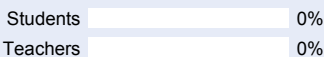


DEMOGRAPHICS

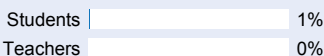
American Indian/Alaska Native



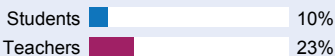
Asian



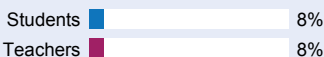
Black/African American



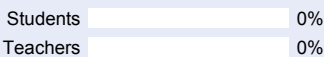
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



*

Ever English Learners



3 Languages Spoken

31%

Students with Disabilities

84%

Required Childhood Vaccinations

44%

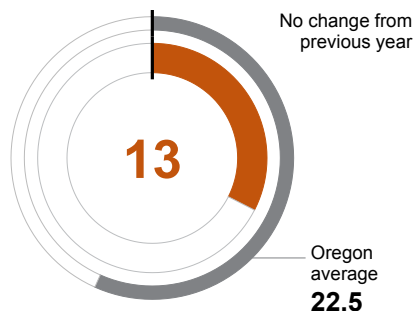
Students Experiencing Poverty

*<10 students or data unavailable

School Environment

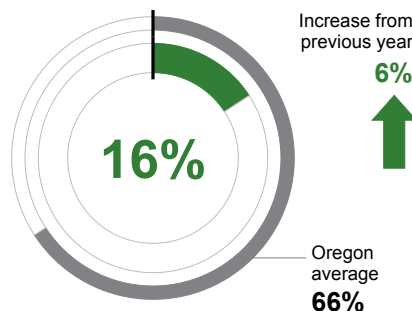
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

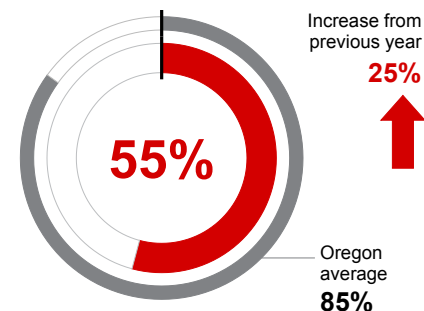
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

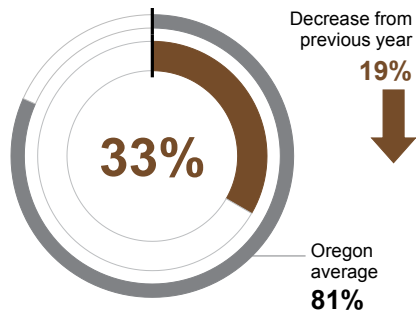
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

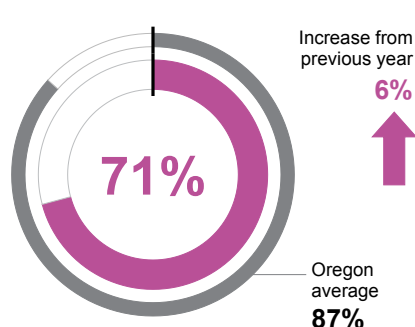
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2019-20 graduating in 2022-23.



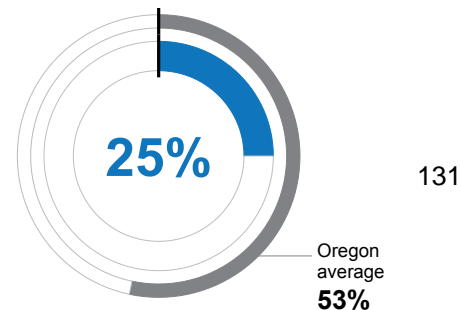
FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2018-19 finishing in 2022-23.



COLLEGE GOING

Students enrolling in a two or four year college within 12 months of completing high school in 2021-22. 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 collaborating with school districts and communities across the state to achieve a 90% on-time graduation rate by 2027. Grounded in the pillars of Academic Excellence, Belonging and Wellness, and Reimagined Accountability, ODE prioritizes evidence-based practices to boost early literacy, attendance, and student engagement. We are committed to closing opportunity and achievement gaps for marginalized students and securing long-term success for all of Oregon's learners by investing in culturally responsive practices, fostering inclusive environments and always driving for continuous improvement.

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.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Network Charter School

Outcomes

Our Staff (rounded FTE)



9

Teachers



2

Educational assistants



<1

Counselors/
Psychologists/
Social Workers



86%

Average teacher retention rate over the past three years



80%

% 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	15%
Students Experiencing Poverty	15%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	19%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	19%
Male	14%
Non-Binary	<10 students or data unavailable

ON-TRACK TO GRADUATE

<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
63%	
40%	
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
55%	
55%	
<10 students or data unavailable	<10 students or data unavailable

ON-TIME GRADUATION

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
30%
35%
<10 students or data unavailable
<10 students or data unavailable
20%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
27%
36%
<10 students or data unavailable

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

132

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.

2023-24 ESSA Accountability Details Report

Public Version - November 21, 2024

District: Eugene SD 4J

School: Network Charter School

The Accountability Details Report displays the data for indicators used 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](#). Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

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	Not Identified	Level 1	Not Rated	Level 1	Not Rated	Level 1	Not Rated	Level 1	Level 1	Level 1
Students Experiencing Poverty	Targeted	Level 1	Not Rated	Level 1	Not Rated	Level 1		Level 1	Level 1	Level 1
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	Targeted	Level 1	Not Rated	Level 1	Not Rated	Level 1		Not Rated	Level 1	Level 1
Underserved Race/Ethnicity	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
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 1 ↓	Not Rated	Level 1	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: **Comprehensive**

Year Identified: **2021-22**

Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7)

Received Title I Funds in 2023-24: **No**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experienced homelessness, or received migrant services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.
- The English Learner student group has different inclusion rules depending on the indicator.
- 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.

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	18
Level 1	<18

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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	9.5	19.4	8.8	12.9	Level 1
All Students - Adjusted Denominator	21	31	34	85	
Students Experiencing Poverty - Percent	11.1	9.1	18.2	13.2	Level 1
Students Experiencing Poverty - Adjusted Denominator	18	11	11	38	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	*	8.3	<5	6.7	Level 1
Students with Disabilities - Adjusted Denominator	*	12	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	*	<5	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	<5	Not Rated
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	13.3	22.7	7.1	14.1	Level 1
White - Adjusted Denominator	15	22	28	64	
Multi-racial - Percent	*	*	*	16.7	Not Rated
Multi-racial - Adjusted Denominator	*	*	*	*	

English Language Arts Average Gap Score Change Details

District: Eugene SD 4J

School: Network Charter School

The English Language Arts (ELA) Average Gap 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

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	2023-24	Change in Average	Level
All Students	*	*	*	Not Rated
All Students - Denominator	*	*		
Students Experiencing Poverty	*	*	*	Not Rated
Students Experiencing Poverty - 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 Rated
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. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2021-22	2022-23	2023-24	3-year Average	Status
All Students - Percent	26.9	45.0	15.9	29.1	Not Met
All Students - Denominator	26	40	44	110	
Students Experiencing Poverty - Percent	23.8	47.1	18.8	29.6	Not Met
Students Experiencing Poverty - Denominator	21	17	16	54	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	22.2	40.0	8.3	25.0	Not Met
Students with Disabilities - Denominator	9	15	12	36	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	0.0	*	*	0.0	Not Rated
Black/African American - Denominator	1	*	*	1	
Hispanic/Latino - Percent	33.3	57.1	0.0	38.5	Not Rated
Hispanic/Latino - Denominator	3	7	3	13	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	25.0	57.1	0.0	35.7	Not Rated
Underserved Race/Ethnicity - Denominator	4	7	3	14	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	33.3	44.4	15.8	28.9	Not Met
White - Denominator	18	27	38	83	
Multi-racial - Percent	0.0	33.3	33.3	23.1	Not Rated
Multi-racial - Denominator	4	6	3	13	

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	8
Level 1	<8

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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	<5	<5	5.9	<5	Level 1
All Students - Adjusted Denominator	*	*	34	*	
Students Experiencing Poverty - Percent	<5	<5	<5	<5	Level 1
Students Experiencing Poverty - Adjusted Denominator	*	*	*	*	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	*	<5	<5	<5	Level 1
Students with Disabilities - Adjusted Denominator	*	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	*	<5	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	<5	Not Rated
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	6.7	<5	7.1	<5	Level 1
White - Adjusted Denominator	15	*	28	*	
Multi-racial - Percent	*	*	*	<5	Not Rated
Multi-racial - Adjusted Denominator	*	*	*	*	

Mathematics Average Gap Score Change Details

District: Eugene SD 4J

School: Network Charter School

The Mathematics Average Gap 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

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	2023-24	Change in Average	Level
All Students	*	*	*	Not Rated
All Students - Denominator	*	*		
Students Experiencing Poverty	*	*	*	Not Rated
Students Experiencing Poverty - 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 Rated
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. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2021-22	2022-23	2023-24	3-year Average	Status
All Students - Percent	30.8	40.0	15.9	28.2	Not Met
All Students - Denominator	26	40	44	110	
Students Experiencing Poverty - Percent	23.8	35.3	18.8	25.9	Not Met
Students Experiencing Poverty - Denominator	21	17	16	54	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	44.4	33.3	8.3	27.8	Not Met
Students with Disabilities - Denominator	9	15	12	36	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	0.0	*	*	0.0	Not Rated
Black/African American - Denominator	1	*	*	1	
Hispanic/Latino - Percent	66.7	28.6	0.0	30.8	Not Rated
Hispanic/Latino - Denominator	3	7	3	13	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	50.0	28.6	0.0	28.6	Not Rated
Underserved Race/Ethnicity - Denominator	4	7	3	14	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	33.3	44.4	15.8	28.9	Not Met
White - Denominator	18	27	38	83	
Multi-racial - Percent	0.0	33.3	33.3	23.1	Not Rated
Multi-racial - Denominator	4	6	3	13	

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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Regular Attenders Level	Cut
Level 5	93
Level 4	86
Level 3	78
Level 2	41
Level 1	<41

State Long Term Goal: 93%

Student Group	Grade Range	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	9-10	6.5	10.3	14.6	10.8	Level 1
All Students - Denominator		31	39	41	111	
Students Experiencing Poverty - Percent	9-10	5.9	7.1	21.1	12.0	Level 1
Students Experiencing Poverty - Denominator		17	14	19	50	
English Learners - Percent	9-10	*	*	*	*	Not Rated
English Learners - Denominator		*	*	*	*	
Students with Disabilities - Percent	9-10	*	<5	23.1	12.1	Level 1
Students with Disabilities - Denominator		*	*	13	*	
American Indian/Alaska Native - Percent	9-10	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*	
Black/African American - Percent	9-10	*	*	*	*	Not Rated
Black/African American - Denominator		*	*	*	*	
Hispanic/Latino - Percent	9-10	*	*	*	18.2	Not Rated
Hispanic/Latino - Denominator		*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	9-10	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*	
Underserved Race/Ethnicity - Percent	9-10	*	*	*	21.4	Not Rated
Underserved Race/Ethnicity - Denominator		*	*	*	*	
Asian - Percent	9-10	*	*	*	*	Not Rated
Asian - Denominator		*	*	*	*	
White - Percent	9-10	<5	14.8	11.8	10.5	Level 1
White - Denominator		*	27	34	*	
Multi-racial - Percent	9-10	*	*	*	<5	Not Rated
Multi-racial - Denominator		*	*	*	*	

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 three years of data and the three-year average.

Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	22
Level 1	<22

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
Current English Learners - Percent	*	*	*	*	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 graduate, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. ‘*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

9th Grade On-Track Level	Cut
Level 5	95
Level 4	90
Level 3	84
Level 2	63
Level 1	<63

State Long Term Goal: 95%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	41.2	30.0	54.5	42.4	Level 1
All Students - Denominator	17	20	22	59	
Students Experiencing Poverty - Percent	27.3	*	40.0	30.0	Level 1
Students Experiencing Poverty - Denominator	11	*	10	*	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	*	*	*	43.8	Not Rated
Students with Disabilities - Denominator	*	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	*	*	Not Rated
Hispanic/Latino - Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	*	Not Rated
Underserved Race/Ethnicity - Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	38.5	35.7	63.2	47.8	Level 1
White - Denominator	13	14	19	46	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Denominator	*	*	*	*	

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 and the three-year average Student groups are assigned a rating based on the three-year average. 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged.

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	2017-18	2018-19	2019-20	3-year Average	Level
All Students - Percent	53.1	52.4	33.3	48.3	Level 1
All Students - Denominator	49	42	27	118	
Students Experiencing Poverty - Percent	42.9	44.4	35.0	41.3	Level 1
Students Experiencing Poverty - Denominator	28	27	20	75	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	33.3	46.2	*	40.6	Level 1
Students with Disabilities - Denominator	12	13	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	*	54.5	Not Rated
Hispanic/Latino - Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	50.0	Not Rated
Underserved Race/Ethnicity - Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	50.0	52.9	30.0	46.6	Level 1
White - Denominator	34	34	20	88	
Multi-racial - Percent	*	*	*	52.9	Not Rated
Multi-racial - Denominator	*	*	*	*	

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 and the three-year average. Student groups are assigned a rating based on the three-year average. 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged.

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	2016-17	2017-18	2018-19	3-year Average	Level
All Students - Percent	66.7	64.7	70.7	67.2	Level 1
All Students - Denominator	30	51	41	122	
Students Experiencing Poverty - Percent	50.0	50.0	66.7	56.6	Level 1
Students Experiencing Poverty - Denominator	16	30	30	76	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	*	41.7	75.0	57.1	Level 1
Students with Disabilities - Denominator	*	12	12	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	*	61.5	Not Rated
Hispanic/Latino - Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	53.3	Not Rated
Underserved Race/Ethnicity - Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	63.6	65.7	69.7	66.7	Level 1
White - Denominator	22	35	33	90	
Multi-racial - Percent	*	*	*	81.3	Not Rated
Multi-racial - Denominator	*	*	*	*	

2024-25 Network Data Appendix

Enrollment

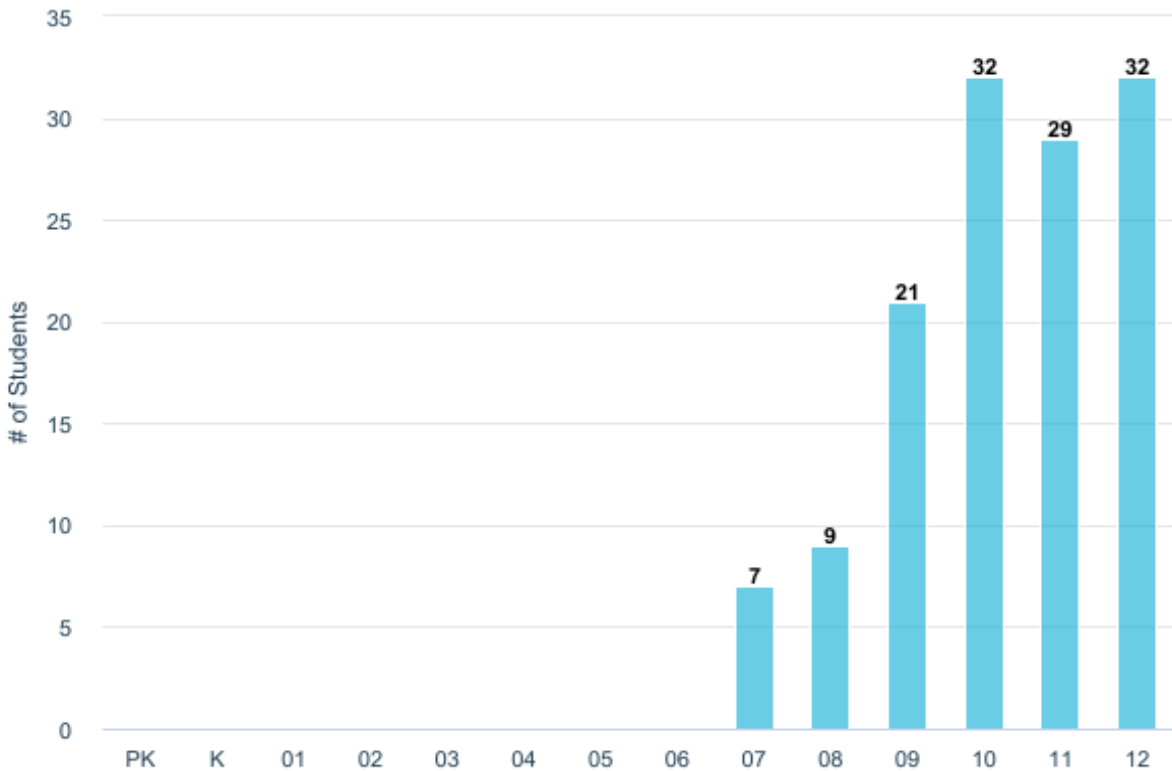
- October 1st student enrollment remained stable in Network in 2024

SCHOOL	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2024 VS 2015 (IN %)
Network School	119	119	104	106	119	103	121	123	125	125	(4.8)
All 4J Charters	872	873	848	832	848	836	847	845	851	806	8.2
4J	16,099	16,440	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(7.1)

- Network enrolls students from all regions in 4J:

REGION OF RESIDENCE	NUMBER OF STUDENTS
CHURCHILL	29
NORTH	29
OUTSIDE 4J	28
SOUTH	19
SHELDON	14
TOTAL	119

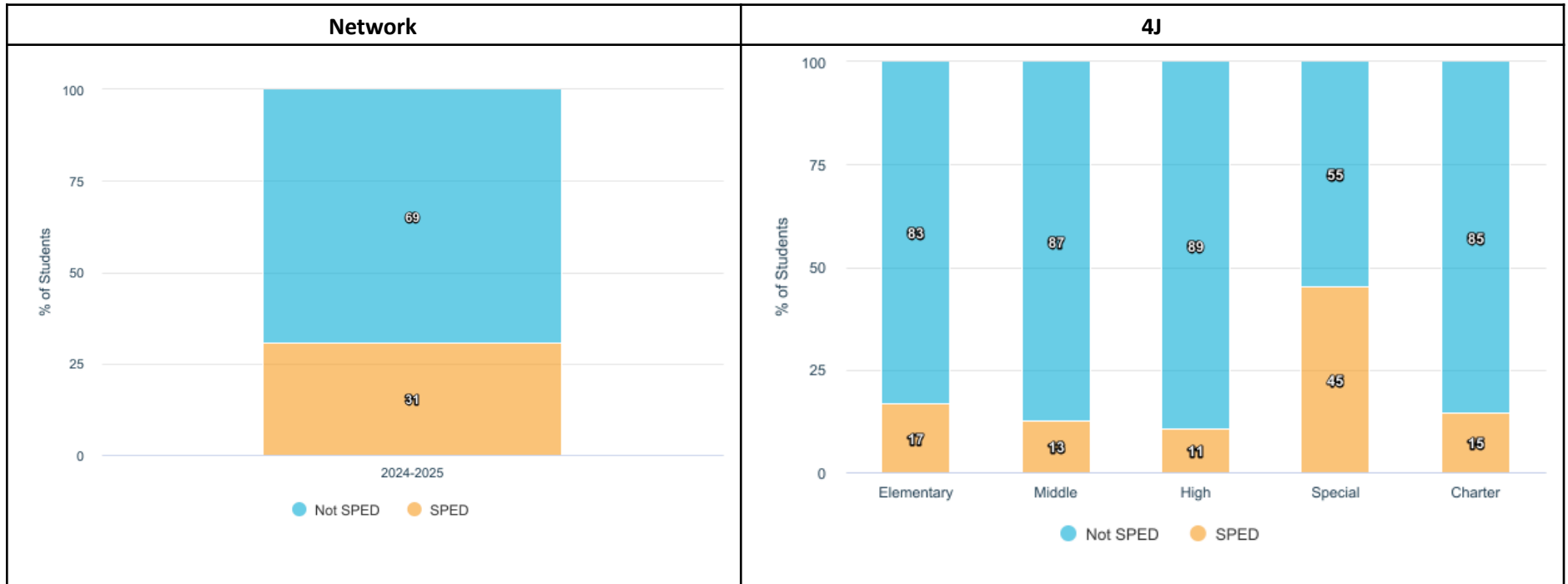
- Enrollment by grade as of 10/1/2024:



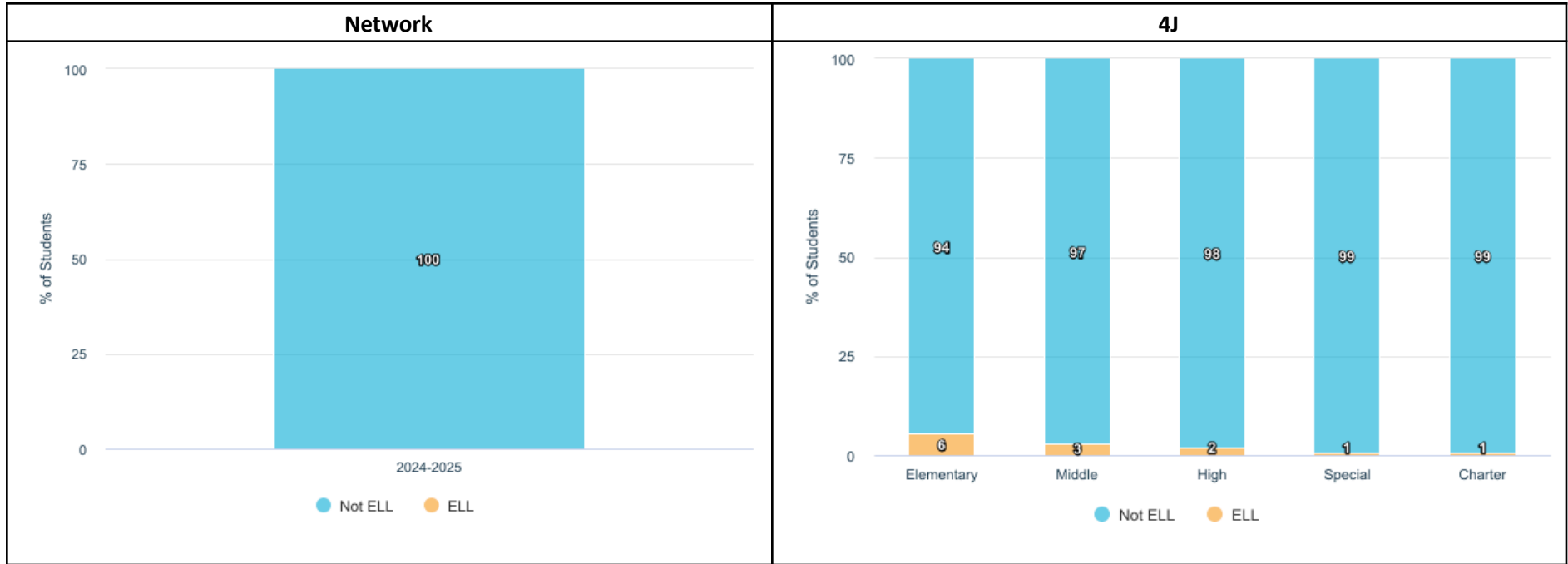
- The Network student body continues being less diverse than the 4J student body in terms of race/ethnicity



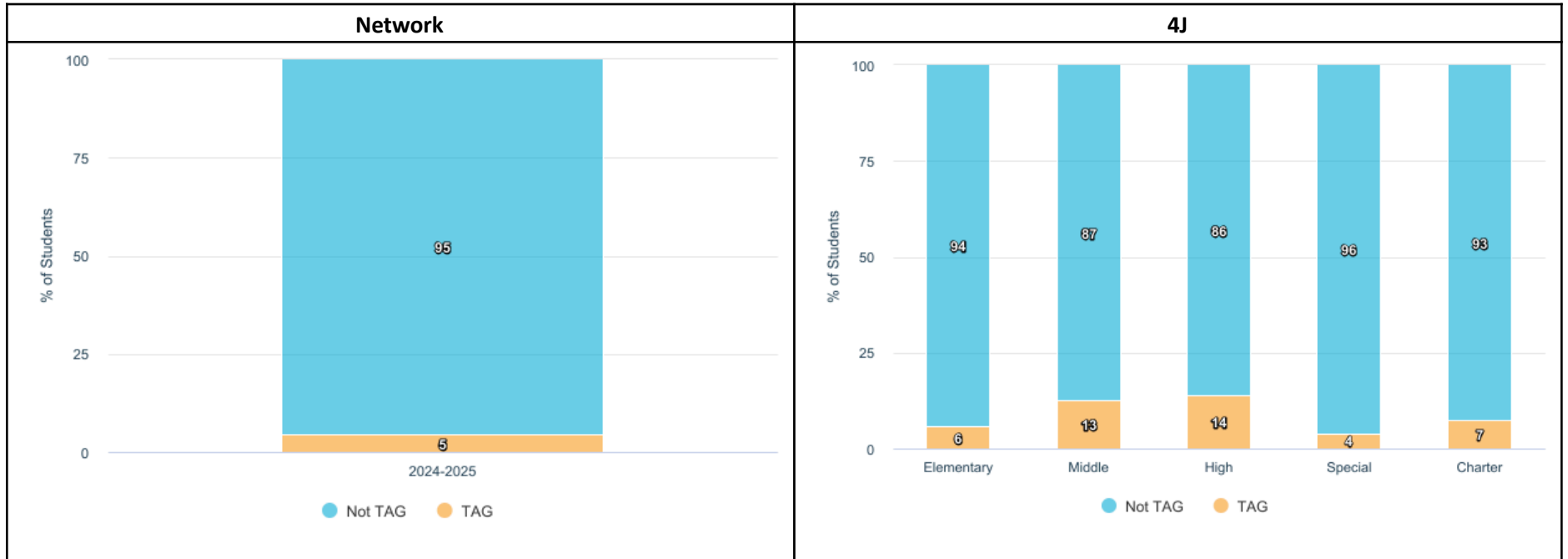
- The ODE report cards indicated that in 2023-24 44% of Network students were experiencing poverty, as newly defined by ODE, while 29% of 4J students did
- Network has a significantly higher percentage of students in Special Education than 4J as a whole



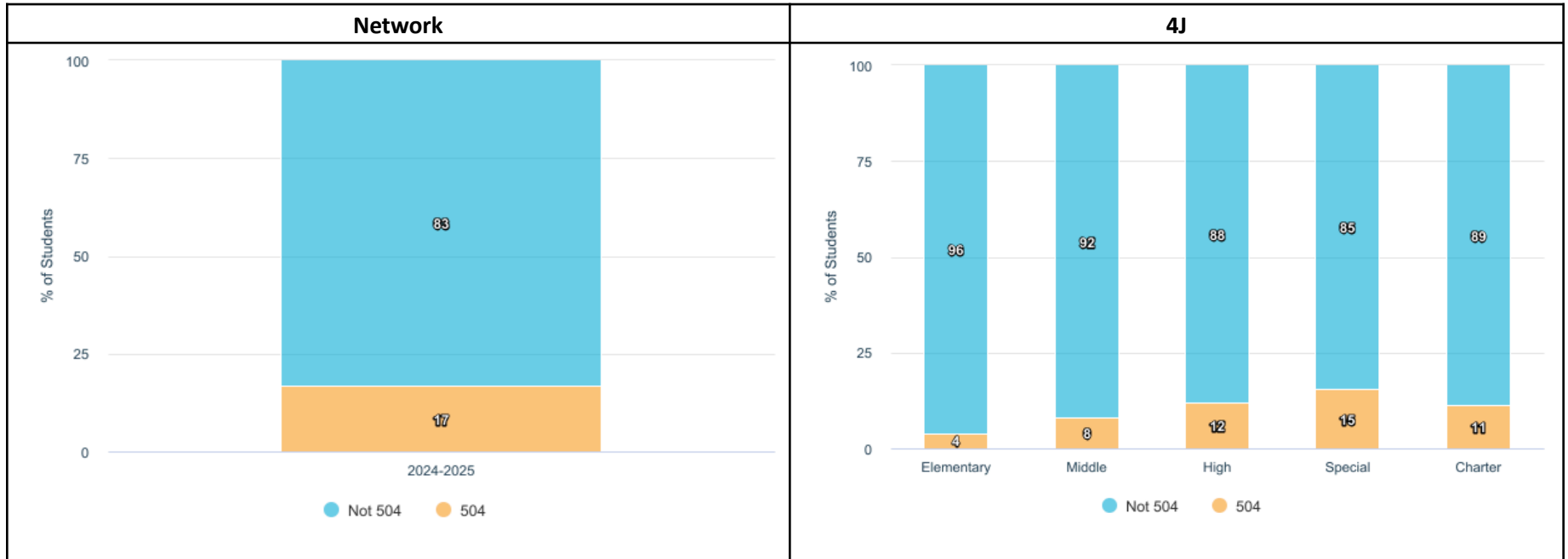
- The ODE report cards indicated that in 2023-24 Network students had 3 different home languages, while 4J students had 48
- Network has a significantly lower percentage of students in the English Language Development program (0%) than 4J as a whole



- Network has a lower percentage of students in the Talented and Gifted (TAG) program than 4J as a whole

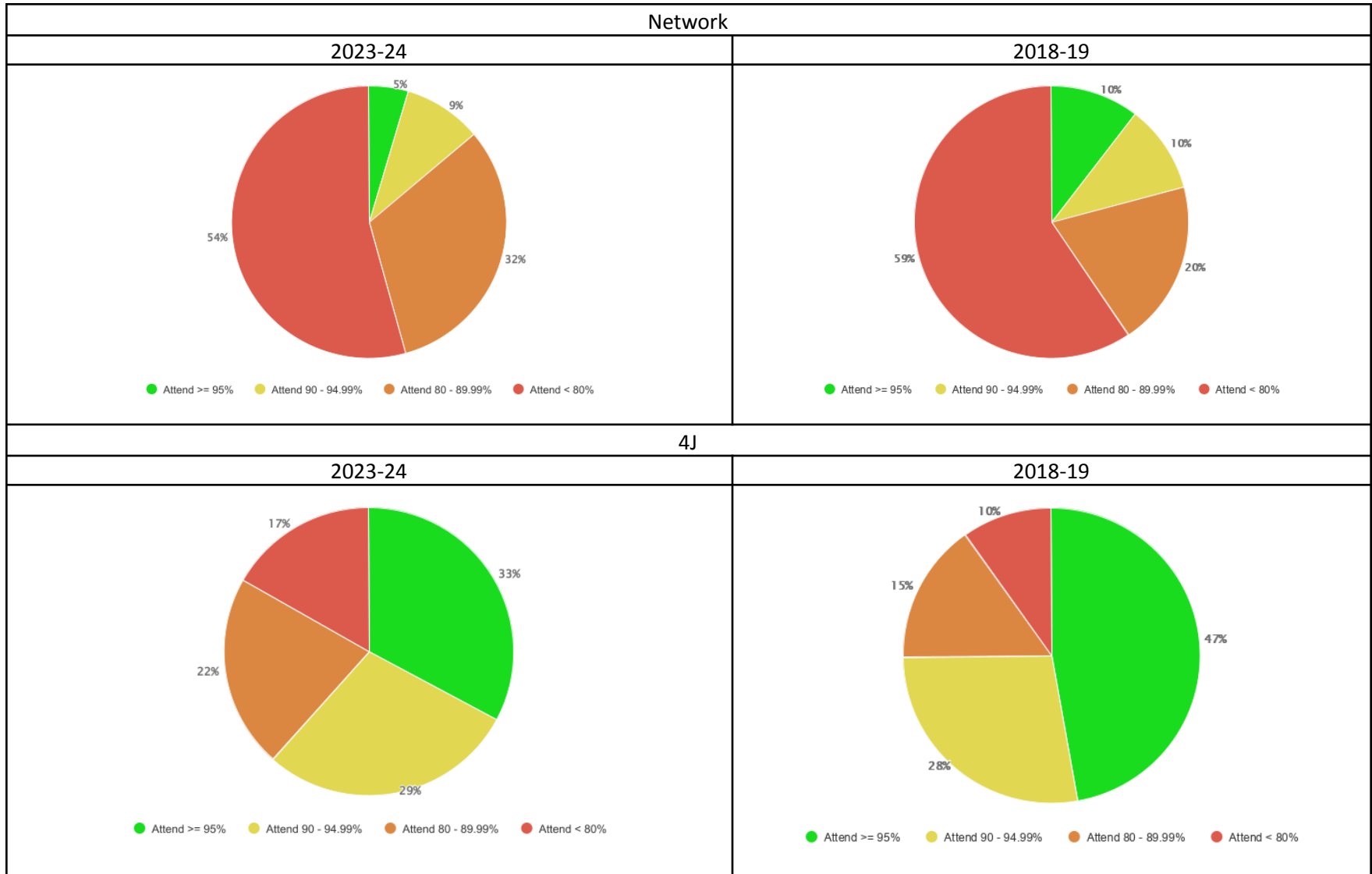


- Network has a higher percentage of students with a 504 plan than 4J as a whole



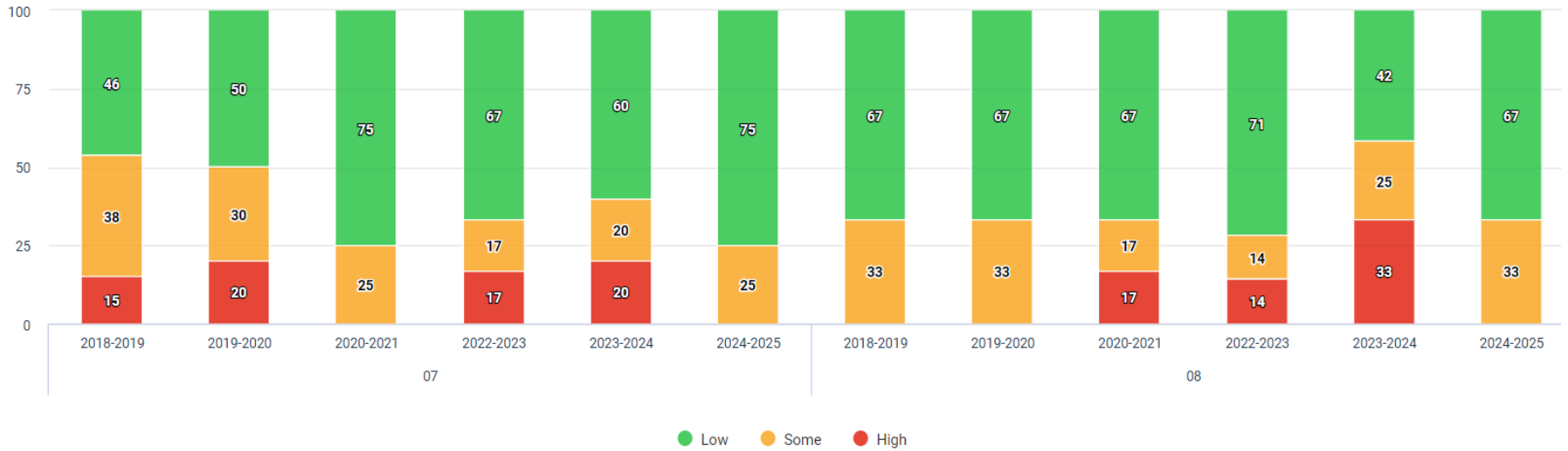
Student Attendance

- In 2023-24 Network had a significantly lower percentage of regular attenders (students who attended at least 90% of the time) than 4J as a whole (14% vs 62%), while still not reaching the percentage before the pandemic (20%)

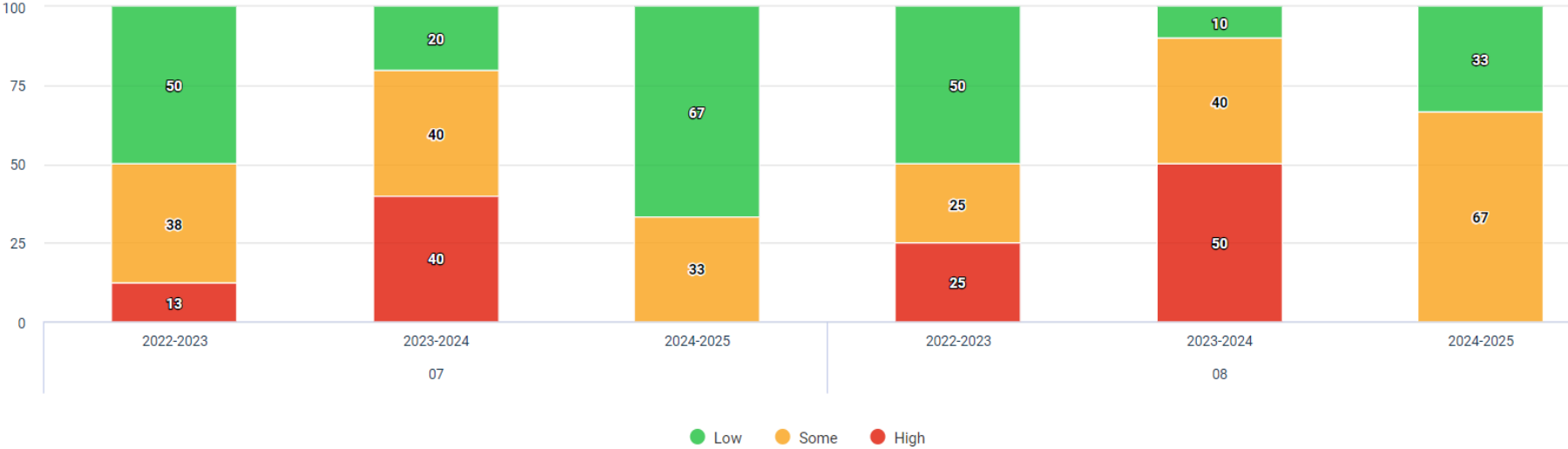


easyCBM Scores

- Reading easyCBM scores (measured by the percentage of students at the low risk level) dropped in 2023-24 both in grades 7 and 8 in Network



- Math easyCBM scores (measured by the percentage of students at the low risk level) dropped in 2023-24 both in grades 7 and 8 in Network



Class Enrollments

- In 2024-25 Network continues with its tradition of curricular innovation

COURSE	Q1, Q2, and Q3 in 2024-25	COURSE	Q1, Q2, and Q3 in 2024-25
Career Exploration	117	Creative Writing-Poetry	13
Algebra I	46	Event Planning	13
GED Prep	29	Mythology	13
The Hidden Forest CTE	29	US Geography	13
Geometry I	28	Yoga	13
Lit of a Theme	26	Ancient Civilizations	12
Literature	22	Music	12
Culinary 1-CTE	19	Physical Education	12
Health Esteem	16	Walkabout/OS	12
Observing the Universe	16	Creative Writing-Narrative	11
Comics	15	Government/Politics/Law-Other	10
Creating Social Justice/SS	15	Creative Art - Sculpture	9
Health 8	15	US History	9
Independent Living	15	Fishing/OS	8
Language Arts 8	15	Fishing/PE	8
Literature of a Genre	15	Walkabout/PE	8
Music - Grade 8	15	Graphic Art/AF	7
Pre-Algebra	15	Graphic Art/MA	7
Social Studies 8	15	Language Lab	7
Strides for Social Justice	15	Team Sports	7
Art History	14	Woodcut	7
Language Arts Laboratory	14	Culinary I, II, III	6
PE Grade 8	14	Teacher Aide	5
Personal Health	14	Culinary 2-CTE	4
Physics	14	Advanced Culinary-CTE	2
American History	13	Culinary 3-CTE	2

COURSE	Q1, Q2, and Q3 in 2023-24	COURSE	Q1, Q2, and Q3 in 2023-24
Career Exploration	227	Walkabout/PE	22
GED Prep	96	Its the End of the World as We Know It	21
Literature of a Genre	82	Multimedia Art	21
Algebra I	81	Social Sciences - Other	21
Geometry I	57	Team Sports	21
Zoology	55	Woodcut	18
Personal Health	46	Culinary 2-CTE	17
Adulting 101: Real Skills	42	Playwriting	17
Graphic Art/AF	39	Lifetime Fitness Education	16
Body Mechanics I	30	Art 8	15
Leadership	30	Ancient Civilizations	14
Literature of a Theme	30	Creative Art - Sculpture	14
Language Lab	28	Government/Politics/Law-Other	14
US History	28	Particular Topics in World History	14
American History	27	Creating Social Justice/SS	13
Language Arts 8	27	Physical Education-Other	13
Music	27	Speak Up!/LA	13
Physics	27	Observing the Universe	12
Social Studies 8	27	Physical Education	11
Drama	26	English Morphology and Grammar	10
Graphic Art/MA	26	Teacher Aide	10
Pre-Algebra	26	Painting I	9
Culinary 1-CTE	25	Topics in World History - 1	9
Health Education - Other	25	Culinary 3-CTE	8
Independent Living	25	Topics in World History - 2	8
Strides for Social Justice	25	Algebra II	6
Creative Writing-Narrative	23	Advanced Culinary-CTE	3

OSAS Scores

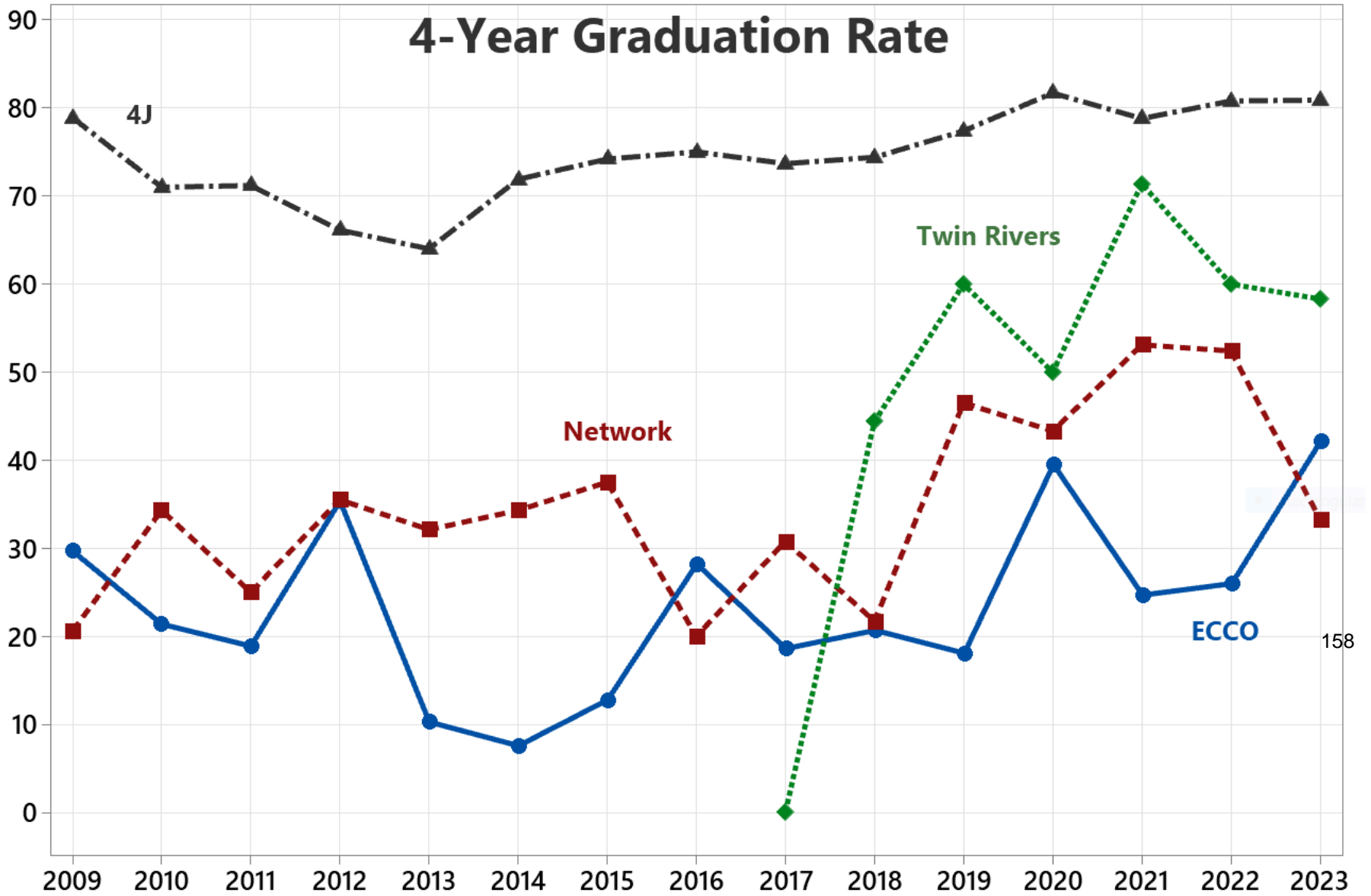
- In 2024 Network had too few participants in OSAS to receive a public proficiency rate from ODE

School	OSAS PROFICIENCY RATE									2024 PARTICIPATION RATE		
	2024			2023			2024 vs 2023			ELA	Math	Science
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
Charlemagne	82.3	74.7	84	83.3	75.2	66.7	(1.0)	(0.5)	17.3	96.3	96.3	90.9
Chinese Immersion	74.5	70.9	53.8	72.9	66.7	61.1	1.6	4.2	(7.3)	100	100	100
Yujin Gakuen	73.5	63.7	55.9	67.3	59	55.3	6.2	4.7	0.6	92	92	89.5
Coburg	71.8	63.4	42.5	72.6	65.4	47.8	(0.8)	(2.0)	(5.3)	90.3	90.3	88.9
SEHS	78.6	63.4	65.2	65.5	21.6	52.5	13.1	41.8	12.7	11.6	11.4	12.7
Ridgeline	71.6	60.4	71.7	78.1	54.3	51.1	(6.5)	6.1	20.6	90.2	90.9	91.4
Edgewood	66.2	53.9	50.7	69.7	57.4	43.9	(3.5)	(3.5)	6.8	90.5	90.5	95.9
Edison	67.1	51.3	52.5	63.5	57.7	56.5	3.6	(6.4)	(4.0)	84.9	84.9	90.8
Roosevelt	59.6	46.3	32.4	60.2	51.4	50.7	(0.6)	(5.1)	(18.3)	64.1	64.1	91.5
Adams	55.4	43.9	29.7	54.5	49.7	58.1	0.9	(5.8)	(28.4)	90.2	91.7	98.5
Twin Oaks	54.4	43.7	43.8	50.4	41.1	48.6	4.0	2.6	(4.8)	85.1	85.1	82.1
Gilham	49.1	42.1	44.3	52	44.6	38.5	(2.9)	(2.5)	5.8	93.6	92.9	93.6
Willagillespie	47.3	41.9	37.3	51	44.2	34.7	(3.7)	(2.3)	2.6	85.9	86.8	90.5
Holt	41.6	39.5	33.3	40.9	35.5	36.3	0.7	4.0	(3.0)	95.8	97	98.6
Family	52.8	37.7	38.9	62.1	55.2	45	(9.3)	(17.5)	(6.1)	81.5	81.5	94.7
4J	48.6	36.8	36.1	50	37.7	38.7	(1.4)	(0.9)	(2.6)	73.2	72.3	63.4
Camas	45.9	36.7	31.4	57.1	45.7	47.2	(11.2)	(9.0)	(15.8)	74.1	73.3	83.3
Village	56.1	36.1	32.7	62.1	43.2	69.4	(6.0)	(7.1)	(36.7)	92.5	91.9	90.7
Cal Young	45.9	34.7	28.9	44.9	32.9	29.5	1.0	1.8	(0.6)	78.9	78.3	88.8
Awbrey Park	42.6	33.3	33.3	45.2	36.2	26.8	(2.6)	(2.9)	6.5	91.2	91.7	96.9
Spring Creek	39.2	33.1	40	47.9	43.7	34.1	(8.7)	(10.6)	5.9	92.9	92.9	95.2
Spencer Butte	51.7	33	29.6	56.4	39.1	37.5	(4.7)	(6.1)	(7.9)	66.9	66.6	90.8
ATA	47.5	31.1	36.8	44.4	29.3	41.3	3.1	1.8	(4.5)	87.9	87.1	86
Buena Vista	39.2	29.9	23.6	47.9	36.6	45.6	(8.7)	(6.7)	(22.0)	94.4	94.4	98.6
Kennedy	44.4	28.9	34	45.5	27.8	35.5	(1.1)	1.1	(1.5)	87.1	88.8	92.4
Sheldon	52.2	28.9	46.7	60.5	42.9	58.1	(8.3)	(14.0)	(11.4)	24	21.9	23.7
River Road	42.7	28.6	35.2	47.3	29.1	36.4	(4.6)	(0.5)	(1.2)	95.9	95.9	98.2
McCornack	34.1	26.1	16.7	40.4	36.3	40	(6.3)	(10.2)	(23.3)	94.3	94.3	96.8
Madison	46.7	24	27.9	38.4	20.9	20	8.3	3.1	7.9	82.2	81.7	91.7
Monroe	36.8	22.7	26.6	42.9	25.6	24	(6.1)	(2.9)	2.6	65.7	66.3	58.5
Kelly	33.1	21.4	16.7	38.3	23.9	28	(5.2)	(2.5)	(11.3)	65.6	65.8	78.8
Howard	24.9	19.8	13.1	27.7	18.8	21.6	(2.8)	1.0	(8.5)	83.9	83.5	77.2
Churchill	34.2	19.5	43.1	13.6	8	43.5	20.6	11.5	(0.4)	43.1	16.4	28.2
Chavez	22.5	18.4	20	29	20	11.1	(6.5)	(1.6)	8.9	90.6	91.2	82.4
Network	*	*	*	44.4	*	15.4				*	*	*
NEHS	*	*	66.7	62.3	34	12.8			53.9	*	*	6
Twin Rivers Charter	*	*	*	50	10	30				*	*	*

4-Year Graduation Rate

- Network Charter School had a lower 4-year graduation rate in 2022-23 than in 2021-22, reversing a trend of improvement since 2017-18
 - The graduation data for 2023-24 will be made public on 1/29/2024

SCHOOL	4-YR GRADUATION RATE							4-YR COMPLETION RATE							N					
	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2023 vs 2022	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2023 vs 2022	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018
Churchill High School	81.7	83.0	80.9	86.3	90.1	81.2	(1.3)	86.0	88.1	83.1	87.0	90.8	83.1	(2.1)	279	277	272	262	283	266
North Eugene High School	76.9	80.6	77.1	86.2	86.4	81.4	(3.7)	81.2	86.1	82.2	88.0	86.4	83	(4.9)	260	273	253	225	199	188
Sheldon High School	86.9	87.3	90.4	90.4	90.4	88.3	(0.4)	90.7	89.8	91.5	91.3	91.3	89.2	0.9	365	322	366	333	343	333
South Eugene High School	90.4	90.0	90.6	92.1	91.6	91.4	0.5	94.4	94.1	92.6	93.8	93.1	92	0.3	376	389	406	341	334	348
Eugene Education Options	42.2	26.0	24.7	39.5	18.1	20.7	16.2	51.1	50.0	40.7	64.9	58.2	53.9	1.1	45	50	81	114	177	169
Network Charter School	33.3	52.4	53.1	43.3	46.5	21.7	(19.1)	44.4	61.9	59.2	56.7	67.4	63	(17.5)	27	42	49	30	43	46
Twin Rivers Charter Scho	58.3	60.0	71.4	50.0	60.0	44.4	(1.7)	58.3	60.0	71.4	55.0	100	44.4	(1.7)	12	10	14	20	5	9
4J	80.92	80.75	78.81	81.73	77.80	74.40	0.2	85.6	86.1	82.6	85.9	84.6	81.2	(0.5)	1384	1392	1491	1352	1412	1386



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5-Year Completion Rate

- The 5-year completion rate for Network Charter School improved from 61.5% to 70.7% in 2022-23
 - The graduation data for 2023-24 will be made public on 1/29/2024

STUDENT GROUP	Network Charter		4J		DIFF.
	N	5-YR Completion Rate	N	5-YR Completion Rate	
Ever Foster Care	2	50.0	40	60.0	(10.0)
Female	26	65.4	676	89.4	(24.0)
Multi-Racial	3	66.7	141	85.8	(19.2)
Students without Disabilities	29	69.0	1217	91.0	(22.0)
White	33	69.7	969	89.2	(19.5)
Not Underserved Races/Ethnicities	37	70.3	1151	89.0	(18.7)
All Students	41	70.7	1399	88.1	(17.4)
Combined Disadvantaged	41	70.7	800	82.3	(11.5)
Never English Learners	41	70.7	1328	88.3	(17.5)
Not Talented and Gifted	41	70.7	1278	87.2	(16.4)
Economically Disadvantaged	40	72.5	671	80.8	(8.3)
Hispanic/Latino	4	75.0	206	84.0	(9.0)
Students with Disabilities	12	75.0	182	69.2	5.8
Underserved Races/Ethnicities	4	75.0	248	84.3	(9.3)
Male	15	80.0	709	87.2	(7.2)
CTE Participants	23	87.0	1144	94.2	(7.3)
Homeless Students	8	87.5	138	62.3	25.2
CTE Concentrators	9	88.9	354	96.9	(8.0)

Exclusionary Discipline

- The number of exclusionary discipline actions in Network in 2023-24 declined significantly compared with 2022-23

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2023-24	0	2	5	117
2022-23	0	10	8	103
2021-22	0	2	1	96
2018-19	0	2	4	117
2017-18	0	1	18	122
2016-17	0	0	10	126
2015-16	2	3	22	124

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

**2023-24 Annual Review
Ridgeline Montessori Public Charter School
a public charter school
sponsored by Eugene School District 4J**

**Office of the Executive Director of Youth and Family
Support Services
Charter School Review Team
January 2025**

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January 2025

To: Eugene School District 4J Board of Directors

From: 4J Charter School Review Team

Subject: Ridgeline Montessori Public Charter School, 2023-24 Annual Review

Introduction

In June 2024, Ridgeline Montessori Public Charter School completed its twenty-fourth 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.

In March 2005, the 4J School Board approved the first renewal of the charter contract between the district and Ridgeline for a period of five years. The Board approved a second five –year renewal on January 13, 2010. In October 2011 the Board approved the full extension of the Ridgeline contract until June 30, 2020. In January, 2020, the 4J School Board approved the renewal of its charter school contract with Ridgeline Montessori Public Charter School for another ten years that began July 1, 2020. Contract negotiations were signed and finalized between 4J and Ridgeline in January 2022 for a contract ending June 30, 2030.

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 2023-24 School Year

The council was composed of the following representatives:

- Network Charter School: Penny Studt, Principal, and Jon Kuhns-Obana, Finance Director
- Village School: Roz Romanz, Co-Principal, Co-Principal, Shannon Powell, and Andy Pears, Executive Director
- Ridgeline Montessori School: Michelle Texley, Principal, and Chrystell Reed, Executive Director
- Coburg Community Charter School: Dave Wallace, Executive Director
- Twin Rivers Charter School: Jay Breslow, Principal, Kristin Humphrey, co-principal, and Jeff Parker, Executive Director
- Eugene School District 4J Representatives: Matt Brown, Director of Financial Services; Bob Blyth, Associate Director Financial Services; Tom Horn, Special Education Administrator; Karen Apgar, Special Education Administrator, Kat Lange, Assistant Superintendent of Youth

and Family Services; Oscar Loureiro, Director of Research; Casandra Kamens, Curriculum Administrator - Charter School 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. 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 2023-24 School Improvement Plan (SIP)

This section reviews the progress of Ridgeline Montessori School on their 2023-24 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. 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 2023-24 School Improvement Plan:

Goal A: Equity and Inclusion (year three of five).

Ridgeline is aiming to actively create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged, respected and positively incorporated into daily classroom life.

In year three of a five-year goal, Ridgeline Montessori made significant strides in creating a more inclusive learning environment through several key initiatives. The implementation of their Multi-Tiered System of Supports (MTSS) behavior plan proved particularly effective, as it established universal behavioral expectations and provided tiered interventions to address challenges early. This systematic approach helped prevent disproportionate discipline practices and ensured equitable application of support services through regular data analysis.

The school's equity committee took an active role in transforming the learning environment. They carefully evaluated and guided curriculum choices and library acquisitions to ensure students could see themselves represented in their learning materials. The school maintained its commitment to diversity in staffing through targeted recruitment and retention efforts. They also improved transparency in their anti-bias, anti-racist (ABAR) work through enhanced board communication and their "Equity in Action" initiatives.

Despite not participating in the national school lunch program, the school demonstrated its commitment to equity by continuing to provide free meals to qualifying students. The implementation of regular climate surveys provided valuable feedback from students, staff, and families, with the 2022-2023 results made available to the community in spring 2024 through the school's website.

Goal B: Social & Emotional Wellness (year three of three).

The school aims to ensure students and staff continue to gain knowledge, develop skills, and adopt mindsets that encourage them to grow as healthy, resilient, culturally proficient citizens who contribute to their world respectfully, compassionately, and with integrity.

The school's approach to social and emotional wellness was comprehensive and multi-faceted. The wellness team implemented targeted interventions at multiple levels. They delivered individualized and small group lessons for students identified through referrals, while also providing whole-group instruction from kindergarten through sixth grade.

Professional development played a crucial role in building staff capacity. The school continues to use DERS (Developmental Environment Rating Scale) during classroom observations to help assess performance. Ridgeline also provided important training in critical areas such as suicide awareness and Narcan overdose response. The creation of a Social Emotional Support Assistant position enhanced the school's ability to support both instructional staff and the school mental health specialist in addressing student needs.

The school also focused on staff wellness by implementing technology procedures to support work-life balance and providing access to a Wellness Center where staff could process stressful events. Regular professional learning communities met to review data and develop strategies to support individual students, with significant time dedicated to collaboration across levels.

Goal C: Math Achievement (year two of three).

The Math achievement goal will extend over three years, beginning 2022-23 and finalizing in the school year of 2024-25. Ridgeline Montessori will increase each grade level performance in grades 3-8 by at least 3-8% over previous years' results in Math as measured by OSAS.

o 3rd-from 59% to above 62, then adjusted for the following year based on the final data outcome.

o 4th-from 33% to above 36, then adjusted for the following year based on the final data outcome.

o 5th-from 48% to above 51, then adjusted for the following year based on the final data outcome.

o 6th-from 38% to above 41, then adjusted for the following year based on the final data outcome.

o 7th-from 53% to above 56, then adjusted for the following year based on the final data outcome.

The school's mathematics program showed remarkable improvement, with data reflecting a positive trajectory in overall achievement. The total school performance increased from 51% in 2022 to 54% in 2023, and then to 60% in 2024, representing a 9% improvement over two years. Grade-level analysis shows particularly impressive gains:

- Seventh grade demonstrated exceptional growth, reaching 75% achievement in 2024, up from 67% in 2023

- Fifth grade showed remarkable improvement, moving from 26% in 2023 to 59% in 2024
- Third grade exceeded their target, improving from 48% to 52%
- Eighth grade maintained strong performance at 74%

These improvements were supported by focused professional development, including participation in Lane ESD's Progressions in Mathematics series and the Ambitious Math teaching series for upper elementary and middle school teachers. The school successfully aligned Montessori materials and methods with Common Core standards through careful scope and sequence development, and implemented regular lesson studies to improve instructional practices.

The school's commitment to regular assessment and data analysis through tools such as OSAS (Oregon Statewide Assessment System), easyCBM Risk Categories, and DERS observations helped ensure that interventions were targeted and effective. The comprehensive approach to mathematics instruction, combining traditional Montessori methods with contemporary educational best practices, contributed to these significant improvements in student achievement.

2. Update on New Goals for 2024-25 School Improvement Plan (SIP)

For the upcoming 2024-2025 school year, Ridgeline Montessori has established three primary goals.

The school will continue its equity and inclusion work, entering year four of its five-year goal. New initiatives include developing a teacher evaluation process through an equity lens and expanding their meal program through collaboration with 4J district. They will use the Seed Survey to establish baselines for measuring progress in areas such as common language development and action alignment.

The school is introducing a new focus on the Science of Reading, aiming to have 100% of ELA teachers complete professional development in these strategies by June 2025. This initiative includes six targeted workshops, bi-monthly coaching sessions, and regular collaborative meetings. The program will emphasize phonemic awareness, phonics, fluency, vocabulary, and comprehension, with progress measured through classroom observations and student assessment data.

The mathematics goal enters its final year, continuing the focus on improving overall school performance in grades 3-8. New strategies include implementing an additional math "power hour" for Upper Elementary students and increasing time for level collaboration through Lesson Study. The school will maintain its emphasis on aligning Montessori materials and methods with Common Core standards while using data-driven instruction to identify and address areas needing improvement.

These goals reflect Ridgeline Montessori's comprehensive approach to improving student outcomes through targeted professional development, data-driven decision-making, and a continued commitment to equity and inclusion.

3. School Report Cards

Report cards are provided in the form of Accountability Detail Sheets and At-A-Glance School and District Profiles, which serve as tools for continuous improvement planning by local and state policymakers, in conjunction with the communities they serve. Together, the Accountability Detail Sheets and At-A-Glance School and District Profiles comprise the majority of ODE's larger reporting system as required by the Oregon State Legislature and ESSA.

Accountability Details

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 2026-27 (approximately the 90th percentile)

Level 4 – Halfway from the baseline to the Long Term Goal

Level 3 – The baseline state average (2021-22 for ELA and Math Average Gap Scores, 2016-17 for all other indicators)

Level 2 - The 10th percentile of schools (2021-22 for ELA and Math Average Gap Scores and Five-Year Completers. 2022-23 for all other indicators)

Level 1 – Below the 10th percentile

The Academic Achievement indicator appears on the Accountability Details Report by subject (i.e., English Language Arts and Mathematics) and student group. It refers to the percentage of students who meet the achievement standard (level 3 or 4) for the respective subject in grades 3 through 8 and grade 11.

Student groups are assigned level ratings for each indicator, provided that the group meets the minimum n-size of 20 when data years are combined. The following table displays the cuts for Levels 1 through 5 for each indicator in the Accountability Detail Sheets. These cuts are applied to every student group that meets the minimum n-size threshold of 20 students.

Indicator	Grades Used	Level 5	Level 4	Level 3	Level 2	Level 1
ELA Achievement	3-8,11	80	67	54	18	<18
ELA Average Gap Score Change	3-8	5	-7	-19	-42	<-42
Math Achievement	3-8,11	80	62	43	8	<8
Math Average Gap Score Change	3-8	4	-11	-24	-49	<-49
Regular Attenders	K-5	93%	89%	85%	52%	<52%

For Academic Achievement areas (ELA and Math) a level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

For the Average Gap Scores in ELA and Math a level is assigned based on the value of the change in the average gap score, provided the denominator meets the minimum n of 20 in both the 2018-19 Average Gap Score calculation and in the 2023-24 Average Gap Score calculation.

For regular attenders a level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

Summary of Assessment / Accountability Data from Spring 2024

The Oregon Department of Education (ODE) does not view students who did not participate in statewide summative assessments as not proficient. These students simply have not had the opportunity to demonstrate their proficiency. However, the new calculation for the Academic Achievement indicator as part of the ESSA accountability system treats assessment **non-participants in excess of 5 percent as not meeting the achievement standard.**

English Language Arts Academic Achievement:

The school maintains a Level 4 rating for all students, with a three-year average of 73.4% meeting standards. However, there was a notable decline in the 2023-24 school year to 68% from 77% the previous year. White students (74.9%) and multi-racial students (73%) perform at Level 4, while Hispanic/Latino students perform at Level 3 (65.5%). Students experiencing poverty (45.6%) and students with disabilities (37.3%) perform at Level 2.

Mathematics Academic Achievement:

Mathematics performance shows improvement, achieving a Level 3 rating for all students with a three-year average of 53.3%. There has been steady growth from 48.2% in 2021-22 to 57.5% in 2023-24. Multi-racial students showed particularly strong growth, reaching Level 4 with 80% proficiency in 2023-24. White students maintain Level 3 performance (52.5%), while students experiencing poverty (24.6%) and students with disabilities (30.5%) perform at Level 2.

Regular Attenders:

Regular attendance rates show significant improvement in 2023-24, rising to 85.3% from 62.6% the previous year. However, the three-year average of 74.2% results in a Level 2 rating. Most student groups showed similar patterns, with particularly strong improvement among Hispanic/Latino students (reaching over 95% in 2023-24) and students with disabilities (also exceeding 95% in 2023-24).

Assessment Participation:

The school's participation rates present a concerning pattern across multiple student groups. In ELA, the overall participation rate has fluctuated over three years, starting at 91.6% in 2021-22, improving to 93.8% in 2022-23, but declining to 90.2% in 2023-24. Mathematics shows a similar pattern with rates of 90.3%, 93.8%, and 90.9% respectively. This fluctuation suggests that while the school made progress toward the 94.5% target in 2022-23, maintaining consistent participation remains challenging.

Looking at specific student groups, participation rates reveal notable disparities. White students, who comprise the largest demographic group, maintained relatively stable participation rates around 92% in both subjects. However, Hispanic/Latino students showed declining participation, dropping from 100% in 2021-22 to 81.8% in 2023-24. The underserved race/ethnicity group also experienced a decline from 100% to 88.2% over the same period.

Science Achievement:

Science proficiency stands at 71%, representing a substantial 21% increase from the previous year and well above the state average of 29%. Detailed student group data for science was not provided in the accountability report.

Students with Disabilities Performance Analysis:

Ridgeline Montessori's students with disabilities (14% of total enrollment) have demonstrated encouraging progress across multiple indicators this year, though challenges remain. In English Language Arts, performance has been volatile, rising from 20% proficient in 2021-22 to 52.9% in 2022-23, before declining to 39.1% in 2023-24. The three-year average of 37.3% places them at Level 2. Mathematics performance shows steady improvement from 15% proficient in 2021-22 to 39.1% in 2023-24, though still performing at Level 2 with a three-year average of 30.5%. The gap between students with disabilities and the overall student population remains significant in both ELA (34.3 percentage points) and mathematics (22.8 percentage points).

Participation rates have improved significantly from a concerning 59.1% in 2021-22 to 83.3% in 2023-24, though still below the target of 94.5%.

Regular attendance shows remarkable improvement, reaching above 95% in 2023-24, a significant increase from 57.9% in 2022-23.

These detailed analyses of participation rates and students with disabilities' performance suggest that while some improvement strategies have been effective, particularly in mathematics and attendance, there remain significant opportunities for enhancing both participation and academic achievement. The school's ability to dramatically improve attendance rates for students with disabilities could provide valuable insights for improving other metrics for this population.

Oregon Department of Education (ODE) At-A Glance Profile

The At-A-Glance School Profiles were designed by and for parents and community members to be an understandable and easy to read overview of how schools and districts serve their students. All data is based on the 2023-24 school year unless otherwise noted. Exceptions include the On-Time Graduation, Five-Year Completion, College Going, Teacher Retention, Same Principal, and Per Pupil Expenditure data elements. The summary below reflects information gleaned from this report for specified indicators for the 2023-24 school year along with 4J district information gathered this fall for other indicators, as also specified.

- **Demographics** – This year’s At-A-Glance report card continues to show a much less diverse population than the district as a whole at Ridgeline (77% white versus 66% for the district). The percentage of teachers of color is similar to that of the student demographics (87% white).
- **Students with Disabilities** – At 14% the special education population is slightly less than that of the district which is at 15%.
- **Vaccinations**– Only 79% of Ridgeline students had required childhood vaccines.
- **Students Experiencing Poverty** - Ridgeline’s report shows that 16% of their population are students experiencing poverty. A new ODE definition shifts this group from “economically disadvantaged” to “students experiencing poverty.” This group includes students that meet any of the following: receiving SNAP/TANF benefits, in foster care, identified as McKinney-Vento, or receiving migrant ed services.

4. Site Visit

In order to more accurately represent the charter schools in their annual review site visits were moved to the fall of the current year. For this year there are two official site visits for each of our character schools; one in May and one in November. The purpose of these visits is to examine a comprehensive set of questions regarding curriculum and instruction, planning, enrollment, and governance and organization.

On May 1, 2024, the 4J Charter School Review Team conducted an official site visit to Ridgeline Montessori School. Members of the Ridgeline team included Chrystell Reed (Executive Director), Michelle Texley (Principal), April-Kay Williams (Board President), Jenny Noyce (Board Member and Board Secretary), Yeako Rodriques (Operations Manager), Erin Coonrod (MS Teacher). 4J Charter School Review Team members present at the meeting included Morgan Munro (School Board member), Bob Blyth (Associate Director Financial Services), Oscar Loureiro (Director of Research), Tom Horn (Special Education Administrator) and Casandra Kamens (Curriculum Administrator/Charter School Liaison).

On November 18, 2024, the 4J Charter School Review Team conducted a second official site visit to Ridgeline Montessori School. Members of the Ridgeline team included Chrystell Reed (Executive Director), Michelle Texley (Principal), Jenny Noyce (Board President), Yeako Rodriques (Operations Manager), Erin Coonrod (MS Teacher). 4J Charter School Review Team members present at the meeting included Kat Lange (Assistant Superintendent of Youth and Family Services), Matt Brown (Director Financial Services), Oscar Loureiro (Director of Research), Angela Crum (Special Education Administrator) and Casandra Kamens (Curriculum Administrator/Charter School Liaison).

Progress on School Improvement Plan (SIP)

Ridgeline has been working on several multi-year goals. Their equity and inclusion initiative is in year 4 of a 5-year plan, featuring a comprehensive MTSS (Multi-Tiered System of Support) system. This system includes behavior and academic support teams, with a focus on early identification of challenges. The school has implemented equity-focused hiring practices and curriculum reviews. For their math achievement goal, they've seen significant progress with a 9% improvement over two years and a 6% school-wide increase, though some cohorts showed decreases. The school has adjusted their SEL (Social-Emotional Learning) goal, replacing it with a science of reading goal in response to their Early Literacy grant requirements.

Curriculum & Instruction

The school maintains a strong focus on "cosmic education," emphasizing how students fit into their time and community. They've received an early literacy grant and are implementing science of reading practices while maintaining their Montessori approach. The curriculum includes health education, which they view as foundational to their SEL curriculum. They're utilizing Wayfinder for SEL and continuing their emphasis on mathematics instruction. The school is working to identify and address skill gaps, particularly in reading, while preserving their Montessori methodology.

Annual State Assessments

The school has demonstrated strong academic performance, with 72% of students meeting or exceeding standards in ELA and 78% in Science. They're working to maintain these high numbers while being particularly mindful of supporting special education students. They've noticed an increase in assessment opt-outs, primarily due to student anxiety, and are working to better communicate to families how the assessment data is used to improve instruction.

Current Enrollment & Demographics

As of April 2024, the school had 249 students. Their demographic data shows limited progress in racial/ethnic diversity, with only 2 out of 10 students being part of the global majority. Their climate survey revealed that 4 in 10 students belong to the LGBTQ+ community. About 27% of students qualify for free/reduced meals based on family income surveys. Special education services have grown significantly, with 25% of students on either IEPs or 504 plans, and 4 ELL students.

Supports for Special Populations

The school has experienced significant challenges in their special education program, including staffing difficulties and administrative turnover (three different SpEd administrators in one year). They've had to reduce PLC meetings to accommodate the increased number of IEP/504 meetings. The process of transitioning students who need more intensive services than the charter can provide has been noted as cumbersome. They've also faced challenges with special education staff training and coordination with the district.

Parent and Community Relations

The school has a strong parent engagement program, requiring 40 hours of volunteer time per family annually. They've recorded over 2,144 volunteer hours from more than 200 volunteers. The school hosts various community events including a back-to-school picnic, Ridgeline 101 for new families, and family conferences. Parents run the library and support various programs including OBOB, read-a-thon, and book fair events.

Financial Status

The school is aware of several financial challenges, including the end of ESSER funding which resulted in eliminating their SEL Support assistant position due to funding constraints. They're experiencing increased costs due to PERS and unemployment rules, and while grants provide additional funding, they note that grant management often pulls staff away from their primary responsibilities. The school is also evaluating their future facility needs to increase overall space and reach a more diverse population by improving access in a more central location.

Board Membership

The board is transitioning from 9 to 7 members, with 4 members rotating off who represented 22 years of combined experience. They've implemented robust recruiting and onboarding processes over the past two years and have created three new committees focusing on recruitment and onboarding, public comment processes, and goal setting and assessment.

Governance and Organization

The leadership has seen some changes, with Jenny Noyce taking over as board president from April Kay Williams. They've appointed a new board secretary, but have maintained stability in their school administration and teaching staff with very little turnover.

Contractual and Legal Requirements

The school utilizes OSBA for policy services and has maintained timely compliance with deadlines. They're also participating in discussions about SB756 and seeking clarification about charter schools' inclusion in related trainings.

Successes

The school has implemented several successful initiatives, including their meal program serving about 1,000 meals weekly, their Principal Advisory Committee involving 6th-8th grade students, and strong family engagement. They've improved their new employee onboarding process and strengthened connections with the district, including participation in Native American cultural programs.

Challenges

Major challenges include special education staffing and communication issues, persistent post-pandemic attendance problems, facility constraints, and funding limitations. They're particularly aware about their current facility being too small and are exploring options for relocation that might help diversify their student body. They're also seeking better integration with district initiatives and improved funding advocacy.

5. Financial Review

AUDITED FINANCIAL STATEMENTS

The District has received the 2023-24 Final audit for the Ridgeline Montessori Charter School. Review of this document has shown no material concerns with the financial condition of this school as an ongoing entity as outlined below.

The District's financial review of the Ridgeline Montessori Charter School's (Charter) audited financial statements for the year ended June 30, 2024, consisted of reviewing financial operations to ensure consistency with the Ridgeline Montessori Charter School's educational mission, and reviewing net position to ensure the school's solvency and ability to sustain operations in the future. The Ridgeline Montessori Charter School's 2023-24 financial statements have been audited by an independent auditor, who issued an unmodified opinion on the Charter's statements and did not identify any material weaknesses in the financial operations of the school.

Discussion

Ridgeline Montessori Charter School financial operations continue to be stable and fiscally sustainable. Net position increased from in \$853,301 in 2022-23 to \$1,061,951 in 2023-24.

The Statement of Activities reflects expenses increasing to \$2,790,134 (\$246,813 or 9.7% over the prior year). Revenue increased 14.0% to \$2,998,784 in 2023-24.

The Ridgeline Montessori Charter School financial statements are presented in accordance with Government Accounting Standards Board (GASB) Statements 68 and 71 related to employee pensions.

School operations are primarily supported by State School Fund revenue (SSF) at \$2,121,031, Local option levy (\$259,543) and grant funds.

Notes to the financial statements indicate that a loan was obtained from Capital Pacific Bank for \$926,250 on April 10, 2012 for the purchase of a school building. The loan had an original interest rate of 3.3%, with monthly payments of \$4,538 beginning on August 30, 2012. The interest rate on this loan is variable and increased to 4.5% as of July 1, 2020, with monthly

payments of \$4,915 for 2021-22. The loan was refinanced with Columbia bank on June 23, 2022 for \$626,968 for fifteen years with a variable interest rate of 4.39-4.93%. The school building is pledged as collateral for this loan. In the event of default, the entire balance of the loan becomes immediately due and payable.

Based on this review, District staff did not identify any concerns regarding operational consistency with the Ridgeline Montessori Charter School’s educational mission. The Ridgeline Montessori Charter School appears to be properly positioned to sustain financial operations into the future and continue to serve students.

ENROLLMENT

As of October 1, 2024, Ridgeline enrolled 249 students in grades K through 8. In the current contract, Ridgeline is allowed to enroll up to 253 students.

The Oregon Department of Education reported Ridgeline’s resident average daily membership (ADMr) for 2023-24 to be 248.43, a 0.43 student increase from the previous year. Ridgeline expects ADMr to stay around 250 for future years.

Comparative ADMr is as follows:

2023-24	248.43
2022-23	248.0
2021-22	236.0
2020-21	241.5
2019-20	246.0
2018-19	243.0
2017-18	246.9
2016-17	249.6
2015-16	241.1
2014-15	214.6
2013-14	213.3
2012-13	189.9
2011-12	179.5

6. Other Contractual Agreements

Ridgeline Montessori was in compliance with all provisions of its charter contract by the end of the 2023-24 school year. Staff demonstrated completion of state reporting requirements in a timely manner.

Specific areas of compliance include the following:

- Maintained adequate levels of insurance coverage for property, business interruption, extra expense, liability and workers compensation, as required in the Contract;
- Contributed to PERS on behalf of its employees;
- Maintained its 501(c)(3) status;
- Complied with all financial and student reporting requirements;
- Maintained at least 50% licensed administrative and teaching staff; and
- Complied with all other applicable federal and state laws.

7. Findings

Ridgeline Montessori School continues to offer a unique Montessori educational option for the 4J community. Students balance their freedom to explore and think for themselves with their responsibility to work and learn within a community. Ridgeline continues to perform well in relation to the goals listed in the original charter application, and continues to have documented areas of commendation and demonstrated annual improvement. Ridgeline staff and community continued to address the changing needs of students in a thoughtful and cohesive manner.

Key Findings:

1. Academic Performance
 - Strong ELA performance with 73.4% three-year average (Level 4 rating)
 - Improved mathematics performance reaching Level 3 (53.3% three-year average)
 - Exceptional science achievement at 71%, significantly above state average of 29%
 - Notable achievement gaps persist for students experiencing poverty and students with disabilities
2. Demographics and Equity
 - Less diverse than district average (77% white vs 66% district-wide)
 - Teacher demographics mirror student population (87% white)
 - Special education population slightly below district average (14% vs 15%)
 - Strong equity initiatives through MTSS implementation
3. Attendance and Participation
 - Significant improvement in attendance rates (85.3% in 2023-24)
 - Assessment participation rates remain below target (90.2% ELA, 90.9% math)
4. Program Implementation
 - Successful integration of Montessori methods with state standards
 - Strong parent engagement program (2,144+ volunteer hours)

- Effective implementation of multi-year improvement goals
- Robust SEL support and transition to Science of Reading initiative

Commendations:

1. Demonstrated significant mathematics improvement with 9% growth over two years
2. Strong academic performance in science (71%) and ELA (73.4%)
3. Successful implementation of equity initiatives and MTSS framework
4. Exceptional parent and community engagement
5. Strong student voice integration through Principal Advisory Committee
6. Effective board recruitment and onboarding processes
7. Successful meal program serving approximately 1,000 meals weekly
8. High stability in teaching staff with minimal turnover

Recommendations:

1. Develop strategies to increase student demographic diversity through enrollment and lottery process adjustments
2. Implement targeted interventions to improve achievement for students experiencing poverty and students with disabilities
3. Create action plan to improve assessment participation rates to meet 94.5% target
4. Continue focus on improving regular attendance rates
5. Strengthen communication with families about the importance of state assessments

Recommended Action

Continuation of contract, with an expectation of continued progress on the School Improvement Plan

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: [Ridgeline SIP Report Fall 2024](#), [2324 Profile Ridgeline](#), [2324 Detail Sheet Ridgeline](#), [Data Appendix=Ridgeline 2024-25](#)



Ridgeline Montessori School Improvement Plan
Submitted to District 4J as an Annual Review Document
October 2024

Ridgeline Montessori's Mission

We provide an academically rigorous public Montessori education. Students balance their freedom to explore and think for themselves with their responsibility to work and learn within a community.

Ridgeline Montessori's Vision

Empowering creative learners to build community and thoughtfully shape the world through public Montessori education.

Ridgeline Montessori's Core Values

- A proven pedagogy: educating the whole child—mind, body, and spirit according to the time-tested methods of Maria Montessori.
- Engaged minds: harnessing innate curiosity to challenge students to reach their full academic potential.
- Honorable character: choosing kindness, honesty, and responsibility.
- Visionary leadership: cultivating and guiding with resourcefulness, perseverance, and creativity.
- Dedicated stewardship: honoring and responsibly caring for each other and the resources entrusted to us.
- Joyful community: trusting in the basic goodness of people.
- An inclusive spirit: welcoming all who choose public Montessori education.

The School Improvement Planning Process

The annual School Improvement Plan (SIP) is an essential living document for Ridgeline. This document serves as a tool for the Ridgeline staff and community to establish, review, and evaluate our annual and ongoing goals and share these goals and our growth with our sponsoring district.

Ridgeline Curriculum Overview

Ridgeline’s learning program is based primarily on the Montessori Approach to education. It includes Academic and Cultural Studies curricula, Practical Life and “Grace and Courtesy” skills development, Peace Education, and a variety of special classes. As a public school, our curriculum aligns with the Common Core State Standards.

In keeping with the Montessori Method, most skills and concepts are introduced using manipulative materials, enabling children to learn using a variety of learning styles. Learning is individualized and student-centered. Cooperative learning and peer-tutoring are common. Although the teacher introduces initial lessons for particular topics, students work independently until they demonstrate proficiency.

Our curriculum at all levels combines highly structured and sequenced academics with rich, story-based, and integrated Cultural Studies.

Academic work at elementary levels includes language arts (reading skills development, grammar, writing, spelling, research skills, and oral presentations) and math (sets, patterns, numeration, operations with regrouping, calculations, problem solving and applications, fact memorization, geometry—including area and volume—fractions, decimals, and pre-algebra concepts). Ridgeline’s Montessori curriculum is re-evaluated and modified as needed to meet Oregon’s grade-level standards.

Academic work at the middle-school levels continues and expands upon the work done at the elementary levels. The language arts curriculum adds a wide range of fiction and non-fiction texts corresponding with themes of Cultural Studies; and creative, technical, and critical writing.¹⁷⁸ The math curriculum expands to include algebra and advanced geometry.

Specific areas of study at all levels within Cultural Studies include geography, anthropology, geology, history, biology, zoology, botany, chemistry, astronomy, and other science and social-science categories.

The third element of our program is the Montessori Practical Life and “Grace and Courtesy” lessons. Students practice skills in self-care and care of the environment, organization and time-management, respect for self and others, social skills development, and effective communication peacekeeping strategies. Montessori is indeed “education for life.”

Reflection on 2023-2024 SIP Goals

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A. Equity and Inclusion

B. Social-Emotional

C. Math Improvement

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A: 2023-24 Equity and Inclusion (year three of a five-year goal)

Goal	Strategy, Method, Action	Measurements
<p>Equity and Inclusion: actively create and maintain an environment where students' diverse backgrounds, identities, strengths, and challenges are acknowledged, respected, and positively incorporated into daily classroom life. (Equity work must be an ongoing and evolving goal.)</p>	<ul style="list-style-type: none"> ● Continue to develop shared language around anti-bias/anti-racist ● Identify staff leadership to develop and support staff affinity groups <ul style="list-style-type: none"> ○ BIPOC ○ LGBTQ+ ○ Ability ● The staff equity committee will use the School Improvement Plan goals and strategies for equity and inclusion to help define their role and outline the committees work for the year. ● Ridgeline Equity Committee leadership will continue community outreach and begin to organize opportunities for the community to connect and learn together ● Continue to recruit and retain an increasingly diverse staff as positions become available ● Increase transparency and communication regarding ABAR work and progress <ul style="list-style-type: none"> ○ Board communication ○ Equity in Action ○ Professional Development Plan ● Continue to evaluate curriculum so that all students experience integrative teaching where they see themselves represented in their learning experiences ● Leadership will continue to collaborate with the Equity Committees ● Continue building trusting, authentic relationships within and across levels by providing dedicated time for collaboration and equity work ● Instructional staff will meet regularly as professional learning communities to collaboratively review data and develop, implement, evaluate and revise strategies 	<ul style="list-style-type: none"> ● Use the student, family, and staff climate surveys to measure progress. <ul style="list-style-type: none"> ○ improved common language ○ actions align with intention ○ improved transparency ○ Education supporting topics of the continued growth of ABAR work ● Demographics for staff and students ● Meal program data

	<p>to support individual students.</p> <ul style="list-style-type: none"> • Continue to provide meals for students although they are no longer federally funded. • School climate survey implementation for students, staff, and families. 	
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The school has made significant progress in creating an inclusive environment where students' diverse backgrounds, identities, strengths, and challenges are respected and positively incorporated into daily classroom life. Key achievements include the development and implementation of a school-wide Multi-Tiered System of Supports (MTSS) behavior plan, which has helped address behavioral challenges early, prevent disproportionate discipline, and foster a more inclusive learning environment. The MTSS plan includes universal behavioral expectations, tiered interventions, and strategies to de-escalate power struggles, all of which are underpinned by regular data analysis to ensure equity in the application of support services.

The equity committee continues to play a crucial role in guiding curriculum choices and library acquisitions, ensuring a diverse range of resources that reflect the student body's diversity. The school's efforts also extend to recruiting and retaining a diverse staff, improving communication about anti-bias, anti-racist (ABAR) work, and providing professional development opportunities focused on equity and inclusion. The school has fostered strong relationships within and across levels through regular collaboration, team meetings, and community engagement activities that celebrate cultural diversity.

Additionally, the school has maintained a commitment to providing free meals to students who qualify, despite not participating in the national school lunch program, and is exploring partnerships to expand this support.

Regular climate surveys have been implemented to gauge the experiences of students, staff, and families, contributing to ongoing improvements in the school environment. The [results and analysis for the 2022-2023 school climate survey](#) were made available to the community in the spring of 2024 and can be found on Ridgeline's website. The 2023-2024 school climate survey results will be analyzed and ¹⁸¹ made available in the spring of 2025.

2023-2024	Regular Meetings As Professional Learning Communities		
	Number of Meetings	Hours	Total Hours
Committee Meetings	7	1	7
Professional Development	4	8	32
Levels Meetings	26	1	26
All Staff Meetings/PD	8	2	16
		Grand Total	81



B. 2023-24 Social & Emotional Wellness (year three of three-year goal)

Goal	Strategy, Method, Action	Measurements
<p>Ensure students and staff continue to gain knowledge, develop skills, and adopt mindsets that encourage them to grow as healthy, resilient, culturally proficient citizens who contribute to their world respectfully, compassionately, and with integrity.</p> <ul style="list-style-type: none"> ● To provide compassion-focused, positive wellness and guidance that emphasizes inclusion, care, and mental health wellness practices for all Ridgeline students. ● To provide a growth mindset and peaceful conflict resolution strategies for all students attending Ridgeline. 	<ul style="list-style-type: none"> ● Continue to build a common language for adults and children as to what it means to have a growth mindset ● Continue to emphasize positive conflict resolution language ● Identify students whose behavior suggests that they are experiencing social and/or emotional challenges and work closely with the students, their families, school staff, and their classmates (as appropriate) to identify the challenges and develop and implement plans to address them. ● Increase the number of trained DERS practitioners. ● K-6 Instructional staff will use tools from the <i>Montessori Assessment Playbook</i> to guide reflection on current and best practices. ● Instructional staff will meet regularly as professional learning communities to collaboratively review data and develop, implement, evaluate, and revise strategies to guide more peaceful and engaged classroom communities. ● Administrators and instructional staff will use DERS during classroom observations to evaluate performance on indicators linked to identified, desired outcomes. ● Adopt, schedule, and implement SEL lessons k-8, provided by the school mental health specialist ● Add a Social Emotional Support Assistant position to support instructional staff and school mental health specialist in meeting student SEL needs. ● Mental Health Specialist will create lessons k-8, teaching the common behavior expectations as outlined in our Behavior Matrix. ● Instructional staff will meet regularly as 	<ul style="list-style-type: none"> ● DERS classroom observations ● Number of trained DERS practitioners ● Transparent Classroom data and reports ● SEL curriculum schedule ● Early childhood skills inventory ● School Climate survey ● Incident/referral data

	<p>professional learning communities to collaboratively review data and develop, implement, evaluate and revise strategies to support individual students.</p> <ul style="list-style-type: none"> ● Increase dedicated staff planning time to support a healthy work-life balance. ● Implement technology procedures to support healthy work-life balance ● Give staff access to the Wellness Center to assist in processing stressful events. 	
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The school has made notable progress in fostering the social-emotional growth of students and staff, promoting healthy, resilient, and culturally proficient citizens. The implementation of the Multi-Tiered System of Supports (MTSS) behavior plan has been central to this effort, providing tiered supports that address both academic and social-emotional needs. This comprehensive approach emphasizes proactive strategies to promote positive behavior and social-emotional skills, with early intervention and prevention aligning closely with SEL goals. Data-driven decision-making further supports targeted interventions for students' social-emotional growth.

The wellness team has played a key role in this initiative, delivering targeted lessons on social-emotional learning (SEL) skills to students identified through referrals, both individually and in small groups. Whole group lessons are also provided from kindergarten through sixth grade, ensuring broad support across all grade levels.

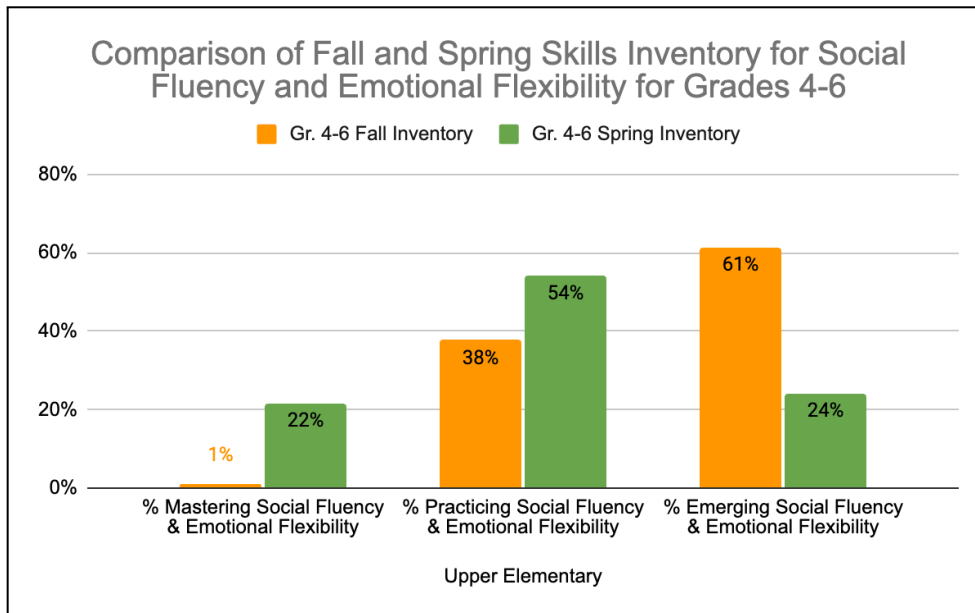
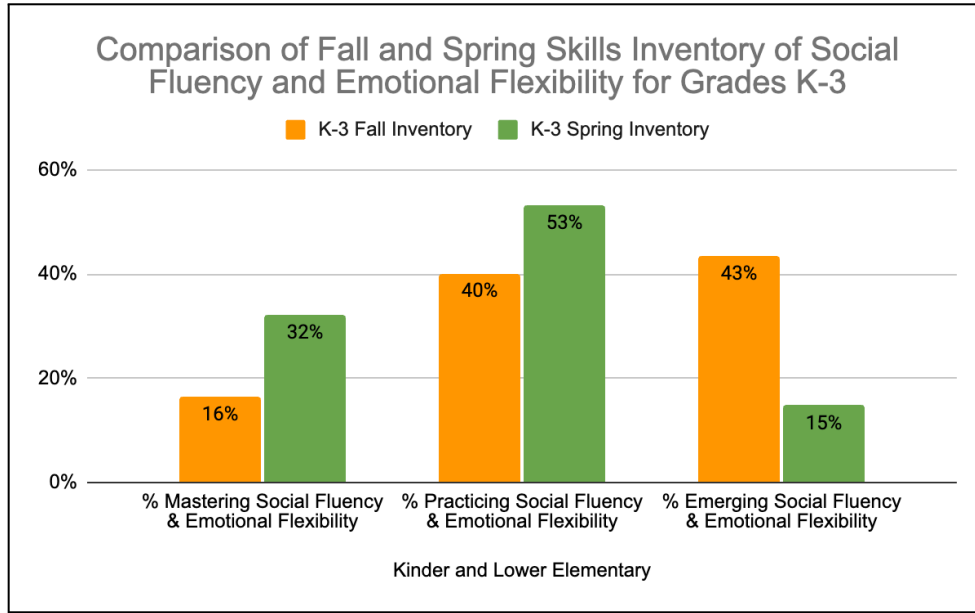
Additional efforts include:

- Training for staff and middle school students on suicide awareness, enhancing their understanding and prevention strategies.
- Narcan overdose training for staff, equipping them to handle potential emergencies.

The school has also integrated tools from the Montessori Assessment Playbook for K-6 instructional staff to reflect on and improve current practices. Administrators use the Developmental Environment Rating Scale (DERS) during classroom observations to assess performance related to desired outcomes. The Social Emotional Support Assistant works with instructional staff and the school mental health specialist to address student SEL needs. Additionally, the Wellness Center is available to staff to help them manage stress and support their well-being.

These comprehensive efforts reflect the school's commitment to creating a supportive and inclusive environment where students and staff can develop essential skills and mindsets for respectful and compassionate citizenship.

Early Childhood Skills Inventory



2022-2023 School Climate Survey

Social Emotional Learning

The wellness center is available to me if I have a social or emotional issue and need to visit.

8.9 out of 10 students feel that they can access the wellness center if they have a need.

Academics

Teachers are available to help me with my school work when I get stuck.

9.4 out of 10 students feel that they can get academic help when needed.

Respectful Learning Environment

Students at this school try to work out their disagreements with other students by talking to them.

From 2021-2022: 5% increase

184

In general, this is positive and shows that students are attempting to build the skills to resolve conflict. However, there are a couple of groups that had disproportionate negative responses, specifically students with multiple disabilities and those who identify as female.

C. 2023-24 Math (year two of three-year goal)

Goals	Strategy, Method, Action	Measurements
<ul style="list-style-type: none"> ● The Math achievement goal will extend over three years, beginning 2022-23 and finalizing in the school year of 2024-25. Ridgeline Montessori will increase each grade level performance in grades 3-8 by at least 3-8% over previous years' results in Math as measured by OSAS. <ul style="list-style-type: none"> ○ 3rd-from 48% to above 51, then adjusted for the following year based on the final data outcome. ○ 4th-from 68% to above 71 then adjusted for the following year based on the final data outcome. ○ 5th-from 26% to above 29, then adjusted for the following year based on the final data outcome. ○ 6th-from 50% to above 53, and then adjusted for the following year based on the final data outcome. ○ 7th-from 67% to above 70, then adjusted for the following year based on the final data outcome. 	<ul style="list-style-type: none"> ● Provide extra contact days in dedication to scope and sequence/ reverse engineering state standards in alignment with Montessori lessons and materials and Common Core standards. ● Use state strand data to determine areas for improvement to inform and refine instructional practices to teach the standard adequately. ● Identify a standard of assessing mastery of concepts universal to the teaching level. ● Lesson Study specific Montessori Math materials and follow-on activities by level ● Increase time for levels collaboration through the implementation of lesson study. ● Math professional development <ul style="list-style-type: none"> ○ All teams will participate in Lane ESD's Progressions in mathematics series. This will help teams build the scope and sequence, and alignment of Montessori practices and Common Core standards. ○ Upper Elementary and Middle school math teachers will participate in Lane ESD's Ambitious Math teaching series. 	<ul style="list-style-type: none"> ● Student engagement measured through DERS ● OSAS Percentiles ● easyCBM Risk Categories ● Observations ● Record of lesson studies ● Completed scope and sequence by every grade level

The school has made significant strides in improving math achievement across grade levels, as outlined in the three-year Math achievement goal set to conclude in the 2024-25 school year. This initiative aimed to increase each grade level's performance by 3-8% over previous years, using the Oregon Statewide Assessment System (OSAS) as a measure.

Math Achievement Data and Analysis

2023-24 Academic Year Results:

Summary and Future Steps

The overall trend shows a 9% school improvement. These results emphasize the importance of continuous improvement, tailored instructional strategies, and targeted support. For continued school improvement, Level Teams will continue to analyze specific needs and implement effective measures to ensure all students can achieve their full potential in math.

Performance Chart Overview:

Grade	2022	2023	2024
3	59%	48%	52%
4	33%	68%	53%
5	48%	26%	59%
6	38%	50%	44%
7	53%	67%	75%
8	78%	72%	74%
School total	51%	54%(+3%)	60%(+6%)

The data reflects a positive trajectory in overall math achievement, with a 6% increase in the school total from 2023 to 2024, and a 9% increase over the last two years. Moving forward, the school will focus on sustaining these gains and addressing the areas where students struggle to ensure continued equitable growth and success across all grade levels.

2024-2025 SIP Goals

A. Equity and Inclusion

B. Science of Reading

C. Math Improvement

A: 2024-25 Equity and Inclusion (year four of a five-year goal)

Goal	Strategy, Method, Action	Measurements
<p>Equity and Inclusion: actively create and maintain an environment where students' diverse backgrounds, identities, strengths, and challenges are acknowledged, respected, and positively incorporated into daily classroom life. (Equity work must be an ongoing and evolving goal.)</p>	<ul style="list-style-type: none"> ● Continue to develop shared language around anti-bias/anti-racist ● The staff equity committee will use the School Improvement Plan goals and strategies for equity and inclusion to help define their role and from last year's work it was determined <ul style="list-style-type: none"> ○ Make a recommendation for a teacher evaluation process through an equity lens. ● Ridgeline Equity Committee leadership will continue community outreach and begin to organize opportunities for the community to connect and learn together ● Continue to recruit and retain an increasingly diverse staff as positions become available ● Continue to evaluate curriculum so that all students experience integrative teaching where they see themselves represented in their learning experiences ● Leadership will continue to collaborate with the Equity Committees ● Continue building trusting, authentic relationships within and across levels by providing dedicated time for collaboration and equity work ● Instructional staff will meet regularly as professional learning communities to collaboratively review data and develop, implement, evaluate and revise strategies to support individual students. ● Provide meals through the expanded CEP meal program in collaboration with 4J 	<ul style="list-style-type: none"> ● Create a baseline using the Seed Survey. <ul style="list-style-type: none"> ○ improved common language ○ actions align with intention ○ improved transparency ● Demographics for staff and students ● Meal program data ● Progress toward a completed teacher evaluation process.

B. 2024-2025 Science of Reading

Goal	Strategy, Method, Action	Measurements
<ul style="list-style-type: none"> Ridgeline Montessori will enhance early literacy instruction by ensuring that 100% of Ridgeline ELA teachers complete professional development in Science of Reading (SoR) strategies by June 2025. 	<ul style="list-style-type: none"> Professional Development: Conduct six workshops focusing on SoR principles, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Coaching: Provide bi-monthly coaching sessions for ongoing support and to reinforce the application of strategies learned in the workshops. Collaboration: Facilitate regular collaborative sessions where teachers can model lessons, plan together, and share insights to ensure seamless integration of SoR strategies into daily classroom practices. Resources: Introduce SoR-aligned digital resources, literacy assessments, and instructional tools to aid differentiated instruction and monitor student progress. 	<ul style="list-style-type: none"> All kindergarten and lower elementary teachers will be fully trained in SoR strategies, leading to effective implementation of these strategies in their classrooms. Teachers will demonstrate improved instructional practices, as evidenced by classroom observations using a SoR observation/evaluation tool. <ul style="list-style-type: none"> Student engagement measured through DERS OSAS Percentiles easyCBM Risk Categories¹⁸⁹ Observations Record of lesson studies Completed scope and sequence by every grade level

C. 2024-25 Math (year three of three-year goal)

Goal	Strategy, Method, Action	Measurements
<ul style="list-style-type: none"> The Math achievement goal will extend over three years, beginning 2022-23 and finalizing in the school year of 2024-25. Ridgeline Montessori will increase each overall school performance in grades 3-8 by at least 3-8% over previous years' results in Math as measured by OSAS. 	<ul style="list-style-type: none"> Provide extra contact days in dedication to scope and sequence/ reverse engineering state standards in alignment with Montessori lessons and materials and Common Core standards. Use state strand data to determine areas for improvement to inform and refine instructional practices to teach the standard adequately. Identify a standard of assessing mastery of concepts universal to the teaching level. Increase time for levels collaboration through the implementation of Lesson Study Lesson Study will focus on specific Montessori math materials and follow-on activities by level Upper Elementary is holding an additional math half hour power hour 	<ul style="list-style-type: none"> Student engagement measured through DERS OSAS Percentiles easyCBM Risk Categories Observations Record of lesson studies Completed scope and sequence by every grade level



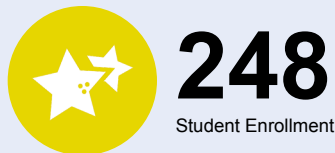
OREGON AT-A-GLANCE SCHOOL PROFILE

Ridgeline Montessori

PRINCIPAL: Michelle Texley | GRADES: K-8 | 4500 W Amazon Dr, Eugene 97405 | 541-681-9662

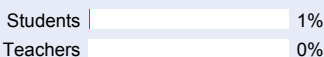


Students We Serve

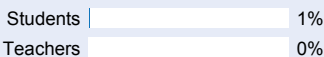


DEMOGRAPHICS

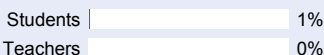
American Indian/Alaska Native



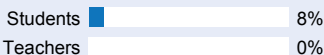
Asian



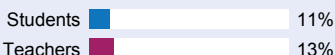
Black/African American



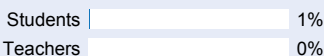
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



*

Ever English Learners



11

Languages Spoken

14%

Students with Disabilities

79%

Required Childhood Vaccinations

16%

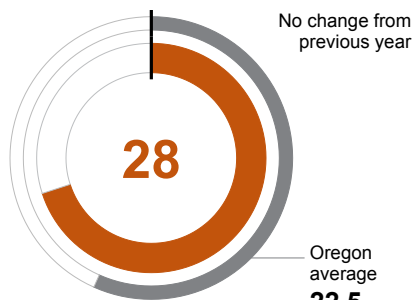
Students Experiencing Poverty

*<10 students or data unavailable

School Environment

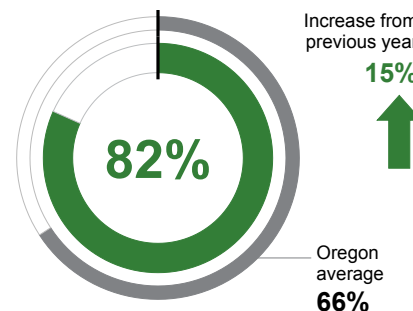
CLASS SIZE

Median class size.



REGULAR ATTENDERS

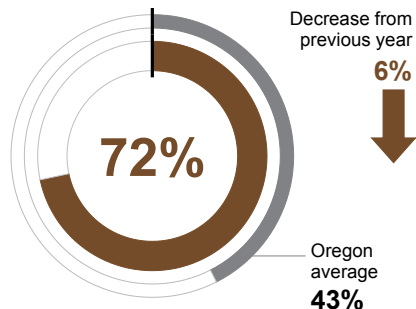
Students who attended more than 90% of their enrolled school days.



Academic Success

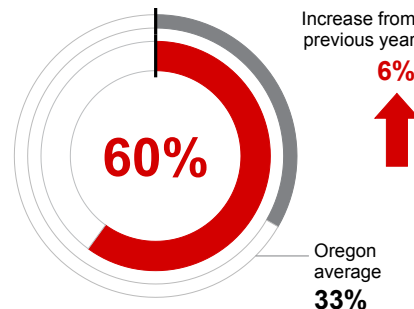
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



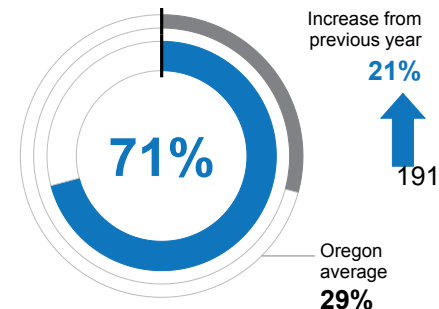
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

At Ridgeline Montessori Public School, we work with students and families to increase students' academic and social-emotional skills through a growth mindset model. Our goal is to support students in developing as independent learners and responsible, caring community members by equipping them with the skills they need to face the world and its challenges with success.

State Goals

The Oregon Department of Education is collaborating with school districts and communities across the state to achieve a 90% on-time graduation rate by 2027. Grounded in the pillars of Academic Excellence, Belonging and Wellness, and Reimagined Accountability, ODE prioritizes evidence-based practices to boost early literacy, attendance, and student engagement. We are committed to closing opportunity and achievement gaps for marginalized students and securing long-term success for all of Oregon's learners by investing in culturally responsive practices, fostering inclusive environments and always driving for continuous improvement.

Safe & Welcoming Environment

We envision a community where students and families are known, seen, appreciated, and nurtured to thrive. Ridgeline prioritizes Equity and Inclusion, actively fostering an environment where diverse backgrounds, identities, strengths, and challenges are recognized and integrated into daily classroom life through curriculum representation. Our mission at Ridgeline is to help students balance their freedom to explore and think for themselves with their responsibility to work and learn within a community. Our core values include a joyful community and inclusive spirit.



Outcomes

Our Staff (rounded FTE)



11

Teachers



14

Educational assistants



1

Counselors/
Psychologists/
Social Workers



83%

Average teacher retention rate over the past three years



88%

% of licensed teachers with more than 3 years of experience



Yes

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	84%
Multiracial	69%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	84%
Students Experiencing Poverty	80%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	88%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	88%
Female	79%
Male	87%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
74%
<10 students or data unavailable
<10 students or data unavailable
73%
37%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
>95%
70%
73%
<10 students or data unavailable

MATHEMATICS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
84%
<10 students or data unavailable
58%
21%
<10 students or data unavailable
45%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
>95%
57%
63%
<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Ridgeline has adopted and implemented policies and procedures regarding bullying, harassment, and safety. Beyond simple adherence to the law, however, we provide a Montessori education, of which peace studies are a cornerstone. Dr. Montessori said, "Establishing lasting peace is the key to education." Current educational research reinforces the idea that students can only learn when they are safe, feel belonging, and have connections within their school environment.

EXTRACURRICULAR ACTIVITIES

Ridgeline collaborates with community groups, families, and staff to offer diverse on-site before and after-school activities encompassing arts, music, sports, academics, and social engagement. Some students opt for neighborhood school extracurriculars. Experiences and opportunities in the wider community are shared weekly in Ridgeline's electronic newsletter.

PARENT ENGAGEMENT

Our reliance on family support and engagement is fundamental as a charter school. Parents, grandparents, and supportive adults contribute to community events, volunteer passionately, lead committees, and nurture our school and children in diverse ways. Amidst this spirit of volunteerism, collective effort, and nurturing, students grasp their significant place in a community that tangibly values their education. Notable community events at Ridgeline include the annual Stone Soup celebration, school picnics, an art show, and a jog-a-thon.

COMMUNITY ENGAGEMENT

192

As a public charter school, we offer a high-quality, free Montessori education to all who choose it. Our population is drawn from a community that transcends the bounds of our neighborhood and extends out to rural Lane County. As an Oregon charter school, we increase choice and learning opportunities within the district and beyond. Our vision is to empower creative learners to build community and thoughtfully shape the world through public Montessori education.

2023-24 ESSA Accountability Details Report

Public Version - November 21, 2024

District: Eugene SD 4J

School: Ridgeline Montessori

The Accountability Details Report displays the data for indicators used 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 six indicators for elementary and middle schools. For more information about the included indicators and their definitions and calculations, please refer to the [Accountability Details Policy and Technical Manual](#). Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 4	Level 3 ↓	Level 3	Level 4 ↑	Level 2	Not Rated
Students Experiencing Poverty	Not Identified	Level 2	Not Rated	Level 2	Not Rated	Level 2	
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Level 2	Not Rated	Level 2	Not Rated	Level 2	
Underserved Race/Ethnicity	Not Identified	Level 3	Not Rated	Level 2	Not Rated	Level 2	
American Indian/ Alaska Native	Not Identified	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	
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Hispanic/Latino	Not Identified	Level 3	Not Rated	Level 3	Not Rated	Level 2	
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
White	Not Identified	Level 4	Level 4 ↓	Level 3	Level 4 ↑	Level 2	
Multi-racial	Not Identified	Level 4	Not Rated	Level 4 ↑	Not Rated	Level 2	

Suggested Level of Support: **Not Identified**

Year Identified: **Not Identified**

Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7)

Received Title I Funds in 2023-24: **No**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experienced homelessness, or received migrant services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.
- The English Learner student group has different inclusion rules depending on the indicator.
- 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.

English Language Arts Academic Achievement Details

District: Eugene SD 4J

School: Ridgeline Montessori

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	18
Level 1	<18

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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	74.8	77.0	68.0	73.4	Level 4
All Students - Adjusted Denominator	139	152	153	443	
Students Experiencing Poverty - Percent	52.6	50.0	35.0	45.6	Level 2
Students Experiencing Poverty - Adjusted Denominator	19	18	20	57	
English Learners - Percent	*	*	*	20.0	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	20.0	52.9	39.1	37.3	Level 2
Students with Disabilities - Adjusted Denominator	20	17	23	59	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	75.0	54.5	65.5	Level 3
Hispanic/Latino - Adjusted Denominator	*	12	11	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	50.0	64.7	52.9	59.5	Level 3
Underserved Race/Ethnicity - Adjusted Denominator	10	17	17	42	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	76.6	78.4	69.2	74.9	Level 4
White - Adjusted Denominator	107	116	117	339	
Multi-racial - Percent	73.9	75.0	70.0	73.0	Level 4
Multi-racial - Adjusted Denominator	23	20	20	63	

English Language Arts Average Gap Score Change Details

District: Eugene SD 4J

School: Ridgeline Montessori

The English Language Arts (ELA) Average Gap 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

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	2023-24	Change in Average	Level
All Students	67	59	-8	Level 3
All Students - Denominator	135	145		
Students Experiencing Poverty	71	-23	-94	Not Rated
Students Experiencing Poverty - Denominator	15	19		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	29	12	-17	Not Rated
Students with Disabilities - Denominator	17	20		
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	*	42	*	Not Rated
Underserved Race/Ethnicity - Denominator	*	15		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	63	60	-3	Level 4
White - Denominator	107	111		
Multi-racial	74	63	-11	Not Rated
Multi-racial - Denominator	16	19		

English Language Arts Participation Details

District: Eugene SD 4J

School: Ridgeline Montessori

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. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2021-22	2022-23	2023-24	3-year Average	Status
All Students - Percent	91.6	93.8	90.2	91.9	Not Met
All Students - Denominator	154	161	164	479	
Students Experiencing Poverty - Percent	91.3	89.5	90.9	90.6	Not Met
Students Experiencing Poverty - Denominator	23	19	22	64	
English Learners - Percent	75.0	83.3	100.0	86.7	Not Rated
English Learners - Denominator	4	6	5	15	
Students with Disabilities - Percent	59.1	82.4	83.3	74.6	Not Met
Students with Disabilities - Denominator	22	17	24	63	
American Indian/Alaska Native - Percent	100.0	100.0	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	1	2	2	5	
Black/African American - Percent	100.0	100.0	100.0	100.0	Not Rated
Black/African American - Denominator	1	1	2	4	
Hispanic/Latino - Percent	100.0	91.7	81.8	90.0	Not Met
Hispanic/Latino - Denominator	7	12	11	30	
Native Hawaiian/Pacific Islander - Percent	100.0	100.0	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	1	2	2	5	
Underserved Race/Ethnicity - Percent	100.0	94.1	88.2	93.2	Not Met
Underserved Race/Ethnicity - Denominator	10	17	17	44	
Asian - Percent	*	*	100.0	100.0	Not Rated
Asian - Denominator	*	*	1	1	
White - Percent	91.7	94.3	90.3	92.1	Not Met
White - Denominator	120	123	124	367	
Multi-racial - Percent	87.5	90.5	90.9	89.6	Not Met
Multi-racial - Denominator	24	21	22	67	

Mathematics Academic Achievement Details

District: Eugene SD 4J

School: Ridgeline Montessori

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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	8
Level 1	<8

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	48.2	53.3	57.5	53.3	Level 3
All Students - Adjusted Denominator	139	152	153	443	
Students Experiencing Poverty - Percent	21.1	33.3	20.0	24.6	Level 2
Students Experiencing Poverty - Adjusted Denominator	19	18	20	57	
English Learners - Percent	*	*	*	<5	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	15.0	35.3	39.1	30.5	Level 2
Students with Disabilities - Adjusted Denominator	20	17	23	59	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	50.0	45.5	44.8	Level 3
Hispanic/Latino - Adjusted Denominator	*	12	11	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	30.0	41.2	41.2	40.5	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	10	17	17	42	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	49.5	51.7	55.6	52.5	Level 3
White - Adjusted Denominator	107	116	117	339	
Multi-racial - Percent	47.8	70.0	80.0	65.1	Level 4
Multi-racial - Adjusted Denominator	23	20	20	63	

Mathematics Average Gap Score Change Details

District: Eugene SD 4J

School: Ridgeline Montessori

The Mathematics Average Gap 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

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	2023-24	Change in Average	Level
All Students	24	20	-4	Level 4
All Students - Denominator	136	147		
Students Experiencing Poverty	-1	-63	-62	Not Rated
Students Experiencing Poverty - Denominator	15	19		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-23	-35	-12	Not Rated
Students with Disabilities - Denominator	17	20		
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	*	-1	*	Not Rated
Underserved Race/Ethnicity - Denominator	*	15		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	26	16	-10	Level 4
White - Denominator	108	113		
Multi-racial	7	56	49	Not Rated
Multi-racial - Denominator	16	19		

Mathematics Participation Details

District: Eugene SD 4J

School: Ridgeline Montessori

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. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2021-22	2022-23	2023-24	3-year Average	Status
All Students - Percent	90.3	93.8	90.9	91.6	Not Met
All Students - Denominator	154	161	164	479	
Students Experiencing Poverty - Percent	87.0	89.5	90.9	89.1	Not Met
Students Experiencing Poverty - Denominator	23	19	22	64	
English Learners - Percent	75.0	83.3	100.0	86.7	Not Rated
English Learners - Denominator	4	6	5	15	
Students with Disabilities - Percent	59.1	82.4	83.3	74.6	Not Met
Students with Disabilities - Denominator	22	17	24	63	
American Indian/Alaska Native - Percent	100.0	100.0	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	1	2	2	5	
Black/African American - Percent	100.0	100.0	100.0	100.0	Not Rated
Black/African American - Denominator	1	1	2	4	
Hispanic/Latino - Percent	100.0	91.7	81.8	90.0	Not Met
Hispanic/Latino - Denominator	7	12	11	30	
Native Hawaiian/Pacific Islander - Percent	100.0	100.0	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	1	2	2	5	
Underserved Race/Ethnicity - Percent	100.0	94.1	88.2	93.2	Not Met
Underserved Race/Ethnicity - Denominator	10	17	17	44	
Asian - Percent	*	*	100.0	100.0	Not Rated
Asian - Denominator	*	*	1	1	
White - Percent	90.8	94.3	91.1	92.1	Not Met
White - Denominator	120	123	124	367	
Multi-racial - Percent	83.3	90.5	90.9	88.1	Not Met
Multi-racial - Denominator	24	21	22	67	

Regular Attenders Details

District: Eugene SD 4J

School: Ridgeline Montessori

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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Regular Attenders Level	Cut
Level 5	93
Level 4	89
Level 3	85
Level 2	52
Level 1	<52

State Long Term Goal: 93%

Student Group	Grade Range	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	K-5	74.7	62.6	85.3	74.2	Level 2
All Students - Denominator		162	171	170	503	
Students Experiencing Poverty - Percent	K-5	60.0	52.0	82.8	65.8	Level 2
Students Experiencing Poverty - Denominator		25	25	29	79	
English Learners - Percent	K-5	*	*	*	90.9	Not Rated
English Learners - Denominator		*	*	*	*	
Students with Disabilities - Percent	K-5	71.4	57.9	>95	76.4	Level 2
Students with Disabilities - Denominator		14	19	*	*	
American Indian/Alaska Native - Percent	K-5	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*	
Black/African American - Percent	K-5	*	*	*	*	Not Rated
Black/African American - Denominator		*	*	*	*	
Hispanic/Latino - Percent	K-5	*	58.3	>95	78.8	Level 2
Hispanic/Latino - Denominator		*	12	*	*	
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*	
Underserved Race/Ethnicity - Percent	K-5	80.0	63.2	94.7	79.2	Level 2
Underserved Race/Ethnicity - Denominator		15	19	19	53	
Asian - Percent	K-5	*	*	*	*	Not Rated
Asian - Denominator		*	*	*	*	
White - Percent	K-5	73.1	60.6	85.4	73.0	Level 2
White - Denominator		130	137	137	404	
Multi-racial - Percent	K-5	81.3	78.6	76.9	79.1	Level 2
Multi-racial - Denominator		16	14	13	43	

On Track to English Language Proficiency (ELP) Details

District: Eugene SD 4J

School: Ridgeline Montessori

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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	22
Level 1	<22

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
Current English Learners - Percent	*	*	*	80.0	Not Rated
Current English Learners - Denominator	*	*	*	*	

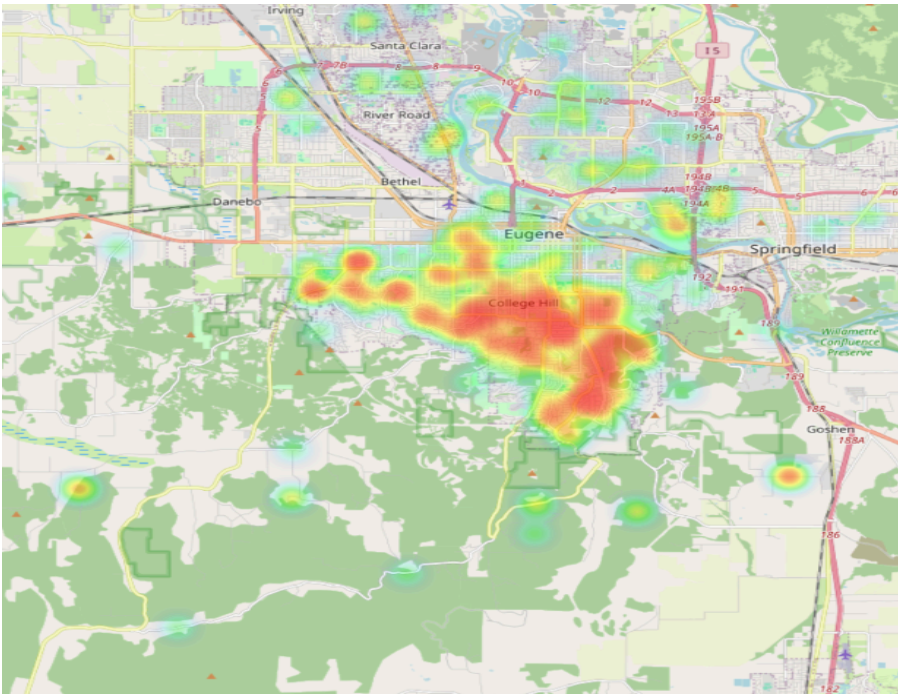
2024-25 Ridgeline Data Appendix

Enrollment

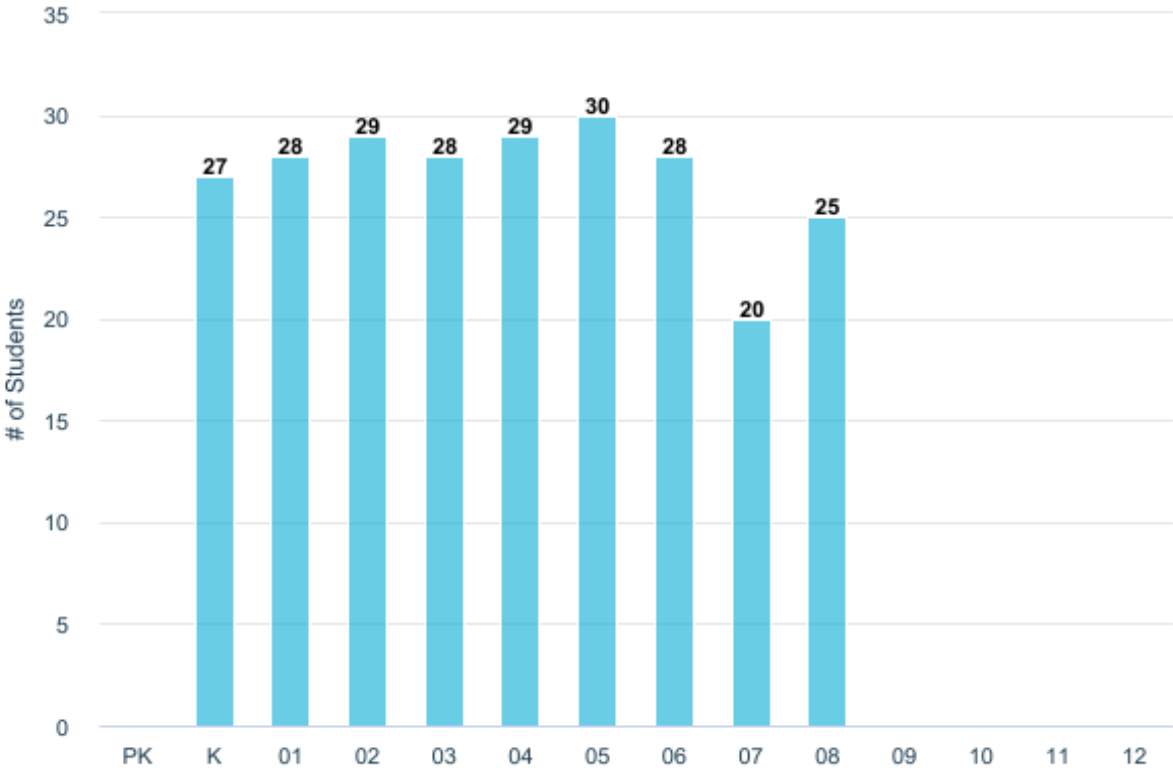
- October 1st student enrollment in Ridgeline Montessori Charter School remained stable in 2024-25:

SCHOOL	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2024 VS 2015 (IN %)
Village School	225	224	224	224	226	220	220	225	213	215	4.7
All 4J Charters	872	873	848	832	848	836	847	845	851	806	8.2
4J	16,099	16,440	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(7.1)

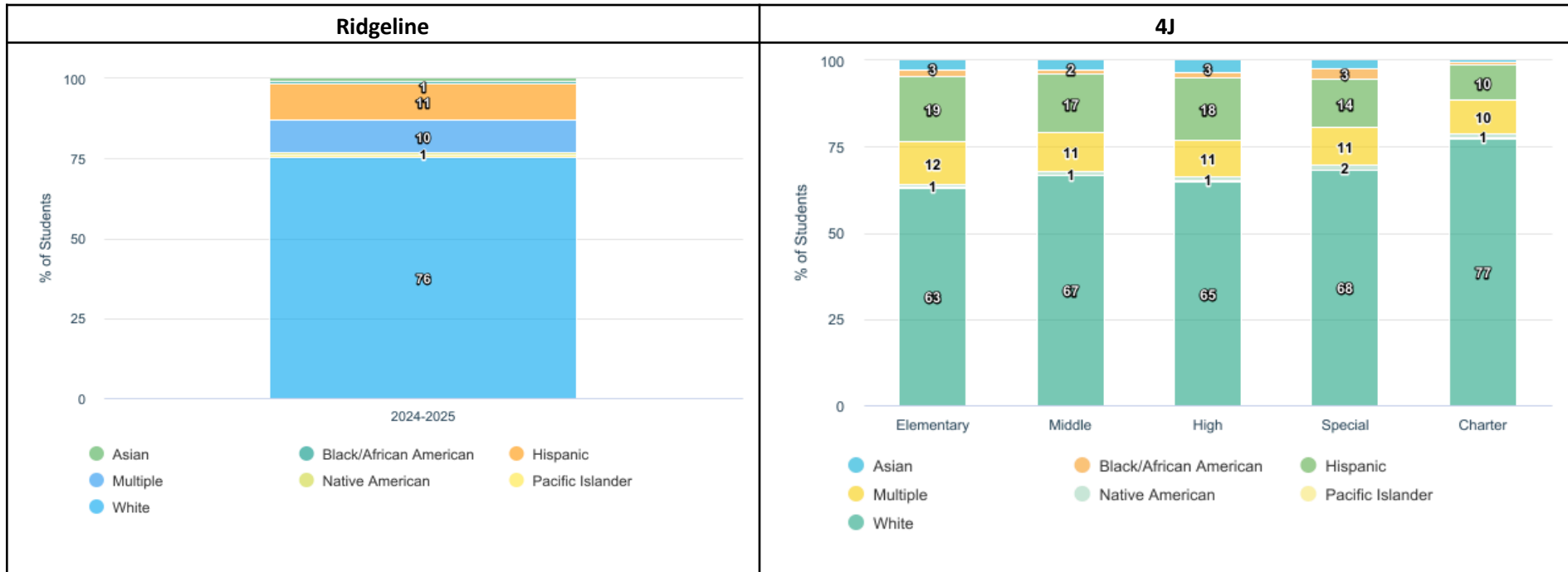
- Most Ridgeline students live in the South region (132 out of 225):



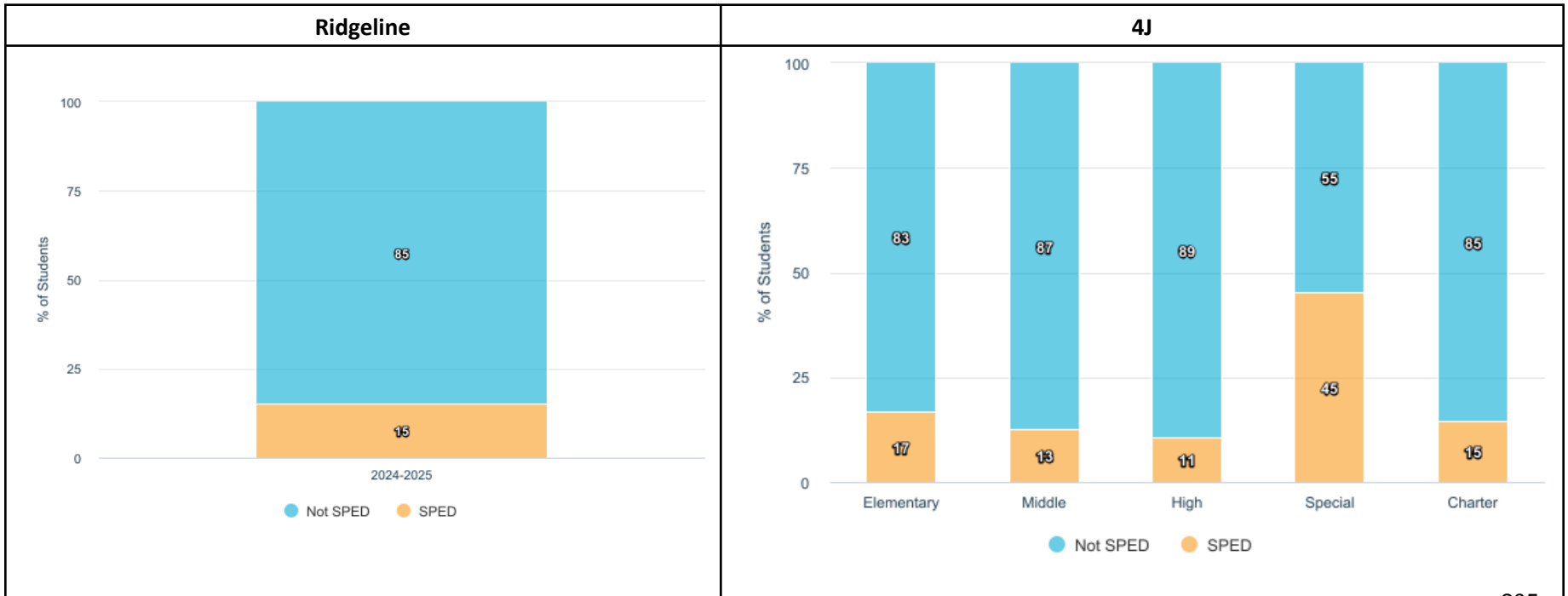
- Enrollment by grade as of 10/1/2024:



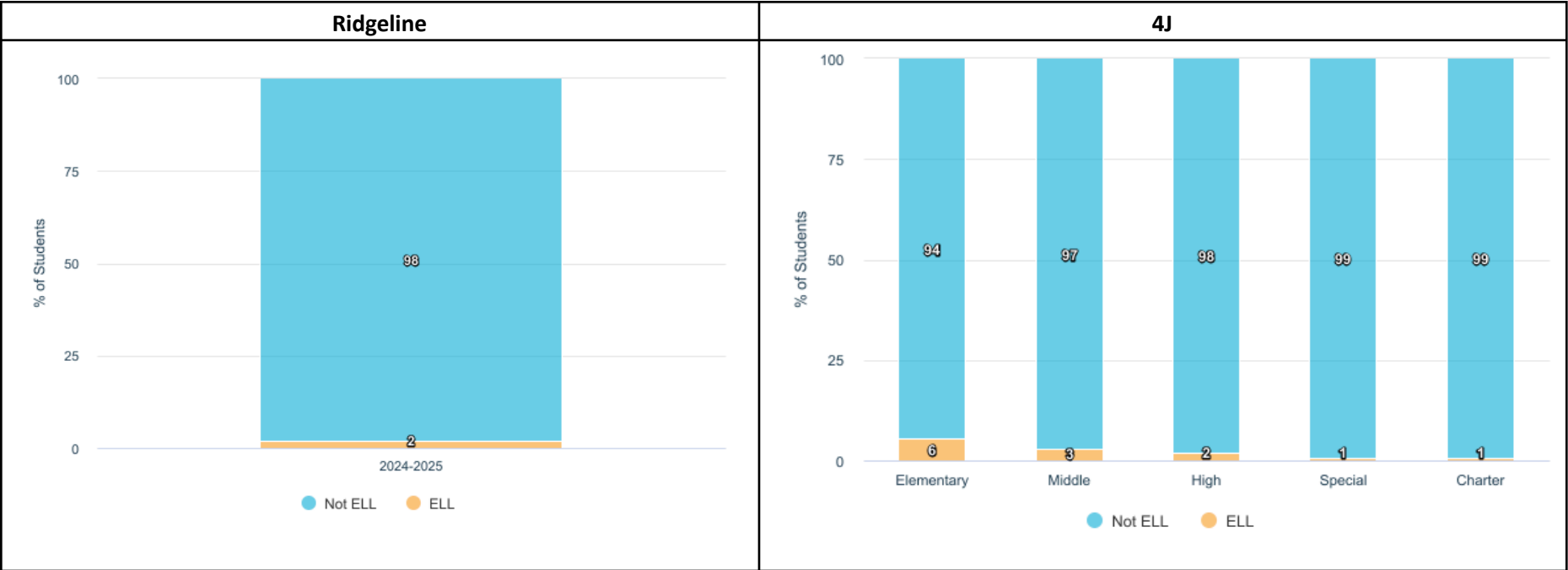
- The Ridgeline student body continues being less diverse than the 4J student body in terms of race/ethnicity



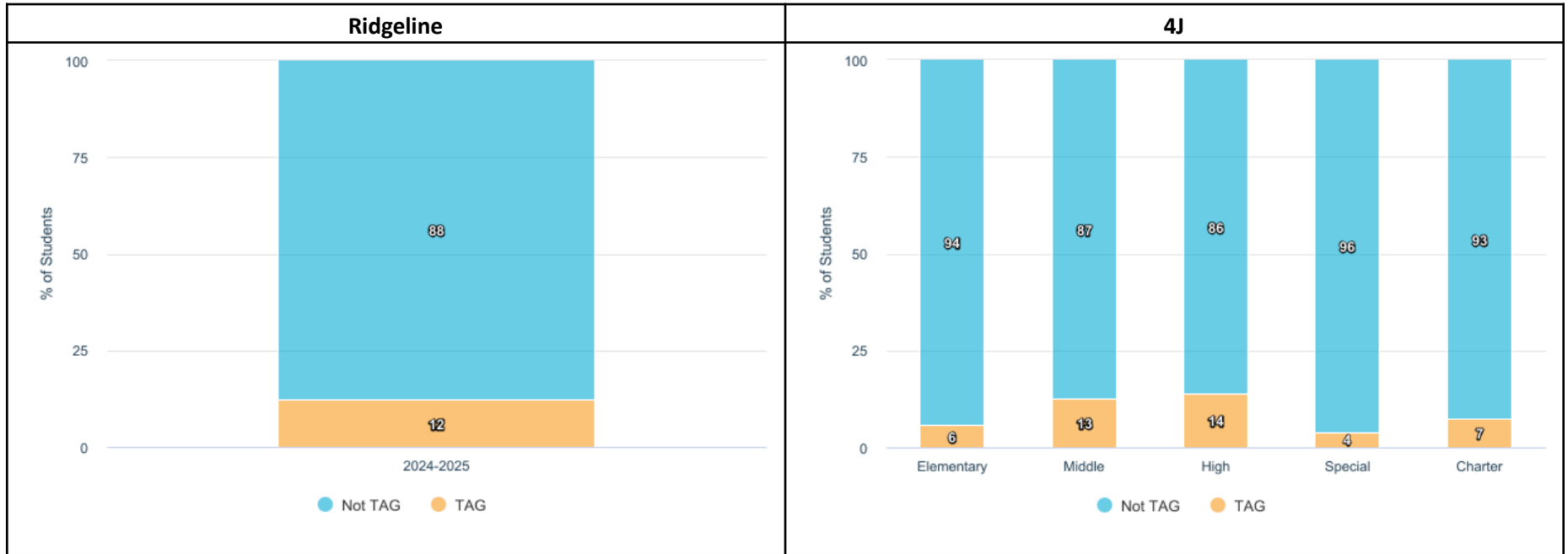
- The ODE report cards indicated that in 2023-24 16% of Ridgeline students were experiencing poverty, as newly defined by ODE, while 29% of 4J students did
- Ridgeline has a similar percentage of students in Special Education than elementary, middle, or charter schools in 4J



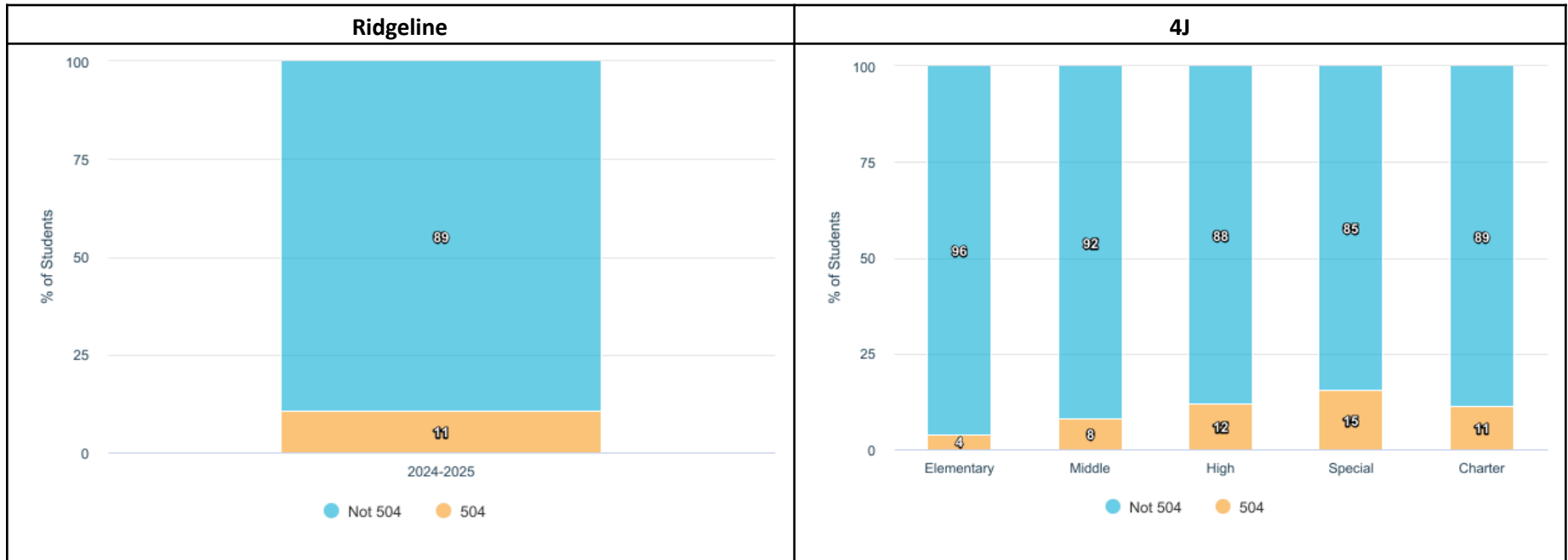
- The ODE report cards indicated that in 2023-24 Ridgeline students had 11 different home languages, while 4J students had 48
- Ridgeline has a lower percentage of students in the English Language Development program than elementary and middle schools in 4J



- Ridgeline has a higher percentage of students in the Talented and Gifted (TAG) program than elementary and middle schools in 4J



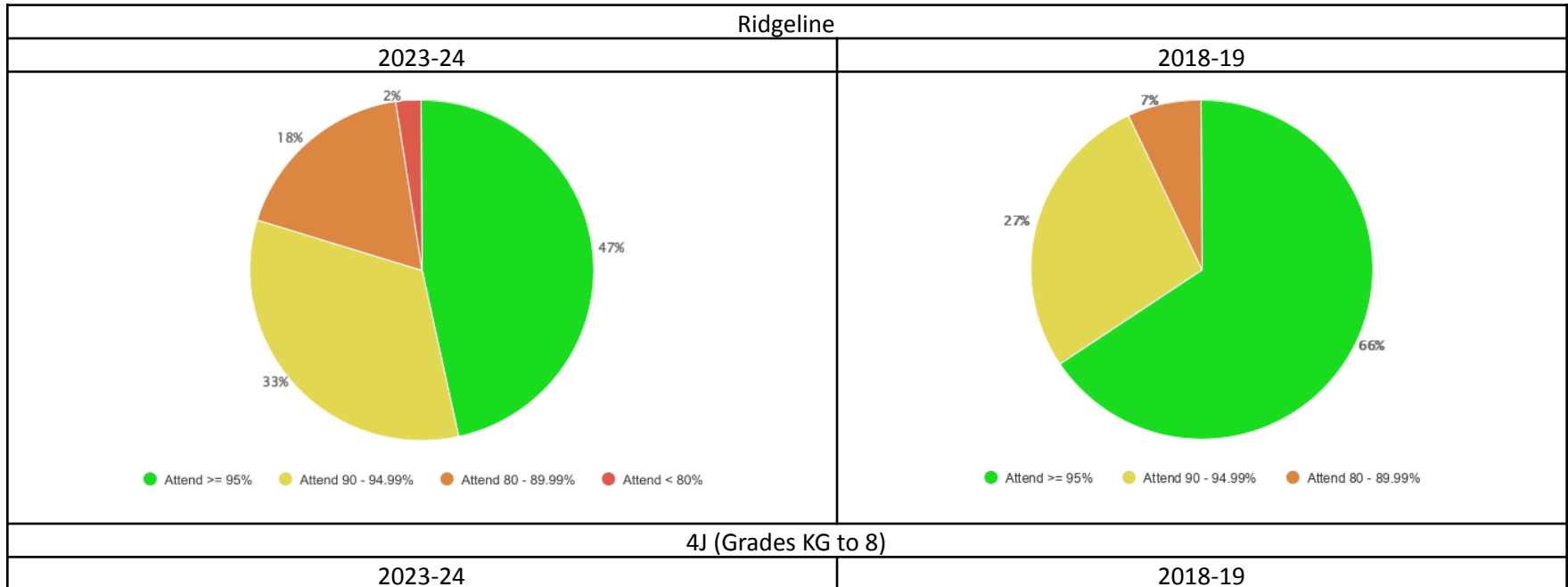
- Ridgeline has a higher percentage of students with a 504 plan than elementary or middle schools in 4J



-

Student Attendance

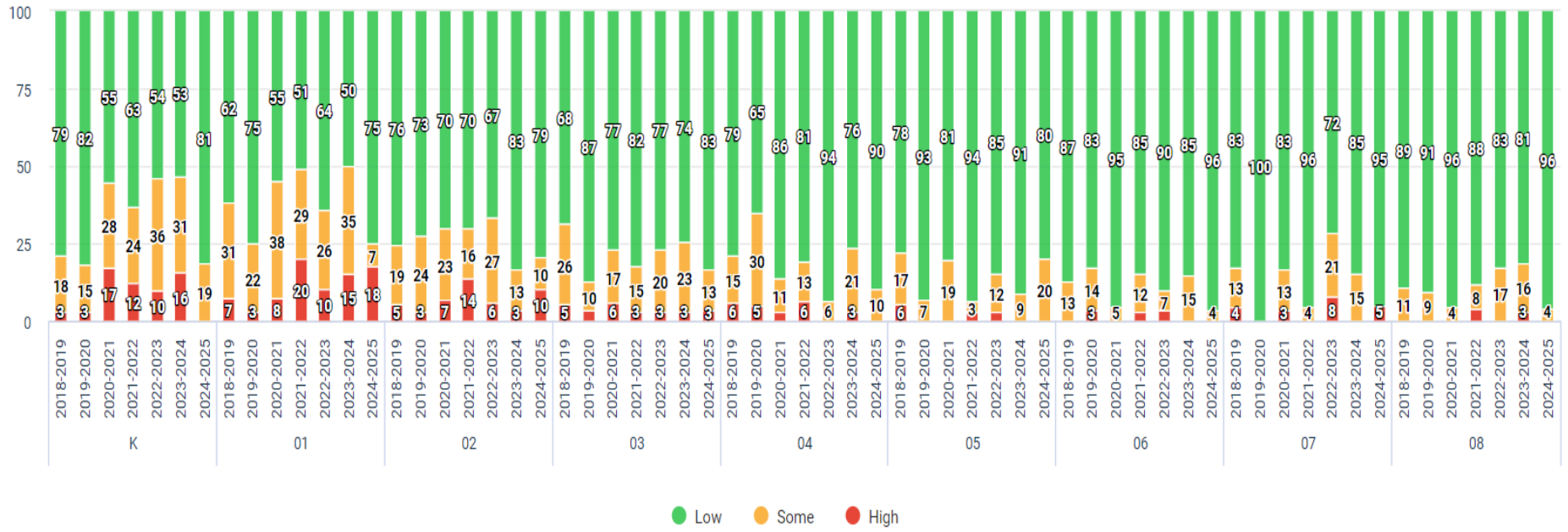
- In 2023-24 Ridgeline had a significantly higher percentage of regular attenders (students who attended at least 90% of the time) than 4J as a whole in grades KG to 8 (80% vs 71%), while still not reaching the percentage before the pandemic (93%)





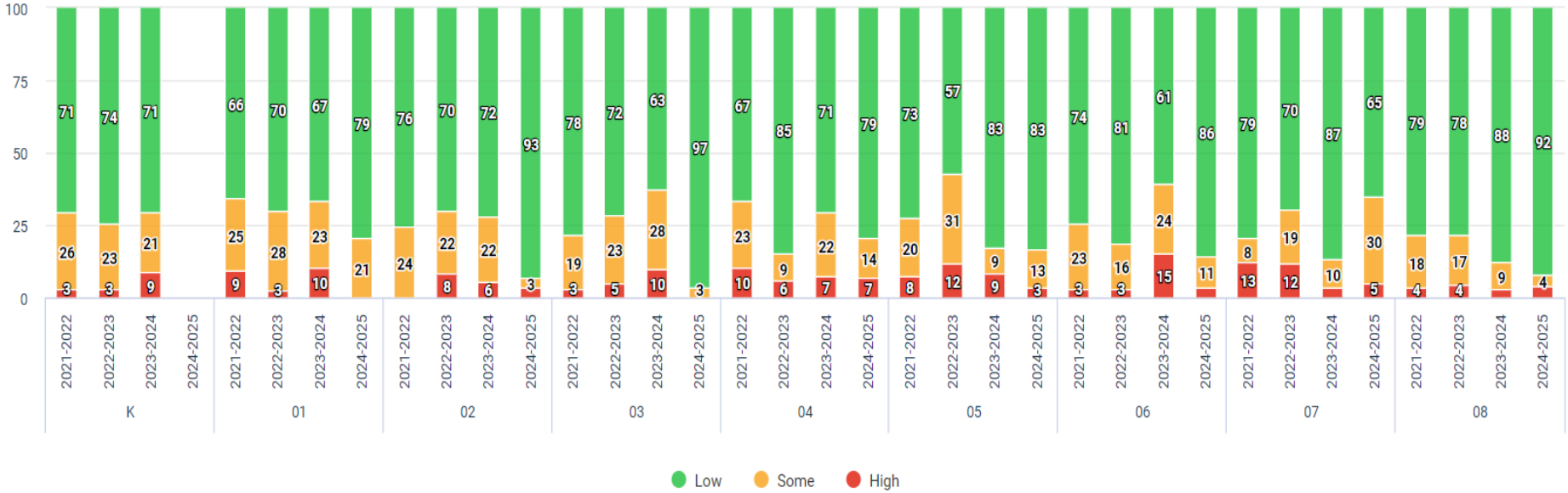
easyCBM Scores

- Ridgeline reading easyCBM scores (measured by the percentage of students at the low risk level) dropped in 2023-24 in most grades, with significant improvement in some, like 5th. Latino/a students had the largest reading score improvement





- Ridgeline math easyCBM scores (measured by the percentage of students at the low risk level) dropped in 2023-24 in most grades, with significant improvement in some, like 5th, 7th, and 8th. White students were the only race/ethnicity student group that had a math score improvement





- In 2023-24 Ridgeline had a lower percentage of students in the high-risk category in easyCBM both in reading and math than 4J as a whole

IN READING	% STUDENTS AT EACH RISK LEVEL IN 2023-24								DIFF. IN % AT HIGH
	RIDGELINE SCHOOL				4J				
	High	Some	Low	TOTAL	High	Some	Low	TOTAL	
Asian	25	25	50	100	11	20	69	100	14
Black/African American	0	50	50	100	10	33	57	100	(10)
Hispanic	17	17	67	100	17	32	51	100	(0)
Multiple	6	21	73	100	10	25	65	100	(4)
Native American	0	0	100	100	13	34	53	100	(13)
Pacific Islander	0	67	33	100	10	33	56	100	(10)
White	4	20	75	100	8	23	68	100	(4)
TOTAL	6	21	73	100	10	25	65	100	(4)
IN MATH	High	Some	Low	TOTAL	High	Some	Low	TOTAL	
Asian	33	33	33	100	10	16	75	100	23
Black/African American	0	50	50	100	20	31	49	100	(20)
Hispanic	15	26	59	100	21	31	49	100	(6)
Multiple	9	16	75	100	14	23	63	100	(5)
Native American	0	0	100	100	22	22	55	100	(22)
Pacific Islander	25	50	25	100	17	32	51	100	8
White	7	18	75	100	12	22	67	100	(5)
TOTAL	8	19	73	100	14	24	63	100	(6)

OSAS Scores

- In 2024 the OSAS proficiency rate in ELA declined significantly in Ridgeline while for Math and Science it increased significantly
 - Ridgeline had a higher proficiency rate than 4J as a whole in all three subjects

School	OSAS PROFICIENCY RATE									2024 PARTICIPATION RATE		
	2024			2023			2024 vs 2023			RATE		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
Charlemagne	82.3	74.7	84	83.3	75.2	66.7	(1.0)	(0.5)	17.3	96.3	96.3	90.9
Chinese Immersion	74.5	70.9	53.8	72.9	66.7	61.1	1.6	4.2	(7.3)	100	100	100
Yujin Gakuen	73.5	63.7	55.9	67.3	59	55.3	6.2	4.7	0.6	92	92	89.5
Coburg	71.8	63.4	42.5	72.6	65.4	47.8	(0.8)	(2.0)	(5.3)	90.3	90.3	88.9
SEHS	78.6	63.4	65.2	65.5	21.6	52.5	13.1	41.8	12.7	11.6	11.4	12.7
Ridgeline	71.6	60.4	71.7	78.1	54.3	51.1	(6.5)	6.1	20.6	90.2	90.9	91.4
Edgewood	66.2	53.9	50.7	69.7	57.4	43.9	(3.5)	(3.5)	6.8	90.5	90.5	95.9
Edison	67.1	51.3	52.5	63.5	57.7	56.5	3.6	(6.4)	(4.0)	84.9	84.9	90.8
Roosevelt	59.6	46.3	32.4	60.2	51.4	50.7	(0.6)	(5.1)	(18.3)	64.1	64.1	91.5
Adams	55.4	43.9	29.7	54.5	49.7	58.1	0.9	(5.8)	(28.4)	90.2	91.7	98.5
Twin Oaks	54.4	43.7	43.8	50.4	41.1	48.6	4.0	2.6	(4.8)	85.1	85.1	82.1
Gilham	49.1	42.1	44.3	52	44.6	38.5	(2.9)	(2.5)	5.8	93.6	92.9	93.6
Willagillespie	47.3	41.9	37.3	51	44.2	34.7	(3.7)	(2.3)	2.6	85.9	86.8	90.5
Holt	41.6	39.5	33.3	40.9	35.5	36.3	0.7	4.0	(3.0)	95.8	97	98.6
Family	52.8	37.7	38.9	62.1	55.2	45	(9.3)	(17.5)	(6.1)	81.5	81.5	94.7
4J	48.6	36.8	36.1	50	37.7	38.7	(1.4)	(0.9)	(2.6)	73.2	72.3	63.4
Camas	45.9	36.7	31.4	57.1	45.7	47.2	(11.2)	(9.0)	(15.8)	74.1	73.3	83.3
Village	56.1	36.1	32.7	62.1	43.2	69.4	(6.0)	(7.1)	(36.7)	92.5	91.9	90.7
Cal Young	45.9	34.7	28.9	44.9	32.9	29.5	1.0	1.8	(0.6)	78.9	78.3	88.8
Awbrey Park	42.6	33.3	33.3	45.2	36.2	26.8	(2.6)	(2.9)	6.5	91.2	91.7	96.9
Spring Creek	39.2	33.1	40	47.9	43.7	34.1	(8.7)	(10.6)	5.9	92.9	92.9	95.2
Spencer Butte	51.7	33	29.6	56.4	39.1	37.5	(4.7)	(6.1)	(7.9)	66.9	66.6	90.8
ATA	47.5	31.1	36.8	44.4	29.3	41.3	3.1	1.8	(4.5)	87.9	87.1	86
Buena Vista	39.2	29.9	23.6	47.9	36.6	45.6	(8.7)	(6.7)	(22.0)	94.4	94.4	98.6
Kennedy	44.4	28.9	34	45.5	27.8	35.5	(1.1)	1.1	(1.5)	87.1	88.8	92.4
Sheldon	52.2	28.9	46.7	60.5	42.9	58.1	(8.3)	(14.0)	(11.4)	24	21.9	23.7
River Road	42.7	28.6	35.2	47.3	29.1	36.4	(4.6)	(0.5)	(1.2)	95.9	95.9	98.2
McCornack	34.1	26.1	16.7	40.4	36.3	40	(6.3)	(10.2)	(23.3)	94.3	94.3	96.8
Madison	46.7	24	27.9	38.4	20.9	20	8.3	3.1	7.9	82.2	81.7	91.7
Monroe	36.8	22.7	26.6	42.9	25.6	24	(6.1)	(2.9)	2.6	65.7	66.3	58.5
Kelly	33.1	21.4	16.7	38.3	23.9	28	(5.2)	(2.5)	(11.3)	65.6	65.8	78.8
Howard	24.9	19.8	13.1	27.7	18.8	21.6	(2.8)	1.0	(8.5)	83.9	83.5	77.2
Churchill	34.2	19.5	43.1	13.6	8	43.5	20.6	11.5	(0.4)	43.1	16.4	28.2
Chavez	22.5	18.4	20	29	20	11.1	(6.5)	(1.6)	8.9	90.6	91.2	82.4
Network	*	*	*	44.4	--	15.4				*	*	*
NEHS	*	*	66.7	62.3	34	12.8			53.9	*	*	6
Twin Rivers Charter	*	*	*	50	10	30				*	*	*

Exclusionary Discipline

- The number of exclusionary discipline actions in Ridgeline in 2023-24 remained relatively stable compared with 2022-23 and significantly lower than it was 7 or 8 years ago

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2023-24	0	3	2	250
2022-23	0	0	3	250
2021-22	0	2	1	230
2018-19	0	0	0	241
2017-18	0	3	0	247
2016-17	0	9	4	246
2015-16	0	3	7	247

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

**2023-24 Annual Review
Twin Rivers Charter School
a public charter school
sponsored by Eugene School District 4J**

**Office of the Executive Director of Youth and Family
Support Services
Charter School Review Team
January 2025**

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January 2025

To: Eugene School District 4J Board of Directors

From: 4J Charter School Review Team

Subject: Twin Rivers Charter School, 2023-24 Annual Review

Introduction

In March 2016, the Eugene School District 4J Board of Directors approved a charter application for the formation of Twin Rivers Charter School as a public charter school to operate within the school district for an initial period of three years. The District and Northwest Youth Corps entered into a three-year contract in July 2016 that expired on June 30, 2019. On January 23, 2019 the District Board approved renewal of the Twin Rivers Charter School's Charter for an additional three years. In January 2022 the school board approved a five-year renewal for Twin Rivers, meaning the new contract will be set to expire on June 30, 2027

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 2023-24 School Year

The council was composed of the following representatives:

- Network Charter School: Penny Studt, Principal, and Jon Kuhns-Obana, Finance Director
- Village School: Roz Romanz, Co-Principal, Shannon Powell, and Andy Pears, Executive Director
- Ridgeline Montessori School: Michelle Texley, Principal, and Chrystell Reed, Executive Director
- Coburg Community Charter School: Dave Wallace, Executive Director
- Twin Rivers Charter School: Jay Breslow, Principal, Kristin Humphrey, co-principal, and Jeff Parker, Executive Director
- Eugene School District 4J Representatives: Morgan Munro, 4J School Board; Matt Brown, Director of Financial Services; Bob Blyth, Associate Director Financial Services; Tom Horn, Special Education Administrator; Karen Apgar, Special Education Administrator, Kat Lange, Assistant Superintendent of Youth and Family Services; Oscar Loureiro, Director of Research; Casandra Kamens, Curriculum Administrator - Charter School 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. 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 2023-24 School Improvement Plan (SIP)

This section reviews the progress of Twin Rivers Charter on their 2023-24 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. The Twin Rivers administration noted that the 2023-24 goals were modest and anticipatory with a focus on rebuilding structures and systems to yield the greatest outcomes. 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 2023-24 School Improvement Plan:

Goal 1: Increase Academic Rigor

Measurable outcomes:

- In the 23-24 school year, our goal is to increase the average percentage of credits awarded vs. credits attempted to 90%.
- Maintain or increase the faculty retention rate at the current level of at least 75%
- Provide a minimum of 30 hours of classroom observation and feedback per instructor to ensure alignment with state standards, coordination across disciplines, and coherence with school philosophies and principles.
- Have teachers participate in at least 1 off campus professional development opportunity.

The school has made substantial progress on this goal. The document reveals that all four core content teachers returned for the 2024-25 school year, along with two AmeriCorps members, exceeding the target 75% retention rate. This stability has enabled stronger collaboration and the development of more rigorous curriculum and projects. The consistent staffing appears to be addressing the historical challenge of maintaining academic continuity through high staff turnover.

While we don't have specific data on the percentage of credits awarded versus credits attempted for comparison to the 86.6% baseline, the school has implemented a restructured credit recovery program. Instead of relying solely on a three-week SPIKE camping trip at the end of the year, they now offer biweekly credit recovery opportunities on Mondays for juniors and seniors who

are behind. This proactive approach suggests a more systematic effort to maintain high credit completion rates.

The professional development aspect of this goal appears to be progressing well. The school indicates that the science teacher is attending the High School Natural Resources Educators Conference, demonstrating continuation of the commitment to have teachers participate in off-campus professional development opportunities.

Goal 2: Increase Student Engagement

Measurable outcomes:

- Reestablish a CTE Program of Study with the Lane ESD
- Increase the participation in school socioemotional support
- Maintain a high percentage of student attendance from the 22-23 school year into the 23-24 school year.

The school is showing positive momentum on this goal, particularly in establishing a CTE program. The document indicates that all four core teachers and the administrator are enrolled in the Intro to CTE class at LCC for the winter term, directly addressing the goal of pursuing CTE certification. Furthermore, they have initiated a CTE program in Natural Resources, showing concrete progress in reestablishing a Program of Study with Lane ESD.

Regarding attendance and engagement, the enrollment data suggests strong student interest. The school started the 2024-25 year with 60 students, and while there was some fluctuation (dropping to 53 in Q1 and rising to 58 in Q2), they now have waitlists for their younger crews (red and orange crews) and receive weekly inquiries from interested families. This sustained demand suggests they are maintaining the strong attendance patterns mentioned in the goals.

Goal 3: Build Graduation Pathways to Post-Secondary Learning

Measurable outcomes:

- Increase percentage of seniors students enrolled in LCC classes as compared to previous years.
- Increase 4 year graduation rate to the Oregon average of 81% and the 5 year completion rate to the Oregon average of 87%.

The school has implemented new initiatives that support this goal. They have created an internship program for seniors who are on track to graduate after Q2. Currently, three seniors are participating in leadership roles that include student support, restorative justice implementation, tool training assistance, and collaboration with Crew Leads. These students receive honorariums for their participation, providing both practical experience and recognition of their work.

While the SIP reflection doesn't directly address the percentage of seniors enrolled in LCC classes or current graduation rates, the establishment of structured pathways through internships suggests progress toward creating stronger connections between high school completion and

post-secondary opportunities. The internship program, in particular, appears to be developing practical skills that could support successful transitions to college or career paths.

2. Update on New Goals for 2024-25 School Improvement Plan (SIP)

The Twin Rivers' 2024-25 school year goals were developed through a collaborative process involving Advisory Board members, alumni, current students, the principal, and the NYC executive director. The school has established three main goals, each designed to enhance student success through different but interconnected approaches:

Goal 1: Increase Parent/Family Participation

This goal focuses on strengthening the educational partnership between families and the school. Twin Rivers recognizes that when parents and families are actively involved in their children's education, students tend to perform better. The school plans to achieve this through several concrete initiatives, including a student-led service day where children will train their parents in various skills, a student-planned fundraising event featuring multiple activities, and a curriculum night that allows families to connect directly with teachers. This approach transforms the traditional parent-teacher relationship into a more dynamic, participatory model where students take leadership roles in engaging their families.

Goal 2: Building Graduation Pathways to Postsecondary Learning

This goal addresses post-graduation preparedness, with a particular emphasis on creating clear pathways to higher education and careers. The school has developed a comprehensive approach that combines traditional college preparation with exposure to trade careers, recognizing that students benefit from understanding the full spectrum of opportunities available to them. The plan includes practical steps like helping families navigate the Oregon Promise program, organizing visits to at least four post-secondary institutions where students can discuss financial aid opportunities, and arranging meetings with community partners to explore trade careers. This multi-faceted approach ensures students can make informed decisions about their future.

Goal 3: Student set of Core Competencies

The third goal introduces a portfolio-based system for developing core competencies. This innovative approach requires students to build a comprehensive portfolio throughout their high school years, culminating in a presentation to the Advisory Board during their senior year. The portfolio system is particularly noteworthy because it begins with underclassmen, allowing students to gradually build their professional materials and connections over time. The final portfolio will include practical elements like resumes and work samples, as well as more reflective pieces and professional connections, providing students with both tangible career-building tools and opportunities for personal growth.

3. School Report Cards

Report cards are provided in the form of Accountability Detail Sheets and At-A-Glance School and District Profiles, which serve as tools for continuous improvement planning by local and state policymakers, in conjunction with the communities they serve. Together, the Accountability Detail Sheets and At-A-Glance School and District Profiles comprise the majority of ODE’s larger reporting system as required by the Oregon State Legislature and ESSA.

Accountability Details

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 2026-27 (approximately the 90th percentile)
- Level 4 – Halfway from the baseline to the Long Term Goal
- Level 3 – The baseline state average (2021-22 for ELA and Math Average Gap Scores, 2016-17 for all other indicators)
- Level 2 - The 10th percentile of schools (2021-22 for ELA and Math Average Gap Scores and Five-Year Completers. 2022-23 for all other indicators)
- Level 1 – Below the 10th percentile

The Academic Achievement indicator appears on the Accountability Details Report by subject (i.e., English Language Arts and Mathematics) and student group. It refers to the percentage of students who meet the achievement standard (level 3 or 4) for the respective subject in grades 3 through 8 and grade 11.

Student groups are assigned level ratings for each indicator, provided that the group meets the minimum n-size of 20 when data years are combined. The following table displays the cuts for Levels 1 through 5 for each indicator in the Accountability Detail Sheets. These cuts are applied to every student group that meets the minimum n-size threshold of 20 students.

Indicator	Grades Used	Level 5	Level 4	Level 3	Level 2	Level 1
ELA Achievement	3-8,11	80	67	54	18	<18
Math Achievement	3-8,11	80	62	43	8	<8

Regular Attenders	9-10	93%	86%	78%	41%	<41%
9th Grade On-Track	9	95%	90%	84%	63%	<63%
Four-year Graduation Rate	9-12	90%	82%	74%	67%	<67%
Five-year Completers Rate	9-12	97%	90%	82%	74%	<74%

For Academic Achievement areas (ELA and Math) a level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

For the Average Gap Scores in ELA and Math a level is assigned based on the value of the change in the average gap score, provided the denominator meets the minimum n of 20 in both the 2018-19 Average Gap Score calculation and in the 2023-24 Average Gap Score calculation.

For regular attenders a level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

Summary of Assessment / Accountability Data from Spring 2024

The Oregon Department of Education (ODE) does not view students who did not participate in statewide summative assessments as not proficient. These students simply have not had the opportunity to demonstrate their proficiency. However, the new calculation for the Academic Achievement indicator as part of the ESSA accountability system treats assessment **non-participants in excess of 5 percent as not meeting the achievement standard. Also it is important to note the small size of Twin Rivers (average of 11 students per grade level) means that only one student not meeting the standard can present a decrease of at least 9%.**

English Language Arts Academic Achievement

ELA achievement remains concerning, with only 23.5% of students meeting standards in 2022-23, dropping to less than 5% in 2023-24. The three-year average of 10.5% places the school at Level 1 (lowest rating). White students, who comprise 72% of the student population, showed particularly low performance with a 6.5% three-year average.

Math Academic Achievement

Math performance is critically low, with less than 5% of students meeting standards in 2023-24, declining from 5.9% in 2022-23. The three-year average remains below 5%, resulting in a Level

1 rating. Both the general student population and students experiencing poverty showed concerning performance levels.

Regular Attenders

Attendance has declined significantly, with the regular attendance rate dropping from 83.3% in 2022-23 to 65% in 2023-24. The three-year average of 72.7% earns a Level 2 rating. White students maintained slightly higher attendance rates at 74.4%, while students experiencing poverty showed lower attendance at 61.5%.

9th Grade On-Track to Graduate

This indicator shows promising improvement, with over 95% of students on track in 2023-24, a substantial increase from 58.3% in 2022-23. The three-year average of 75.9% earns a Level 2 rating. This represents one of the school's strongest performance areas.

Graduation Rates

The four-year graduation rate has declined to 58.3% for the 2019-20 cohort, down from previous years and significantly below the state average of 81%. The five-year completion rate also shows decline, dropping to 66.7% for the 2018-19 cohort, well below the state goal of 97%.

Participation Rates

Test participation remains significantly below the 94.5% target, with only 38.9% of students participating in 2023-24. The three-year average of 32.7% indicates systemic issues with assessment participation across all student groups.

Students with Disabilities

While many metrics for students with disabilities (23% of enrollment) are not rated due to small group sizes, available data shows mixed results. This group achieved an 84.6% regular attendance rate, though most other indicators lack sufficient data for analysis.

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.** CSI schools were identified in 2021-22.

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 accountability details report from 2021-22, Twin Rivers was identified and continues to be a CSI school until the re-evaluation in 2024-25.

Oregon Department of Education (ODE) At-A Glance Profile

The At-A-Glance School Profiles were designed by and for parents and community members to be an understandable and easy to read overview of how schools and districts serve their students. All data is based on the 2023-24 school year unless otherwise noted. Exceptions include the On-Time Graduation, Five-Year Completion, College Going, Teacher Retention, Same Principal, and Per Pupil Expenditure data elements. The summary below reflects information gleaned from this report for specified indicators for the 2023-24 school year along with 4J district information gathered this fall for other indicators, as also specified.

- **Demographics** – This year’s At-A-Glance report card shows a less diverse population than the district as a whole at Twin Rivers (72% white versus 66% for the district). In comparison, 83% of Twin Rivers teachers identify as white.
- **Students with Disabilities** – At 23% the special education population is significantly higher than that of the district which is at 15%.
- **Vaccinations**– 90% of Twin Rivers students were recorded as being up-to-date on required vaccines.
- **Students Experiencing Poverty** - 49% of Twin Rivers Charter School students are recognized as students experiencing poverty as compared to the district at 29% . A new ODE definition shifts this group from “economically disadvantaged” to “students experiencing poverty.” This group includes students that meet any of the following: receiving SNAP/TANF benefits, in foster care, identified as McKinney-Vento, or receiving migrant ed services.

4. Site Visit

In order to more accurately represent the charter schools in their annual review site visits were moved to the fall of the current year. For this year there are two official site visits for each of our character schools; one in May and one in November. The purpose of these visits is to examine a comprehensive set of questions regarding curriculum and instruction, planning, enrollment, and governance and organization.

On May 10, 2024, the district Charter School Review Team conducted an official site visit to Twin Rivers School. Members of the Twin Rivers team included Jeff Parker (Executive Director) Jay Breslow (Outgoing principal), Kristin Humphrey (incoming Principal), Kathryn Young

(SpEd teacher), and Amber Zluticky (Community School Coordinator). 4J Charter School Review Team members present at the meeting included Bob Blyth (Associate Director Financial Services), Oscar Loureiro (Director of Research), and Casandra Kamens (Curriculum Administrator/Charter School Liaison). During the visit, in addition to the presentation from the school staff, the team had a tour of the facilities and visited classrooms to observe student learning.

On November 7, 2024, the 4J Charter School Review Team conducted a second official site visit to Twin Rivers Charter School. Members of the Twin Rivers team included Jeff Parker (Executive Director) Kristin Humphrey (Principal), Laura Griffin (SpEd teacher). 4J Charter School Review Team members present at the meeting included Bob Blyth (Associate Director Financial Services), Tom Horn (Special Education Administrator), and Casandra Kamens (Curriculum Administrator/Charter School Liaison). During the visit, in addition to the presentation from the school staff, the team had an opportunity to talk with three seniors about their experiences at Twin Rivers.

Summary of progress on School Improvement Plan (SIP)

In May 2024, the school was working on three main areas: increasing academic rigor, student engagement, and graduation pathways. They achieved 86.6% credits earned versus attempted in 2022-23 (against a 90% goal) and maintained strong faculty retention. By December 2024, the SIP focus had evolved to include three new primary goals: increasing parent/family participation (with successful implementation of three major activities), building graduation pathways to post-secondary learning through partnerships with Lane Community College (LCC) and other institutions, and developing student competencies through portfolios containing resumes, work samples, and reflections.

Curriculum and instruction; academic initiatives and educator effectiveness training

The school employs a quarterly theme-based system organized by colors. Their approach emphasizes project-based learning, as evidenced by specific examples like an astronomy unit combined with Language Arts and a journalistic learning writing project for 11th/12th grade students. The curriculum includes hands-on ecology through propagation units and maintains strong connections to natural resources and outdoor education. They've also added a German elective mid-year and restructured their credit recovery program to operate on alternate Mondays within their four-day school week.

Current enrollment and demographics

Enrollment has remained stable and strong, with the school maintaining between 51-59 students throughout the previous year. By December 2024, they reached their highest starting enrollment of 60 students and added 7 more students in Q2. The current demographic breakdown shows 44 white students, 6 Hispanic students, 4 Black students, and 4 multiracial students, distributed across grades 8-13, with the largest concentrations in grades 10 and 11.

Support for students from special populations & struggling students

The school demonstrates strong support for special education students, with 19 out of 59 students on IEPs (approximately 32%) and an additional 10 students with 504 plans. They emphasize embedded support rather than pull-out services, with educational assistants integrated into the

Americorps program. Teachers naturally implement Universal Design for Learning (UDL) principles and provide appropriate accommodations. The school maintains continuity through consistent staffing and creates a supportive, celebratory environment for special education meetings.

Financial Status:

The school maintains a budget of approximately \$1 million for Twin Rivers, with signs of increasing financial stability. They completed a clean audit with no findings, though they face the challenge of conducting two audits per year. They've secured various grants, including Youth Development Council (\$115,000), OYCC (\$45,000), and an Americorp award. The parent organization, NWYC, received a significant \$12 million grant for forestry and native plants programs. They're actively planning for the future as COVID-related investments will expire, and are in a silent phase of a \$5 million capacity plan targeting key donors and innovative programming.

Board Membership and Governance:

The school operates with an advisory board that meets three times yearly with NWYC. They're working to engage alumni and maintain a careful balance between voting board members and non-voting community members. They've experienced some turnover but are actively recruiting new members, including parents of current students and alumni.

Parent and community relations

The school has significantly improved family engagement, with one recent activity attracting over 100 participants. They maintain strong community partnerships and have developed an internship program for senior students who are on track to graduate early.

Leadership Changes:

A leadership transition occurred from Jay Breslow to Kristin Humphrey as principal, with efforts made to ensure a smooth handoff. The administration team includes Amber Zluticky, who is in her third year.

Contractual/Legal Requirements:

The school is meeting its contractual obligations and maintaining clean audits. They operate with an approved budget of \$900,000 based on 60 student enrollment.

Successes

Major successes include highest-ever starting enrollment, retention of all four core content teachers, approval for CTE startup in natural resources, development of an internship program, and strong community engagement.

Challenges

Key challenges include managing students with complex behavioral needs, ensuring appropriate health class credits, adapting the credit recovery program structure, and improving advance communication with families about school activities and requirements.

5. Financial Review

AUDITED FINANCIAL STATEMENTS

At the time of this report Twin Rivers Charter School had not yet received their audit report to submit to the District. We do not expect to find any issues when the report is submitted based on previous years' experience. Last year's information is provided in this report for reference.

The last completed audit received by the District was for the year ending June 30, 2023. The District also periodically receives and reviews the financial state of the Twin River Charter School on a quarterly basis throughout the year. District's financial review of the Twin River Charter School's (Charter) audited financial statements for the year ended June 30, 2023, consisted of reviewing financial operations to ensure consistency with the Charter's educational mission, and reviewing net position to ensure the school's solvency and ability to sustain operations in the future. The Twin River Charter School's 2022-23 financial statements have been audited by an independent auditor, who issued an unmodified opinion on the Charter's statements and did not identify any material weaknesses in the financial operations of the school.

Twin River's Financial Statements and audit were conducted by Moss Adams. The Statement of Activities reflects expenses increasing to \$709,078 (\$175,944 or 33.0% from the prior year). Revenue increased \$79,813 (12.6%) to \$714,658 in 2022-23, with improved State support and Local Option Levy funds.

Twin River's financial statements are presented in accordance with Government Accounting Standards Board (GASB) Statements 68 and 71 related to employee pensions.

Notes to the financial statements indicate that the Twin Rivers Charter School is a program of Northwest Youth Corps. Only program expenses are presented in the School's statement of functional expenses. Support services are not presented and are included in the financial statements of Northwest Youth Corps. The allocation of functional expenses to the Twin Rivers Charter School Program by Northwest Youth Corps is based primarily on actual expenses and time incurred by personnel.

Based on this limited review and the ongoing quarterly reports provided to the District staff did not identify any concerns regarding operational consistency with Twin River's educational mission. The charter school is also supported by Northwest Youth Corps which has, in the past,

ensured that proper funding is available. It should be noted, however, that the District continues to have difficulty receiving financial reports from the charter on a regular basis and in a timely manner. Despite this, Twin Rivers Charter School has seen steady increases in enrollment that should continue to strengthen its financial position and appears to be properly positioned to sustain financial operations into the future and continue to serve students.

ENROLLMENT

As of October 1, 2024, Twin Rivers Charter School enrolled 58 students in grades 8-12, two less students than were enrolled at the same time in 2022-23.

The Oregon Department of Education reports Twin Rivers' resident average daily membership (ADMr) for 2023-24 at 57.13, 6.78 ADMr more than the school's final ADMr for 2022-23. Although Twin Rivers' enrollment has been increasing they are still well below their long-term goal of 100 enrolled students.

Comparative ADMr is as follows:

<u>2023-24</u>	<u>57.13</u>
<u>2022-23</u>	<u>50.35</u>
<u>2021-22</u>	<u>40.80</u>
<u>2020-21</u>	<u>31.70</u>
<u>2019-20</u>	<u>41.00</u>
<u>2018-19</u>	<u>30.60</u>
<u>2017-18</u>	<u>34.00</u>
<u>2016-17</u>	<u>35.90</u>

6. Other Contractual Agreements

Twin Rivers School was in compliance with all provisions of its charter school contract at the end of the 2023-24 school year. Staff did not consistently demonstrate completion of state reporting requirements and reporting requirements of the district in a timely manner.

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.

7. Findings

Twin Rivers Charter School demonstrates both notable achievements and significant areas requiring improvement in its educational program. The school has successfully maintained stable enrollment, reaching 60 students in the 2023-24 school year, with waitlists for younger crews indicating growing community interest. The school effectively serves a diverse student population, including a higher percentage of students with disabilities (23%) compared to the district average (15%).

However, academic performance remains a critical concern. English Language Arts achievement has declined significantly, with less than 5% of students meeting standards in 2023-24, down from 23.5% in 2022-23. Mathematics performance is similarly concerning, with less than 5% of students meeting standards in 2023-24. The school's four-year graduation rate of 58.3% falls substantially below the state average of 81%.

The school shows promise in several operational areas. Staff retention has improved, with all four core content teachers returning for the 2024-25 school year. The school has also successfully implemented new initiatives, including a restructured credit recovery program and an innovative senior internship program. The 9th-grade on-track rate shows notable improvement, increasing from 58.3% in 2022-23 to over 95% in 2023-24.

Commendations:

1. Strong enrollment growth and retention, demonstrating effective community outreach and program appeal
2. Successful retention of core teaching staff, providing educational continuity and strengthening institutional knowledge
3. Implementation of an innovative project-based learning curriculum with quarterly themes
4. Development of a comprehensive Student Support Team (SST) to address individual student needs
5. Creation of an effective senior internship program linking academic achievement with practical experience
6. Significant improvement in 9th-grade on-track rates, showing progress in supporting early high school success

Recommendations:

1. Develop and implement an intensive mathematics intervention program to address critically low achievement rates
2. Create a comprehensive literacy improvement plan targeting the declining ELA performance

3. Increase assessment participation rates from the current 38.9% to meet the state target of 94.5%. If unable to improve OSAS assessment participation rates, it is vital Twin Rivers develops additional ways to measure student growth in math and ELA..
4. Strengthen the credit recovery program to improve the four-year graduation rate
5. Implement regular progress monitoring systems for academic achievement in core subject areas
6. Create structured intervention systems for students not meeting academic benchmarks
7. Enhance professional development opportunities focusing on evidence-based instructional strategies in mathematics and reading
8. Establish clear communication protocols with families regarding academic expectations and support services
9. Develop systematic processes in order to meet district and state deadlines for required reports and documentation

The school shows potential for improvement while maintaining unique programming that serves a diverse student population. However, immediate attention to academic achievement and systematic implementation of the recommendations is crucial for the school's continued success.

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 : *Twin Rivers Charter School Annual Report 2023-24, Twin Rivers Annual Documents, 23-24 Profile - Twin Rivers, 23-24 Detail sheet - Twin Rivers, 2024-25 Data Appendix-Twin Rivers*

Twin Rivers Charter School Annual Report 24-25

Twin Rivers Charter School (TRCS) is now in our 9th year as a charter school with the Eugene 4j School District. The 2024-25 school year has had many challenges, yet even more successes. The following report outlines those successes and challenges, the SIP goals for 24-25, and a review of other aspects of this school year. Twin Rivers faculty and staff have worked hard to create a school worthy of our students.

TRCS is a program of Northwest Youth Corps (NYC), an innovative non-profit organization with a decades-long track record of civic and community service. NYC provides opportunities for youth and young adults to learn, grow, and experience success. The size and scope of large comprehensive high schools make personalized learning challenging and students slip through cracks in predictable and well-documented patterns. We are designing a school that fills the need in the school district and in the community to provide hands-on, outdoor, experiential learning in intimate and supportive classrooms.

24-25 Successes

The 24-25 year has started with numerous successes. Our enrollment started with 60 students and ended quarter 1 with 53 students. We started Q2 with 58 students. We are starting a waitlist for our younger crews (red and orange crews) and are contacted weekly with families who are interested in their child attending Twin Rivers.

Another success is that all 4 of our core content teachers returned for the 24-25 school year. We also had 2 Americorps from last year return this school year. This has allowed us to strengthen the collaboration and provide a more rigorous curriculum and better projects.

A success area is the startup of a CTE in Natural Resources for TRCS. Our science teacher is currently at the High School Natural Resources Educators Conference. All 4 core teachers and myself are enrolled for the Intro to CTE class at LCC for the winter term.

Another new initiative that is a success thus far is an internship program. We currently have 3 seniors on track to graduate after Q2. An internship program was created for students to participate in a leadership role that addressed student concerns and problem solving, practicing restorative justice, helping new students acclimate to our program with assistance in tool training, SPIKE prep, collaborating with Crew Leads, ect. All three students received an honorarium for their participation in the internship program.

Another success is our restructuring of our credit recovery program. In the past, there was a 3 week spike camping trip at the end of the school year that certain students must attend in order to graduate. The credit recovery program has been restructured so that a credit recovery opportunity is available biweekly on Mondays for juniors and seniors who are behind on credits. As the program expands, it will include

sophomores who are at least 3 credits behind. Along with the Monday credit recovery program is a 2 week camping trip that also provides credit.

24-25 Challenges

One challenge that TRCS has faced this year has been complex behavioral needs from some of the younger students (10th and below). All of our red crew students (all new 8th and 9th graders) are coming from a middle school setting. This is a difficult transition for some students who are struggling with readiness for the high school setting.

Another challenge that we have faced is structuring a health class. For quarter 1, we contracted with the HIV alliance to teach a sexual and reproductive health class for our juniors and seniors. We are working to find outside agencies to contract to teach a social, emotional and mental health unit, a substance use, misuse and abuse unit, and a food, nutrition, and physical health unit.

School Improvement Plan 24-25

The TRCS 24-25 School Improvement Plan was a collaborative effort of many stakeholders. During our TRCS Advisory Board meetings for the 24-25 school year, we worked as a team to create what we felt were the most important areas on which to focus. The team included Advisory Board members, TRCS graduates, current TRCS students, the principal and the NYC executive director. Together, we created the 24-25 School Improvement Plan.

Goal 1: Increase Parent/Family Participation

- Teachers and Principals will engage families as partners in their child's education, identify venues to reach unengaged parents, and collaborate with engaged parents to support their child.
- Collaboration with parents/guardians will decrease the disconnect by increasing involvement to help the faculty understand students better. By understanding the students' background, faculty will better be able to learn how students view different situations.
- Parent and family involvement will assist with student buy-in to help students grow educationally. By increasing parent involvement, parents can ask questions at home to help students understand the academic units.

Measurable outcomes:

- During the 24-25 school year, Twin Rivers will plan at least 1 service day for students to be the crew leads for their parents/guardians. This service day will be led by students and

include a safety circle led by students, tool description and training on tool usage and safety, and ensure parents/guardians have proper PPE for the day.

- Twin Rivers Students will plan and host a fundraising event for Twin Rivers. This fundraising event will include a meal, an activity and a talent show.
- Faculty at Twin Rivers schedule a family meeting in which they will host a curriculum night and an opportunity for families to meet the teachers.

Goal 2: Building Graduation Pathways to Postsecondary Learning

- Increasing knowledge of Postsecondary pathways for families will help the navigation process for parents and students, increasing the opportunities for college enrollment.
- Many students are unaware of career opportunities available to them after graduation. Student awareness of the careers available to them will allow students to make a plan for their future beyond high school.
- Twin Rivers has an abundance of project partners through Northwest Youth Corps. Providing students with intern opportunities will allow students to increase knowledge of career specifications.

Measurable outcomes:

- Assist all seniors and parents to enroll in district/LCC provided workshops on the Oregon Promise to provide application assistance.
- During the 24-25 school year, seniors will be given the opportunity to tour at least 4 post secondary schools. With each tour, students will be given the opportunity to speak to a financial aid representative about grant opportunities.
- TRCS will schedule seniors with at least 4 visits with different community partners to increase the knowledge of trades in the area.

Goal 3: Student set of Core Competencies

- Teaching students a core set of competencies in the form of a portfolio by the student's senior year. This portfolio will allow students to increase their ability to define their pathway to future careers to have more ownership in their future.

Measurable outcomes:

- Each senior will create a portfolio to include: student resume, work samples, reflection pieces, high school mentorship connections, alumni network spreadsheet, and at least 1 letter of recommendation

- Each underclassman will start a portfolio to build upon into their senior year. Each underclassman portfolio will include a student resume, work samples, and the start of a high school mentorship connections list.
- Each senior will present their portfolio to the Twin Rivers Advisory Board for feedback during an advisory board meeting.

Current Enrollment and Demographics

Table 1: Enrollment at the start of Quarter 2 (Nov 19th)

Grade	Q2	M	F	X
8	8	5	3	0
9	11	10	1	0
10	16	5	10	1
11	15	12	2	1
12	6	4	2	0
13	2	1	1	0
Totals	58	37	19	2

Male ID students = 63%
 Female ID students = 33%
 Gender Neutral students = 4%

Table 1: Themes across quarters Educator Trainings

The TRCS staff are expected to participate in training sessions that improve instruction in the classroom. The staff participate in training and are also utilized in the field and while camping. Table 1 shows training in which faculty participated.

Table 1: Teacher trainings Fall 2024

Wilderness First Aid Training	Aug 19-20, 2024	16
Curriculum Specialist meeting at LESD	Aug 27, 2024	2
HOOTs training	Aug 27, 2024	2
Camp Setup Training	Aug 28, 2024	1
Tenting Policy Training	Aug 28, 2024	1
Emergency Protocols while camping	Aug 28, 2024	1
Trail Building Techniques	Aug 29, 2024	4
Judgement Bias Training	Aug 29, 2024	1

The above training focuses heavily on the outdoor component of our school. Safety of our students is our top priority when taking students outdoors. These training ensured that when we had our 1st camping trip on Sept 17 - 20th, faculty practiced the same protocols. Along with the safety protocols, our faculty participated in and received their Wilderness First Aid certification.

Staff are also required to meet with their content specialists at LESD before the start of the school year. Some teachers have met more than once since the initial meeting. Also, staff are encouraged to attend conferences related to their academic field of teaching. Five faculty members are enrolled in LCC to take the Intro to CTE class during the winter term.

Weekly Student Support Team (SST) meetings give faculty the opportunity to discuss individual students, examine the functions of their behaviors - whether social or academic - and generate solutions to address our students' unique needs. Meetings rotate on a bi-weekly basis between academic and behavioral support.

State Assessment Data 23-24



OREGON STATEWIDE
ASSESSMENT SYSTEM

Reporting

Performance Distribution, By Test Group: Twin Rivers Charter School, 2023-2024

Filtered By: Test Reasons: All Test Reasons | Sorted By: Date Last Taken

OSAS Science

Grades Tested: 8, 11

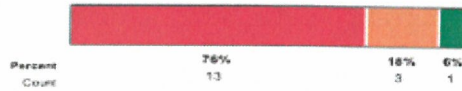
Tests Taken: 11 Date Last Taken: 05/31/2024



OSAS Mathematics

Grades Tested: 7, 8, 11

Tests Taken: 17 Date Last Taken: 05/31/2024



OSAS ELA

Grades Tested: 7, 8, 11

Tests Taken: 18 Date Last Taken: 05/30/2024



Curriculum/Themes 2024/25

Our school year began with a return to our approach as an interdisciplinary, project-based, outdoor school. That meant organizing our instruction according to themes that could cross the disciplinary boundaries. Our theme progression is represented in Table 1.

Crew	Q1	Q2	Q3	Q4
Red & Orange	Salmon	Blue Gold/Water	Power of Geography	Mountains and Volcanoes
	Alexandria - Red David - Orange	Abi - Red Alexandria - Orange	Casey - Red Abi - Orange	David - Red Casey - Orange
Yellow & Blue	Clean Water/Air	Natural Resources	Renewable Energy	Weather and Climate
	Abi - Yellow Casey - Blue	Casey - Yellow David - Blue	David - Yellow Alexandria - Blue	Alexandria - Yellow Abi - Blue

Table 3. Racial/Ethnic/Gender Demographics 2024-25 (Start of Q2)

grade	gender	student	white	hispanic	black	multi
08	F	3	2	0	1	0
08	M	5	2	2	0	1
09	F	1	1	0	0	0
09	M	10	7	1	0	2
10	F	9	8	1	0	0
10	M	6	5	0	0	1
10	X	1	1	0	0	0
11	F	2	2	0	0	0
11	M	12	9	1	2	0
11	X	1	1	0	0	0
12	F	2	2	0	0	0
12	M	4	2	1	1	0
13	F	1	1	0	0	0
13	M	1	1	0	0	0
Totals		58	44	6	4	4

Goal 1 response:**Teacher retention rate:**

- Teacher retention rate for 23-24 school year: 75%
- Teacher retention rate for the 24-25 school year: 100%

Percentage of credits earned vs attempted:

- Credits awarded vs credits attempted 22-23 = 86.6%
- Credits awarded vs credits attempted 23-24 (Q1, Q2, Q3) = 84.8%
 - Increase of academic rigor from last year to this year. Due to 2 admin on staff, I worked with teachers to review lesson plans and give feedback during the first half of the school year.

Observation hours and feedback:

- Meet with teachers after SST meetings to discuss content
- Worked with teachers to create a rubric for projects
- Classroom observations were done weekly throughout Q1 & Q2 and feedback given directly after class (copy of notes given to teachers and then reviewed by the end of the day or early the next day)
- Total calculated hours for each teacher = 24 (did not meet goal)

Teachers participate in at least 1 campus PD

- August 23rd - all 4 core teachers participated in High Expert Teaching (Module 1) offered by LESD
- All 4 content teachers met with their content specialists at the LESD either before school started or shortly after the beginning of school
- All 4 content teachers went to Portland independently for content trainings

Goal 2 response:

CTE

- TRCS will reestablish the CTE Program of Study during the 24-25 school year.
 - Faculty has met with LESD CTE leadership to outline process of CTE certification for teachers

Socioemotional Support

- HOOTs has met with our students every in-school Thursday and Friday from 9-12
- Oregon Healing Collective met with students every in-school Wednesdays from 9-3

Student Attendance

- Q1 average = 90.98%
- Q2 average = 84.92%
- Q3 average = 83.8%

Goal 3 responses:

LCC Seniors

- There were no seniors who enrolled in LCC during the 23-24 school year. Did not meet the goal. This will be a goal for the 24-25 school year.

Graduation Rate

- Graduation Rate for 23-24
 - 7/11 will graduate = 63.7%
 - 3/11 will be super seniors next year = 27.2% (students enrolled very credit deficient)
 - 1/11 will possibly graduate = 9% (student working toward credit recovery)

If the 'possible graduate' does graduate, our graduation rate will increase to 72.7%.
Did not meet our goal.



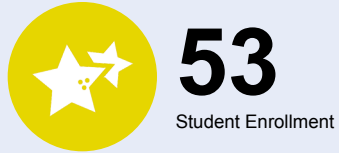
OREGON AT-A-GLANCE SCHOOL PROFILE

Twin Rivers Charter School

PRINCIPAL: Jay Breslow | GRADES: 8-12 | 2621 Augusta St, Eugene 97403 | 541-349-7511



Students We Serve



DEMOGRAPHICS

American Indian/Alaska Native	
Students	0%
Teachers	0%
Asian	
Students	2%
Teachers	17%
Black/African American	
Students	2%
Teachers	0%
Hispanic/Latino	
Students	17%
Teachers	0%
Multiracial	
Students	8%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	72%
Teachers	83%

* **2** Languages Spoken

23% Students with Disabilities

90% Required Childhood Vaccinations

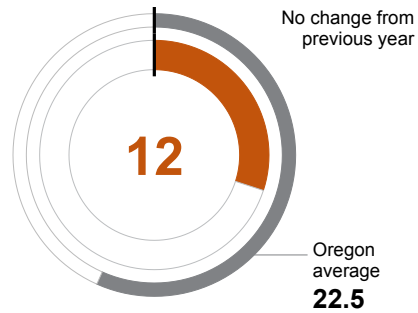
49% Students Experiencing Poverty

*<10 students or data unavailable

School Environment

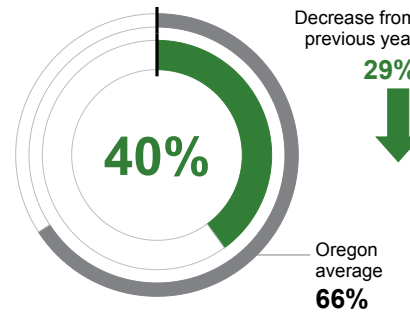
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

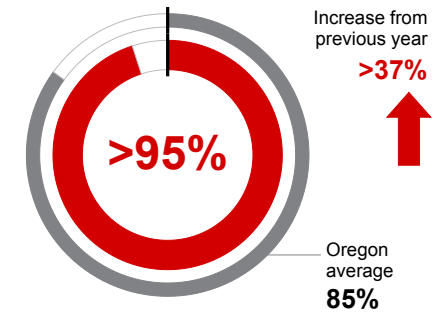
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

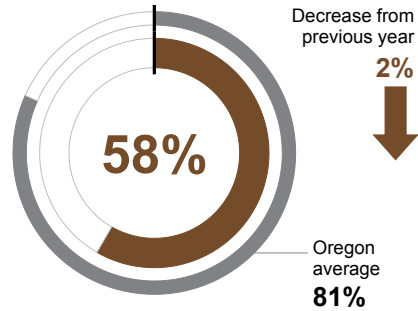
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

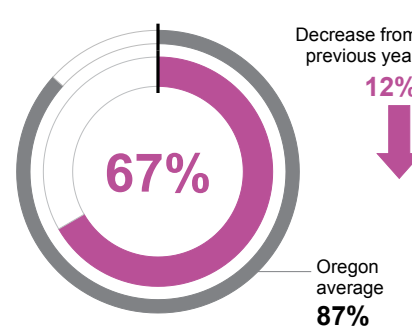
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2019-20 graduating in 2022-23.



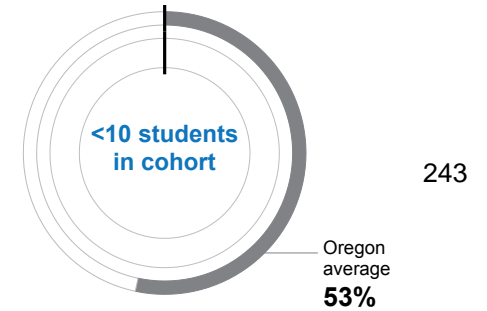
FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2018-19 finishing in 2022-23.



COLLEGE GOING

Students enrolling in a two or four year college within 12 months of completing high school in 2021-22. Data from the National Student Clearinghouse.



School Goals

*Information was not submitted for this section.

State Goals

The Oregon Department of Education is collaborating with school districts and communities across the state to achieve a 90% on-time graduation rate by 2027. Grounded in the pillars of Academic Excellence, Belonging and Wellness, and Reimagined Accountability, ODE prioritizes evidence-based practices to boost early literacy, attendance, and student engagement. We are committed to closing opportunity and achievement gaps for marginalized students and securing long-term success for all of Oregon's learners by investing in culturally responsive practices, fostering inclusive environments and always driving for continuous improvement.

Safe & Welcoming Environment

*Information was not submitted for this section.

2023-24 ESSA Accountability Details Report

Public Version - November 21, 2024

District: Eugene SD 4J

School: Twin Rivers Charter School

The Accountability Details Report displays the data for indicators used 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](#). Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

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	Not Identified	Level 1	Not Rated	Level 1	Not Rated	Level 2	Not Rated	Level 2	Level 1	Level 2 ↓
Students Experiencing Poverty	Not Identified	Level 1	Not Rated	Level 1	Not Rated	Level 2		Not Rated	Not Rated	Level 3
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	Not Rated	Not Rated
Underserved Race/Ethnicity	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
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 1	Not Rated	Level 1	Not Rated	Level 2		Level 2	Level 1	Level 2 ↓
Multi-racial	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated

Suggested Level of Support: **Comprehensive**

Year Identified: **2021-22**

Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7)

Received Title I Funds in 2023-24: **No**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experienced homelessness, or received migrant services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.
- The English Learner student group has different inclusion rules depending on the indicator.
- 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.

English Language Arts Academic Achievement Details

District: Eugene SD 4J

School: Twin Rivers Charter School

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	18
Level 1	<18

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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	<5	23.5	<5	10.5	Level 1
All Students - Adjusted Denominator	*	17	*	*	
Students Experiencing Poverty - Percent	*	27.3	*	14.3	Level 1
Students Experiencing Poverty - Adjusted Denominator	*	11	*	*	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	*	*	*	*	Not Rated
Students with Disabilities - Adjusted Denominator	*	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	*	*	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	*	Not Rated
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	*	14.3	*	6.5	Level 1
White - Adjusted Denominator	*	14	*	*	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Adjusted Denominator	*	*	*	*	

English Language Arts Average Gap Score Change Details

District: Eugene SD 4J

School: Twin Rivers Charter School

The English Language Arts (ELA) Average Gap 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

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	2023-24	Change in Average	Level
All Students	*	*	*	Not Rated
All Students - Denominator	*	*		
Students Experiencing Poverty	*	*	*	Not Rated
Students Experiencing Poverty - 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 Rated
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: Twin Rivers 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. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2021-22	2022-23	2023-24	3-year Average	Status
All Students - Percent	0.0	45.5	38.9	32.7	Not Met
All Students - Denominator	12	22	18	52	
Students Experiencing Poverty - Percent	0.0	50.0	37.5	34.5	Not Met
Students Experiencing Poverty - Denominator	7	14	8	29	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	0.0	60.0	25.0	36.4	Not Rated
Students with Disabilities - Denominator	2	5	4	11	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	40.0	0.0	25.0	Not Rated
Hispanic/Latino - Denominator	*	5	3	8	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	40.0	0.0	25.0	Not Rated
Underserved Race/Ethnicity - Denominator	*	5	3	8	
Asian - Percent	*	*	0.0	0.0	Not Rated
Asian - Denominator	*	*	1	1	
White - Percent	0.0	47.1	41.7	33.3	Not Met
White - Denominator	10	17	12	39	
Multi-racial - Percent	0.0	*	100.0	50.0	Not Rated
Multi-racial - Denominator	2	*	2	4	

Mathematics Academic Achievement Details

District: Eugene SD 4J

School: Twin Rivers Charter School

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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	8
Level 1	<8

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	<5	5.9	<5	<5	Level 1
All Students - Adjusted Denominator	*	17	*	*	
Students Experiencing Poverty - Percent	*	9.1	*	<5	Level 1
Students Experiencing Poverty - Adjusted Denominator	*	11	*	*	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	*	*	*	*	Not Rated
Students with Disabilities - Adjusted Denominator	*	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	*	*	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	*	Not Rated
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	*	<5	*	<5	Level 1
White - Adjusted Denominator	*	*	*	*	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Adjusted Denominator	*	*	*	*	

Mathematics Average Gap Score Change Details

District: Eugene SD 4J

School: Twin Rivers Charter School

The Mathematics Average Gap 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

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	2023-24	Change in Average	Level
All Students	*	*	*	Not Rated
All Students - Denominator	*	*		
Students Experiencing Poverty	*	*	*	Not Rated
Students Experiencing Poverty - 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 Rated
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: Twin Rivers 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. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2021-22	2022-23	2023-24	3-year Average	Status
All Students - Percent	0.0	45.5	38.9	32.7	Not Met
All Students - Denominator	12	22	18	52	
Students Experiencing Poverty - Percent	0.0	50.0	37.5	34.5	Not Met
Students Experiencing Poverty - Denominator	7	14	8	29	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	0.0	60.0	25.0	36.4	Not Rated
Students with Disabilities - Denominator	2	5	4	11	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	40.0	0.0	25.0	Not Rated
Hispanic/Latino - Denominator	*	5	3	8	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	40.0	0.0	25.0	Not Rated
Underserved Race/Ethnicity - Denominator	*	5	3	8	
Asian - Percent	*	*	0.0	0.0	Not Rated
Asian - Denominator	*	*	1	1	
White - Percent	0.0	47.1	41.7	33.3	Not Met
White - Denominator	10	17	12	39	
Multi-racial - Percent	0.0	*	100.0	50.0	Not Rated
Multi-racial - Denominator	2	*	2	4	

Regular Attenders Details

District: Eugene SD 4J

School: Twin Rivers 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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Regular Attenders Level	Cut
Level 5	93
Level 4	86
Level 3	78
Level 2	41
Level 1	<41

State Long Term Goal: 93%

Student Group	Grade Range	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	9-10	70.6	83.3	65.0	72.7	Level 2
All Students - Denominator		17	18	20	55	
Students Experiencing Poverty - Percent	9-10	*	70.0	54.5	61.5	Level 2
Students Experiencing Poverty - Denominator		*	10	11	*	
English Learners - Percent	9-10	*	*	*	*	Not Rated
English Learners - Denominator		*	*	*	*	
Students with Disabilities - Percent	9-10	*	*	*	84.6	Not Rated
Students with Disabilities - Denominator		*	*	*	*	
American Indian/Alaska Native - Percent	9-10	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*	
Black/African American - Percent	9-10	*	*	*	*	Not Rated
Black/African American - Denominator		*	*	*	*	
Hispanic/Latino - Percent	9-10	*	*	*	*	Not Rated
Hispanic/Latino - Denominator		*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	9-10	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*	
Underserved Race/Ethnicity - Percent	9-10	*	*	*	*	Not Rated
Underserved Race/Ethnicity - Denominator		*	*	*	*	
Asian - Percent	9-10	*	*	*	*	Not Rated
Asian - Denominator		*	*	*	*	
White - Percent	9-10	66.7	84.6	71.4	74.4	Level 2
White - Denominator		12	13	14	39	
Multi-racial - Percent	9-10	*	*	*	*	Not Rated
Multi-racial - Denominator		*	*	*	*	

On Track to English Language Proficiency (ELP) Details

District: Eugene SD 4J

School: Twin Rivers 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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	22
Level 1	<22

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
Current English Learners - Percent	*	*	*	*	Not Rated
Current English Learners - Denominator	*	*	*	*	

9th Grade On-Track Details

District: Eugene SD 4J

School: Twin Rivers Charter School

The 9th Grade On-Track indicator displays the percentage of students on track to graduate, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. ‘*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

9th Grade On-Track Level	Cut
Level 5	95
Level 4	90
Level 3	84
Level 2	63
Level 1	<63

State Long Term Goal: 95%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	*	58.3	>95	75.9	Level 2
All Students - Denominator	*	12	*	*	
Students Experiencing Poverty - Percent	*	*	*	68.8	Not Rated
Students Experiencing Poverty - Denominator	*	*	*	*	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	*	*	*	*	Not Rated
Students with Disabilities - Denominator	*	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	*	*	Not Rated
Hispanic/Latino - Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	*	Not Rated
Underserved Race/Ethnicity - Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	*	*	*	70.0	Level 2
White - Denominator	*	*	*	*	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Denominator	*	*	*	*	

Four-Year Cohort Graduation Details

District: Eugene SD 4J

School: Twin Rivers 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 and the three-year average Student groups are assigned a rating based on the three-year average. 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged.

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	2017-18	2018-19	2019-20	3-year Average	Level
All Students - Percent	71.4	60.0	58.3	63.9	Level 1
All Students - Denominator	14	10	12	36	
Students Experiencing Poverty - Percent	*	*	*	61.1	Not Rated
Students Experiencing Poverty - Denominator	*	*	*	*	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	*	*	*	*	Not Rated
Students with Disabilities - Denominator	*	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	*	*	Not Rated
Hispanic/Latino - Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	*	Not Rated
Underserved Race/Ethnicity - Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	75.0	*	63.6	65.6	Level 1
White - Denominator	12	*	11	*	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Denominator	*	*	*	*	

Five-Year Completers Details

District: Eugene SD 4J

School: Twin Rivers 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 and the three-year average. Student groups are assigned a rating based on the three-year average. 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged.

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	2016-17	2017-18	2018-19	3-year Average	Level
All Students - Percent	85.0	78.6	66.7	79.1	Level 2
All Students - Denominator	20	14	9	43	
Students Experiencing Poverty - Percent	*	*	*	87.0	Level 3
Students Experiencing Poverty - Denominator	*	*	*	*	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	>95	*	*	92.9	Not Rated
Students with Disabilities - Denominator	10	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	*	*	Not Rated
Hispanic/Latino - Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	*	Not Rated
Underserved Race/Ethnicity - Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	86.7	75.0	*	77.1	Level 2
White - Denominator	15	12	*	*	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Denominator	*	*	*	*	

2024-25 Twin Rivers Data Appendix

Enrollment

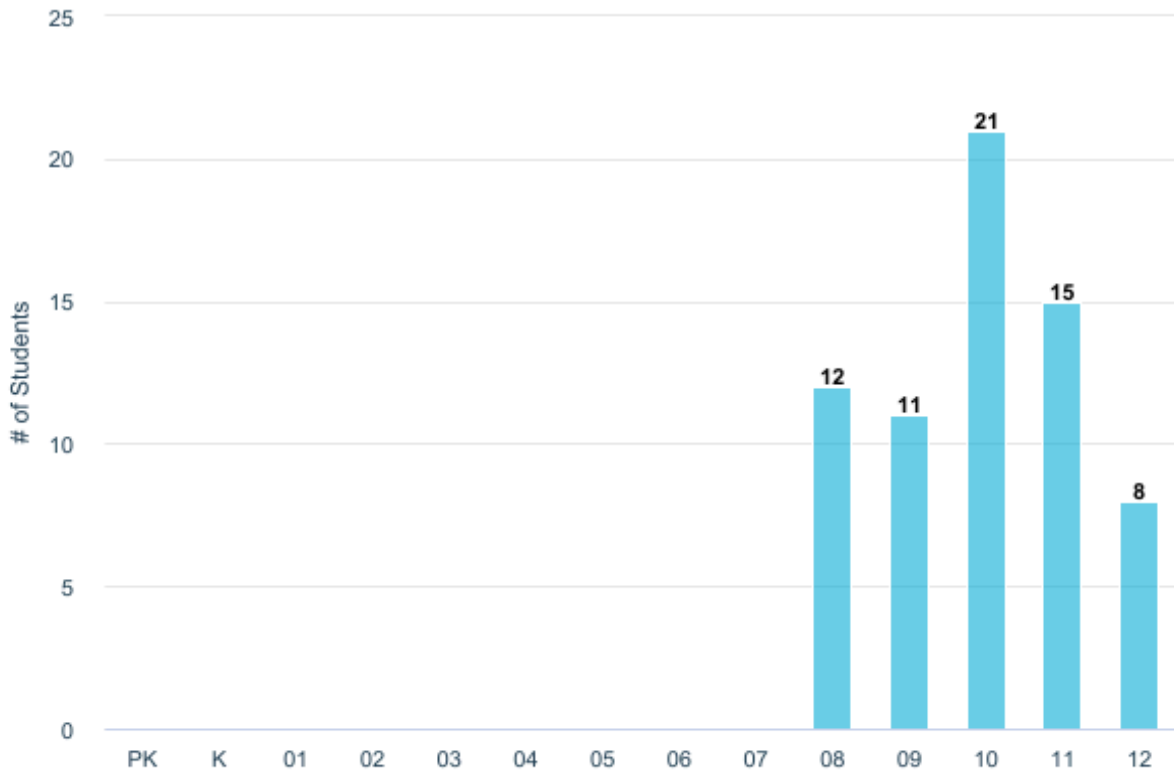
- October 1st student enrollment in Twin Rivers School remained stable in 2024

SCHOOL	2024	2023	2022	2021	2020	2019	2018	2017	2016	DIFF 2024 VS 2016 (IN %)
Twin Rivers	58	60	51	49	37	43	35	37	41	41.5
All 4J Charters	872	873	848	832	848	836	847	845	851	2.5
4J	16,099	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(7.1)

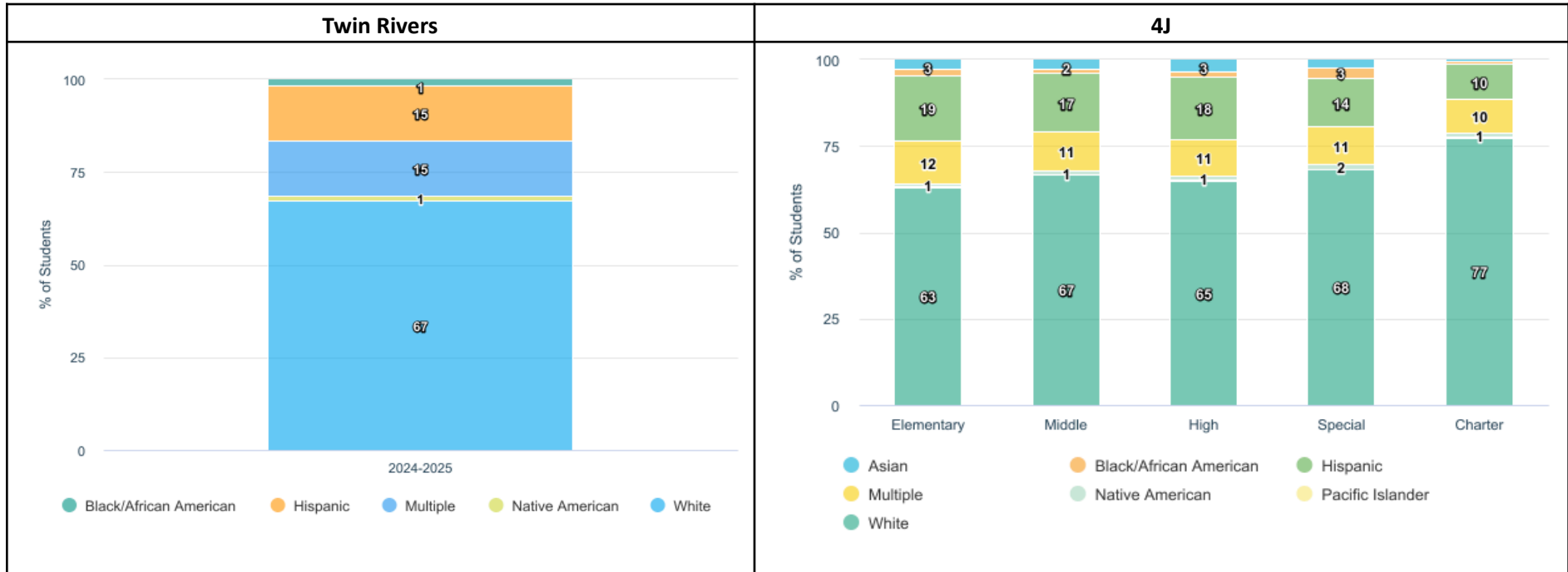
- Twin Rivers students live in all regions of 4J and 40% reside outside 4J

REGION OF RESIDENCE	NUMBER OF STUDENTS
OUTSIDE 4J	23
CHURCHILL	12
NORTH	10
SHELDON	8
SOUTH	5
TOTAL	58

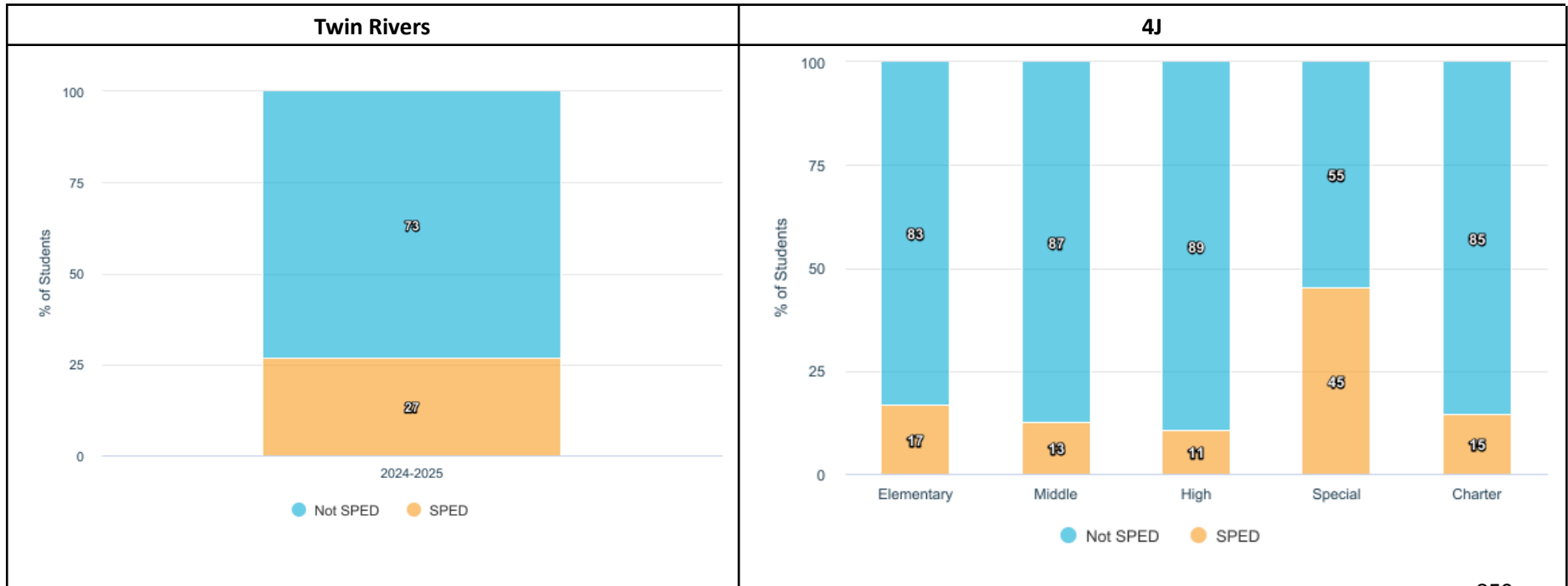
- Enrollment by grade:



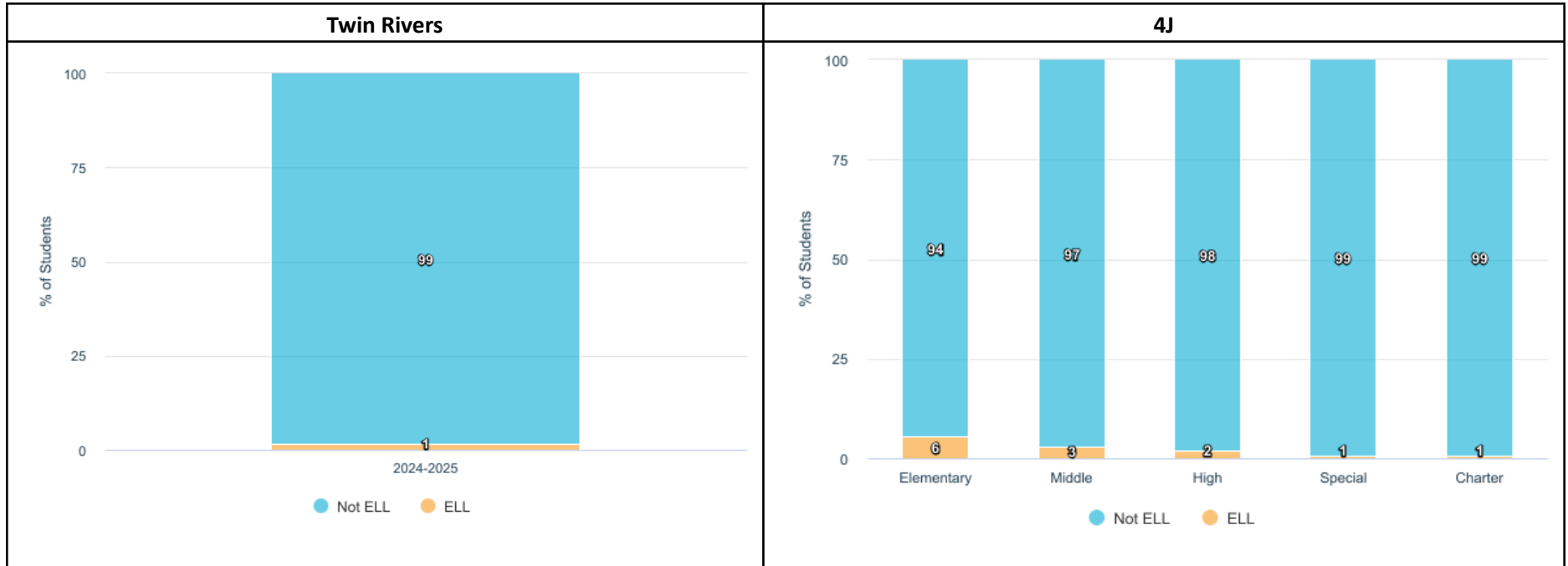
- The distribution of the students in Twin Rivers by race/ethnicity is similar to the one for 4J as a whole



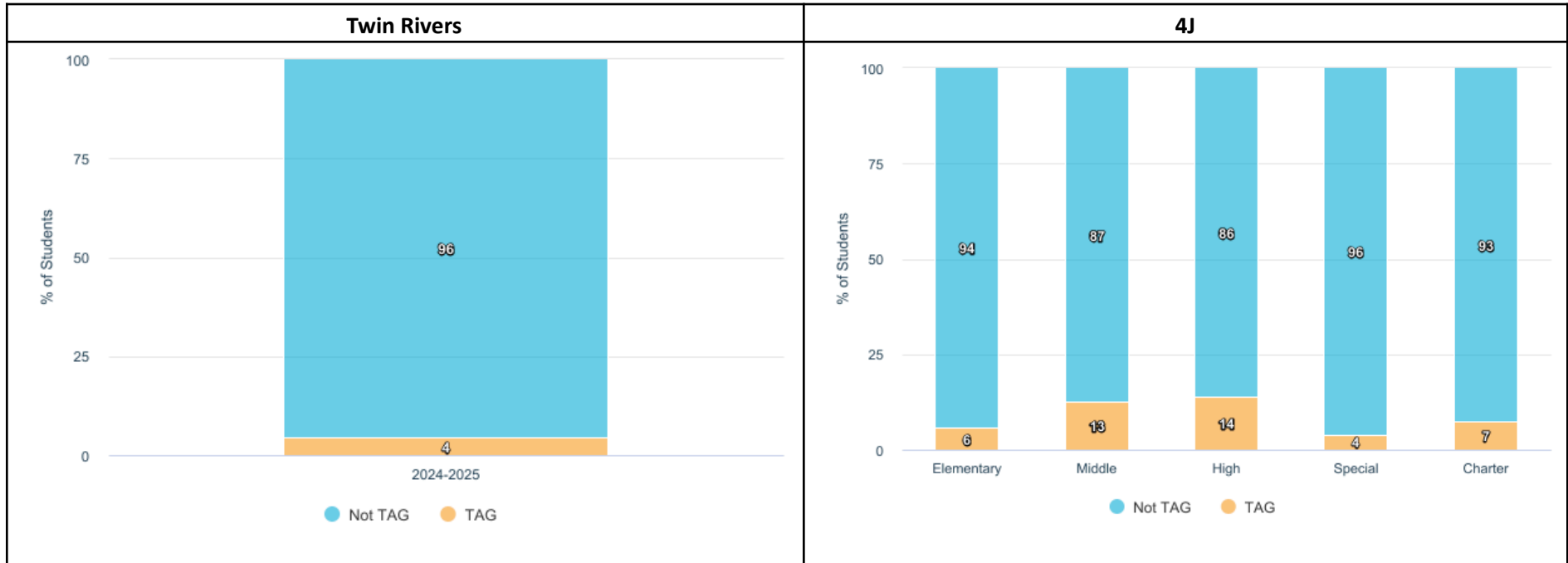
- The ODE report cards indicated that in 2023-24 49% of Twin Rivers students were experiencing poverty, as newly defined by ODE, while 29% of 4J students did
- Twin Rivers has a significantly higher percentage of students in Special Education than 4J as a whole



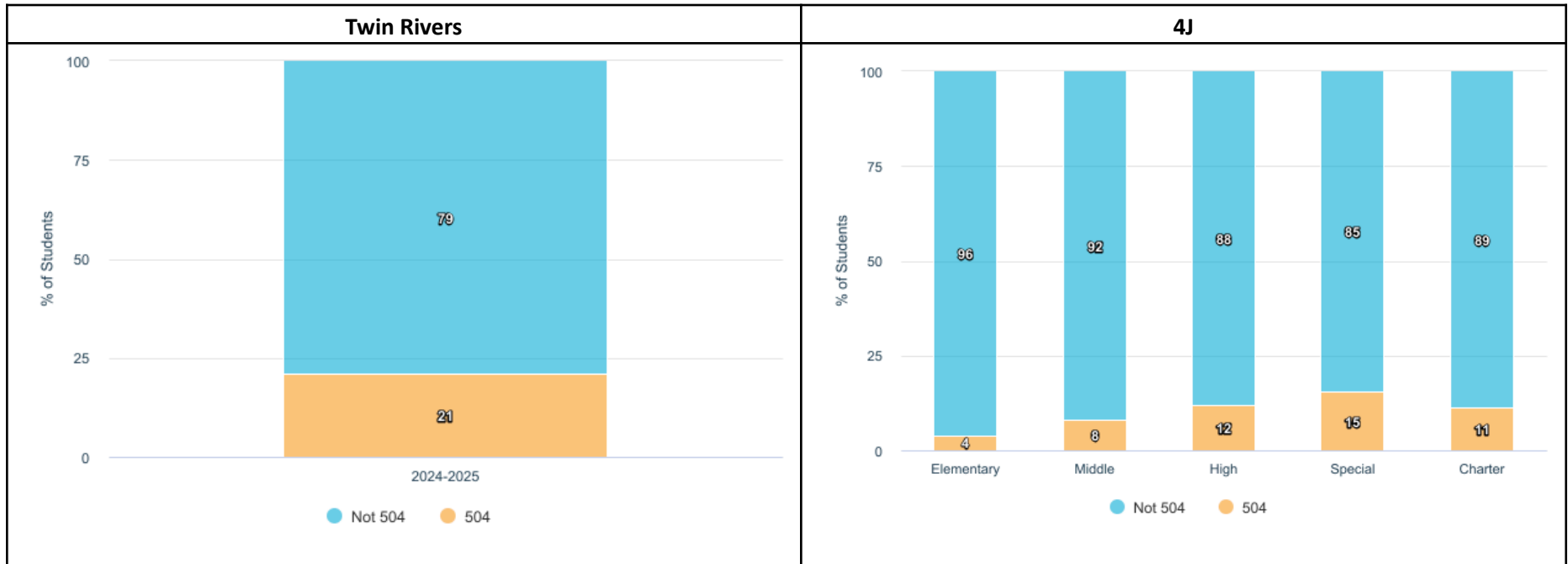
- The ODE report cards indicated that in 2023-24 Twin Rivers students had 2 different home languages, while 4J students had 48
- Twin Rivers has a significantly lower percentage of students in the English Language Development program (1%) than 4J as a whole



- Twin Rivers has a lower percentage of students in the Talented and Gifted (TAG) program than 4J as a whole



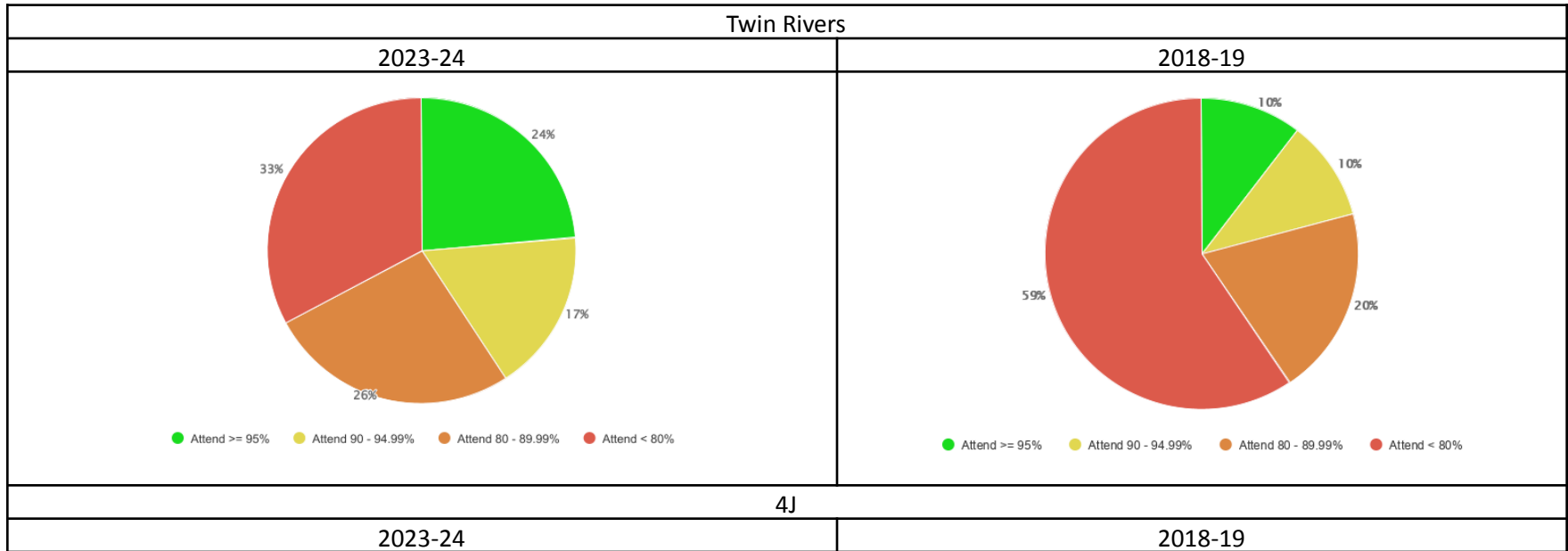
- Twin Rivers has a significantly higher percentage of students with a 504 plan than 4J as a whole

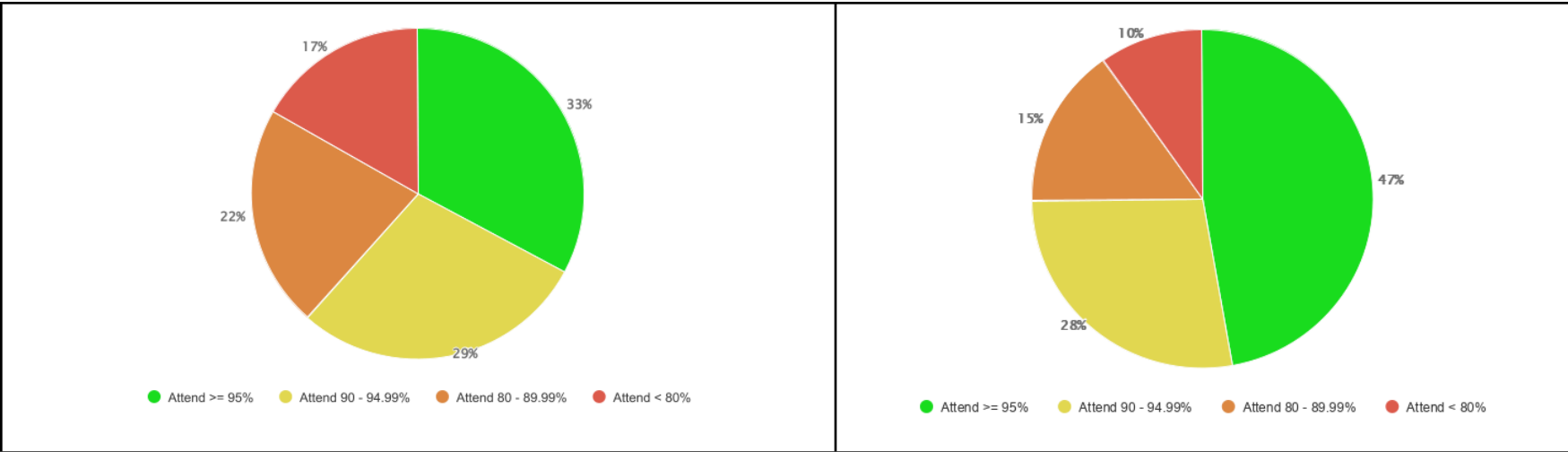


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Student Attendance

- In 2023-24 Twin Rivers had a significantly lower percentage of regular attenders (students who attended at least 90% of the time) than 4J as a whole (41% vs 62%), while being above the percentage before the pandemic (20%)





Class Enrollments

- In 2024-25 the most subscribed courses in Twin Rivers were very similar to those in 2023-24

COURSE	Q1 in 2024-25
Algebra I 2B	47
English/Literature (Fr/So) 2B	47
Integrated Science 2B	47
Particular Topics in World History	47
Yoga	26
Employability Skills	24
Drama	16
Personal Health	15
Integrated Science (8th Grade) 2B	10
Language Arts (8th Grade) 2B	10
Math (8th Grade) 2B	10
Social Studies 8	10
Fitness/Conditioning Activities (8)	9
Art I	8
General Horticulture	8
Community Service (8th Grade)	5
Debate	1
Life Skills (8)	1

COURSE	Q1, Q2, and Q3 in 2023-24
Particular Topics in World History	146
Algebra I 2B	144
Integrated Science 2B	138
English/Literature (Jr/Sr) 2B	87
Natural Resources - Workplace Exp. 1A	68
English/Literature (Fr/So) 2B	60
Art	49
Fitness/Conditioning Activities	43
Natural Resources - Workplace Exp 1C	30
Career Exploration	24
General Horticulture	19
Computer Programming	17
Culinary 1B	16
Film and Movie Review	14
Yoga	12
Personal Health	11
Employability Skills	10
Language Arts (8th Grade) 2B	10
Math (8th Grade) 2B	10
Social Studies 8	10
Integrated Science (8th Grade) 2B	6
Nat. Res. - Workplace Exp. 1A (8)	6
Fitness/Conditioning Activities (8)	4
Life Skills (8)	4
Art 8	3
Personal and Career Readiness	2
Community Service (8th Grade)	1

OSAS Scores

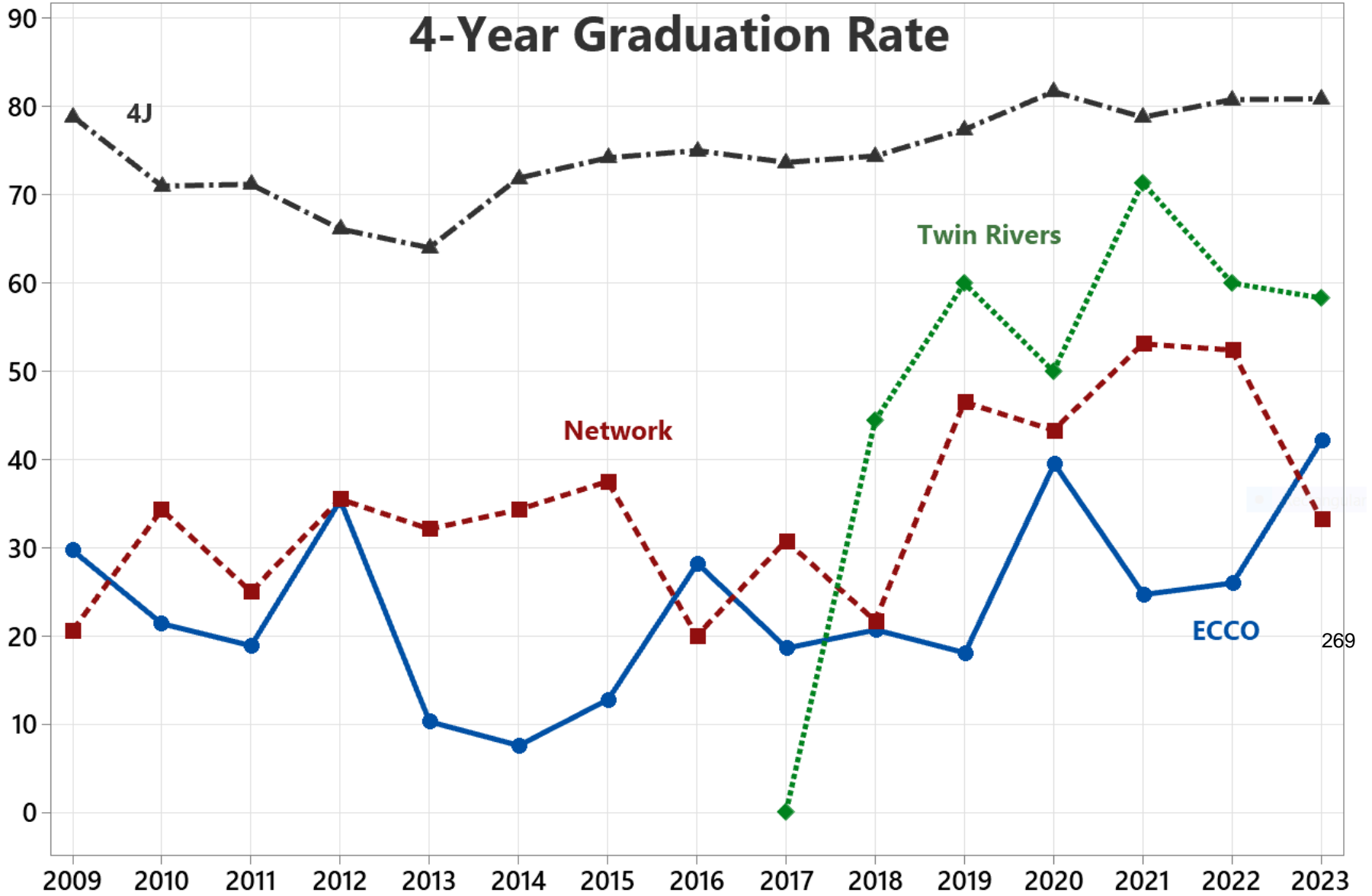
- In 2024 Twin Rivers had too few participants in OSAS to receive a public proficiency rate from ODE

School	OSAS PROFICIENCY RATE									2024 PARTICIPATION		
	2024			2023			2024 vs 2023			RATE		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
Charlemagne	82.3	74.7	84	83.3	75.2	66.7	(1.0)	(0.5)	17.3	96.3	96.3	90.9
Chinese Immersion	74.5	70.9	53.8	72.9	66.7	61.1	1.6	4.2	(7.3)	100	100	100
Yujin Gakuen	73.5	63.7	55.9	67.3	59	55.3	6.2	4.7	0.6	92	92	89.5
Coburg	71.8	63.4	42.5	72.6	65.4	47.8	(0.8)	(2.0)	(5.3)	90.3	90.3	88.9
SEHS	78.6	63.4	65.2	65.5	21.6	52.5	13.1	41.8	12.7	11.6	11.4	12.7
Ridgeline	71.6	60.4	71.7	78.1	54.3	51.1	(6.5)	6.1	20.6	90.2	90.9	91.4
Edgewood	66.2	53.9	50.7	69.7	57.4	43.9	(3.5)	(3.5)	6.8	90.5	90.5	95.9
Edison	67.1	51.3	52.5	63.5	57.7	56.5	3.6	(6.4)	(4.0)	84.9	84.9	90.8
Roosevelt	59.6	46.3	32.4	60.2	51.4	50.7	(0.6)	(5.1)	(18.3)	64.1	64.1	91.5
Adams	55.4	43.9	29.7	54.5	49.7	58.1	0.9	(5.8)	(28.4)	90.2	91.7	98.5
Twin Oaks	54.4	43.7	43.8	50.4	41.1	48.6	4.0	2.6	(4.8)	85.1	85.1	82.1
Gilham	49.1	42.1	44.3	52	44.6	38.5	(2.9)	(2.5)	5.8	93.6	92.9	93.6
Willagillespie	47.3	41.9	37.3	51	44.2	34.7	(3.7)	(2.3)	2.6	85.9	86.8	90.5
Holt	41.6	39.5	33.3	40.9	35.5	36.3	0.7	4.0	(3.0)	95.8	97	98.6
Family	52.8	37.7	38.9	62.1	55.2	45	(9.3)	(17.5)	(6.1)	81.5	81.5	94.7
4J	48.6	36.8	36.1	50	37.7	38.7	(1.4)	(0.9)	(2.6)	73.2	72.3	63.4
Camas	45.9	36.7	31.4	57.1	45.7	47.2	(11.2)	(9.0)	(15.8)	74.1	73.3	83.3
Village	56.1	36.1	32.7	62.1	43.2	69.4	(6.0)	(7.1)	(36.7)	92.5	91.9	90.7
Cal Young	45.9	34.7	28.9	44.9	32.9	29.5	1.0	1.8	(0.6)	78.9	78.3	88.8
Awbrey Park	42.6	33.3	33.3	45.2	36.2	26.8	(2.6)	(2.9)	6.5	91.2	91.7	96.9
Spring Creek	39.2	33.1	40	47.9	43.7	34.1	(8.7)	(10.6)	5.9	92.9	92.9	95.2
Spencer Butte	51.7	33	29.6	56.4	39.1	37.5	(4.7)	(6.1)	(7.9)	66.9	66.6	90.8
ATA	47.5	31.1	36.8	44.4	29.3	41.3	3.1	1.8	(4.5)	87.9	87.1	86
Buena Vista	39.2	29.9	23.6	47.9	36.6	45.6	(8.7)	(6.7)	(22.0)	94.4	94.4	98.6
Kennedy	44.4	28.9	34	45.5	27.8	35.5	(1.1)	1.1	(1.5)	87.1	88.8	92.4
Sheldon	52.2	28.9	46.7	60.5	42.9	58.1	(8.3)	(14.0)	(11.4)	24	21.9	23.7
River Road	42.7	28.6	35.2	47.3	29.1	36.4	(4.6)	(0.5)	(1.2)	95.9	95.9	98.2
McCornack	34.1	26.1	16.7	40.4	36.3	40	(6.3)	(10.2)	(23.3)	94.3	94.3	96.8
Madison	46.7	24	27.9	38.4	20.9	20	8.3	3.1	7.9	82.2	81.7	91.7
Monroe	36.8	22.7	26.6	42.9	25.6	24	(6.1)	(2.9)	2.6	65.7	66.3	58.5
Kelly	33.1	21.4	16.7	38.3	23.9	28	(5.2)	(2.5)	(11.3)	65.6	65.8	78.8
Howard	24.9	19.8	13.1	27.7	18.8	21.6	(2.8)	1.0	(8.5)	83.9	83.5	77.2
Churchill	34.2	19.5	43.1	13.6	8	43.5	20.6	11.5	(0.4)	43.1	16.4	28.2
Chavez	22.5	18.4	20	29	20	11.1	(6.5)	(1.6)	8.9	90.6	91.2	82.4
Network	*	*	*	44.4	*	15.4				*	*	*
NEHS	*	*	66.7	62.3	34	12.8			53.9	*	*	6
Twin Rivers Charter	*	*	*	50	10	30				*	*	*

4-Year Graduation Rate

- Twin Rivers Charter School had a lower 4-year graduation rate in 2022-23 than in 2021-22
 - The graduation data for 2023-24 will be made public on 1/29/2024

SCHOOL	4-YR GRADUATION RATE							4-YR COMPLETION RATE							N					
	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2023 vs 2022	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2023 vs 2022	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018
Churchill High School	81.7	83.0	80.9	86.3	90.1	81.2	(1.3)	86.0	88.1	83.1	87.0	90.8	83.1	(2.1)	279	277	272	262	283	266
North Eugene High School	76.9	80.6	77.1	86.2	86.4	81.4	(3.7)	81.2	86.1	82.2	88.0	86.4	83	(4.9)	260	273	253	225	199	188
Sheldon High School	86.9	87.3	90.4	90.4	90.4	88.3	(0.4)	90.7	89.8	91.5	91.3	91.3	89.2	0.9	365	322	366	333	343	333
South Eugene High School	90.4	90.0	90.6	92.1	91.6	91.4	0.5	94.4	94.1	92.6	93.8	93.1	92	0.3	376	389	406	341	334	348
Eugene Education Options	42.2	26.0	24.7	39.5	18.1	20.7	16.2	51.1	50.0	40.7	64.9	58.2	53.9	1.1	45	50	81	114	177	169
Network Charter School	33.3	52.4	53.1	43.3	46.5	21.7	(19.1)	44.4	61.9	59.2	56.7	67.4	63	(17.5)	27	42	49	30	43	46
Twin Rivers Charter Scho	58.3	60.0	71.4	50.0	60.0	44.4	(1.7)	58.3	60.0	71.4	55.0	100	44.4	(1.7)	12	10	14	20	5	9
4J	80.92	80.75	78.81	81.73	77.80	74.40	0.2	85.6	86.1	82.6	85.9	84.6	81.2	(0.5)	1384	1392	1491	1352	1412	1386



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5-Year Completion Rate

- In 2022-23 the 5-year completion rate in Twin Rivers dropped from 78.6% to 66.7%
 - The graduation data for 2023-24 will be made public on 1/29/2024

STUDENT GROUP	Twin Rivers		4J		DIFF.
	N	5-YR Completion Rate	N	5-YR Completion Rate	
Male	5	80.0	709	87.2	(7.2)
Combined Disadvantaged	7	71.4	800	82.3	(10.8)
All Students	9	66.7	1399	88.1	(21.5)
CTE Participants	3	66.7	1144	94.2	(27.6)
White	8	62.5	969	89.2	(26.7)
Economically Disadvantaged	5	60.0	671	80.8	(20.8)
Female	4	50.0	676	89.4	(39.4)

Exclusionary Discipline

- The number of exclusionary discipline actions in Twin Rivers in 2023-24 grew significantly compared to previous years

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2023-24	0	0	20	58
2022-23	0	0	0	49
2021-22	0	0	0	48
2018-19	0	0	0	33
2017-18	0	0	0	34
2016-17	0	0	0	40

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

**2023-24 Annual Review
Village Public Charter School
a public charter school
sponsored by Eugene School District 4J**

**Office of Executive Director of Youth and Family
Support Services
Charter School Review Team
January 2025**

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January 2025

To: Eugene School District 4J Board of Directors

From: 4J Charter School Review Team

Subject: Village School, 2023-24 Annual Review

Introduction

In June 2024, The Village School completed its twenty-fourth 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. In January 2015, the 4J Board approved the third renewal of the charter contract between the district and Village School for a period of 10 years. The new contract became effective July 1, 2015. This review represents the ninth year of the current renewal term.

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 2023-24 School Year

The council was composed of the following representatives:

- Network Charter School: Penny Studt, Principal, and Jon Kuhns-Obana, Finance Director
- Village School: Roz Romanz, Co-Principal, Shannon Powell, and Andy Pears, Executive Director
- Ridgeline Montessori School: Michelle Texley, Principal, and Chrystell Reed, Executive Director
- Coburg Community Charter School: Dave Wallace, Executive Director
- Twin Rivers Charter School: Jay Breslow, Principal, Kristin Humphrey, co-principal, and Jeff Parker, Executive Director
- Eugene School District 4J Representatives: Matt Brown, Director of Financial Services; Bob Blyth, Associate Director Financial Services; Tom Horn, Special Education Administrator; Karen Apgar, Special Education Administrator, Kat Lange, Assistant Superintendent of Youth and Family Services; Oscar Loureiro, Director of Research; Casandra Kamens, Curriculum Administrator - Charter School 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. 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. 2023-24 School Improvement Plan Comprehensive Summary

School Overview and Leadership

The Village School, celebrating its 25th year of operation, serves 226 students in grades K-8 with a unique educational approach that combines Rudolf Steiner principles with Howard Gardner's multiple intelligences theory. The school maintains its commitment to arts integration and sustainable practices while serving a diverse population, with 42% of students qualifying for Free/Reduced Lunch.

A significant change in 2022-23 was the implementation of a co-principal leadership model. Shannon Powell and Roz Romatz share both administrative and teaching duties, alternating between managing the school and teaching sixth grade. This innovative arrangement is in its second year and has enhanced administrative efficiency through collaborative decision-making while enabling more focused subject-matter teaching.

Academic Achievement

Reading Performance

The school's reading program has shown remarkable progress, with all grades meeting or exceeding their EasyCBM goals in 2023-24. Particularly noteworthy improvements include:

- Second grade achieving 57%, surpassing the 50% target for the first time in recent years
- Third grade continuing its upward trajectory to reach 80%
- Sixth grade demonstrating exceptional growth from 71% to 86%

The school's investment in two reading tutors through ESSER III funding continues to yield positive results, particularly in supporting daily small reading groups for grades 1-3. This sustained commitment to reading support has contributed to improved OSAS test participation (91.7%), with most grades outperforming state and district averages.

Mathematics Performance

Mathematics results present a more complex picture of growth and challenges. While grades 2, 4, 6, and 8 met or exceeded their EasyCBM goals, other grades showed varying levels of achievement. Notable patterns include:

- Grade 6 demonstrated significant improvement from 36% to 68%

- Middle school grades (6-8) consistently outperformed state and district averages
- Lower grades (3-5) continue to perform below state and district averages

The school maintains its implementation of the Bridges math curriculum for grades 1-5, supplemented by coaching support to enhance teacher effectiveness. The stronger performance in middle school grades appears linked to students' greater familiarity with digital learning tools and testing formats.

Equity and Professional Development

The school has significantly expanded its diversity, equity, and inclusion initiatives in 2023-24. The comprehensive approach now includes:

- An active internal DEI committee developing a K-8 social justice and anti-racist curriculum
- Enhanced professional development focusing on:
 - Gender inclusion through Transponder training
 - Intersectional bias work with Ayisha Elliott
 - Neurodiversity understanding with Leticia Garcia Tiwari
 - Sensory integration practices with Nina Gallwey
 - Addressing aduldism through collaboration with Ophelia's Place

This expanded focus represents a strategic evolution from previous years, particularly in addressing neurodiversity and gender inclusion.

Student Support Systems

The school maintains robust support structures while adapting to changing student needs. Key components include:

- Monthly data team meetings for grades 1-5
- Regular Grade Level Student Support team meetings
- Implementation of PBIS through the Campus Climate Team
- Strong parent involvement requirement of 40 volunteer hours per family
- Maintained 90.9% attendance rate with targeted support for struggling students

Facility and Infrastructure Improvements

The 2023-24 school year saw significant facility upgrades aimed at enhancing both the learning environment and environmental sustainability:

- Installation of a 27KW solar power system
- Comprehensive heat pump installation replacing gas boilers
- New playground equipment including the NetPlay 4-4 Spider Climber
- Playing field renovation and fencing upgrades
- Continued courtyard enhancement project

2. Update on New Goals for 2024-25 School Improvement Plan (SIP)

Goals and Future Direction

Looking ahead to 2024-25, the school will maintain focus and goals on three major areas: Diversity and Equitable Access for All Students, Positive Behavioral Interventions & Supports, Enhanced Focus on Student Achievement & Behavior Management. Village School has also established five primary objectives that build upon current successes while addressing emerging needs:

- 1. Student and Staff Safety:** Maintaining a secure and supportive learning environment while implementing new safety protocols.
- 2. Enhanced Engagement:** Focusing on student engagement across curriculum areas and peer interactions, with particular attention to diverse learning styles and needs.
- 3. Stakeholder Communication:** Strengthening communication channels among families, staff, and community partners, including the 4J School District.
- 4. Comprehensive Interventions:** Expanding support systems to serve both at-risk students and those requiring additional academic challenges.
- 5. Equitable Education:** Continuing to deliver arts-integrated, standards-based education while emphasizing equity and inclusion.

The school is placing particular emphasis on:

- Implementing Restorative Practices school-wide
- Expanding support for LGBTQIA+, neurodivergent, and BIPOC students
- Maintaining successful reading intervention programs
- Developing teacher-specific professional development opportunities
- Advancing facility improvements and sustainability initiatives

This comprehensive approach demonstrates The Village School's commitment to continuous improvement while maintaining its unique educational philosophy and community-centered approach. The integration of new initiatives with proven successful programs positions the school well for addressing future challenges while building on current achievements.

3. School Report Cards

Report cards are provided in the form of Accountability Detail Sheets and At-A-Glance School and District Profiles, which serve as tools for continuous improvement planning by local and state policymakers, in conjunction with the communities they serve. Together, the Accountability

Detail Sheets and At-A-Glance School and District Profiles comprise the majority of ODE’s larger reporting system as required by the Oregon State Legislature and ESSA.

Accountability Details

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 2026-27 (approximately the 90th percentile)

Level 4 – Halfway from the baseline to the Long Term Goal

Level 3 – The baseline state average (2021-22 for ELA and Math Average Gap Scores, 2016-17 for all other indicators)

Level 2 - The 10th percentile of schools (2021-22 for ELA and Math Average Gap Scores and Five-Year Completers. 2022-23 for all other indicators)

Level 1 – Below the 10th percentile

The Academic Achievement indicator appears on the Accountability Details Report by subject (i.e., English Language Arts and Mathematics) and student group. It refers to the percentage of students who meet the achievement standard (level 3 or 4) for the respective subject in grades 3 through 8 and grade 11.

Student groups are assigned level ratings for each indicator, provided that the group meets the minimum n-size of 20 when data years are combined. The following table displays the cuts for Levels 1 through 5 for each indicator in the Accountability Detail Sheets. These cuts are applied to every student group that meets the minimum n-size threshold of 20 students.

Indicator	Grades Used	Level 5	Level 4	Level 3	Level 2	Level 1
ELA Achievement	3-8,11	80	67	54	18	<18
ELA Average Gap Score Change	3-8	5	-7	-19	-42	<-42
Math Achievement	3-8,11	80	62	43	8	<8
Math Average Gap Score Change	3-8	4	-11	-24	-49	<-49

Regular Attenders	K-5	93%	89%	85%	52%	<52%
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For Academic Achievement areas (ELA and Math) a level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

For the Average Gap Scores in ELA and Math a level is assigned based on the value of the change in the average gap score, provided the denominator meets the minimum n of 20 in both the 2018-19 Average Gap Score calculation and in the 2023-24 Average Gap Score calculation.

For regular attenders a level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

Summary of Assessment / Accountability Data from Spring 2024

The Oregon Department of Education (ODE) does not view students who did not participate in statewide summative assessments as not proficient. These students simply have not had the opportunity to demonstrate their proficiency. However, the new calculation for the Academic Achievement indicator as part of the ESSA accountability system treats assessment **non-participants in excess of 5 percent as not meeting the achievement standard.**

English Language Arts Academic Achievement:

Village School overall ELA proficiency stands at 55.4%, representing a Level 3 performance but showing a concerning downward trend over three years (64.9% → 58.4% → 55.4%). While this remains above the state average of 43%, several student groups experienced significant changes. Students experiencing poverty improved substantially to 46.3% proficient, and students with disabilities showed encouraging growth to 27.3%. However, our largest demographic group, White students, declined from 64.0% to 57.7%. Multi-racial students demonstrated notable improvement from 21.4% to 41.2%, while Hispanic/Latino students showed a slight decline to 50.0%.

Mathematics Academic Achievement:

Mathematics performance has declined to 35.1% proficiency (Level 2), continuing a three-year downward trend (46.6% → 40.3% → 35.1%). Though still above the state average of 33%, this decline warrants attention. Students with disabilities showed notable improvement from 7.7% to 18.2%, achieving a Level 2 rating. Multi-racial students more than doubled their proficiency to 17.6%. However, White students declined from 46.8% to 38.2%, and Hispanic/Latino students decreased to 27.8%. Students experiencing poverty showed slight improvement to 24.4%.

Regular Attenders:

Village school overall regular attendance rate of 61.6% (Level 2) falls below the state average of 66%. The data reveals significant disparities among student groups. Multi-racial students showed

the strongest attendance at 71.4%, improving from 54.5%. White students maintained 63% regular attendance, while Hispanic/Latino students attended at 55%. Most concerning is the 50% regular attendance rate for students experiencing poverty and 41% for students with disabilities. These attendance patterns likely impact academic achievement and require immediate attention.

Assessment Participation:

The school did not meet the 94.5% participation target for any student group in either ELA or mathematics. However, participation rates have improved across most groups, with 2023-24 showing the highest participation of the past three years. Overall participation increased to 92.5% for ELA and 91.9% for mathematics, approaching but not reaching the target. Students experiencing poverty achieved 95.6% participation, meeting the target for both assessments.

Science Achievement:

Science proficiency stands at 34%, representing a substantial 37% decrease from the previous year but remaining above the state average of 29%. Detailed student group data for science was not provided in the accountability report.

Students with Disabilities Performance Analysis:

Village School students with disabilities (8% of total enrollment) have demonstrated encouraging progress across multiple indicators this year, though challenges remain. In English Language Arts, this group showed a remarkable improvement pattern over three years, moving from 6.7% to 15.4% to 27.3% proficiency. This consistent upward trajectory suggests intervention strategies are having a positive impact. Mathematics achievement similarly improved, reaching 18.2% proficiency from 7.7% the previous year, earning a Level 2 rating - an advancement from last year. This improvement is particularly noteworthy as it occurred during a period when overall school mathematics performance declined.

However, attendance data reveals ongoing challenges, with only 41% of students with disabilities attending regularly. This attendance rate significantly trails behind the school-wide average of 61.6% and may be limiting the full potential of our academic interventions. The gap between improved academic performance and low attendance rates presents an interesting paradox that warrants further investigation. Additionally, while assessment participation improved to 90.9% this year (up from 61.5%), it still falls short of the 94.5% target. This improved participation rate does strengthen our confidence in the validity of the achievement gains we're seeing.

The achievement gap between students with disabilities and the general population remains substantial (27.3% vs. 55.4% in ELA, 18.2% vs. 35.1% in mathematics), but the accelerated rate of improvement suggests our special education programs are moving in the right direction. If the current growth rate continues, Village School could see this gap narrow significantly in the coming years.

Oregon Department of Education (ODE) At-A Glance Profile

The At-A-Glance School Profiles were designed by and for parents and community members to be an understandable and easy to read overview of how schools and districts serve their students. All data is based on the 2023-24 school year unless otherwise noted. Exceptions include the

On-Time Graduation, Five-Year Completion, College Going, Teacher Retention, Same Principal, and Per Pupil Expenditure data elements. The summary below reflects information gleaned from this report for specified indicators for the 2023-24 school year along with 4J district information gathered this fall for other indicators, as also specified.

- **Demographics** – This year’s At-A-Glance report card continues to show a less diverse population than the district as a whole at Village (74% white versus 66% for the district). 95% of Village School teachers identify as white.
- **Students with Disabilities** – At 8% the special education population is lower than that of the district which is at 14%.
- **Vaccinations**– Only 48% of Village School students had required childhood vaccines.
- **Students Experiencing Poverty** - 28% of Village School students are recognized as students experiencing poverty. A new ODE definition shifts this group from “economically disadvantaged” to “students experiencing poverty.” This group includes students that meet any of the following: receiving SNAP/TANF benefits, in foster care, identified as McKinney-Vento, or receiving migrant ed services.

4. Site Visits

In order to more accurately represent the charter schools in their annual review site visits were moved to the fall of the current year. For this year there are two official site visits for each of our character schools; one in May and one in November. The purpose of these visits is to examine a comprehensive set of questions regarding curriculum and instruction, planning, enrollment, and governance and organization.

On May 6, 2024, the 4J Charter School Review Team conducted an official site visit to Village School. Members of the Village team included Andy Peara (Executive Director), Kathryn Young (SpEd teacher), Alison Cantril (Title I Co-coordinator), Roz Romatz (Co-principal and teacher) and Shannon Powell (Co-principal & teacher). 4J Charter School Review Team members present at the meeting included Morgan Munro (School Board member), Bob Blyth (Associate Director Financial Services), Oscar Loureiro (Director of Research), Tom Horn (Special Education Administrator) and Casandra Kamens (Curriculum Administrator/Charter School Liaison).

On November 25, 2024, the 4J Charter School Review Team conducted a second official site visit to Village School. Members of the Village team included Andy Peara (Executive Director), Alison Cantril (Title I Co-coordinator), Roz Romatz (Co-principal and teacher) and Shannon Powell (Co-principal & teacher). 4J Charter School Review Team members present at the meeting included Kat Lange (Assistant Superintendent of Youth and Family Services), Bob Blyth (Associate Director Financial Services), Oscar Loureiro (Director of Research), and Casandra Kamens (Curriculum Administrator/Charter School Liaison).

The following sections highlight the report from the site visits.

Progress on School Improvement Plan

The School Improvement Plan focuses on grades 3-8, with particular attention to literacy development and behavioral support. The school maintains its intentional approach to early education, emphasizing physical activity and hands-on learning before transitioning to more traditional academic approaches. They've utilized Student Investment Account (SIA) funds to support counseling, reading assistance, and afterschool programs, while also focusing on DEI, PBIS, and sensory integration initiatives.

Curriculum & Instruction; Academic Initiatives and Educator Effectiveness

Training

The school has implemented several key initiatives focused on student support and teacher development. They established a Campus Climate Team to address work avoidance behaviors and develop non-punitive responses to student needs. The school introduced small group reading instruction across grades, with particular attention to literacy in grades 1-3. They've adopted specific programs including Heggerty for phonemic awareness and Road Map to Literacy, which combines Waldorf teaching methods with phonics instruction. Professional development has emphasized behavior protocols to avoid bias, with notable presentations from specialists including Leticia Garcia on neurodiversity and Iesha Elliot on race equity. The school has integrated movement-based learning through SPARK training and Waldorf SpEd systems, allowing teachers to incorporate active breaks that count toward PE requirements. By November, they had expanded their focus on democratic education models and shifted away from authoritarian approaches, implementing a more compassionate approach that encourages students to identify and express their needs.

Financial Status

The school's financial position has strengthened throughout the year. Initially breaking even, they received additional support through an early literacy grant and increased title funding. They've maintained their small groups program with seven staff members supporting early literacy, math, and tiered interventions. A significant change occurred on January 1, 2024, when they terminated services with their partner organization to handle employment directly through the school. This shift included higher PERS allocations. The school aims to maintain an 8-10% surplus for negotiations. They've also benefited from the Community Eligibility Program for free and reduced meals, which has reduced their fundraising needs.

Current Enrollment & Demographics

The school maintains consistent enrollment around 224-225 students, just below their maximum capacity of 226. Demographics show approximately 72% white students and 16% Hispanic students, with about 25% of students identified as non-white (including those marked as mixed race). They've noticed gender imbalances in some grade levels. While their waitlist has shortened compared to previous years, they've successfully maintained full enrollment, including the rare achievement of filling their 8th grade class.

Annual State Assessments

The spring 2024 assessment period showed improved participation with fewer opt-outs compared to previous years. The school faced some technical challenges during testing due to statewide internet issues. By November, the data revealed stronger performance in upper grades,

with 7th and 8th grades ranking among the top four across the district. Lower grades showed different patterns, partly due to the school's philosophy of limiting computer use until 6th grade, which affects students' familiarity with the testing format. EasyCBM testing has shown positive results, with students meeting winter goals early.

Supports for Special Populations

The school provides comprehensive support services while facing some staffing challenges, with their special education teacher at 0.5 FTE. They maintain a strong Title program and effective processes for identifying students who may need IEP evaluations. Scheduling supports presents ongoing challenges due to their single-class-per-grade structure, requiring careful coordination of 17-19 different subject areas. By November, they had successfully integrated a new special education professional, Laura Griffin, who splits time with Twin Rivers Charter School.

Parent and Community Relations

The school maintains strong community engagement through various events and activities. Key events include the Heart of the Village celebration, math night, walk-a-thon, Dia de los Muertos celebration, winter concert, and May Day celebration. While parent council evening events have seen lower attendance than desired (7-10 participants), overall volunteer participation remains strong. By November, they were preparing for their 25th anniversary celebration, including plans for a new mural.

Governance & Organization

The school maintains a dual leadership model combining an executive director with principal leadership. They emphasize stakeholder involvement, particularly ensuring staff participation in decision-making processes. The structure has remained consistent throughout 2024, though they are exploring new leadership models to better reflect their collaborative approach.

Board Membership

The board has remained stable with high-functioning members who bring valuable non-profit experience. Many members are parents of current or former students, including one original founding member. The board has maintained continuity through 2024, with only minor changes in parent council representation. They are currently exploring new leadership models that better align with their collaborative structure.

Contractual and Legal Requirements

The school has focused on facilities improvements and security enhancements. They've implemented "I Love You Guys" training and sought to improve physical security through additional gates and fencing. Major projects include HVAC upgrades, electrical improvements, solar installation, playground equipment updates, and a small turf field installation. By November, many of these projects were nearing completion.

Successes

The school has achieved several notable successes: developing effective protocols for handling disruptions, strengthening school culture post-COVID, completing the courtyard project, maintaining strong student attendance, meeting EasyCBM goals ahead of schedule, and retaining staff effectively. They've successfully reestablished their regular event schedule and maintained a

strong sense of community, with practices like parents dropping off children at classroom doors supporting their mission.

Challenges

Key challenges include special education staffing needs, managing students with anxiety and behavioral needs, and adapting to changing student psychology. The school faces ongoing challenges in supporting teachers and students with specific behavioral and emotional needs. They've noted a shift in mass psychology of children and are working to adjust adult responses accordingly. Additionally, they've experienced some difficulties in maintaining robust candidate pools for open positions.

5. Financial Review

AUDITED FINANCIAL STATEMENTS

The District has received the 2023-24 Final audit for the Village School. Review of this document has shown no material concerns with the financial condition of this school as an ongoing entity as outlined below.

The completed audit was received by the District was for the year ending June 30, 2024. The District also receives and reviews the financial state of the Village School on a quarterly basis throughout the year. District's financial review of the Village School's (Charter) audited financial statements for the year ended June 30, 2024, consisted of reviewing financial operations to ensure consistency with the Village School's educational mission, and reviewing net position to ensure the school's solvency and ability to sustain operations in the future. The Village School's 2023-24 financial statements have been audited by an independent auditor, who issued an unmodified opinion on the Charter's statements and did not identify any material weaknesses in the financial operations of the school.

Discussion

Village School financial operations continue to be stable and fiscally sustainable. Net position increased from \$355,084 in 2022-23 to \$1,266,078 in 2023-24. The increase in net position of \$910,994 for the 2023-24 fiscal year is the result of revenues of \$3,251,811 and expenses of \$2,340,817. (The net change in position before reflection of GASB 68, 75, and 87 deferred retirements and lease related adjustments was \$872,541).

The Statement of Activities reflects expenses decreasing to \$2,340,817 (\$455,334 or 16.28% from the prior year). Revenue increased 13.83% to \$3,251,811 in 2023-24.

The Village School financial statements are presented in accordance with Government Accounting Standards Board (GASB) Statements 68 and 71 related to employee pensions.

School operations are primarily supported by State School Fund revenue (SSF) at \$1,896,772, Local option levy (\$266,244) and grant funds.

Notes to the financial statements indicate the Charter leases their school property (located at 3411 Willamette Street, Eugene, Oregon) from the Village School Foundation (VSF). The most recent lease agreement was for a term of 53 months beginning on 07/01/2021. The initial lease liability was recorded as \$289,472 and as of 06/30/2024 was \$98,821 with a lease interest rate of 4.25%

The School entered into a 36-month lease as a Lessor with Kutsinhira Cultural Arts Center (tenant). A lease receivable was recorded in the amount of \$31,213. As of 06/30/2024, the value of the lease receivable is \$0. The lessee is required to make monthly payments of \$925. The lease has an interest rate of 4.25%. The value of the deferred inflow of resources as of 6/30/2024 was \$0 and the School recognized lease revenue of \$10,405 during the fiscal year.

Based on this limited review, District staff did not identify any concerns regarding operational consistency with the Village School’s educational mission. The Village School appears to be properly positioned to sustain financial operations into the future and continue to serve students.

ENROLLMENT

As of October 1, 2023, The Village School enrolled 225 students in grades K-8, two students more than were enrolled as of October 1, 2022.

The Oregon Department of Education reported The Village School’s resident average daily membership (ADM_r) for 2023-24 to be 222.71, up 0.29 students from the prior year. The Village School expects ADM_r to continue to be stable moving forward.

Total ADM_r compared to previous years’ student counts as follows:

<u>2023-24</u>	<u>222.7</u>
<u>2022-23</u>	<u>222.4</u>
<u>2021-22</u>	<u>223.9</u>
<u>2020-21</u>	<u>224.7</u>
<u>2019-20</u>	<u>218.7</u>
<u>2018-19</u>	<u>220.9</u>
<u>2017-18</u>	<u>223.7</u>
<u>2016-17</u>	<u>211.9</u>
<u>2015-16</u>	<u>215.3</u>
<u>2014-15</u>	<u>206.0</u>

6. Other Contractual Agreements

Village School complied with all provisions of its charter contract by the end of the 2023-24 school year. Staff demonstrated completion of state reporting requirements in a timely manner. Specific areas of compliance include the following:

- Maintained adequate levels of insurance coverage for property, business interruption, extra expense, liability and workers compensation, as required in the Contract;
- Contributed to PERS on behalf of its employees;
- Maintained its 501(c)(3) status;
- Complied with all financial and student reporting requirements;
- Maintained at least 50% licensed administrative and teaching staff; and
- Complied with all other applicable federal and state laws.

7. Overall Findings

- Academic Performance
 - ELA proficiency at 55.4% (Level 3), above state average (43%) but showing downward trend
 - Math proficiency declined to 35.1% (Level 2), slightly above state average (33%)
 - Science proficiency at 34%, above state average (29%) but decreased 37% from previous year
 - Students with disabilities showed significant improvements:
 - ELA: Increased from 6.7% to 27.3% over three years
 - Math: Improved from 7.7% to 18.2%
- Demographics and Enrollment
 - Maintains stable enrollment of 224-225 students (near capacity of 226)
 - Less diverse than district (74% white vs district's 66%)
 - 28% students experiencing poverty
 - 8% students with disabilities (below district's 14%)
 - Only 48% vaccination rate
- Attendance and Participation
 - 61.6% regular attendance rate (Level 2), below state average of 66%
 - Did not meet 94.5% assessment participation target, though improved to ~92%
 - Significant attendance disparities among student groups

Commendations:

1. Leadership and Organization
 - Successful implementation of innovative co-principal leadership model
 - Strong community engagement through various events
 - Stable and experienced board membership
 - Effective staff retention
2. Program Improvements
 - Successful implementation of reading support programs
 - Strong performance in upper grades (7th and 8th among top 4 in district)
 - Effective integration of arts and sustainable practices
 - Comprehensive DEI initiatives and professional development
3. Continued Facility Improvements including a courtyard upgrade and HVAC system improvement.

Recommendations:

- Strengthen Academic Performance: Focus on reversing the decline in math and ELA scores, particularly in lower grades, while maintaining the successful growth in special education programs. Address the technology familiarity gap affecting standardized testing performance.
- Improve Student Engagement: Develop targeted strategies to increase both regular attendance (currently at 61.6%) and assessment participation rates (currently at ~92%) to meet state targets, with particular focus on vulnerable student populations.

Recommended Action

 X Continuation of contract, with an expectation of continued progress on the School Improvement Plan

 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: [Village SIP 2023-24 reflection, 2324 Profile 3329, 2324 DetailSheet 3329, Data Appendix=Village](#)

The Village School
A Review of the 2023-24
School Improvement Plan and
Goals for the 2024-25 School Year

The Village School
3411 Willamette Street

Eugene, Oregon 97405
541-345-7285

<https://eugenevillageschool.org>

**The Village School
K-8 Public Charter School
Report on 2023-24 School Improvement Plan**

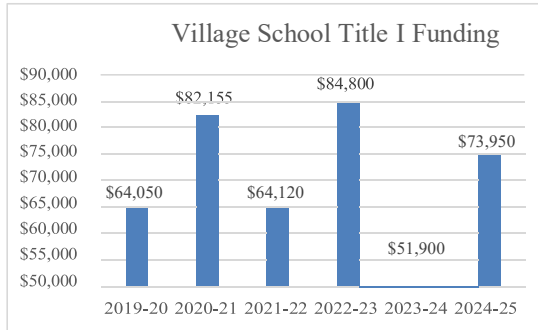
The Village School is a K-8 public charter school currently in its 25th year of operation. The school's pedagogy is built upon the principles of Rudolf Steiner and the theory of multiple intelligences as described by Howard Gardner. The school emphasizes arts-integration across the curriculum and promotes sustainable environmental practices, social justice, and personal wellness.

The school serves a diverse population of 226 children in grades K – 8 and offers advantages such as:

- Small class sizes with full enrollment (K =18; 1 & 2 = 23 each; 3, 4 & 5 = 26; 6, 7 & 8 = 28 each)
- The looping of students with the same teacher in grades 1-3, 4-5, and 7-8.
- Stable and experienced teaching staff
- Rigorous academic performance standards for students
- Use of IIPM (Instructional Intervention/Progress Monitoring) to support student learning
- Ongoing work on implementing PBIS and Sensory Integration
- Highly skilled Title I staff that assist and guide student academic interventions
- Integration of Oregon Curriculum Standards and the pedagogy of Rudolf Steiner
- Instruction in the visual arts, instrumental and vocal music, handwork, movement (physical education) and Spanish
- Theater and class plays are produced by each grade level throughout the school year
- High degree of parental involvement and a strong sense of school community
- Commitment to ecologically sound practices. Awarded status of Premier Green School.
- Excellent ties to community groups and business partners
- Provide wholesome hot lunches and breakfast via an on-site staff and scratch kitchen
- On-site school garden tied to the classroom curriculum and the school's scratch kitchen
- Effective use of professional development days and teacher common planning time
- Use of participatory decision-making process by faculty and staff
- Commitment to promoting diversity, equity and belonging through board, staff, and parent based committee work and professional development with staff
- Prudent management of limited financial resources
- Strong, positive relationship with the Eugene 4J School District

Demographics

As of December 2023, 42% of The Village School students qualified for the Free/Reduced Lunch program, making the school eligible for Title I funding. We received approval for school-wide Title I status in 2005. As with other District schools, Title I funding was reduced significantly from roughly \$90,000 in 2011-12 to \$54,500 in 2018-19, but has since fluctuated as follows:



During periods of reduced funding we have drawn upon general or special grant funds to employ a part-time Title I Coordinator and four part-time Title I Instructional Assistants who serve the needs of academically at-risk students in grades 1-5; we also have two Title I tutors specializing in reading support for grades 1-3. There is also a part time math tutor for students in grades 6-8.

Conversations with 4J SpEd and Title administration have given acceptance of a new way of distributing funds to Title eligible schools. Since all of 4J and Village are enrolled with Community Eligibility Provision, and income applications are no longer supposed to be collected, distribution can be based on the % of population eligible for either Food Stamps or Medicaid. This is the underlying basis used to determine CEP eligibility. Ideally this will lead to a more predictable level of funding in the coming years.

Of students reported to ODE in Sept 2022, 72% are White, 10% are multi-racial, 16% are Hispanic, 0.5% are Asian/Pacific Islander, 0.5% are African American and 1% are Native American. The current gender breakdown is 54% female, 45% male and 1% nonbinary. There are currently 12 students who receive some form of Special Education instruction, and several others are being reviewed for qualification. In June of 2024, all 28 of our 8th grade students participated in commencement ceremonies. They have gone on to local comprehensive and public charter high schools. The 28 students matriculated to the following schools: South Eugene 19; Churchill 5; North Eugene 1, NCS 1, Willamina 1 (near Salem), Out of State 1.

Administrative Staff

Shannon Powell and Roz Romatz serve as co-principals. Shannon and Roz are sharing the principal job and the role of teacher for the sixth grade. They each divide their day between teaching and administrative duties, Shannon doing the administrative role in the morning and sixth grade in the afternoon, Roz doing sixth grade in the morning and administrative role in the afternoon. This arrangement has worked very well for a number of reasons. First and foremost, with two people dividing and tracking the myriad tasks an administrator does, more work gets done. Second, Shannon and Roz have each other to bounce ideas off of, which is an unquestionable advantage in this job. Third, the sixth grade gets two teachers, teaching their preferred subjects, which allows for more focus and greater depth in teaching. Shannon and Roz have worked at the Village School collectively for over thirty nine years, both as teachers and in high level leadership roles.

The executive director is Andy Peara and has served in that position since 2010. Andy also helped to establish the school during its founding period and first two years of operations. The school principal(s) and the executive director share administrative responsibilities for personnel, policy development, and public relations. The principal is responsible for the curriculum, instruction, and student oversight. The executive director oversees finances, fundraising, facilities, procurement and information technology. The school is in compliance with the requirements for percentage of licensed staff under charter school law.

Teachers and Staff

Seven of the school's eleven main classroom teachers are licensed through TSPC. The other four main classroom teachers, all highly experienced and trained, are Waldorf certified and have a charter registration with TSPC. For the 2024-25 school year we hired a new 1st grade teacher with 14 years of experience teaching elementary grades and art, a long-term substitute (Sept to Oct) for one of our 5th grade teachers to support a staff member on medical leave, a Title I assistant for math and reading, and a reading instructional assistant. We have another 35 staff, most of whom are part-time. This includes specialty teachers for choir, guitar, marimba, PE/movement, Spanish, and handwork; all are either licensed or registered with TSPC. There are also Title I and food service staff and a facility maintenance person.

Teacher and Staff Evaluation and Support

Our new teachers have been set up with experienced mentors and regular check-ins from the principals. This year the focus is the same as last year, student engagement, belonging, and support for students with neuro divergence. Shannon and Roz wanted to give teachers an opportunity to capitalize on gains made last year. Teachers will set their own goals and give feedback/requests on preferred professional development. The principals will continue to bring speakers and professional development that addresses topics like neurodiversity and personal bias to sharpen the focus of our staff goals. Principals will also provide articles, books, and other resources to support teachers as they enhance their understanding and importance of engaging all students. Student engagement increases achievement, connection, and an overall joy of learning. A strong sense of belonging can lead to increased engagement, healthy relationships, and overall school safety.

HOW WE MEASURE SUCCESS

Our mission is to educate the whole child, head, heart and hand, using holistic, arts-integrated methods informed by studies in child development. Our overarching goals are for students to master curriculum standards, develop practical and artistic capacities, establish a deep reverence for the natural world, and use higher order thinking skills with initiative and compassion to be productive citizens in a rapidly changing world.

The Village School measures success by the growth of academic, creative and social-emotional skills, measured by formal and informal reports on student progress.

- Use parent surveys to receive feedback from the school community.
- Perform progress monitoring of academic skills using formative and summative assessments via EasyCBM, Bridges or Savvas Math, teacher created assessment, and portfolio (main lesson

book) review.

- Collect anecdotal narratives from the teachers on individual student progress.

Academic Progress Monitoring

Historically we have reported Spring EasyCBM and OSAS scores. Prior to SBAC testing, the OSAS tests allowed us to gauge overall results for our school via summative data from a standardized test. The EasyCBM helped us monitor efforts to students receiving Title I or SPED services. From 2015-2018 there were significant parents' protests to participate in SBAC, but this has abated significantly. For 2024, participation in the math and ELA tests exceeds the average in the 4J School District. Because the statutes allowed parents to opt their students out of participation in SBAC, we developed a new set of goals for Spring EasyCBM. Since 2018-19, we have used the results of EasyCBM to gauge overall progress. (Note: Historically 2nd grade scores are low due to the school's pedagogical principles and de-emphasis on traditional reading instruction in grades K-1). Using the new criteria based predominantly on the results of EasyCBM we will demonstrate our school's capacity to help students excel beyond the State average.

READING

EasyCBM Goal: We will improve the reading skills of all students in all grades. By Spring as measured by EasyCBM we have specific goals for each grade level for students:

- For 2nd grade: percentage of students in EasyCBM "low risk category" for reading comprehension and fluency (above the 30th percentile in both categories). Our goal is that at least 50% of 2nd grade students will exceed this threshold by the Spring test.

- For 3rd – 8th grade: percentage of students scoring at or above the 50th percentile in EasyCBM reading comprehension test. Our goal is that at least 50% of 3rd grade, and 60% of students in grades 4-8 will exceed this threshold by the Spring test.

Spring [2016-19 & 2021-23] and Winter 2020 District EasyCBM Assessment

The data listed below shows percentage of students meeting or exceeding targeted threshold:

Grade	2016	2017	2018	2019	2020*	2021	2022	2023	2024
2	50%	45%	32%	26%	44%	36%	52%	48%	57%
3	63%	75%	65%	35%	50%	62%	77%	77%	80%
4	88%	77%	77%	77%	54%	73%	84%	64%	73%
5	54%	50%	58%	69%	58%	58%	73%	88%	73%
6	54%	38%	65%	61%	71%	71%	71%	71%	86%
7	46%	58%	50%	43%	65%	75%	82%	81%	65%
8	68%	50%	62%	57%	72%	86%	96%	85%	79%

Data collected includes results from the Spring of 2016 through 2024 except that 2020 results are from the winter. Reviewing the data along the diagonals, (longitudinal view), shows that few of the classes,

progressed towards the goals. The data shows that all grades exceeded the goal. It is important to note that the testing percentiles for the 5th grade test have a very large jump from the 47th percentile with 14 correct answers to the 61st percentile with 15 correct answers. As a result, we accepted the 47th percentile as the threshold for meeting our standard. For comparison, 71.4% of this same cohort met our Fall 2024 reading standard.

Since 2021, we have employed two reading tutors in addition to our existing Title I staff to address “learning loss” priorities as per the ESSER III grant and have kept their position staffed ever since. The additional staffing have allowed us to run daily small reading groups for all students in grades 1-3.

State OAKS Assessment now SBAC*:

Percentages show students who Met/Exceeded the standard in Reading.

	Pre-SBAC						SBAC							
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2022	2023	2024
Grade	%	%	%	%	%	%	%	%	%	%	%	%	%	%
3	100	100	74	71	63	63	23.5	52.6	66.7	57.1	30.4	54.5	15.4	46.2
4	91	100	100	84	81	81	25.0	41.7	38.1	60.0	62.5	70.8	48.0	38.5
5	96	85	92	88	62	52	54.5	57.1	80.0	60.0	89.5	70.8	72.0	40.0
6	71	91	88	92	80	65	4.8	71.4	37.5	76.2	57.1	36.0	59.1	60.0
7	83	88	88	69	92	88	4.3	70.0	66.7	57.1	72.7	87.5	>95.0	68.0
8	83	82	83	70	89	76	12.5	35.3	52.6	73.3	78.3	91.3	91.3	90.5

As mentioned, the higher participation rates (91.7%) on the OSAS tests improve the overall credibility of the test. All grades except 4th and 5th grade scored higher than state and district averages. As discussed with district staff, The Village School encourages participation in the OSAS tests.

The 2024-25 School Improvement Plan calls for a continuation of our comprehensive literacy program as well as sustained silent reading, and small reading groups for grades 1-3. In addition, students participate in “reading buddies,” (for example, 8th graders reading with first graders). Our library continues to support student interest in reading, is open for classes 15 hours a week, and has made major SIA and Oregon State Library grant investments in new books aimed at reaching a broad diversity of students. We continue to participate in OBOB (Oregon Battle of the Books), and utilize this space for after school team practice as well.

MATH

EasyCBM Goal: We will improve numeracy skills and the understanding of mathematical concepts for all students in all grades. By Spring as measured by EasyCBM we have specific goals for each grade level for students:

- For 2nd grade: percentage of students in EasyCBM “low risk category” for math (above the 30st

percentile). Our goal is that at least 50% of 2nd grade students will exceed this threshold by the Spring test.

- For 3rd – 8th grade: percentage of students scoring at or above the 50th percentile in EasyCBM math test. Our goal is that at least 50% of 3rd grade, and 60% of students in grades 4-8 will exceed this threshold by the Spring test.

Spring [2016-19 & 2021-23] and Winter 2020 District EasyCBM Assessment

The data listed below shows percentage of students meeting or exceeding targeted threshold:

Grade	2016	2017	2018	2019	2020	2021	2022	2023	2024
2	41%	50%	35%	30%	77%	45%	50%	74%	65%
3	33%	63%	42%	8%	31%	50%	46%	50%	42%
4	50%	42%	65%	46%	23%	50%	80%	50%	54%
5	73%	58%	52%	54%	46%	58%	42%	65%	42%
6	60%	65%	70%	54%	86%	61%	50%	36%	68%
7	58%	54%	68%	57%	63%	79%	79%	81%	58%
8	60%	41%	65%	57%	77%	50%	80%	88%	64%

Data collected includes Spring results from 2016 through 2024, with the exception that 2020 results were recorded in the Winter. The data shows that grades 2, 4, 6, & 8 met or exceeded the goal. Longitudinal growth is apparent only for grades 4, 6, and 7. Partly in response to the needs for greater support in the younger grades, we adopted the Bridges math curriculum for grades 1 through 5 in August, 2019. Teachers embraced the activities-oriented, common-core related curriculum, with a coordinated scope and sequence. To advance the teachers skills in using the Bridges curriculum we hired a consultant to provide coaching.

State OAKS Assessment (now SBAC*): Table shows students who met or exceeded the math standard.

Grade	Pre-SBAC						SBAC								
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2022	2023	2024	
3	88	88	65	79	67	67	21.0	36.8	50.0	73.7	28.6	33.3	20.0	30.8	
4	87	96	77	60	65	65	16.0	57.9	57.1	60.0	58.3	58.3	29.2	30.8	
5	87	88	69	56	58	40	60.0	66.7	75.0	55.0	57.9	38.1	44.0	20.0	
6	62	76	60	64	40	54	18.0	57.1	47.1	68.4	46.2	25.0	17.4	52.0	
7	82	86	60	69	68	80	N/A	44.4	75.0	69.2	72.7	79.2	73.7	37.5	
8	96	91	73	60	73	76	N/A	33.3	47.4	73.3	60.9	73.9	82.6	47.6	

Participation rates in the OSAS Math (91.3%) shows improvement over 2023 (88.0%). The percent of students meeting or exceeding standards for grades 6, 7 and 8 was higher than both the state and district averages. Test scores for grades 3, 4 and 5 were below both state and district averages. Village School has been working with a rigorous math curriculum for grades 3-8 that is aligned to the Common Core, with some exceptions as to timing of content to align with Waldorf principles.

Comparing Results of EasyCBM and State OAKS Test

When comparing the EasyCBM results to the OAKS tests, we can see that the middle school is doing relatively well on both of these tests. Computer use is a distinguishing factor between the elementary school and middle school. The middle school uses computers on a regular basis for math and language arts related programming. The Saavas math program has questions that are not unlike the questions in the OAKS tests. In contrast, grades K-5 have limited exposure to computers, except for these tests and some keyboard work for 5th grade. The decision to limit younger children's exposure to screen-simulated media is mission driven.

Total Population (All Students)

		Village Particip.	Village 3 & 4 Score	State Particip.	State 3 & 4 Score	District Particip.	District 3 & 4 Score
Mathematics	Grade 3	100.0	30.8	93.5	39.9	89.3	42.0
Mathematics	Grade 4	100.0	30.8	93.3	37.7	92.5	39.9
Mathematics	Grade 5	96.2	20.0	93.5	31.4	90.6	39.8
Mathematics	Grade 6	89.3	52.0	91.6	28.4	81.4	31.0
Mathematics	Grade 7	92.3	37.5	89.8	30.5	72.3	32.8
Mathematics	Grade 8	75.0	47.6	87.0	26.4	70.0	33.7
English Language Arts	Grade 3	100.0	46.2	93.9	39.0	88.8	45.7
English Language Arts	Grade 4	100.0	38.5	93.6	41.9	92.6	46.7
English Language Arts	Grade 5	96.2	40.0	93.6	46.9	90.4	55.7
English Language Arts	Grade 6	89.3	60.0	91.9	40.7	80.7	48.0
English Language Arts	Grade 7	96.2	68.0	90.6	43.2	72.6	47.7
English Language Arts	Grade 8	75.0	90.5	88.1	40.6	70.4	47.9
Science	Grade 5	96.2	24.0	94.6	30.6	92.5	38.6
Science	Grade 8	85.7	41.7	90.4	25.9	83.6	30.4

Highest of 3 comparison Groups

Middle of 3 comparison Groups

Lowest of 3 Comparison Groups

Another set of factors we are seeing with our younger students, especially grades 4 and 5, was a very high incidence of neurodivergence and a pronounced lack of tolerance for the longer OAKS test or even

the Easy CBM Math test. So, while 4th and 5th grade met our standard for Easy CBM reading, their OAKS Reading test results were lower than might be expected. Another potential factor for the 5th grade results is that the teacher was in her second year of service. Regardless, we continue to devote significant Title I and behavior assistance to support the students in these classes.

ATTENDANCE

Examining attendance data is another way to indicate student engagement.

For 2023-24 our attendance rate was 90.9%. We have a few students who show high levels of non-attendance and we are working with families directly to find out why the students are missing so many days and, as well, to troubleshoot solutions to the issue to increase attendance for these students.

PARENT INVOLVEMENT

Parent involvement has always been a cornerstone to the success of The Village School. We require 40 hours of volunteering per family per year. We have many parents who greatly enjoy volunteering for our events, in classrooms, and in our kitchen. These events were very well attended, with a lot of families volunteering to make them happen. Our events for 2024-25 are as follows:

Sept 18 & 25	Back to School Nights with individual classroom meetings
Oct 10	Community Service walk-a-thon (student event)
Oct 22	Title sponsored STEAM day
Oct 29	Halloween Hike (student event)
Oct 31-Nov 1	Parent/Teacher Conferences
Nov 6	Dia de los Muertos (family event)
Dec 12	Winter Concert
Feb 4	Parent/Teacher Conferences K-5
Feb 21	Grandparents and Grandfriends Day
Feb 22	Heart of the Village - a Parent Council fundraiser fair
Mar 13	Title I sponsored Author's Night for grades 1-5 and families
May 1	May Day Celebration (student event)
TBD	Spring Concert

GOALS FOR 2024-2025

The Village School has a number of school-wide initiatives that are currently in place and are built upon the work performed in previous years.

Diversity and Equitable Access for All Students: EE 2.3, DSC 1.1, FC 3.3, LDR 5.5

A Diversity, Equity, and Inclusion committee was originally formed in October of 2016. The current iteration takes these forms:

1. Our board regularly addresses the topic
2. An internal DEI committee composed of teachers and staff meet regularly
 - a. They are actively developing a scope and sequence of what and how social justice and

- anti-racist curriculum is taught in grades K-8, with the intent of having a complete living document to share with families and interested parties.
 - b. A subset of this work is the staff examining their own biases and how that is reflected in their work
 - c. The DEI committee is capitalizing on work done last year with facilitators from Transponder for a Gender 101 class, Ayisha Elliott who discussed intersectional bias, and Leticia Garcia Tiwari who addressed neurodiversity.
3. This year so far our professional development has been focused on engagement and building relationships with students in an effort to challenge bias and address differences of learning style. We worked with Nina Gallwey, who gave us tools and skills to help teachers and students regulate their autonomic nervous systems using sensory integration, and River Aaland from Ophelia's Place who worked with us on recognizing and challenging adultism in our community.
 4. Our Parent Council addresses the topic on specific dates during monthly meetings
 - a. The parents are surveyed and guest speakers are selected to present at certain monthly meetings followed by structured dialogue.

Positive Behavioral Interventions & Supports

The Campus Climate Team meets once per month to discuss protocol and interventions for behavioral issues. The CCT also creates school-wide rules and incentive programs. The CCT uses the PBIS model as their overarching guide. This model creates systems that support a positive, proactive approach to discipline in schools. The PBIS model encourages educators to reflect on personal biases that may influence disciplinary methods. This levels the playing field for all students, especially those who are historically underserved and disadvantaged. As well, it supports our goals for diversity and equitable access and creates a calm and safe school environment, where all students and educators deeply understand the behavior expectations and what to expect when they are not met.

Enhanced Focus on Student Achievement & Behavior Management *EE 2.3, DSC 1.1, TL 4.3, LDR 5.5*

We conduct monthly data team meetings for grades 1 through 5, with classroom teachers and our Title I staff. Data teams meet monthly from October to June. The Title I coordinator leads the meetings and teachers bring classroom assessments and student work to the meetings. In addition, EasyCBM scores are analyzed. Interventions are suggested and recorded and timelines are closely monitored. The principal also attends the data team meetings and invites the SpEd teacher and school psychologist as needed.

Since 2018, the Grade Level Student Support (GLS) team has been meeting to identify and provide support for students demonstrating a need in managing their behavior. Teachers in grades K-8 meet monthly. Classroom teachers, Title I staff, principals, and the school counselor participate in the meetings. The GLS meetings are also a time to speak confidentially about the families of our students. The meetings are used to identify students and families that may be experiencing difficulty in their home lives. We use the meetings to monitor students' health and well-being and select ideas and resources that teachers or support staff can use with the students and/or their families.

Additional Goals for 2024-2025

We intend to continue our work related to diversity, equity and inclusion; social and emotional skill development; professional development aligned specifically with a teacher's professional goals; and improving attendance. These initiatives translate into the following goals for the 2024-25 school year:

- **Educator Effectiveness EE 2.3** Professional development activities for all staff (administrators, counselor, teachers, and paraprofessionals) are aligned to ensure a continued growth in content knowledge as well as in effective instructional delivery.
- **District and School Climate and Culture DSC 1.1** The administrative team and staff work together to create a safe, respectful, culturally inclusive environment with consistent school rules and expectations.
- **Family and Community Involvement FC 3.3** The school's key documents (minimally, the school's improvement plan, parent involvement plan, Title I compact, and student/parent handbook) are annually reviewed for revision and disseminated to all families in the school and translated as needed. Extra attention will be given this year to engaging with students, building relationships and supporting families as we live and work through a third year of schooling affected by the pandemic.
- **Teaching and Learning TL 4.3** All instructional staff at the school is engaged in the analysis of student assessments that are aligned with standards. Progress monitoring is used consistently to track student progress and the use of interventions. An emphasis this year will be placed on reading intervention strategies in the primary grades and building teacher capacity in grades 1-5 in the adopted Bridges math curriculum.
- **Technical and Adaptive Leadership LDR 5.5** School leaders actively promote a shared vision for equity, cultural competence, and high expectations.

CONCLUSION

We have five broad goals we shall focus on this year in addition to maintaining a safe school.

- 1) Ensure the safety and welfare of the students and the staff.
- 2) Manage student engagement with the curriculum, their teachers and their peers.
- 3) Maintain responsive communication among the families, staff, all stakeholders, including our community partners in education, and especially our sponsor the 4j School District.
- 4) Provide effective interventions not only for academically at-risk students, but to help all students to access the curriculum and to accelerate their learning
- 5) Listen to our staff and our families so we can all support one another emotionally as we continue to provide an arts-integrated, standards based, equitable education for all.

Our goals are interrelated, and they are discussed under five different domains listed below.

Climate and Culture

A positive school climate is predicated on good communication, access to technology and Internet, as well as supporting teachers and staff in gaining the skills needed to deliver engaging curriculum during rapidly changing conditions. A strong emphasis on a social and emotional learning curriculum for students and staff is in place for this year. This will contribute to positive mental health, a sense of belonging, and a growth in self-management and agency.

We are placing our school culture under a spotlight. We will continue to focus on marginalized groupings with an emphasis on LGBTQIA+ populations, gender bias with regards to women, and neurodiversity. Our sensory integration trainings aim to support all students, but they have special relevance for those with neurodivergence. Equity will continue to be a criteria for evaluating and updating curriculum. We will continue to understand our school culture and expose areas needing repair and change. We are committed to aligning our actions to curriculum and teaching standards that foster respect and dignity for all people.

Student Health and Welfare

Complimentary to our deep work on climate and culture, we intend to use our work in the area of social and emotional learning to lead us into implementing Restorative Practices school-wide. We will continue our research and development on Restorative Practices. We will introduce critical tools to students and staff to embrace family diversity, prevent bias-based bullying, and create a LGBTQ and gender inclusive school, supportive of transgender, non-binary, and BIPOC students.

Academics

Accelerating learning for our students is critical. We have taken decisive action to improve the teaching of reading in the primary grades. Beginning in 2021 we hired two extra EAs to serve as additional reading instructors in grades 1-3. We have found an improvement in reading scores since then, and have continued to keep those positions filled. As mentioned in the testing section, we also continue to provided additional EA staff time to support behavior management as needed.

We will continue the goal of improving our intervention services with the use of our Data Team, Title I Support, SPED team, and the use of our Grade Level Student Support team.

Teacher and Staff Support

We will be taking guidance from the *Oregon Framework for Teacher and Administrator for Evaluation and Support*. Professional development for staff will be connected to identified professional needs of each individual when possible, and will also be aligned with the school wide goals presented in this School Improvement Plan.

Facilities

Facilities upgrade work continued at a lively pace. With support from the Village School Foundation,

- CIG Commercial upgraded the flooring in the remaining (10) classrooms due for an upgrade.
- Juanitos Landscaping re-sodded our playing field.
- Nest Egg Development installed a NetPlay 4-4 Spider Climber on our playground.
- Good-Life Electric and EWEB upgraded our power to allow for more heat pump installation. Nest Egg did the excavation work.
- Advanced Heat began work on installing heat pumps for the portion of the site that was still using gas boilers. Work is expected to be completed in mid November.
- Civil West Construction began work on upgrading the fencing and gates around campus. Work is expected to be completed in November.
- Advanced Energy Systems will begin installing 27KW of solar power on the roof of our cafeteria beginning in late October.

Final aspects of our courtyard upgrade happened over the summer of 2024 and will continue into January. This involves a 30' section of breezeway roof next to the cafeteria and completion of exterior lighting.

Conclusion

We will employ a variety of means to document progress on our goals and look forward to presenting evidence of our progress at forthcoming site visits and evaluative sessions with members of the charter school review team from 4J School District.



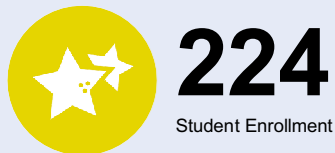
OREGON AT-A-GLANCE SCHOOL PROFILE

Village School

PRINCIPAL: Shannon Powell | GRADES: K-8 | 3411 Willamette St, Eugene 97405 | 541-345-7285

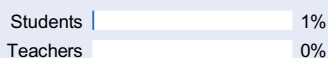


Students We Serve

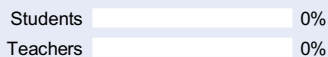


DEMOGRAPHICS

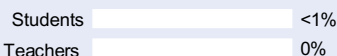
American Indian/Alaska Native



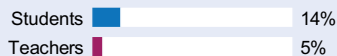
Asian



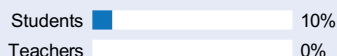
Black/African American



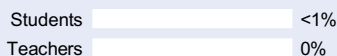
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



*

Ever English Learners



5

Languages Spoken

8%

Students with Disabilities

48%

Required Childhood Vaccinations

28%

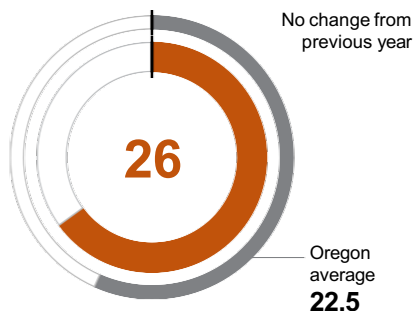
Students Experiencing Poverty

*<10 students or data unavailable

School Environment

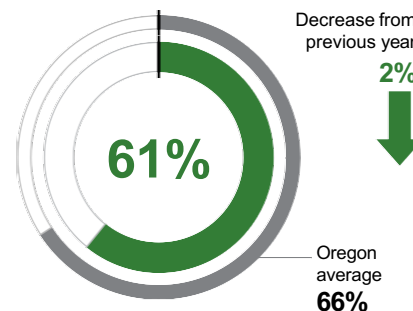
CLASS SIZE

Median class size.



REGULAR ATTENDERS

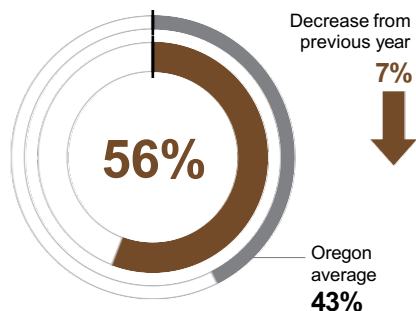
Students who attended more than 90% of their enrolled school days.



Academic Success

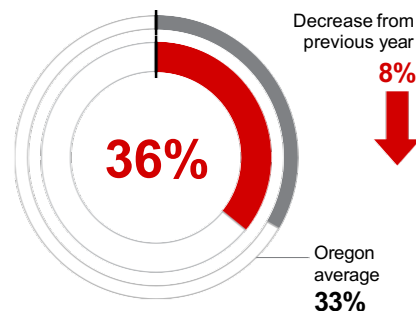
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



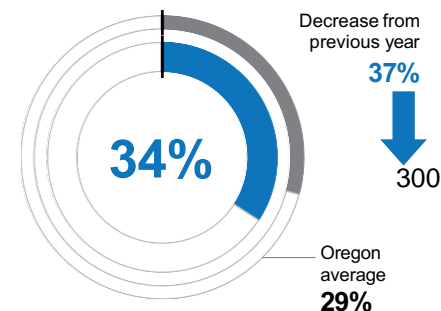
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

*Information was not submitted for this section.

State Goals

The Oregon Department of Education is collaborating with school districts and communities across the state to achieve a 90% on-time graduation rate by 2027. Grounded in the pillars of Academic Excellence, Belonging and Wellness, and Reimagined Accountability, ODE prioritizes evidence-based practices to boost early literacy, attendance, and student engagement. We are committed to closing opportunity and achievement gaps for marginalized students and securing long-term success for all of Oregon's learners by investing in culturally responsive practices, fostering inclusive environments and always driving for continuous improvement.

Safe & Welcoming Environment

*Information was not submitted for this section.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Village School



Outcomes

Our Staff (rounded FTE)



8
Teachers



5
Educational assistants



<1
Counselors/
Psychologists/
Social Workers



96%
Average teacher retention rate over the past three years



100%
% 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	55%
Multiracial	57%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	63%
Students Experiencing Poverty	50%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	41%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	63%
Male	59%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
%
54%
<10 students or data unavailable
<10 students or data unavailable
58%
46%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
30%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
59%
%
<10 students or data unavailable

MATHEMATICS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
28%
23%
<10 students or data unavailable
38%
24%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
20%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
37%
35%
<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

*Information was not submitted for this section.

EXTRACURRICULAR ACTIVITIES

*Information was not submitted for this section.

PARENT ENGAGEMENT

*Information was not submitted for this section.

COMMUNITY ENGAGEMENT

*Information was not submitted for this section. 301

2023-24 ESSA Accountability Details Report

Public Version - November 21, 2024

District: Eugene SD 4J

School: Village School

The Accountability Details Report displays the data for indicators used 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 six indicators for elementary and middle schools. For more information about the included indicators and their definitions and calculations, please refer to the [Accountability Details Policy and Technical Manual](#). Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 3	Level 3 ↓	Level 2 ↓	Level 2 ↓	Level 2	Not Rated
Students Experiencing Poverty	Not Identified	Level 2	Level 3	Level 2	Level 4	Level 1	
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Level 1	Not Rated	Level 2 ↑	Not Rated	Level 1	
Underserved Race/Ethnicity	Not Identified	Level 2 ↓	Not Rated	Level 2	Not Rated	Level 2	
American Indian/Alaska Native	Not Identified	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	
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Hispanic/Latino	Not Identified	Level 2 ↓	Not Rated	Level 2	Not Rated	Level 2	
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
White	Not Identified	Level 3	Level 3 ↓	Level 3	Level 2 ↓	Level 2	
Multi-racial	Not Identified	Level 2	Not Rated	Level 2 ↑	Not Rated	Level 2 ↑	

Suggested Level of Support: **Not Identified**

Year Identified: **Not Identified**

Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7) Received Title I Funds in 2023–24: **Yes**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experienced homelessness, or received migrant services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.
- The English Learner student group has different inclusion rules depending on the indicator.
- 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.

English Language Arts Academic Achievement Details

District: Eugene SD 4J

School: Village School

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	18

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 three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. ‘*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
All Students – Percent	64.9	58.4	55.4	59.7	Level 3
All Students – Adjusted Denominator	148	149	148	444	
Students Experiencing Poverty – Percent	34.3	35.0	46.3	38.8	Level 2
Students Experiencing Poverty – Adjusted Denominator	35	40	41	116	
English Learners – Percent	*	*	*	*	Not Rated
English Learners – Adjusted Denominator	*	*	*	*	
Students with Disabilities – Percent	6.7	15.4	27.3	16.2	Level 1
Students with Disabilities – Adjusted Denominator	15	13	11	37	
American Indian/Alaska Native – Percent	*	*	*	*	Not Rated
American Indian/Alaska Native – Adjusted Denominator	*	*	*	*	
Black/African American – Percent	*	*	*	*	Not Rated
Black/African American – Adjusted Denominator	*	*	*	*	
Hispanic/Latino – Percent	55.6	54.5	50.0	53.4	Level 2
Hispanic/Latino – Adjusted Denominator	18	22	18	58	
Native Hawaiian/Pacific Islander – Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander – Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity – Percent	60.0	52.0	50.0	53.7	Level 2
Underserved Race/Ethnicity – Adjusted Denominator	20	25	22	67	
Asian – Percent	*	*	*	*	Not Rated
Asian – Adjusted Denominator	*	*	*	*	
White – Percent	67.5 304	64.0	57.7	63.5	Level 3
White – Adjusted Denominator	114	111	111	334	

Multi-racial – Percent	46.7	21.4	41.2	38.6	Level 2
Multi-racial – Adjusted Denominator	15	14	17	44	

English Language Arts Average Gap Score Change Details

District: Eugene SD 4J

School: Village School

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

The English Language Arts (ELA) Average Gap 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Student Group	2018-19	2023-24	Change in Average	Level
All Students	31	12	-19	Level 3
All Students - Denominator	128	145		
Students Experiencing Poverty	1	-17	-18	Level 3
Students Experiencing Poverty - Denominator	21	41		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-65	-64	1	Not Rated
Students with Disabilities - Denominator	11	10		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	17	8	-9	Not Rated
Hispanic/Latino - Denominator	11	18		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	22	-9	-31	Not Rated
Underserved Race/Ethnicity - Denominator	13	22		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	32	19	-13	Level 3
White - Denominator	99	110		
Multi-racial	30	-7	-37	Not Rated
Multi-racial - Denominator	306 15	13		

English Language Arts Participation Details

District: Eugene SD 4J

School: Village 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. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2021-22	2022-23	2023-24	3-year Average	Status
All Students – Percent	89.3	88.6	92.5	90.1	Not Met
All Students – Denominator	159	158	160	477	
Students Experiencing Poverty – Percent	86.5	83.7	95.6	88.8	Not Met
Students Experiencing Poverty – Denominator	37	43	45	125	
English Learners – Percent	50.0	50.0	100.0	60.0	Not Rated
English Learners – Denominator	2	2	1	5	
Students with Disabilities – Percent	68.8	61.5	90.9	72.5	Not Met
Students with Disabilities – Denominator	16	13	11	40	
American Indian/Alaska Native – Percent	100.0	50.0	100.0	83.3	Not Rated
American Indian/Alaska Native – Denominator	2	2	2	6	
Black/African American – Percent	*	100.0	100.0	100.0	Not Rated
Black/African American – Denominator	*	1	1	2	
Hispanic/Latino – Percent	70.0	87.0	95.0	84.1	Not Met
Hispanic/Latino – Denominator	20	23	20	63	
Native Hawaiian/Pacific Islander – Percent	*	*	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander – Denominator	*	*	1	1	
Underserved Race/Ethnicity – Percent	72.7	84.6	95.8	84.7	Not Met
Underserved Race/Ethnicity – Denominator	22	26	24	72	
Asian – Percent	*	*	*	*	Not Rated
Asian – Denominator	*	*	*	*	
White – Percent	92.6	91.5	94.1	92.8	Not Met
White – Denominator	122	118	119	359	
Multi-racial – Percent	86.7	71.4	76.5	78.3	Not Met
Multi-racial – Denominator	15	14	17	46	

Mathematics Academic Achievement Details

District: Eugene SD 4J

School: Village School

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	8
Level 1	<8

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

three years of data and the three-year

average. Student groups are assigned a rating based on the three-year average. ‘*’ means data was hidden to protect student

confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
All Students – Percent	46.6	40.3	35.1	40.8	Level 2
All Students – Adjusted Denominator	148	149	148	444	
Students Experiencing Poverty – Percent	20.0	22.5	24.4	22.4	Level 2
Students Experiencing Poverty – Adjusted Denominator	35	40	41	116	
English Learners – Percent	*	*	*	*	Not Rated
English Learners – Adjusted Denominator	*	*	*	*	
Students with Disabilities – Percent	6.7	7.7	18.2	10.8	Level 2
Students with Disabilities – Adjusted Denominator	15	13	11	37	
American Indian/Alaska Native – Percent	*	*	*	*	Not Rated
American Indian/Alaska Native – Adjusted Denominator	*	*	*	*	
Black/African American – Percent	*	*	*	*	Not Rated
Black/African American – Adjusted Denominator	*	*	*	*	
Hispanic/Latino – Percent	38.9	31.8	27.8	32.8	Level 2
Hispanic/Latino – Adjusted Denominator	18	22	18	58	
Native Hawaiian/Pacific Islander – Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander – Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity – Percent	35.0	28.0	31.8	31.3	Level 2
Underserved Race/Ethnicity – Adjusted Denominator	20	25	22	67	
Asian – Percent	*	*	*	*	Not Rated
Asian – Adjusted Denominator	*	*	*	*	
White – Percent	54.4 308	46.8	38.2	46.7	Level 3
White – Adjusted Denominator	114	111	110	334	

Multi-racial – Percent	<5	7.1	17.6	9.1	Level 2
Multi-racial – Adjusted Denominator	*	14	17	*	

Mathematics Average Gap Score Change Details

District: Eugene SD 4J

School: Village School

The Mathematics Average Gap 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 of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

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	2023-24	Change in Average	Level
All Students	0	-34	-34	Level 2
All Students - Denominator	128	143		
Students Experiencing Poverty	-46	-53	-7	Level 4
Students Experiencing Poverty - Denominator	22	41		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-129	-119	10	Not Rated
Students with Disabilities - Denominator	13	10		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	11	-48	-59	Not Rated
Hispanic/Latino - Denominator	11	18		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	1	-45	-46	Not Rated
Underserved Race/Ethnicity - Denominator	13	22		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	0	-30	-30	Level 2
White - Denominator	100	108		
Multi-racial	-5	-45	-40	Not Rated
Multi-racial - Denominator	14	13		

Mathematics Participation Details

District: Eugene SD 4J

School: Village 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. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2021-22	2022-23	2023-24	3-year Average	Status
All Students – Percent	83.6	88.0	91.9	87.8	Not Met
All Students – Denominator	159	158	160	477	
Students Experiencing Poverty – Percent	78.4	81.4	95.6	85.6	Not Met
Students Experiencing Poverty – Denominator	37	43	45	125	
English Learners – Percent	50.0	50.0	100.0	60.0	Not Rated
English Learners – Denominator	2	2	1	5	
Students with Disabilities – Percent	56.3	61.5	90.9	67.5	Not Met
Students with Disabilities – Denominator	16	13	11	40	
American Indian/Alaska Native – Percent	50.0	50.0	100.0	66.7	Not Rated
American Indian/Alaska Native – Denominator	2	2	2	6	
Black/African American – Percent	*	100.0	100.0	100.0	Not Rated
Black/African American – Denominator	*	1	1	2	
Hispanic/Latino – Percent	75.0	87.0	95.0	85.7	Not Met
Hispanic/Latino – Denominator	20	23	20	63	
Native Hawaiian/Pacific Islander – Percent	*	*	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander – Denominator	*	*	1	1	
Underserved Race/Ethnicity – Percent	72.7	84.6	95.8	84.7	Not Met
Underserved Race/Ethnicity – Denominator	22	26	24	72	
Asian – Percent	*	*	*	*	Not Rated
Asian – Denominator	*	*	*	*	
White – Percent	87.7	90.7	93.3	90.5	Not Met
White – Denominator	122	118	119	359	
Multi-racial – Percent	66.7	71.4	76.5	71.7	Not Met
Multi-racial – Denominator	15	14	17	46	

Regular Attenders Details

District: Eugene SD 4J

School: Village 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 three years of data and the three-year

average. Student groups are assigned a rating based on the three-year average. ‘*’ means data was hidden to protect student

confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Regular Attenders Level	Cut
Level 5	93
Level 4	89
Level 3	85
Level 2	52
Level 1	<52

State Long Term Goal: 93%

Student Group	Grade Range	2021-22	2022-23	2023-24	3-year Average	Level
All Students – Percent	K-5	67.6	54.4	62.6	61.6	Level 2
All Students – Denominator		139	136	139	414	
Students Experiencing Poverty – Percent	K-5	46.5	42.5	54.5	48.0	Level 1
Students Experiencing Poverty – Denominator		43	40	44	127	
English Learners – Percent	K-5	*	*	*	*	Not Rated
English Learners – Denominator		*	*	*	*	
Students with Disabilities – Percent	K-5	*	*	50.0	37.0	Level 1
Students with Disabilities – Denominator		*	*	12	*	
American Indian/Alaska Native – Percent	K-5	*	*	*	*	Not Rated
American Indian/Alaska Native – Denominator		*	*	*	*	
Black/African American – Percent	K-5	*	*	*	*	Not Rated
Black/African American – Denominator		*	*	*	*	
Hispanic/Latino – Percent	K-5	64.3	47.6	52.4	53.6	Level 2
Hispanic/Latino – Denominator		14	21	21	56	
Native Hawaiian/Pacific Islander – Percent	K-5	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander – Denominator		*	*	*	*	
Underserved Race/Ethnicity – Percent	K-5	63.2	52.0	56.0	56.5	Level 2
Underserved Race/Ethnicity – Denominator		19	25	25	69	
Asian – Percent	K-5	*	*	*	*	Not Rated
Asian – Denominator		*	*	*	*	
White – Percent	K-5	71.2	55.0	63.0	63.2	Level 2
White – Denominator		104	100	100	304	

Multi-racial – Percent	K-5	50.0	54.5	71.4	58.5	Level 2
Multi-racial – Denominator		16	11	14	41	

On Track to English Language Proficiency (ELP) Details

District: Eugene SD 4J

School: Village 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 three years of data and the three-year average.

Student groups are assigned a rating based on the three-year average. ‘*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	22
Level 1	??

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2023-24	3-year Average	Level
Current English Learners – Percent	*	*	*	*	Not Rated
Current English Learners – Denominator	*	*	*	*	

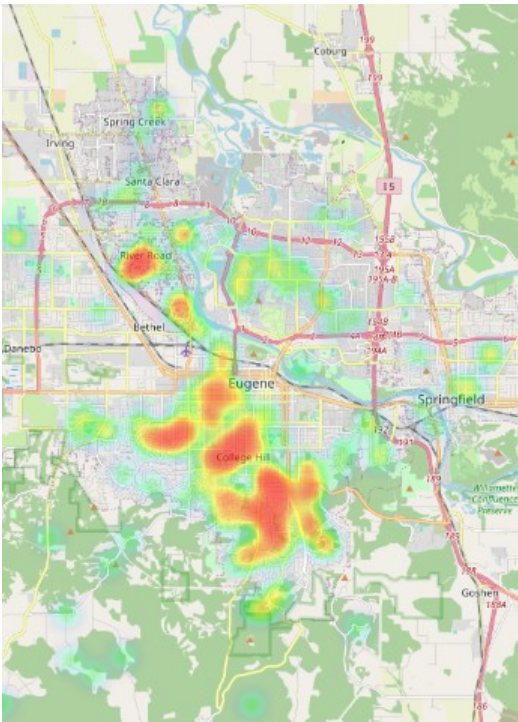
2024-25 Village Data Appendix

Enrollment

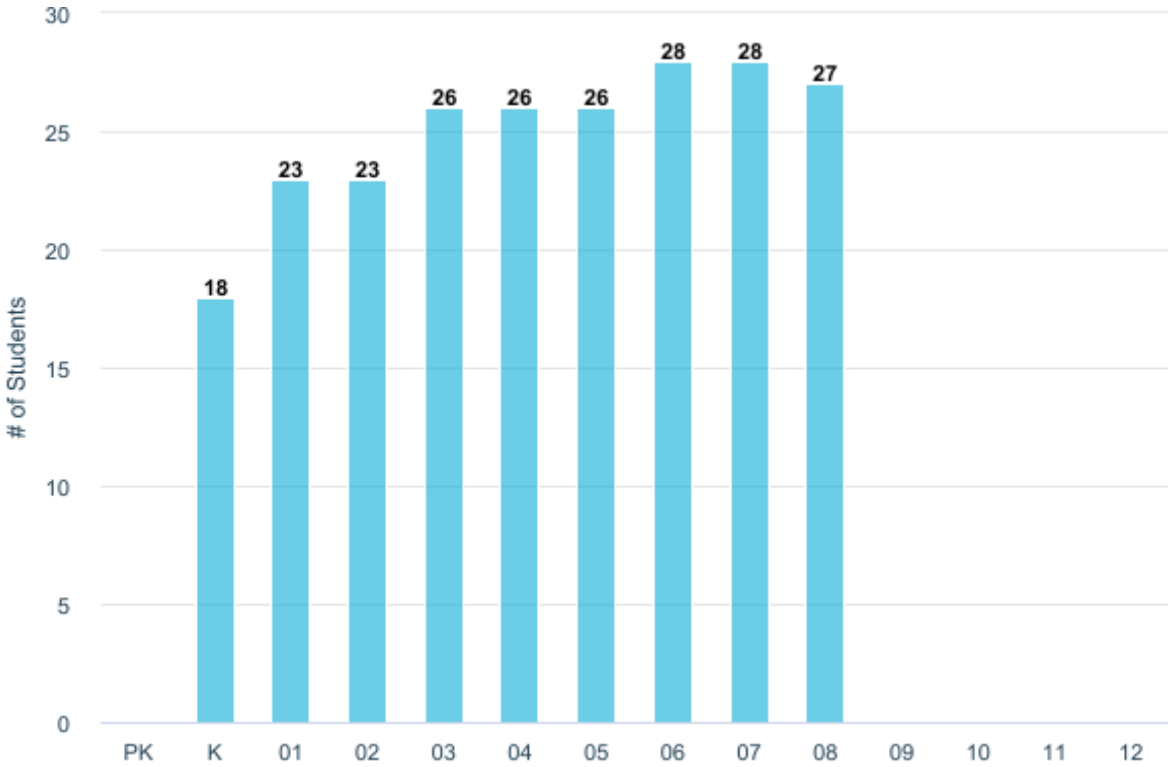
- October 1st student enrollment in the Village School remained stable in 2024–25:

SCHOOL	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2024 VS 2015 (IN %)
Village School	225	224	224	224	226	220	220	225	213	215	4.7
All 4J Charters	872	873	848	832	848	836	847	845	851	806	8.2
4J	16,099	16,440	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(7.1)

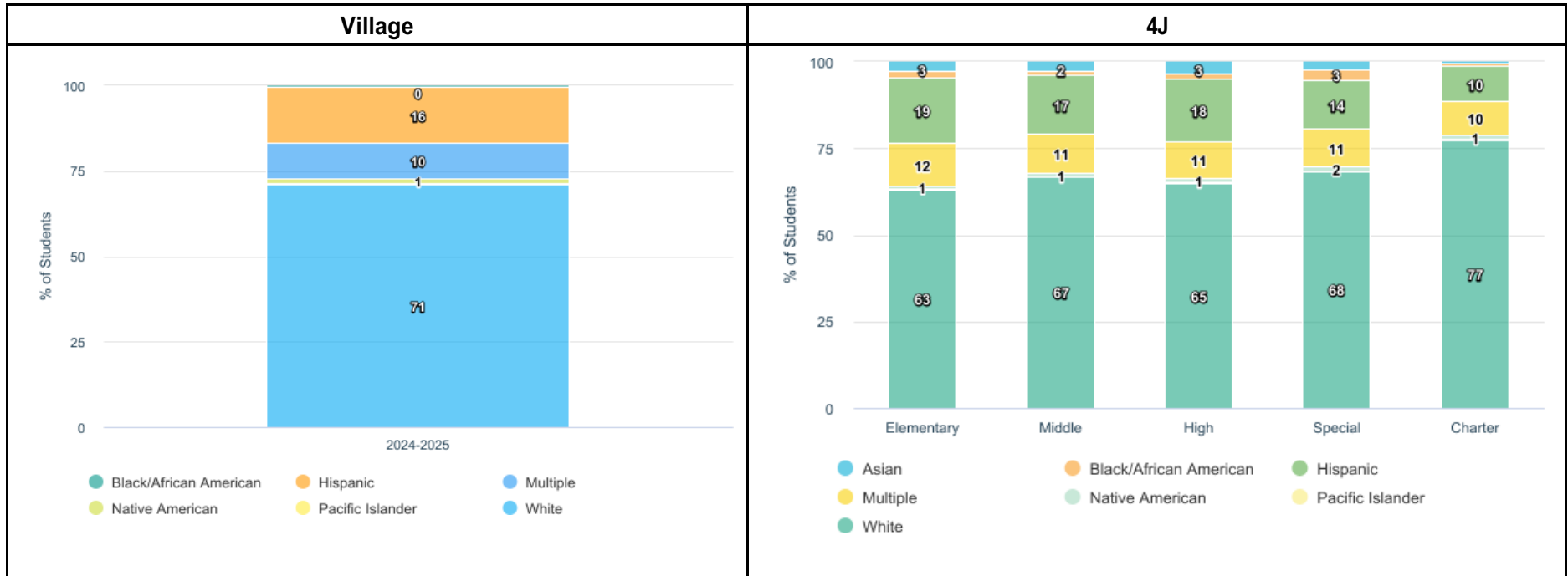
- Almost half of the Village students live in the South region (101 out of 225):



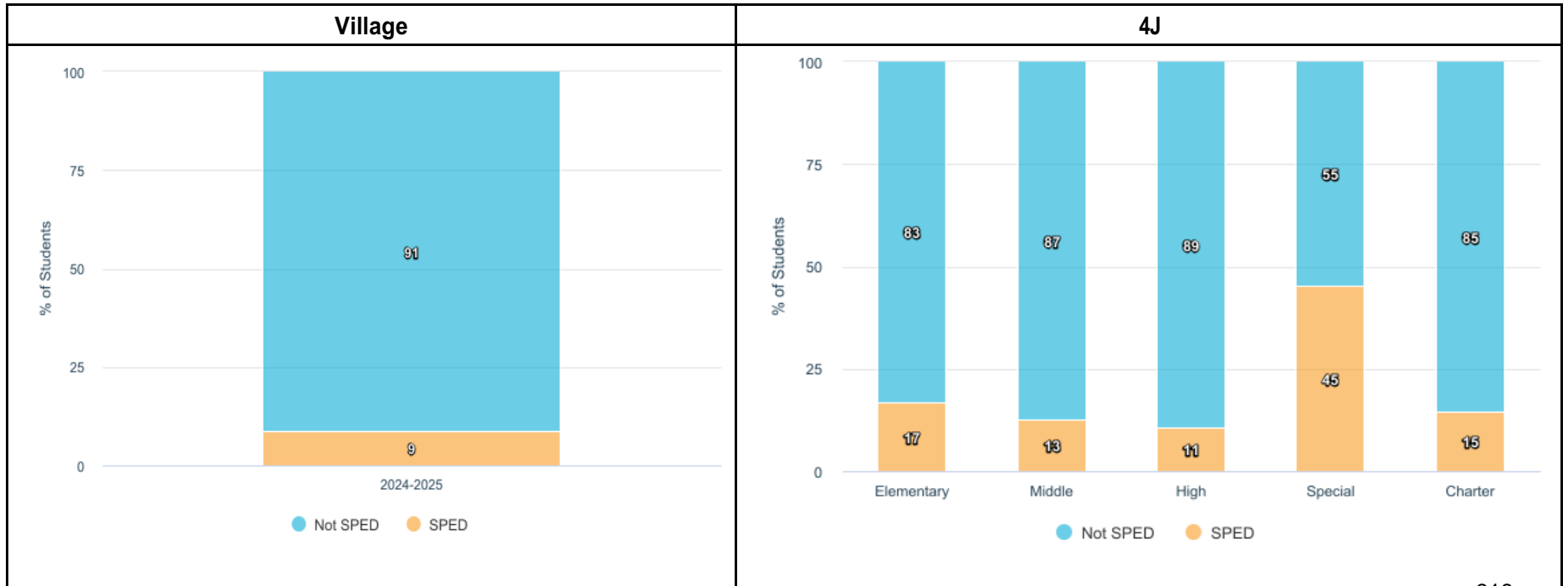
- Enrollment by grade:



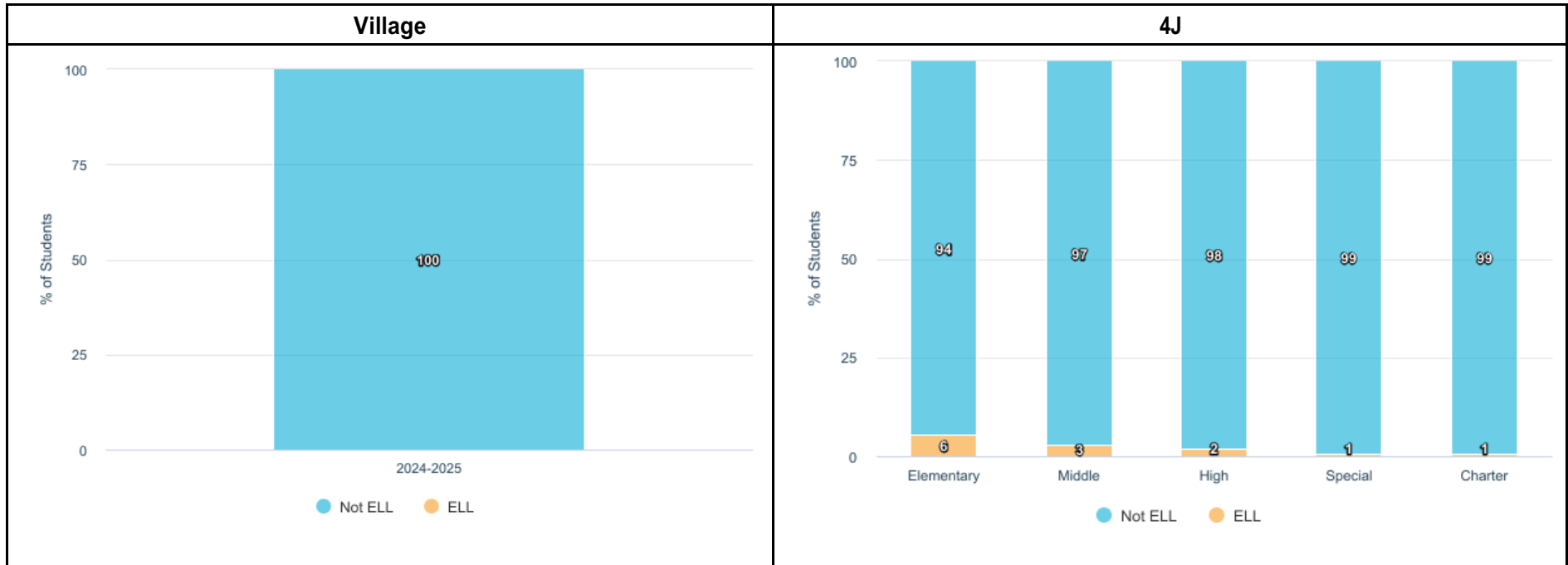
- The Village student body continues being less diverse than the 4J student body in terms of race/ethnicity, but more diverse than the combined student body of all the 4J charter schools



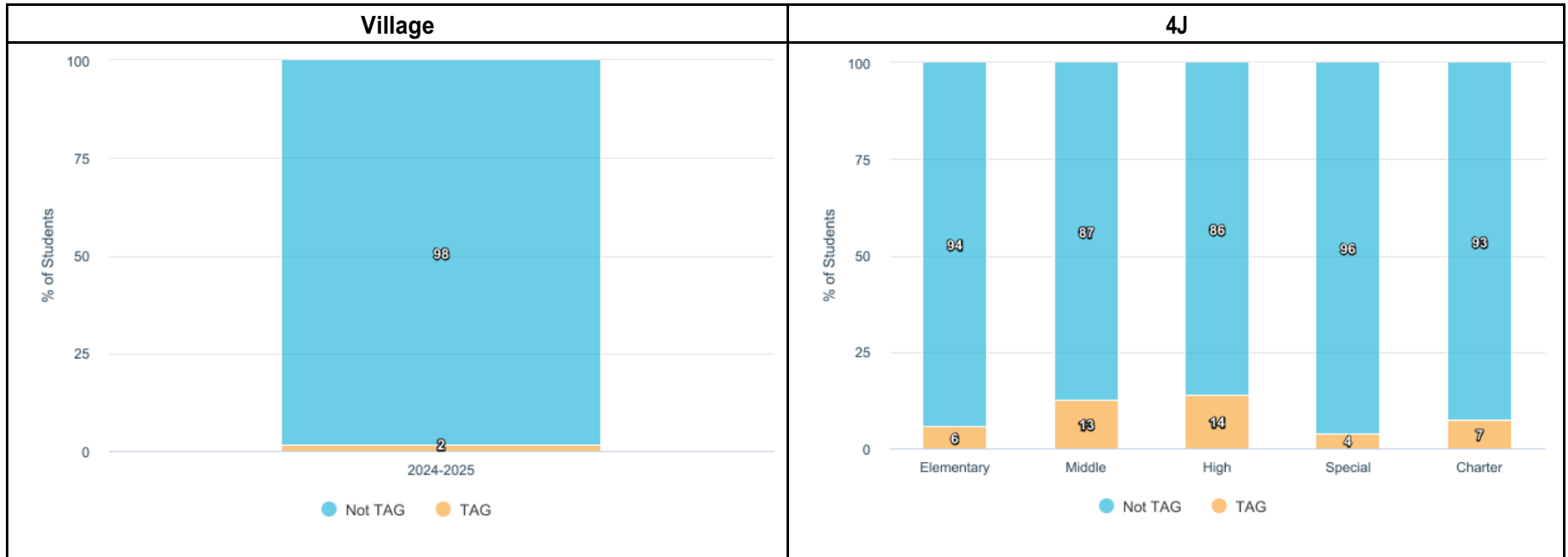
- The ODE report cards indicated that in 2023–24 28% of Village students were experiencing poverty, as newly defined by ODE, while 29% of 4J students did
- Village has a lower percentage of students in Special Education than elementary, middle, or charter schools in 4J



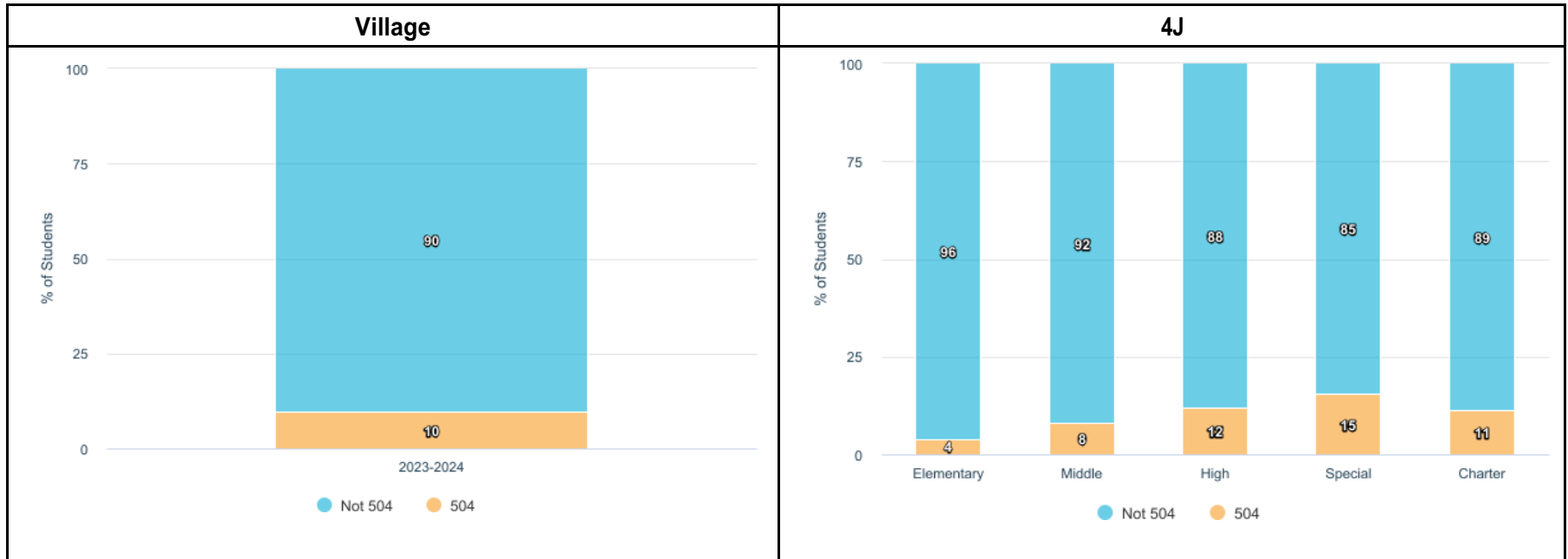
- The ODE report cards indicated that in 2023–24 Village students had 5 different home languages, while 4J students had 48
- Village has a lower percentage (0%) of students in the English Language Development program than elementary, middle, or charter schools in 4J



- Village has a lower percentage of students in the Talented and Gifted (TAG) program than elementary, middle, or charter schools in 4J



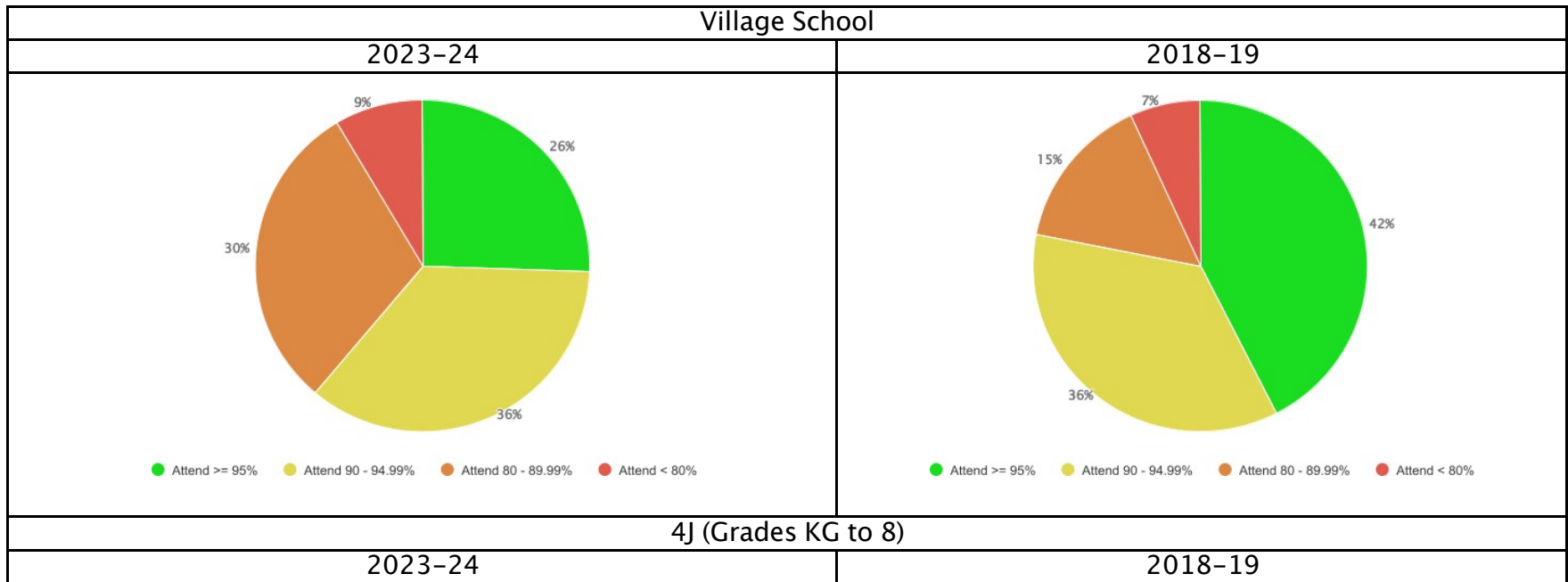
- Village has a higher percentage of students with a 504 plan than elementary or middle schools in 4J, but lower than 4J charters schools as a whole

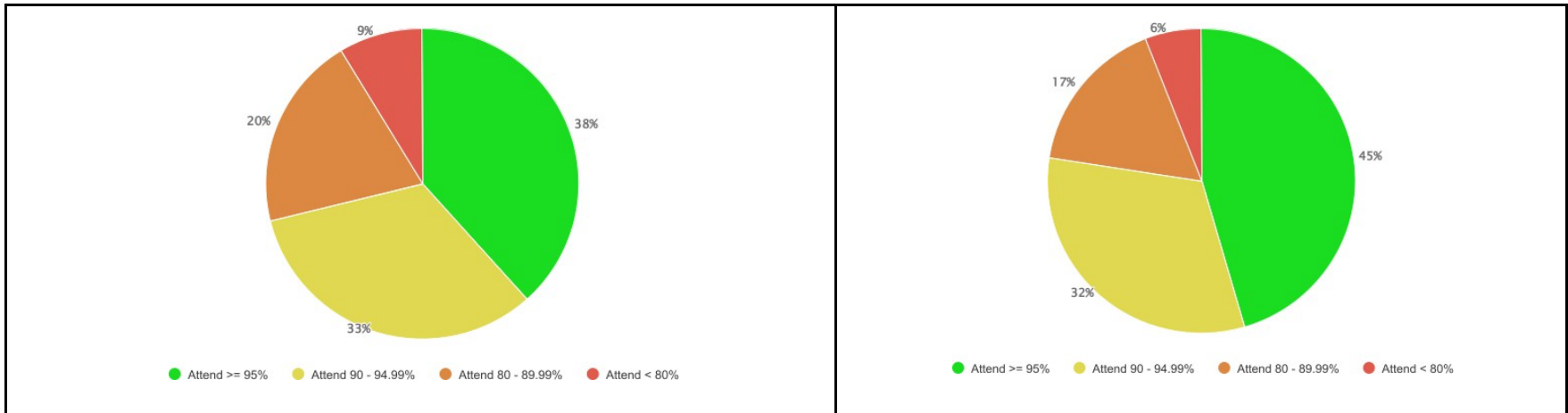


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Student Attendance

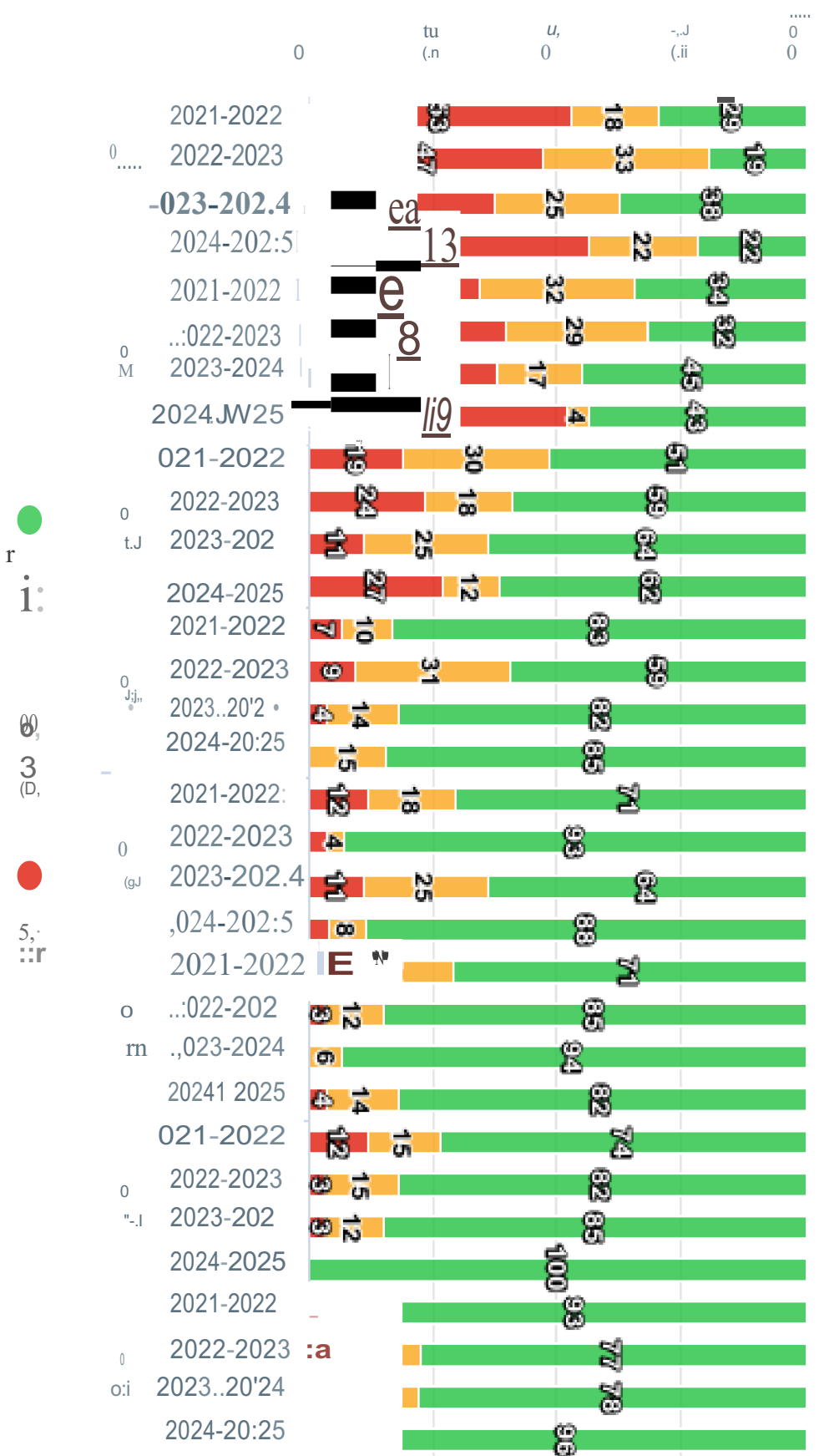
- In 2023-24 Village had a significantly lower percentage of regular attenders (students who attended at least 90% of the time) that 4J as a whole in grades KG to 8 (62% vs 71%) , while before the pandemic they had the same percentage (78%)





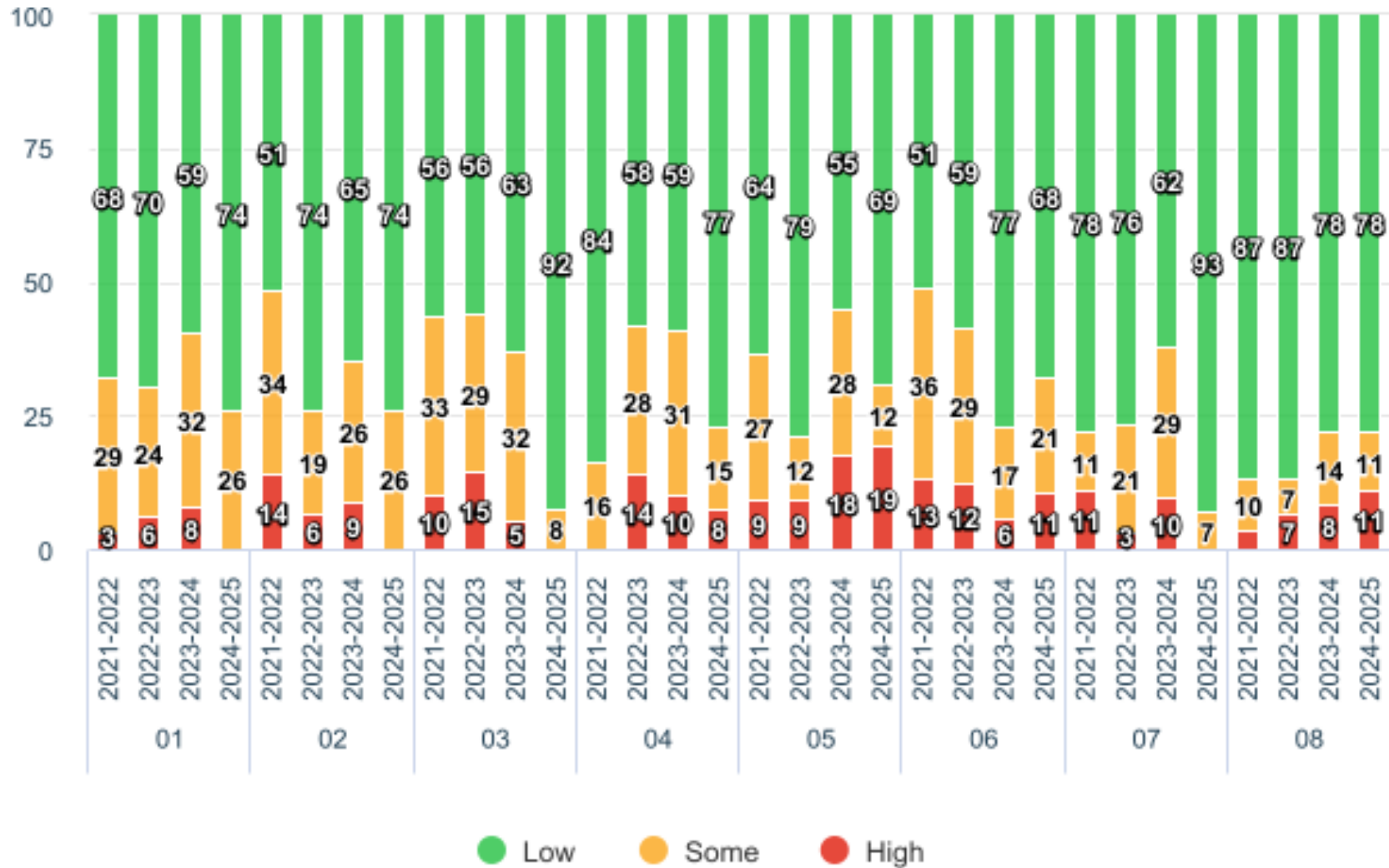
easyCBM Scores

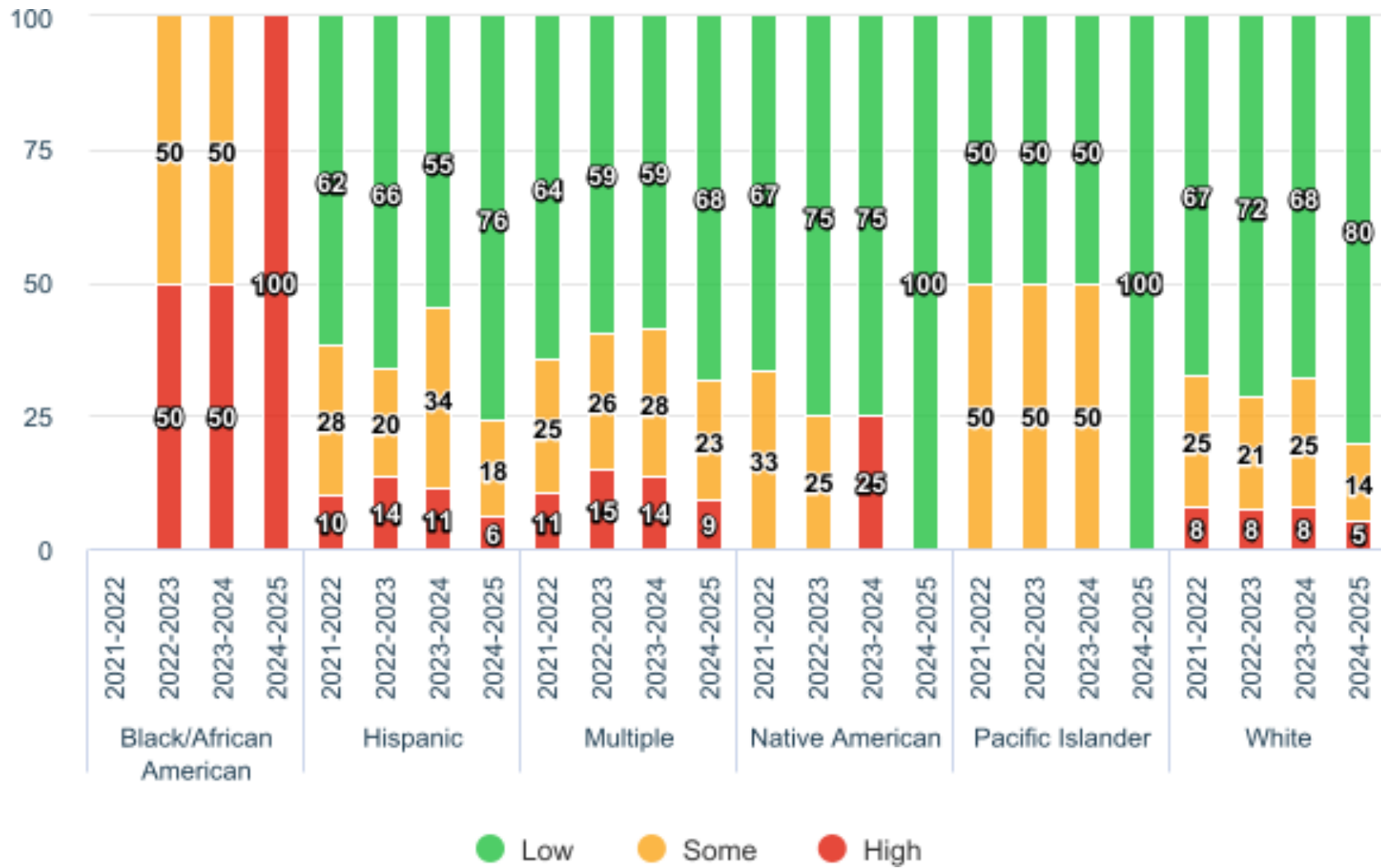
- Village reading easyCBM scores (measured by the percentage of students at the low risk level) improved in 2023–24 in all grades except 5th. The overall improvement was driven by improvements among White and Multiracial students:





- Village math easyCBM scores (measured by the percentage of student at the low risk level) declined in 2023-24 in all grades except 3rd, 4th, and 6th. Scores declined for White and Latino/a students and remained the same for all other race/ethnicity student groups:





- In 2023–24 the easyCBM scores for all grades combined indicated that the percentage of Village students who are at high risk of not achieving grade–level reading proficiency is larger than in 4J as whole (12% vs 10.3%). The opposite is true in Math (9% vs 13.8%)

IN READING	% STUDENTS AT EACH RISK LEVEL IN 2023-24								DIFF. IN % AT HIGH RISK
	VILLAGE SCHOOL				4J				
	High	Some	Low	TOTAL	High	Some	Low	TOTAL	
Asian					10.8	20.2	69.0	100	
Black/African American	50.0	50.0	0.0	100	10.4	33.0	56.6	100	39.6
Hispanic	17.1	17.1	65.7	100	17.2	31.6	51.2	100	(0.1)
Multiple	12.5	16.7	70.8	100	10.3	24.8	64.9	100	2.2
Native American	25.0	25.0	50.0	100	13.3	33.6	53.1	100	11.7
Pacific Islander	0.0	0.0	100.0	100	10.3	33.3	56.4	100	(10.3)
White	10.3	19.0	70.7	100	8.3	23.4	68.3	100	2.0
TOTAL	12.0	18.8	69.2	100	10.3	25.2	64.5	100	1.7
IN MATH	High	Some	Low	TOTAL	High	Some	Low	TOTAL	DIFF.
Asian					9.9	15.5	74.6	100	
Black/African American	50.0	50.0	0.0	100	20.1	31.2	48.7	100	29.9
Hispanic	11.4	34.1	54.5	100	21.0	30.5	48.5	100	(9.6)
Multiple	13.8	27.6	58.6	100	13.9	22.8	63.3	100	(0.1)
Native American	25.0	0.0	75.0	100	22.3	22.3	55.3	100	2.7
Pacific Islander	0.0	50.0	50.0	100	17.1	31.7	51.2	100	(17.1)
White	7.2	24.0	68.8	100	11.5	21.6	66.9	100	(4.3)
TOTAL	9.0	26.0	65.1	100	13.8	23.5	62.7	100	(4.8)

OSAS Scores

- In 2024 the OSAS proficiency rates in ELA, Math, and Science declined significantly in Village by 6.0, 7.1, and 36.7 points. The school had the third highest proficiency rate among 4J charter schools both in ELA and Math. Among all 4J schools it had the 11th highest ELA proficiency rate and the 18th highest in Math:
 - Village had a higher proficiency rate than 4J as a whole in ELA, but a lower one in Math and Science

School	OSAS PROFICIENCY RATE									2024 PARTICIPATION		
	2024			2023			2024 vs 2023			RATE		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
Charlemagne	82.3	74.7	84	83.3	75.2	66.7	(1.0)	(0.5)	17.3	96.3	96.3	90.9
Chinese Immersion	74.5	70.9	53.8	72.9	66.7	61.1	1.6	4.2	(7.3)	100	100	100
Yujin Gakuen	73.5	63.7	55.9	67.3	59	55.3	6.2	4.7	0.6	92	92	89.5
Coburg	71.8	63.4	42.5	72.6	65.4	47.8	(0.8)	(2.0)	(5.3)	90.3	90.3	88.9
SEHS	78.6	63.4	65.2	65.5	21.6	52.5	13.1	41.8	12.7	11.6	11.4	12.7
Ridgeline	71.6	60.4	71.7	78.1	54.3	51.1	(6.5)	6.1	20.6	90.2	90.9	91.4
Edgewood	66.2	53.9	50.7	69.7	57.4	43.9	(3.5)	(3.5)	6.8	90.5	90.5	95.9
Edison	67.1	51.3	52.5	63.5	57.7	56.5	3.6	(6.4)	(4.0)	84.9	84.9	90.8
Roosevelt	59.6	46.3	32.4	60.2	51.4	50.7	(0.6)	(5.1)	(18.3)	64.1	64.1	91.5
Adams	55.4	43.9	29.7	54.5	49.7	58.1	0.9	(5.8)	(28.4)	90.2	91.7	98.5
Twin Oaks	54.4	43.7	43.8	50.4	41.1	48.6	4.0	2.6	(4.8)	85.1	85.1	82.1
Gilham	49.1	42.1	44.3	52	44.6	38.5	(2.9)	(2.5)	5.8	93.6	92.9	93.6
Willagillespie	47.3	41.9	37.3	51	44.2	34.7	(3.7)	(2.3)	2.6	85.9	86.8	90.5
Holt	41.6	39.5	33.3	40.9	35.5	36.3	0.7	4.0	(3.0)	95.8	97	98.6
Family	52.8	37.7	38.9	62.1	55.2	45	(9.3)	(17.5)	(6.1)	81.5	81.5	94.7
4J	48.6	36.8	36.1	50	37.7	38.7	(1.4)	(0.9)	(2.6)	73.2	72.3	63.4
Camas	45.9	36.7	31.4	57.1	45.7	47.2	(11.2)	(9.0)	(15.8)	74.1	73.3	83.3
Village	56.1	36.1	32.7	62.1	43.2	69.4	(6.0)	(7.1)	(36.7)	92.5	91.9	90.7
Cal Young	45.9	34.7	28.9	44.9	32.9	29.5	1.0	1.8	(0.6)	78.9	78.3	88.8
Awbrey Park	42.6	33.3	33.3	45.2	36.2	26.8	(2.6)	(2.9)	6.5	91.2	91.7	96.9
Spring Creek	39.2	33.1	40	47.9	43.7	34.1	(8.7)	(10.6)	5.9	92.9	92.9	95.2
Spencer Butte	51.7	33	29.6	56.4	39.1	37.5	(4.7)	(6.1)	(7.9)	66.9	66.6	90.8
ATA	47.5	31.1	36.8	44.4	29.3	41.3	3.1	1.8	(4.5)	87.9	87.1	86
Buena Vista	39.2	29.9	23.6	47.9	36.6	45.6	(8.7)	(6.7)	(22.0)	94.4	94.4	98.6
Kennedy	44.4	28.9	34	45.5	27.8	35.5	(1.1)	1.1	(1.5)	87.1	88.8	92.4
Sheldon	52.2	28.9	46.7	60.5	42.9	58.1	(8.3)	(14.0)	(11.4)	24	21.9	23.7
River Road	42.7	28.6	35.2	47.3	29.1	36.4	(4.6)	(0.5)	(1.2)	95.9	95.9	98.2
McCornack	34.1	26.1	16.7	40.4	36.3	40	(6.3)	(10.2)	(23.3)	94.3	94.3	96.8
Madison	46.7	24	27.9	38.4	20.9	20	8.3	3.1	7.9	82.2	81.7	91.7
Monroe	36.8	22.7	26.6	42.9	25.6	24	(6.1)	(2.9)	2.6	65.7	66.3	58.5
Kelly	33.1	21.4	16.7	38.3	23.9	28	(5.2)	(2.5)	(11.3)	65.6	65.8	78.8
Howard	24.9	19.8	13.1	27.7	18.8	21.6	(2.8)	1.0	(8.5)	83.9	83.5	77.2
Churchill	34.2	19.5	43.1	13.6	8	43.5	20.6	11.5	(0.4)	43.1	16.4	28.2
Chavez	22.5	18.4	20	29	20	11.1	(6.5)	(1.6)	8.9	90.6	91.2	82.4
Network	*	*	*	44.4	--	15.4				*	*	*
NEHS	*	*	66.7	62.3	34	12.8			53.9	*	*	6
Twin Rivers Charter	*	*	*	50	10	30				*	*	*

Exclusionary Discipline

- The number of exclusionary discipline actions in Village in 2023–34 remained stable compared with 2022–23 and significantly lower than it was 5 or 6 years ago:

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2023-24	0	0	2	224
2022-23	0	0	1	223
2021-22	0	0	0	223
2018-19	0	0	0	226
2017-18	0	2	3	220
2016-17	0	7	6	220
2015-16	0	3	21	225



ITEM FOR ACTION (Second Read)

Date of Meeting

February 19, 2025

Title

Adopt Policy KJG – Tribal Consultation

Presenter

Colt Gill, Interim Superintendent

Background:

The Board first received an Item for Action at a Future Meeting (First Read) presentation on Policy KJG – Tribal Consultation at their February 5, 2025.

The District has a legal responsibility and a moral obligation to engage in tribal consultation with Indian Tribes on issues affecting Native students. Consultation creates opportunities for District and Tribal Leaders to work together on behalf of AI/AN students. The consultation process will allow the District to gather input from Indian Tribes, learn, and foster a collaboration focused on improving academic outcomes for Native students.

Under Section 8538, an affected Local Education Agency (LEA) is one that either:

- has 50 percent or more of its student enrollment made up of AI/AN students; or
- received an Indian education formula grant under Title VI of the ESEA, as amended by the Every Student Succeeds Act 1 (ESSA), in the previous fiscal year that exceeds \$40,000.

4J meets the second criteria.

Tribal Consultation will create opportunities for Eugene School District 4J and Tribal leaders to work together on behalf of American Indian and Alaska Native students. The consultation process will allow the district to gather input from Indian Tribes and Tribal organizations, fostering a collaboration that is a critical part of improving academic outcomes for our Native students.

Eugene School District 4J shares jurisdiction with the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians and the Confederated Tribes of Siletz Indians. The District serves students who are citizens of other tribes that, in the future may open offices within 4J District Boundaries. If that happens, the District will be required to engage in Tribal Consultation with them as well.

The District typically serves students who are Citizens of all nine Federally Recognized Tribes that exist within the boundaries of Oregon as well as students from many other tribes located across the United States.

In some circumstances Tribal Consultation is required by federal regulations and state requirements. Tribal Consultation can help ensure that treaty rights are honored and that Native American and Alaska Native (AI/AN) students have access to and receive a relevant and meaningful education that honors the language, culture, and heritage of their tribe.

The responsibility for Native education in the United States and in Oregon is shared between sovereign tribes and government systems—federal, state, and local. As representatives of a local school district government entity, it is essential to note the strength and resilience of Native communities that have and now live in Oregon in the wake of a long history of unjust educational practices and trauma.

Summary:

With Superintendent Gill’s leadership, the district participated in a Tribal Consultation process with both the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians and the Confederated Tribes of Siletz Indians to review and edit Policy KJG – Tribal Consultation. The Tribes added key components that strengthened the policy significantly.

Eugene School District 4J does not have a history of fully honoring its Tribal Consultation responsibilities. This policy will inform current and future Board Directors and District Administrators of their responsibility.

If the Board ultimately approves the policy, Eugene School District 4J will be the first district in Oregon to have such a policy. Oregon School Board Association (OSBA) and the Oregon Department of Education (ODE) are interested in sharing it as an example for other districts to consider, in Consultation with the tribes they serve.

The Superintendent respectfully request the Board adopt new Policy KJG – Tribal Consultation

Policy KJG – Tribal Consultation would be a new addition to the policy manual.

Code: KJG
Adopted: XX/XX/XX
Revised/Readopted

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to adopt Policy KJG – Tribal Consultation or the Board may wish to direct staff to make revisions to the proposed policy.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the Board adopt Policy KJG – Tribal Consultations.

Eugene School District 4J

Code: KJG
Adopted: XX/XX/XX
Revised/Readopted:

Tribal Consultation

The District has a commitment and responsibility to support Native American/Alaska Native (AI/AN) students to achieve academic excellence and to identify and remove barriers that impede them from that goal. And, to ensure equitable access and participation in all school programs and/or activities and clubs, including those specifically designed for Native American students.

To support these aims the District has a legal responsibility and a moral obligation to engage in tribal consultation with Indian Tribes on issues affecting Native students. Consultation creates opportunities for District and Tribal Leaders to work together on behalf of AI/AN students. The consultation process will allow the District to gather input from Indian Tribes, fostering a collaboration focused on improving academic outcomes for Native students.

Section 8538 of the Elementary and Secondary Education Act and provisions of Oregon's Student Success Act (SSA) require tribal consultation before submitting plans or applications for the following programs:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies);
- Title I, Part C (Education of Migratory Children);
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk);
- Title II, Part A (Supporting Effective Instruction);
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act);
- Title IV, Part A (Student Support and Academic Enrichment Grants);
- Title IV, Part B (21st Century Community Learning Centers);
- Title V, Part B, subpart 2 (Rural and Low-Income School Program);
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies); as well as
- Any funding through Oregon's SSA Student Investment Account or the Oregon Department of Education's Integrated Guidance programs.

The District may opt to offer consultation with tribes on additional programs to support the success of AI/AN students. The timeline for each consultation is dictated by requirements of the relevant grant program, which have different application deadlines.

Tribal Consultation is required, as the District receives more than \$40,000 in its Title VI Indian Education formula grant award. Eugene 4J will offer consultation to service area tribes, even if the federal government reduces funding below the \$40,000 threshold. To ensure timely and meaningful consultation on issues affecting AI/AN students, the District shall consult with tribal officials assigned by the tribes located in the area served by the District.

The District typically serves students who are Citizens of all nine Federally Recognized Tribes that exist within the boundaries of Oregon as well as students from many other tribes located across the United States. Two Tribes currently have service areas that are located within the boundaries of the Eugene 4J School District, and require tribal consultation:

- Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians and
- Confederated Tribes of Siletz Indians.

Where the District has a legal obligation to tribal consultation with any specific tribe, the tribe may also initiate consultation on items of shared interest or of service to students.

The superintendent or designee is directed to develop protocols to ensure the district is prepared to train staff and Board representatives to enter into regular tribal consultation with the Federally Recognized Tribes named above, and other Federally Recognized Tribes that open facilities within the boundaries of the District in the future.

When the District has the opportunity to consult with elected officials of a Federally Recognized Tribe, the Board Chair or designee shall participate in the training and tribal consultation, representing the District as an elected leader.

The District shall adhere to tribal consultation definitions, processes, and guidance ([Understanding the ESSA Law & How To Honor Educational Sovereignty: A Toolkit for Tribal Consultation](#)) developed by the Oregon Department of Education (ODE) in consultation with:

- Burns Paiute Tribe;
- Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians;
- Confederated Tribes of Grand Ronde;
- Confederated Tribes of Siletz Indians;
- Confederated Tribes of the Umatilla Indian Reservation;
- Confederated Tribes of Warm Springs;
- Coquille Indian Tribe;
- Cow Creek Band of Umpqua Tribe of Indians; and

- Klamath Tribes.

When entering into consultation with the Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians the District will also adhere to the Tribe's Policy on Government-to-Government Consultation.

The Superintendent and executive leadership, as assigned by the superintendent, will participate in annual training on tribal consultation in alignment with the guidance from ODE.

END OF POLICY

DRAFT



ITEM FOR ACTION (Second Read)

Date of Meeting

February 19, 2025

Title

Adopt *new* Board Policy EBCA – Safety Threats**

Presenter

Brooke Wagner, Assistant Superintendent for Administrative Services
Jen Bills, Director of School Safety and Emergency Management

Background:

At the February 5, 2025 Board Meeting, Policy EBCA – Safety Threats** was presented as an Item For Action At A Future Meeting (First Read).

[House Bill 3584](#) was passed in the 2023 legislative session. The bill requires districts to adopt policy language about using electronic communication to notify parents, guardians and employees within 24 hours of a safety threat action that was not a drill.

The bill states the communication should be “provided in a manner that communicates relevant facts and details as necessary and useful.” (HB 3584, Section 1., (3)(b)) More detail can be found by reading the entire bill.

As part of their April 2024 Policy Update, OSBA (Oregon School Board Association) recommends that School Boards adopt Policy EBCA – Safety Threats.** OSBA considers Policy EBCA – Safety Threats** a **required policy**. (A “required” policy is required by state/federal statute or administrative regulation.)

The Policy Work Group has reviewed the proposed Policy EBCA – Safety Threats.** Our current practice is to as promptly as possible message parents about an incident. Without accurate and timely information, misinformation can occur resulting in panic.

To assist administrators, we work with our Communications Department to have communications templates and language on hand. The template can be adjusted for each incident. We use Parent Square to share information to families and email to share information with staff.

The new policy complies with State ORS and current practice.

Policy EBCA – Safety Threats** would be a new addition to the Eugene School District Policy Manual.

Code: EBCA
Adopted: XX/XX/XX

Proposed Revisions Format:

Revised content presented in **RED Font**;

Deleted content presented in **GREEN Font**;

Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to accept proposed Policy EBCA – Safety Threats** and adopt the policy. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so.

Recommendation

The superintendent recommends the board approve revisions to board policy *new* Policy EBCA – Safety Threats.**

=Eugene School District 4J

Code: EBCA
Adopted: XX/XX/XX

Safety Threats**

“Safety threat action” means a hold, secure, lockdown, evacuation, shelter in place or evacuation that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation was resolved.

The communication shall be provided in a manner which communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred, and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 339.324](#)



ITEM FOR ACTION (Second Read)

Date of Meeting

February 19, 2025

Title

Approve Revisions to Board Policy EBCB – Emergency Procedure Drills and Instruction

Presenters

Jen Bills, Director of School Safety and Emergency Management
Brooke Wagner, Assistant Superintendent for Administrative Services

Background:

At the February 5, 2025 Board Meeting, Policy EBCB – Emergency Procedure Drills and Instruction was presented as an Item For Action At A Future Meeting (First Read).

As part of their April 2024 Policy Update, OSBA (Oregon School Board Association) recommends that School Boards adopt Policy EBCB – Emergency Procedure Drills and Instruction. OSBA considers Policy EBCB – Emergency Procedure Drills and Instruction a “highly recommended” policy. (*A “highly recommended” policy addresses things the district is required to do and is considered best practice.*)

Eugene School District 4J conducts fire drills and earthquake drills and comply with state and local codes. The district tracks emergency drills for all schools. Emergency drills create muscle memory, so that in the event of a real incident, students, and staff will know what to do under stress.

The district uses a program called I Love You Guys, which is an all-hazards approach to managing in school crisis. We continue to educate and train administrators, who then educate and train their staff, in this program.

The proposed revisions to Policy EBCB – Emergency Procedure Drills and Instruction affirms current district practice.

Summary:

Staff respectfully request that the Board approve Proposed Revisions to Board Policy EBCB – Emergency Procedure Drills and Instruction.

Policy EBCB – Emergency Procedure Drills and Instruction has been part of the district’s policy manual since 2018.

Code: EBCB
Adopted: 08/15/18; ~~XX/XX/XX~~

Proposed Revisions Format:

Revised content presented in **RED Font**;

Deleted content presented in **GREEN Font**;

Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to accept proposed revisions to EBCB – Emergency Procedure Drills and Instruction. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the Board approve proposed revisions to Board Policy EBCB – Emergency Procedure Drills and Instruction.

Eugene School District 4J

Code: EBCB
Adopted: 8/15/18; ~~XX/XX/XX~~
Revised/Readopted:

Emergency **Procedure** Drills and Instruction

Each administrator will conduct emergency **procedure** drills in accordance with the provisions of Oregon Revised Statutes (ORS) **and the applicable Oregon Fire Code.**

All schools are required to instruct and drill students on **district** emergency procedures so **they that students** can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, ~~which shall include tsunami procedures in a tsunami hazard zone~~ and safety threats. Instruction on **emergency procedures, fires, earthquakes and safety threats and drills for students,** shall be conducted for at least 30 minutes each school month.

The first emergency evacuation drill shall be conducted within 10 days of the beginning of classes.

Fire Emergencies

~~The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year.~~ Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year.

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to ~~lockdown, lockout, shelter in place and evacuation~~ **a hold, secure, lockdown, shelter in place or evacuation and other appropriate actions to take** when there is a threat to safety, **and will include explanation of the district’s communication strategy following a safety threat action (See Board policy EBCA - Safety Threats**).**

The district may provide additional instruction relating to other disasters such as flooding, drought, excessive snowfall or wildfires.¹

¹ The Oregon Department of Education has resources available at <https://www.oregon.gov/ode/schools-and-districts/grants/pages/threat-and-hazard-resources.aspx>.

All district buildings and staff will participate in emergency drills and instructions.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)
[ORS 336.071](#)

[ORS 339.324](#)
[ORS 476.030](#)

[OAR 581-022-2225](#)

[OREGON STATE FIRE MARSHAL](#), OREGON FIRE CODE.



ITEM FOR ACTION (Second Read)

Date of Meeting

February 19, 2025

Title

Approve revisions to Policy GCDA/GDDA – Criminal Records Checks and Fingerprinting

Presenter

Brooke Wagner D.Ed., Assistant Superintendent for Administrative Services
Jen Bills, Director of School Safety and Emergency Management

Background:

The Board reviewed the proposed revisions to Policy GCDA/GDDA – Criminal Records Checks and Fingerprinting at the February 5, 2025 Board Meeting as an Item For Action At A Future Meeting (First Read).

Newly revised rules regarding fingerprint collection offer the addition of a statewide vendor identified by Department of Administrative Services (DAS) as an authorized fingerprint collector and removed the option for volunteers to appeal to Oregon Department of Education (ODE) on a fitness determination issued by ODE. The other resulting changes come from a decision to have a stand-alone board policy.

The proposed revisions clean up duplicate language and eliminates the need for an administrative regulation.

The Oregon School Board Association considers Policy GCDA/GDDA - Criminal Records Checks and Fingerprinting a **required policy**. (policy is required by state/federal statute or administrative regulation.)

The Policy Work Group has discussed policy GCDA/GDDA - Criminal Records Checks and Fingerprinting and are in support of the revisions that will bring the policy into compliance.

The updated policy cleans up language, changes “may” to “shall”, and removes the ability to have contact with children until the process is completed. A thorough criminal records check with fingerprinting, supports the safety and protection of our students.

Staff recognize that fingerprinting can be cost prohibitive for some parents/family wishing to volunteer. fingerprinting can be cost prohibitive for some parents/family wishing to volunteer. We are looking into ways to reduce and remove the fingerprinting costs to remove this barrier.

Policy GCDA/GDDA - Criminal Records Checks and Fingerprinting has been part of the district’s policy manual since 1994 and has undergone several revisions since origination.

Code: GCDA/GDDA
Adopted: 9/07/94
Revised/Readopted: 6/19/19; 2/05/20: ~~XX/XX/XX~~
Orig. Code: 2540

Proposed Revisions Format:

Revised content presented in **RED Font**;

Deleted content presented in **GREEN Font**;

Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to accept revisions to policy GCDA/GDDA - Criminal Records Checks and Fingerprinting as proposed and readopt the policy. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the "First Read" should they choose to do so.

Recommendation

The superintendent recommends the board approve revisions to board policy GCDA/GDDA - Criminal Records Checks and Fingerprinting.

Eugene School District 4J

Code: GCDA/GDDA
Adopted: XX/XX/XX

Criminal Records Checks and Fingerprinting

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require certain individuals to submit to a criminal records check and fingerprinting as required by law. This includes employees, contractors, volunteers and others.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

“Volunteer” means an individual other than an employee who is authorized to assist district employees and who does not receive compensation.

“Contractor” means a person who contracts with or who is an employee or agent of a person or business who contracts with the district to provide services or products for the district.

Requirements for Employees not Licensed, Certified or Registered by the Teachers Standards Practices Commission (TSPC)

All newly hired employees¹ not identified under Oregon Revised Statutes (ORS) 342.223² are required to submit to a criminal records check and fingerprinting as required by law. A newly hired employee is not subject to fingerprinting if the district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district³ or private school, and has not resided outside the state between the two periods of employment^{4}.

An individual shall be subject to the collection of fingerprint information, only after the offer of employment from the district. Fees associated with criminal records checks and fingerprinting for individuals applying for employment with the district and not requiring licensure shall be paid by the **district individual**. An individual may request the fee be withheld from the **compensation** amount otherwise due the individual. The district will withhold this amount only upon request of the **subject individual**.

¹ Any individual hired within the last three months. This does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² ORS 342.223 includes teachers, administrators, personnel specialist, school nurses, persons participating in supervised clinical practice experience, practicum or internship as a teacher, administrator or personnel specialist. See statute for details.

³ As is defined in OAR 581-021-0510(9); includes school districts, the Oregon School for the Deaf, and educational program under the Youth Corrections Education Program, public charter schools and ESDs.

⁴ {Additional exception applies through July 1, 2024. See ORS 326.603(4)(b).}

The district **[may⁶]** shall not begin the employment of an individual on a **probationary basis pending before** the return and disposition of the required criminal records checks.

When the criminal records check indicates an individual has been convicted of any crimes⁵ prohibiting employment, the individual will not be employed, or if employed will be terminated. When the criminal records check indicates an individual has knowingly made a false statement as to the conviction of any crime, the individual **may will not** be employed by the district, or if employed by the district **[may]** will be terminated, **unless the superintendent or designee determines in their sole discretion otherwise.**

An individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law **will not** be employed by the district, **unless the superintendent or designee determines in their sole discretion otherwise.** Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

[Requirements for individuals in positions requiring licensure, certification or registration with Teacher Standards and Practices Commission (TSPC) are outlined in ORS 342.223.]

Requirements for TSPC Licensed, Certified or Registered Individuals

1. Any individual who is applying for a license as a teacher, administrator or personnel specialist is subject to a criminal records check and fingerprinting, unless the individual has submitted to such a check through the Teacher Standards and Practices Commission (TSPC) within the previous three years, or has remained continuously licensed by or registered with TSPC for a different license or registration for which the individual has already submitted to a criminal records check and fingerprinting.
2. Any individual who is applying for an initial certificate under ORS 342.475 as a school nurse shall submit to a criminal records check and fingerprinting with TSPC.
3. Any individual who is applying for a registration as a public charter school teacher or administrator with TSPC shall submit to a criminal records check and fingerprinting with TSPC.
4. Any individual applying for reinstatement of an Oregon license or registration as a teacher, administrator or personnel specialist, or a certificate as a school nurse with the TSPC, whose license, registration or certificate has lapsed for at least three years, shall submit to a criminal records check and fingerprinting with TSPC.
5. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist, if the individual does not hold a current license issued by TSPC and has not submitted to a criminal records check by TSPC within the previous three years for student teaching, practicum or internship as a teacher, administrator or personnel specialist, shall be required to submit to a criminal records check and fingerprinting with TSPC.

⁵ See OAR 581-021-0511(8).

Requirements for Contractors^{6}

All individuals employed as or by a contractor and considered by the district to have direct, unsupervised contact with students⁷ or unsupervised access to children are required to submit to a criminal records check and a fingerprint-based criminal records check.

The superintendent [or designee] will identify contractors who are subject to such requirements.

A contractor or an employee of a contractor required to submit to a criminal records check and fingerprinting in accordance with law and Board policy will be terminated from contract status, or withdrawal of offer of contract will be made by the district upon:

1. Refusal to consent to a criminal records check and fingerprinting; or
2. Notification⁸ from the Superintendent of Public Instruction that the individual has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

A subject individual [may] will be terminated from contract status upon notification from the Superintendent of Public Instruction that the individual has knowingly made a false statement as to the conviction of any crime.

Requirements for Volunteers

The district shall require a fingerprint-based criminal records check for volunteers allowed direct, unsupervised contact with students, in the following positions:

1. Coach of district-sponsored sport;
2. Coach of OSAA activity, including Speech;
3. Choreographer, accompanist or drama coach;
4. Overnight chaperone, other than a K-12 student;
5. Volunteers with direct, unsupervised contact with students on a regular basis, defined as at least four times per month, in a location other than a common area of a school; and
6. Head coaches of district-recognized, community-sponsored club sports.

The service of a volunteer into a position identified by the district as requiring a fingerprint-based criminal records check may [will not] begin on a probationary basis pending [before] the return and disposition of a state and national criminal records check based on fingerprints.

⁶ {The district should include language regarding background checks in any contract that includes direct, unsupervised contact with students whenever applicable.}

⁷ “Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision. (OAR 581-021-0510)

⁸ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

Volunteers allowed by the district into a position designated by the district to have direct, unsupervised contact with students shall submit to an in-state criminal records check.

The service of a volunteer allowed to have direct, unsupervised contact with students ~~may~~ will not begin on a probationary basis pending before the return and disposition of a criminal records check.

A volunteer that is not likely to have direct, unsupervised contact with students, as determined by the district, will ~~will not~~ be required to submit to an in-state criminal records check.

A volunteer who knowingly made a false statement on a district volunteer application form or has a conviction of a crime listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number ~~may~~ will result in immediate termination from the ability to volunteer in the district.

Fees associated with a required fingerprinting for volunteers shall be paid by the individual ~~district~~. Fees associated with required non-fingerprinting criminal records checks for volunteers shall be paid by the ~~district~~ individual.

A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and Board policy will be denied such ability to volunteer in the district.

Requirements for Others

Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day is required to submit to a criminal records check and a fingerprint-based criminal records check.

Any individual who is an employee of a public charter school and not identified under ORS 342.223 is required to submit to a criminal records check and a fingerprint-based criminal records check.

Notification

The district will provide written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or volunteer ~~will~~ forms.

The district will provide the following notification to individuals subject to criminal records checks and fingerprinting:

1. Such criminal records checks and fingerprinting are required by law or Board policy;
2. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
3. A refusal to consent to a required criminal records check and fingerprinting shall result in immediate termination from employment, ~~or~~ contract status or the ability to volunteer in the district;

4. A determination by the Oregon Department of Education (ODE) which affects an individual's eligibility to be employed, or contracted with, by the district may be appealed to the Superintendent of Public Instruction under ORS 183.413 – 183.470;
5. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, **or** ODE forms (written or electronic) **may will** result in immediate termination from employment or contract status, **unless the superintendent or designee determines in their sole discretion otherwise**;
6. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
7. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number **[may] will** result in immediate termination from the ability to volunteer in the district. The district **[may] will remove** the volunteer from the position allowing direct, unsupervised contact with students.

Processing and Reporting Procedures

Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

Fingerprints may be collected by one of the following:

1. Employing district staff;
2. Contracted agent of employing district;
3. Local or state law enforcement agency; or
4. Statewide vendor identified by the Oregon Department of Administrative Services.

To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.

The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime or has a conviction of a crime prohibiting employment, **[or]** contract or volunteering.

A copy of the fingerprinting results will be kept by the district. The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)
[ORS 181A.230](#)
[ORS 326.603](#)
[ORS 326.607](#)
[ORS 332.107](#)

[ORS 336.631](#)
[ORS 342.143](#)
[ORS 342.223](#)
[OAR 414-061-0010 – 061-0030](#)
[OAR 581-021-0510 – 021-0512](#)

[OAR 581-022-2430](#)
[OAR 584-050-0012](#)
[OAR 584-050-0100](#)

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



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

February 19, 2025

Title

Consider for approval revisions to Policy KL– Public Complaints

Presenters

Carmen Xiomara Urbina, Chief of Staff

Christine Nesbit, General Counsel

Background:

School Board Policies are statements which set forth the purpose and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and staff can discharge their assigned duties with positive direction.

Policy KL is the district’s foundational policy on public complaints, and - consistent with Oregon Department of Education regulation - it ensures that the district provides a complaint process for members of the public who reside in the district, parents and guardians, and any person who alleges they have been subjected to discrimination or a third party representing such a person.

Policy KL is not intended to substitute for district procedures; rather, it delegates the development of most procedures to the superintendent. Current procedures are in regulation KL-AR. An exception, however, applies to complaints about board members and the superintendent. In those cases, the board should adopt the applicable procedures.

Policy KL is important to families and stakeholders, as it supports the informal resolution of concerns, and also requires that there be formal procedures available for processing complaints. While complaints and concerns are generally to be addressed at the lowest-possible level of complaint resolution, not all complaints will be resolved in that fashion. Staff recognize that navigating a school district as large and as complex as 4J’s can often feel overwhelming. Our 4J families, guardians, and students may have questions about curriculum, classrooms, programs, or other school experiences. As a district, it is our responsibility to create the conditions for clear, transparent, and intentional access to information and support. The inclusion of a statement of values that guide our complaint processing will support this. We know that families, guardians, and students put their trust in us, and we take that responsibility to heart.

Summary:

It has become necessary to make some changes to policy KL to meet legal requirements; some of the changes proposed mirror legal changes. Some changes are deemed necessary to ensure that the board – not the superintendent – adopts procedures that the board is to follow, when the board, individual board members, or the superintendent is the subject of a complaint. Other changes are to incorporate a values statement to guide this complex work for staff. And finally, some changes are simply for clarity and alignment.

Proposed changes to the district’s Policy KL on public complaints accomplish the following. They:

- Provide a statement of values to guide complaint processing, emphasizing the values of respect, relationships, honesty, integrity, and equity.
 - Current policy KL does not contain a statement of board values.
- Reduce confusion by removing the reference to a universal complaint procedure, specifying that some complaints fall outside policy KL, and adding language that where district regulation or policy provides for a different complaint procedure, those procedures will be used.
 - This change is consistent with other board policies that provide for the use of different procedures for certain types of complaints and in some cases necessary to comply with legal requirements. An example would be the district’s Title IX sexual harassment grievance procedure.
- Make necessary legal updates to the list of complaints that may be appealed to the Oregon Department of Education.
 - This action is necessary and consistent with recently updated ODE regulations.
- Bring clarity by removing a statement about the order of complaint processing that is inconsistent with complaint procedures in KL-AR and long-standing district practice.
 - The current policy states that complaints go through four levels, including to the board, “unless otherwise identified (see administrative regulation KL-AR for specific procedures …)” However, KL-AR provides that the final level for most complaints is at the superintendent level, which is recommended.
- Provide more detail within board policy about complaints filed against the superintendent or the Board, and identifies and separates those two processes.
 - Currently, the procedures related to complaint processing when the superintendent and board are the subject of a complaint are in the administrative regulation and they should be in board policy.
- Articulate the time limitations for complaints.

Policy KL originated decades ago, and it was most recently revised in 2022.

Code:	KL
Adopted:	XX/XX/XX
Revised/Readopted	2/14/18; 11/06/19; 12/07/22

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to adopt Policy KL–Public Complaints or the Board may wish to direct staff to make revisions to the proposed policy.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the Board delete the existing Policy KL–Public Complaints and adopt revised Policy KL–Public Complaints.

Eugene School District 4J

Code: **KL**
Adopted: 2/14/18
Revised/Readopted: 11/06/19; 12/0722; XX/XX/XX
Orig. Code: KL

Public Complaints

Students are at the heart of the district's decisions and actions, and their educational experience is of utmost concern to district staff and the board. We are committed to prioritizing their well-being and educational success, while being clear, accessible, and responsive to the needs of our families, guardians, and students. We welcome expressions of concern as opportunities to learn, clarify intentions, and improve accountability.

We understand that navigating a school district as large and complex as ours can sometimes feel overwhelming. Families, guardians, and students may have questions or concerns about curriculum, classrooms, programs, or other school experiences. As a district, it is our responsibility to create the conditions for clear, transparent, and intentional access to information and support.

Our processes for addressing questions and concerns are designed to be welcoming, clear, and equitable. Guided by the values of respect, relationships, honesty, integrity, and equity, we approach these opportunities with a strong commitment to racial equity and social justice, ensuring that everyone is treated with dignity and care.

We believe that by working together, we can create a school community where every student thrives and families, guardians, and staff feel valued, supported, and heard.

When a parent or guardian of a student attending a school in the district, a person who resides in the district, a staff member or student has a concern, it should be addressed at the lowest possible level through direct communication with the relevant staff member, school or department involved in the issue.

Acknowledging that not every concern may be resolved in this fashion, the superintendent will develop effective procedures to address formal complaints and will ensure the complaint procedures are available at the district's administrative office and through a link on the homepage of the district's website.

The procedures will encourage the timely and fair resolution of complaints, and provide a system of review that will allow consideration of a complaint at an appropriate level of accountability. The procedures may distinguish between types of complaints and will provide a process for Division 22 complaints.

Division 22 refers to the educational standards that the State of Oregon has determined must be met in order to be designated a standard school district. These standards are set forth in Oregon Administrative Rule Chapter 581, Division 22.

Examples of such complaints include:

1. Compliance with Oregon Department of Education Curricular and Instruction Requirements;
2. Health and Safety Plans;
3. Restraint and/or seclusion;
4. Retaliation against a student or a student's parent who, in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation;
5. Talented and Gifted Programs and Services Requirements;
6. Discrimination;
7. Harassment; and
8. Equitable education opportunities.

The complainant must follow the complaint procedure as outlined in the administrative regulation-implementing this policy. Some complaints fall outside this policy. Where district regulation or policy provides for a different complaint procedure, those procedures will be used to address complaints within the scope of that specific procedure.

Complaints about staff members

Complaints about staff members other than the superintendent will be processed using procedures adopted by the superintendent.

The board will not hear complaints against employees in a session open to the public except as provided by law. When the board or an individual board member receives a complaint about a staff member other than the superintendent, the complaint will be referred to the superintendent.

Complaints against the Superintendent

Complaints alleging individual misconduct by the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the board. The board may refer the complaint to a third party for investigation. Within 90 calendar days of receipt of the complaint, the board will decide in open session what action, if any, is warranted. The board will provide an outcome letter to the complainant.

Complaints against Members of the Board

Board members are volunteers serving in an elected capacity and are accountable to voters in the district for their actions and policy positions. Complaints against the Board as a whole or against an individual Board member alleging ethics violations, violations of law or violations of policy applicable to board members should be made to the Board

chair on behalf of the Board and should be referred directly to district counsel. Complaints against the board chair may be made directly to the Board vice chair on behalf of the Board.

The board chair, or vice chair if applicable, will refer complaints related to ethics violations or violations of the law to appropriate governmental jurisdictions or a third party if a majority of the board approves the referral. If a third party investigates a complaint, after receiving the results of the investigation, the board shall decide, within 30 days, in open session what if any action is warranted.

Time Limitations for Complaints

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

Appeal

As outlined in Oregon Administrative Rule (OAR) 581-002-0001, 581-075-0045 or 581-075-0205, if a complaint is not resolved through the complaint process, a complainant may appeal the district's final decision to the Oregon Department of Education if the complaint alleges a violation of: (1) Oregon Revised Statute (ORS) 339.285 to – 339.3803 or OAR 581-021-0550 – 581-021-0570 (Restraint and Seclusion); (2) ORS 339.347 (Bias Incidents and Hate Symbols) ORS 659.850 or OAR 581-021-0045 (Discrimination in Education), OAR 581-021-0046 (Program Compliance Standards Related to Discrimination), OAR 581-22-2312 (Every Student Belongs); (3) ORS 342.700 and 342.704 or OAR 581-021-0038 (Duties related to Sexual Harassment); (4) OAR 581-021-0655 (Designation of Civil Rights Coordinators); (5) 581-021-0047 (Prohibition Against Use of Native American Mascots); (6) ORS 659.852 (Retaliation Against a Student); or (7) OAR Chapter 581, Division 22 (Division 22 Standards).

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.107
OAR 581-022-2370

ORS 659.852
OAR 581-075-0205

OAR 581-075-0001 - 075-0045

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Eugene School District 4J

Code: ~~_____~~ **KL**
Adopted: ~~_____~~ 2/14/18
Revised/Readopted: ~~_____~~ 11/06/19; 12/07/22
Orig. Code: ~~_____~~ KL

Public Complaints

~~No staff member, student parent or guardian of a student attending school in the district, or person who resides in the district will be denied the right to petition the district with a complaint. A complainant will be referred through the proper administrative process for resolution of their complaint before investigation or action by the Board. An exception will be a complaint against the superintendent, or one that involves Board actions or Board operations.~~

~~The complaint procedure is available at the district's administrative office and on the home page of the district's website, which includes a summary of all the complaint types and the universal complaint procedure, (KL-AR).~~

~~The Board advises that there is a process for resolving complaints, including but not limited to a complaint in one or more of the following areas:~~

- ~~1. — Instruction;~~
- ~~2. — Student discipline;~~
- ~~3. — Learning materials;~~
- ~~4. — Restraint or seclusion;~~
- ~~5. — Staff members;~~
- ~~6. — Retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation;~~
- ~~7. — Talented and Gifted Programs and Services;~~
- ~~8. — Discrimination;~~
- ~~9. — Racial harassment;~~
- ~~10. — Equitable education opportunities.~~
- ~~11. — Compliance with Oregon Department of Education state standards for public schools;~~

~~The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR—Public Complaint Procedure. Any community member, staff member, parent, or student who has a complaint shall start at the lowest level in the organization to attempt to resolve the complaint. The following order will be used unless otherwise identified (see administrative regulation KL-AR—Public Complaint Procedure for specific procedures and timelines):~~

- ~~1. — Staff member~~
- ~~2. — Building administrator or district department director, if applicable:~~

3.— Superintendent;

4.— Board.

Any complaint about school personnel other than the superintendent will be investigated by administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.

Complaints against school personnel other than the principal may be filed with the principal. Complaints against a principal may be filed with the superintendent or designee. Complaints against the superintendent should be referred to the Board chair on behalf of the Board.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board and may be referred to district counsel. Complaints against the board chair may be made directly to the Board vice chair on behalf of the Board.

Appeal

As outlined in Oregon Administrative Rule (OAR) 581-002-0001—581-002-0023, if a complaint is not resolved through the complaint process, a complainant may appeal the district's final decision to the Deputy Superintendent of Public Instruction if the complaint alleges a violation of: (1) Oregon Revised Statute (ORS) 339.285 to 339.3803 or OAR 581-021-0550—581-021-0570 (Restraint and Seclusion); (2) ORS 659.850 or OAR 581-021-0045 (Discrimination in Education); (3) OAR 581-021-0046 (Program Compliance Standards Related to Discrimination); (4) OAR 581-021-0047 (Prohibition Against Use of Native American Mascots); (5) ORS 659.852 (Retaliation Against a Student); or (6) OAR Chapter 581, Division 22 (Division 22 Standards).

The superintendent shall develop regulations designed to encourage the timely resolution of public complaints while providing a system of review that will allow both the complainant and the district an opportunity to be heard.

END OF POLICY

Legal Reference(s):

[ORS 192.610 to 192.690](#)
[ORS 332.107](#)

[ORS 659.852](#)
[OAR 581-002-0001 to 581-002-0023](#)

[OAR 581-022-2370](#)

[Anderson v. Central Point Sch. Dist., 746 F.2d 505 \(9th Cir. 1984\).](#)
[Connick v. Myers, 461 U.S. 138 \(1983\).](#)

Cross Reference(s):

AC—Nondiscrimination
ACB—Hate Symbols and Bias Incidents
HA—Instructional Resources/Instructional Materials



Consider for Approval: Revisions to Policy KL – Public Complaints

February 19, 2025

Presented by:

Carmen Xiomara Urbina, Chief of Staff

&

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Every student's experience matters.

We are committed to fostering a welcoming, supportive, and responsive environment for all. When concerns arise, we view them as opportunities to listen, learn, and grow together—with the shared goal of continuously improving our schools for every child

Why Are We Revising Policy KL?



Legal Compliance: Align with Oregon Department of Education (ODE) and state law updates.

Clarity & Accessibility: Ensure the public, students, and staff understand their rights and the complaint process.

Values-Based Approach: Reflect our commitment to equity, transparency, and accountability in how concerns are handled.

Board Oversight: Ensure the Board—not the Superintendent—adopts procedures for complaints against Board members or the Superintendent.

The Importance of This Revision

- **Builds Trust:** Ensures that all concerns are handled fairly, consistently, and with accountability.
- **Removes Barriers:** Creates a more accessible and user-friendly process for families, students, and staff.
- **Legal Alignment:** Updates language to comply with Division 22 standards and ODE complaint procedures.
- **Strengthens Oversight:** Provides clear processes for addressing complaints against district leadership.

How This Aligns with 4J's Core Values

Core Value	How the Revised Policy Reflects This Value
Respect & Dignity	Ensures that all students, families, and staff are treated with dignity and respect when raising concerns.
Relationships & Accessibility	Removes procedural barriers and makes the complaint process welcoming and transparent .
Honesty & Transparency	Provides clear steps, timelines, and procedures , increasing public trust in district decision-making.
Integrity & Accountability	Defines who is responsible for resolving complaints and ensures timely action .
Equity & Fairness	Ensures that complaints from historically underserved communities are heard and addressed equitably.

We understand that navigating a large and dynamic school district can sometimes feel overwhelming



Families, guardians, and students may have questions or concerns about curriculum, classrooms, programs, or other aspects of the school experience. Our commitment is to provide clear, transparent, and equitable access to information and support, ensuring that every voice is heard and every concern is met with care.

Key Changes in Policy KL



OLD Policy: Did not contain a values statement or an emphasis on equity, access, and transparency.

NEW Policy:

- ✓ Centers students and families in the complaint process.
- ✓ Values: welcoming and clear; respect; relationship; integrity; commitment to equity; timely resolution; system of review at appropriate level of accountability.
- ✓ Lens: expressions of concern are opportunity to learn, clarify intentions, improve accountability.

Key Changes in Policy KL



OLD Policy: Characterized KL complaint procedure as “universal,” which could be confusing.

- ✓ Some laws require unique procedures.
- ✓ 4J policies recognize that some complaint types require different process.

NEW Policy:

- ✓ Explicitly states that where other specific complaint procedures apply, those shall be used.

Key Changes in Policy KL



OLD Policy: Contained outdated references to complaint types that could be appealed to ODE.

NEW Policy:

✓ Updates References.

Why It Matters:

✓ Fact-finding, Timelines

Appeal Process Under Oregon Law

If a complaint is not resolved within the district, complainants may appeal to the Oregon Department of Education (ODE) under certain conditions:

- 1. Restraint and Seclusion Violations** (*ORS 339.285 - 339.380; OAR 581-021-0550 - 581-021-0570*)
- 2. Bias Incidents & Hate Symbols** (*ORS 339.347; ORS 659.850; OAR 581-021-0045; OAR 581-022-2312 – Every Student Belongs*)
- 3. Discrimination in Education** (*ORS 659.850; OAR 581-021-0045*)
- 4. Sexual Harassment Violations** (*ORS 342.700 - 342.704; OAR 581-021-0038*)
- 5. Civil Rights Compliance Issues** (*OAR 581-021-0655*)
- 6. Native American Mascot Restrictions** (*OAR 581-021-0047*)
- 7. Retaliation Against a Student** (*ORS 659.852*)
- 8. Division 22 Standards Violations** (*OAR Chapter 581, Division 22*)

Key Changes in Policy KL



OLD Policy: Created a default 4-step complaint escalation process up to board unless procedure KL-AR specified otherwise.

✓ KL-AR has provided that the final level for most complaints is at the superintendent level, which is recommended.

NEW Policy:

✓ Directs that AR will allow consideration of complaint at appropriate level of accountability.

Key Changes in Policy KL



OLD Policy: As to **complaints against superintendent**, policy provided only that they would be referred to the board chair on behalf of board. KL-AR provided the details (present to board, potential referral to investigation and 90-day timeline)

NEW Policy:

- ✓ Brings details of procedures into policy.
- ✓ Allegations of misconduct by superintendent will be brought by board chair to board; board may use third-party investigator; decision in open session; outcome letter to complainant.

Key Changes in Policy KL



OLD Policy: Does not contain details about processing **complaints against board or individual members**. Does not define complaint types.

NEW Policy:

- ✓ Acknowledges that board members are elected officials. Accountability for actions and policy positions lies with voters.
- ✓ Complaint types: ethics violations, violations of law or violations of policy applicable to board members.
- ✓ Details: present to board; use of legal counsel; use or third-party investigator. If there is a third-party investigation, decision in open session within 30 days.

Key Changes in Policy KL



OLD Policy: Timelines for complaint filing in AR, but not policy.

NEW Policy:

✓ Brings timelines for complaint filing into policy.

Administrative Regulation (AR) in Development



The AR will guide implementation of Policy KL. Under consideration:

- ✓ Remove details on complaints against superintendent, board and board members.
- ✓ Differentiate among types of complaints:
 - Division 22 complaints
 - Non-Division 22 Parent /Guardian complaints (District complaints)
 - Complaints against staff that are outside of either of the above categories

The AR will be finalized following Board approval of Policy KL

Administrative Regulation (AR) in Development



- ✓ **Parent/guardian complaints alleging staff misconduct**
 - Examples: Disrespectful, discourteous communications; ethics
 - Referred to supervisor, a district administrator, or HR as appropriate
 - Must be handled in a manner consistent with CBAs and established HR practices.
 - Confidentiality concerns

The AR will be finalized following Board approval of Policy KL

Administrative Regulation (AR) in Development



✓ Workplace Complaints

- Discrimination complaint procedure
- Complaints relating to working conditions of employees and subjects of negotiation - through grievance procedures
- Other workplace complaints: referred to supervisor, a district administrator, or HR as appropriate.

The AR will be finalized following Board approval of Policy KL

Board Vote & Next Steps



Recommended Motion:

- Board of Directors approve the revised Policy KL: Public Complaints as presented in the second reading.
- Once approved, AR revisions will be finalized and implemented

Final Thoughts & Questions

- Thank you for reviewing these critical policy updates!
- Do Board members have any final questions before moving to a vote?

