

**Equity Committee Meeting
Eugene Public Schools District 4J
200 N. Monroe**

February 8, 2018
4:30 p.m.

PRESENT: David Abramowitz, Betsy Boyd, Gary Campbell, Laura Dahill, Julie Heffernan, Ingrid Koch, members; Gustavo Balderas, Oscar Loureiro, Charis McGaughy, staff; Chrystell Reed, Jennifer Hornsby, guests.

I. Welcome and Introductions

Ms. McGaughy called the meeting to order at 4:41 p.m. She asked everyone present to introduce themselves and share how much they know about charter schools, which they then did.

II. Review and Approval of Minutes

The committee postponed the approval of the January 11, 2018 minutes since there was not a quorum present.

III. Review of Purpose and Community Agreements

Ms. McGaughy reviewed the Committee's Purpose and Community Agreements. No additions or amendments were made.

IV. Introduction of Our Problem of Practice

Ms. McGaughy introduced the Problem of Practice: *What data or information should 4J provide to the board to inform their decisions around charter schools?* There are five charter schools in 4J that are approved by the board. She explained that these are public schools that do not have to adhere to the same guidelines as other schools.

Ms. McGaughy stated that the district provides an annual report on the charter schools. The district has been working on developing metrics and systems to streamline this process.

Mr. Loureiro explained the data report on Coburg Charter School to the members.

Ms. Boyd asked about the definition of *economically disadvantaged*. Mr. Loureiro clarified that those who qualify for free and reduced lunch programs are under this category.

Ms. McGaughy added that Village Charter School receives additional funding for lunch programs, due to the high attendance of free and reduced lunch qualified students. She stated that Village Charter School was preliminarily identified as a target school for improvements under

the new state accountability system. Ms. Heffernan asked Village School was identified. Mr. Loureiro replied that math scores were low.

Mr. Abramowitz asked about transportation to charter schools. Ms. McGaughy answered that 4J is not required to provide transportation, but students can take existing buses.

Ms. Dahill asked if special education students can receive services at charter schools. Ms. McGaughy said that the district assigns staff and provides services for charter school students. Ms. Heffernan asked if Oak Hill and private schools can access 4J special education services. Ms. McGaughy replied that they can but depends on the situation.

Mr. Dahill asked for further explanation of how special education students can attend charters. Ms. McGaughy responded that special education students can attend of charter school if they elect to. However, if they require a more restrictive environment, they will be placed at a school that can provide that. Ms. Dahill clarified that charter schools have a resource center, but not a comprehensive learning center or life skills classes. Ms. McGaughy confirmed this.

Ms. Dahill commented that kids with IEPs have the ability to learn a language. She said there should be dual-language speech pathologists and staff to support this. Ms. McGaughy said that there are special education students in language immersion schools, but they do not provide the more restrictive environments.

Ms. Heffernan asked if charter schools are compared with district averages. Mr. Loureiro replied that staff collect data on all schools to present to the board.

Ms. Koch asked the difference between *multiracial* and *underserved racial groups*. Mr. Loureiro responded that *multiracial* refers to a student that self-identifies as more than one race. *Underserved* refers to Hispanic or Latino/a, African American, Pacific Islander, and Native American students. Ms. McGaughy clarified that underserved is an aggregate category, not a separate one. Ms. Koch asked if you are counted if you identify as multiracial but are Latino. Mr. Loureiro said that if you mark multiracial, you are not counted in the underserved category. Ms. McGaughy clarified that these are ODE categories.

Mr. Abramowitz stated that alternative education schools had transportation issues in the past. Ms. McGaughy said that the seven choice schools and five charter schools do not provide transportation, unless there is an existing bus line. Transportation is also provided for El Camino del Rio.

Mr. Abramowitz asked if there were specific criteria to select students for charter schools. Ms. McGaughy replied that enrollment is done by a lottery system. She said that Coburg Charter School is the only exception as they have a waiver so that 50% of enrollment comes from the old Coburg elementary boundary.

Ms. Dahill asked for an example of how Charter schools do not have to follow 4J policies. Ms. McGaughy explained that this refers mostly to curriculum and instruction. She said that they do have to follow all state and federal laws.

Ms. Heffernan asked if the teachers part of the union. She also wondered if the administrators need to be licensed. Ms. McGaughy said that the teachers are not part of the union. Ms. Reed explained that 50% of the administration have to be licensed.

Ms. Boyd asked if there was demographic data to overlay with discipline numbers for charter schools. Mr. Loureiro confirmed that they track this information.

Mr. Campbell asked if charters follow the same class time and days in school rules. Ms. McGaughy responded that schools can make own schedules, but, have to meet certain divisional standards.

Mr. Heffernan asked which regions 4J's charter schools were located in. Ms. McGaughy said that Coburg Charter School is located in the Sheldon area and Ridgeline, Village, Network, and Twin Rivers are in the South region. Network Charter School and Twin Rivers Charter School are the high school programs. Both would be considered alternative education programs for students who may not have benefited from the traditional environment.

Mr. Abramowitz mentioned that often times kids can benefit from the unique charter school programs. He wondered if students also have access to a traditional school. Ms. McGaughy replied that a student cannot be dual enrolled. However, there is a new state law that allows charter students to access curriculum at their local comprehensive school. She said that 4J also has discretion to allow students to take classes at high school.

Mr. Balderas said that the district would like to integrate CTE programs for charter schools.

Ms. Heffernan commented that charter schools bring up a lot of equity questions. She asked for clarification on the question posed to the Equity Committee. Ms. McGaughy expressed that she is interested in all comments and feedback. Mr. Balderas agreed that charter schools are a complex topic and shared that there are different approaches in each community.

Mr. Loureiro shared that online learning has changed charter schools within the last couple years.

Mr. Abramowitz suggested tracking how charter schools students perform in high school.

Ms. Hornsby said that it would be useful to track academic groups of specific cohorts, especially at risk students.

Mr. Campbell suggested reporting on student retention from year to year and any reasons for leaving a charter school.

Ms. Koch mentioned that the tracking the application pool and acceptance rate might be helpful.

Mr. Campbell proposed analyzing staff demographics and licensure. He also said that counting instructional hours would be useful.

Ms. Heffernan suggested reporting on the different instructional models at each school.

Ms. Boyd said that the district might consider requesting an equity stance or examples of how schools approach culturally relevant curriculum. She shared that these reports might help reveal other data points.

Mr. Abramowitz asked how charters approach buildings and technology upgrades. Ms. McGaughy said that charters are required to meet all ADA standards, but the district does not provide facility services.

Ms. Dahill asked about access to technology. Ms. Reed said that the budget is tight. She explained that Ridgeline is engaging in fundraising.

Ms. Hornsby shared that they are concerned about missing students who qualify for free and reduced lunch. She explained that they use an alternative survey to catch more families.

Ms. Boyd mentioned all elementary schools might use this alternative survey tool.

Mr. Loureiro explained that if school reaches certain percentage of students who qualify for free and reduced lunch, the district can apply receive free lunch for the entire school.

Ms. Koch asked if the district looks at population and demographics from ten years ago and projected rates. Mr. Loureiro said he can send this information.

V. Reflection

Ms. McGaughy and Mr. Loureiro summarized their notes on feedback from the committee. Dr. Balderas commented that the Equity Committee might consider questions of access to charter schools, immersion schools, and IHS at a future meeting. He also suggested inviting some students to understand their perspective on this issue.

I. Public Comment

No public comment was heard at this meeting.

Ms. McGaughy adjourned at 6:18 p.m.

Recorded by Dana Shinnars