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, March 4, 2026

NOTICE: The Regular Board Meeting at 6:00 p.m. 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/96516386055?pwd=wjpcvmmABm8P5kFspA1Eg9RslX0dRb.1, **Webinar ID: 965 1638 6055**
A video of the meeting will be made available after the meeting at https://vimeo.com/4Jschools

School Board Meeting Request Forms:
Sign up to provide public comment: www.4j.lane.edu/board/publiccomment
The board will hear public testimony in person or via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting. Requests to provide public comment must be submitted no later than 5 p.m. on the Monday before the meeting.

6:00 PM
Regular Board Meeting

I. **6:00 p.m. Regular Board Meeting:**
II. Call to Order, Roll Call, Land Acknowledgment
III. Board Chair Welcome 3
Classified Employee Appreciation Week Proclamation
IV. Agenda Approval
V. Introduction of Guests and Superintendent's Report
VI. Receive Reports from High School Student Representatives
VII. Items Raised by the Audience
VIII. Comments by Employee Groups

IX. **Consent Group - Items for Action**
1. Approve the DRAFT Board Meeting Minutes for: 4
February 18, 2026 Board Work Session
2. Approve the Addendum to the Settlement Agreement and the 14
Memorandum of Agreement between Eugene School District 4J and
Oregon School Employees Association Eugene Chapter 1
Presenter: Christine Nesbit, General Counsel
3. Approve Bond Project – Multi-Site Playground Improvements 29
Presenter: Ryan Spain, Director of Facilities
4. Authorize Contract for Copier Fleet Lease, Maintenance Services and 30
related Supplies
Presenter: Scott Sorenson, Technology Project Manager
5. Accept Annual Personnel Action 31
Presenter: Kate Marrone, Director of Human Resources

The board may recess into executive session pursuant to ORS 192.660 (2)(b) "to consider the dismissal or disciplining of, or to hear complaints against, a public employee who does not request an open hearing and

pursuant to ORS 192.660 (2)(f) "to consider information or records that are exempt by law from public inspection.

X. **Items for Information**

1. Receive the Charter School Annual Reviews for: 45
   – 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
   (10 Minutes)

2. Receive Monthly Finance Report (15 minutes) 332
   Presenter: Matt Brown, Director of Financial Services

XI. **Items for Action**

- There are no Items for Action for March 4, 2026

XII. **Items for Action at a Future Meeting**

- There are no Items for Action at a Future Meeting for March 4, 2026

XIII. Committee Reports by Individual Board Members

XIV. **Consider Board Requests for Agenda Items or Information**

XV. Adjourn

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.

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

PROCLAMATION

Classified School Employees Appreciation Week

We'd like to take this moment to recognize the first full week of March as Classified School Employees Appreciation Week to honor the essential contributions of classified staff here in Eugene and across Oregon.

In Eugene School District 4J, every employee plays a vital role in fulfilling our mission to ensure that each student has access to a safe, inclusive, and high-quality education.

Classified employees are foundational to that mission — serving as educational assistants, custodians, nutrition services professionals, bus drivers, office professionals, health assistants, technology specialists, maintenance and grounds staff, and in many other indispensable roles.

Classified staff members are often the first to welcome students each morning and the steady presence supporting them throughout the school day — building relationships rooted in trust, compassion, and respect.

Their work directly supports student wellness and safety, fosters inclusive learning environments, and ensures that schools operate with care, efficiency, and excellence.

Therefore, the Board of Directors of Eugene School District 4J hereby proclaims the first full week of March 2026 as **Classified School Employees Appreciation Week**

We recognize that when students feel safe on the bus, nourished in the cafeteria, supported in the classroom, welcomed in the office, and cared for throughout the school day, they are better able to learn, to grow, and to discover their potential. The dedication of our classified staff makes these moments possible. Their work strengthens the foundation upon which student success is built, and for that, we offer our deepest gratitude.

Adopted this 4th day of March, 2026.

Signed:

Tom Di Liberto

Mr. Tom Di Liberto, Chair

Attest:

Miriam Mickelson

Dr. Miriam Mickelson, Superintendent

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:
March 4, 2026

Title:
Approve the DRAFT Board Meeting Minutes for:

- February 18, 2026 – Work Session

Background:
The board meeting minutes listed above are in draft form. Once approved, the minutes will be uploaded to BoardBook and available to the public.

MINUTES OF THE WORK SESSION

OF THE BOARD OF DIRECTORS

SCHOOL DISTRICT 4J, LANE COUNTY, OREGON

Date: February 18, 2026

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on February 13, 2026.

ROLL CALL

BOARD MEMBERS PRESENT:
Tom Di Liberto
Ericka Thessen
Maya Rabasa
Jenny Jonak
Judy Newman
Morgan Munro
Rick Hamilton

ABSENT:
None

STAFF:
Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Christine Nesbit, General Counsel
Matt Brown, Director of Finance
Brooke Wagner, Human Resources Director
Kelly McIver, Communications Director
Oscar Loureiro, Director of Research and Planning
Jen Bills, Director of Safety and Emergency Management
Cynthia Calletano, Executive Assistant to the Chief of Staff/Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

OTHER GUESTS:
B. Grace Bullock, Administrator for Prevention and Mental Health Services
Trista Neuman, Community Care Specialist – 15th Night Program
Eve Cornelius, Community Care Specialist – McKinney-Vento
Kristine Craft, Community Care Specialist – McKinney-Vento

DRAFT

EMPLOYEE ASSOCIATIONS:
Jamie Meyers, Eugene Education Association (EEA) President
Scott Mayers, Managers, Administrators, Professionals, and Supervisors (MAPS) Co-President
Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) Chapter 1 President – (via Zoom Webinar)

MEDIA:
KRVM

I. CALL WORK SESSION TO ORDER AND ROLL CALL

Chair Di Liberto called the work session to order at 6:41 p.m. He said the names of the Board members who were present.

II. BOARD CHAIR WELCOME

Chair Di Liberto welcomed attendees. He reported that one or more Board of Directors (BOD) attended the following events:

- Unified basketball game between Churchill and Sheldon high schools
- Transportation Safety Forum at Roosevelt Middle School
- Asian American Council of Oregon Lunar New Year Artwalk
- IB Accreditation Review and Inaugural Hall of Fame Dinner at North Eugene High School
- Black History Month celebrations at City Club of Eugene
- Martin Luther King Jr. assembly at North Eugene High School

Ms. Newman announced that Eugene Education Foundation (EEF) is holding their annual gala on Thursday, April 2, 2026 at 5:30 p.m. at the Ford Alumni Center. This year's theme is "Bright Minds."

III. AGENDA APPROVAL

The agenda was approved as presented.

IV. PUBLIC COMMENT

Patrick Newsom, Oregon Farm to School Procurement Hub Coordinator, provided comments. He said Eugene School District 4J has become a leader in the farm to school movement. He raised concern about potential impacts to the program. He explained that several years ago, 4J elected to self-manage their nutrition department, divesting from a corporatized food system, and instead investing in one that nourished the local food economy. He described the efforts that went into implementing the model, and the positive impact of the efforts on the student body. He suggested that reducing access to nutritious school meals disenfranchises students, particularly those who are most vulnerable. Mr. Newsom cautioned against impacting the Farm to School program and urged a continuity of investment.

V. COMMENTS BY EMPLOYEE GROUPS

Scott Mayers, Managers, Administrators, Professionals, and Specialists (MAPS) Co-President, provided comments related to Senate Bill 141 – the Education Accountability Act. He emphasized the importance of accountability in education, to stay on track, while also acknowledging that accountability narrows the focus. He mentioned that the Oregon School Board Association (OSBA), the Coalition of Oregon School Administrators (COSA), and the Oregon Association of Educational Service Districts (OAESD) have all expressed concern about the measure, namely that it does not include funding for the new interim assessments required to support the expanded accountability system – thus it is an unfunded mandate during a time of severe budget restriction. He cited other flaws inherent in the measure and expressed concern about potential impacts to educational systems and students.

VI. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE THE DRAFT BOARD MEETING MINUTES FOR: JANUARY 21, 2026 REGULAR BOARD MEETING AND FEBRUARY 4, 2026 REGULAR BOARD MEETING

There was no discussion.

2. RECEIVE FINANCIAL REPORT FOR KRVM 91.9 – 1280 KRVM AM FOR THE 2024-25 FISCAL YEAR

There was no discussion.

3. APPROVE BOND PROJECT – MULTI-SITE PAVEMENT SLURRY SEALING

There was no discussion.

4. APPROVE BOND PROJECT – MULTI-SITE PAVING IMPROVEMENTS

There was no discussion.

5. APPROVE BOND PROJECT – SOUTH EUGENE WINDOW REPLACEMENT

There was no discussion.

6. APPROVE BOND PROJECT – MULTI-SITE HVAC IMPROVEMENTS

There was no discussion.

MOTION: Vice Chair Thessen moved to approve the consent agenda. Ms. Jonak seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Newman, Ms. Jonak, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.**

VII. ITEMS FOR INFORMATION

1. RECEIVE AN UPDATE ON EUGENE SCHOOL DISTRICT 4J'S COMMUNITY OF CARE SYSTEM

Administrator for Prevention and Mental Health Services B. Grace Bullock and

Community Care Specialist – 15th Night Trista Neuman, along with two other Community Care Specialists, provided an update via PowerPoint presentation.

They outlined community care:

- Based on "building bridges" to serve youth and families
- Build upon existing investments, workforce, strengths, collaborations, and partnerships
- Embed dedicated Community Care Specialists in regions to provide emotional support and system navigation
- Strengthen collaborations between school mental health/counseling, student services, instruction, and community partners

They presented embedded levels of care:

- Administrators, family support specialists, health/sexual education, mental health practitioners, nurses, physical education educators, professional learning circles, school counselors, SEL specialists, staff wellness coordinators, substance use educators, community care specialists, graduation coaches and career counselors, health navigators, mental health support teams, nutrition services, pregnant and parenting teen programs, school-based health center providers, school social workers, special educators, STD prevention, and teachers on special assignments (TOSA).

They outlined partners:

- Administrators, community care coordinators, equity administrators, mental health contractors and administrators, occupational and physical therapists, language and speech therapists, school-based health centers, school psychologists, school safety and prevention specialists, and suicide prevention teams.

They presented local systems of care:
**A full list was outlined in the PowerPoint presentation, the following is abbreviated.*

- Affinity groups, charitable foundations, early childhood education, public health, behavioral health, crisis response, faith groups, Oregon Department of Human Services (ODHS) parks and recreation, respite, and primary care.

They outlined the mental health and wellbeing system:

- Prevention and Mental Health Services Administrator
    - Community Care Specialists
        - McKinney Vento Liaison
        - Family Resource Specialists
        - 15th Night Specialist
    - mental health therapists

- external mental health therapists
- school counselors

Ms. Bullock said their primary function is to provide access and stability within schools via providing linguistically and culturally attuned emotional support, basic needs system navigation, and referrals for students and families. She outlined Community Care Specialist focus areas, including but not limited to, case coordination, warm handoffs, and liaising with qualifying assistance programs.

They provided information about the Rapid Access Network (RAN), an online platform used to connect students to resources in real time. The network will soon be available in all district high schools and middle schools. If student/family needs cannot be met within the district, the network engages with the community for additional support. They said to date, a need has not gone unmet.

They spoke about resources available for McKinney Vento students, including transportation, basic needs, food, hygiene, school supplies/clothing, and other needs. They shared positive quotes from community members.

Ms. Bullock outlined current challenges and barriers:

- Need outweigh staff capacity
- Budget cuts to essential services
- Increase acuity of mental health crises in community
- Increased prevalence of poverty, houselessness, and food insecurity
- Stress on community services who offer support

Ms. Bullock presented future directions:

- Referral ticketing system expansion
- Implementation of RAN to all middle schools (end of 25-26 school year)
- Creating of regional RANs for elementary schools
- Incorporation of mental health referrals into RAN system
- Build out of RAN to collect service utilization data for decision-making
- Expanding communication and professional learning regarding CC Team and its functions
- Increased integration with district mental health team values and practices

The presenters invited questions from the BOD.

Ms. Newman asked if there are Spanish speaking volunteers.

Ms. Bullock responded that two of their care team members speak Spanish.

Ms. Newman said she is pleased they will be increasing integration and communication of mental health services within the district.

Ms. Bullock agreed. She said they are focusing on implementing smaller (i.e. building-level), rather than larger, professional development sessions.

In response to a question posed by Mr. Hamilton, they reported that roughly 750 district students experience homelessness annually.

In response to a question posed by Ms. Newman, Ms. Bullock confirmed that Medicade covers some of services provided, as staff are trained as community health workers.

In response to further inquiry from Ms. Munro about funding sources, they cited title funding, community partnerships (including donations of material goods), grants, and local financial contributions.

Ms. Bullock acknowledged the immediate and ongoing need for external funding, pointing to limitations for grant funding opportunities.

2. RECEIVE INFORMATION ON SENATE BILL 141 – OREGON'S STATEWIDE ACCOUNTABILITY FRAMEWORK

Director of Research and Planning Oscar Loureiro and Chief of Staff Carmen Xiomara Urbina presented Senate Bill 141 Phase 1—aligning required common metrics and recommended local metrics with school year 2026-27 strategic planning via PowerPoint presentation.

Ms. Urbina provided relevant background information about SB 141. She emphasized that the district's focus is not just on compliance but on system alignment. She said Phase 1 is about defining success clearly and responsibly before making major resource or programmatic shifts.

She outlined SB 141:

- Establishes a statewide accountability framework for how districts define, align, and monitor improvement over time
- Under SB 141 districts must:
    - Set growth targets for 7 required common metrics
    - Select 1 local metric from a state-approved menu
    - Monitor progress consistently and transparently
- Key Emphases:
    - Growth over time for one-time performance
    - Alignment across grade bands and systems
    - Equity-centered improvement
    - Clear outcomes without prescribing strategies

Ms. Urbina outlined implementing SB 141 through district values:

- Students First
- Equity Centered

- Racial Equity Commitment
- Data Justice

She presented 7 required common metrics:

- On-time graduation rates
- Five-year completion rates
- Ninth-grade on track
- Eighth-grade math proficiency (new)
- Third-grade literacy
- Regular attendance
- Early-grade attendance (new)

Ms. Urbina noted that in addition to the common metrics, SB 141 requires districts to select one local metric from the following menu:

- Academic growth (ELA and math) (*recommended*)
- Multilingual proficiency
- Fifth-grade science
- Postsecondary readiness
- Career and workforce readiness

Mr. Loureiro explained that under SB 141, 4J was placed by the Oregon Department of Education (ODE) within groups. 4J will be compared for growth and progress alongside districts with similar characteristics (district size, student demographics, etc.). Comparisons will focus on growth over time, not raw performance. He added that 4J will need to pick one of four interim assessments approved by ODE using the process to be determined by ODE.

He provided the following information:

- SB 141 is a phased accountability framework focused on growth, coherence, and transparency – not a one-year compliance exercise.
- The State Board has approved a list of interim assessments for SB 141
- Districts will need to algin to one of these options
- Estimated assessment cost is approximately $250,000 annually, not including:
    - Professional learning
    - Implementation support
    - Data integration and reporting
- ODE is actively exploring state funding support for assessment costs

Mr. Loureiro said that beginning in FY 2027-28, the district must be ready to implement SB 141-aligned assessments. He provided further context, including comparisons between SB 141 and the No Child Left Behind Act. He mentioned that if the district does not meet growth targets after two years, ODE will offer coaching and support.

Ms. Urbina described alignment for Phase 1 in school year 2026-27, including setting districtwide growth goals. She mentioned a values document which will be shared with the BOD. She closed by recapping key takeaways and project leadership details.

Ms. Urbina and Mr. Loureiro responded to questions from the Board related to the implementation of SB 141.

Chair Di Liberto remarked that he appreciates the student and values centered approach their department is taking.

In response to a question posed by Superintendent Mickelson, Mr. Loureiro said that interim assessments must be administered and presented to the Board three times.

3. RECEIVE MONTHLY FINANCE REPORT

Finance Director Matt Brown presented the Monthly Finance Report (as of January 2025) via PowerPoint presentation, including enrollment, general fund revenue, general fund expenses, general fund over/under spending, and a financial summary.

Superintendent Mickelson added that the district research team developed a survey for students and families leaving the district to collect data to indicate why those individuals are leaving the district.

Mr. Brown noted that general fund expenses were higher than ideal, citing the finalization of the OSEA contract and slight general expense increases. He said their department will continue monitoring general fund expenses.

Mr. Brown outlined a 2026-27 forecast, including revenue and expense assumptions.

<u>Revenues</u>

- Property Taxes: 3.5% increase and 95% collection
- Local Option Levy: 4.5% increase
- SSF: 51% part of biennium and extended ADMw

<u>Expenses</u>

- 5% COLA increase
- Assumption of "up to reductions" from all 3 phases
- Increased unemployment expenditures
- PERS full rates for 3 months
- Reduction of 2% for other expenditures

Mr. Brown highlighted an anticipated 2026-27 ending fund balance of roughly $23 million. He closed by providing assumptions further out on the horizon.

VIII. ITEMS FOR ACTION

1. APPROVE YEAR TWO OF THE 2025-27 LANE EDUCATION SERVICE DISTRICT LOCAL SERVICE PLAN

Superintendent Mickelson recommended approval of year two of the 2025-27 Lane Education Service District Local Service Plan.

MOTION: Vice Chair Thessen moved to approve year two of the 2025-27 Lane Education Service District Local Service plan. Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Newman, Ms. Jonak, Ms. Munro, and Mr. Hamilton all voting in favor.**

IX. ITEMS FOR ACTION AT A FUTURE MEETING

There were none.

X. COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

There were none.

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

Ms. Munro requested a memorandum on the topic of the KRVM budget in light of impacts to Corporation for Public Broadcasting (CPB) funding.

XII. ADJOURN WORK SESSION

Chair Di Liberto adjourned the work session at 8:31 p.m.

_____ _____

Miriam Mickelson, Superintendent Tom Di Liberto, Chair

Recorded by Terah Van Dusen, Lane Council of Governments (LCOG)

DRAFT

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting:
March 4, 2026

Title:
Approve the Addendum to the Settlement Agreement and the Memorandum of Agreement between Eugene School District 4J and Oregon School Employee Association Eugene Chapter 1.

Presenter:
Christine Nesbit, General Counsel

Background:
On or about February 18, 2026, the parties reached an agreement to settle and resolve the following disputes and issues concerning safety committees: OSEA's December 5, 2025, Level 1 grievance; OSEA's January 2, 2025, demand to bargain; and OSEA's March 27, 2025, Unfair Labor Practice (Case No. UP-016-25).

Following OSEA's signature on the settlement agreement, the parties agreed to make clerical corrections to the settlement agreement via an addendum.

If approved, the Addendum and the Memorandum of Agreement would fully resolve all disputes, claims, and potential claims between the District and OSEA.

Budget/Resource Implications:
None.

Recommendation:
The Superintendent recommends approval to the Addendum to the Settlement Agreement and the Memorandum of Agreement between Eugene School District 4J and Oregon School Employee Association Eugene Chapter 1.

ADDENDUM TO THE

Settlement Agreement and Memorandum of Agreement
Between
Eugene School District 4J
And
Oregon School Employees Association Eugene Chapter 1

This Addendum is entered into by and between the Eugene School District 4J ("District") and the Oregon School Employees Association Eugene Chapter 1 ("OSEA") to correct and clarify the settlement agreement reached between the parties concerning Site Based Safety Committees.

RECITALS

A. On or about February 18, 2026, the parties reached an agreement ("Agreement") to settle and resolve the following disputes and issues concerning safety committees: OSEA's December 5, 2024, Level 1 grievance; OSEA's January 2, 2025, demand to bargain; and OSEA's March 27, 2025, Unfair Labor Practice (Case No. UP-016-25).

B. Following OSEA's signature on the settlement agreement, the parties agreed to make clerical corrections to the settlement agreement.

ADDENDUM

The parties agree to this Addendum to modify the Agreement as follows, with changes to the Agreement in tracked-change format:

1. Header: "~~District's Settlement Counter Proposal – UP-016-25 – 2.12.26~~"

2. Introduction:

   "This Settlement Agreement and Memorandum of Agreement ("Agreement") is entered into by and between the Eugene School District 4J ("District") and the Oregon School Employees Association Eugene Chapter 1 ("OSEA"). The District and OSEA are parties to a collective bargaining agreement ("CBA") with effective dates of July 1, 20~~22~~**25** – June 30, 20~~25~~**28**."

3. Recital D:

   "~~On or about April 11, 2025, the parties entered successor collective bargaining negotiations which are ongoing. The parties reached a tentative agreement on December 11, 2025, which is still subject to ratification by the parties.~~"

/ / / / /

/ / / / /

4. The Agreement includes previously agreed to changes that remain in tracked change format, and those changes noted in the following subsections a. and b. are accepted:
    a. Agreement, Section 1, CBA Article 26.1.1.1(f): replace the title "Risk Manager" with "District Safety Officer."
    b. Agreement, Section 3: in two instances, replace the term "MOA" with "Agreement."

SO AGREED:

For the District

Miriam Mickelson, Superintendent

Dated: _____

Tom De Liberto, Board Chair

Dated: _____

For OSEA

Lisa Jenkins-Easton, Eugene Ch. 1 President

Dated: 2/25/2026

Teresa Caprioglio, OSEA Field Representative

Dated: 2/25/2026

Settlement Agreement and Memorandum of Agreement
Between
Eugene School District 4J
And
Oregon School Employees Association Eugene Chapter 1

This Settlement Agreement and Memorandum of Agreement ("Agreement") is entered into by and between the Eugene School District 4J ("District") and the Oregon School Employees Association Eugene Chapter 1 ("OSEA"). The District and OSEA are parties to a collective bargaining agreement ("CBA") with effective dates of July 1, 2022 – June 30, 2025.

RECITALS

A. On or about December 5, 2024, OSEA filed a Level 1 grievance ("the Grievance") alleging that the District did not administer safety committees according to the CBA or the law.

B. On or about January 2, 2025, OSEA demanded to bargain over District Safety Committee draft guidelines regarding District Safety Committee members' attendance at site-based safety committee meetings ("the Demand to Bargain").

C. On or about March 27, 2025, the Employment Relations Board ("ERB") served the District with an Unfair Labor Practice ("ULP") action filed by OSEA (Case No. UP-016-25)("the ULP"), alleging that the District had violated ORS 243.672(1)(a), ORS 243.672(1)(b), and ORS 243.672(1)(e), in regards to the OSEA President's attendance at site-based safety committees.

D. On or about April 11, 2025, the parties entered successor collective bargaining negotiations which are ongoing. The parties reached a tentative agreement on December 11, 2025, which is still subject to ratification by the parties.

E. The parties wish to amicably resolve the Grievance, the Demand to Bargain, the ULP, and related safety committee issues in successor bargaining, and have therefore entered into this Agreement. This Agreement represents a compromise on disputed issues between the parties.

AGREEMENT

1. The parties agree, effective upon full execution of this Agreement, the following modified language for CBA Article 21.5(a) from the 2022-2025 CBA will apply immediately upon full execution of this Agreement. The parties further agree that the following language will be included in the final successor CBA for 2025-2028 negotiated by the parties in Article 26.

> CBA Article 26.1.1:
>
> The District shall maintain safety committees in accordance with its obligations under law. (ORS Chapter 654 and OAR Chapter 437, concerning Occupational Safety and Health).
>
> The purpose of the safety committees is to bring workers and management together in a non-adversarial, cooperative effort to promote safety and health. **No bargaining unit member shall be retaliated against or excluded from participation in any safety committee meeting for raising safety concerns in good faith.**

The **District Safety Committee** and Site Based Safety Committees shall include an equal number of employee volunteer or elected members and employer-selected members. When employees and the District agree, the number of employee volunteer or elected members may exceed the number of employer-selected members.

26.1.1.1 For site-based safety committee meetings:

a. **Site-based safety committees shall include an equal number of employee volunteer or elected members and employer-selected members. If a site-based committee does not have an equal number of employee volunteer or elected members and employer selected members, the District will inform OSEA, and OSEA shall be able to recommend additional committee members.**

b. **All District-level safety committee members, including the OSEA representative who serves on the District-level safety committee, shall have equal rights to attend site-based safety committee meetings. However, the parties recognize that certain District-level safety committee members may attend site-based safety committee meetings as part of their regular job duties. Attendance at a site-based safety committee as part of one's regular job duties does not trigger the right of all District-level safety committee members to attend a site-based safety committee.**

c. **One OSEA designated representative may attend each site-based safety committee meeting as an observer. The observer may be an OSEA bargaining unit member serving on the District-level safety committee or a different OSEA designee. The observer will provide the building principal reasonable advance notice of their attendance except if otherwise provided by the observer's job description and/or the District's safety committee bylaws.**

d. **The District will provide OSEA access to the pre-determined site-based committee meeting schedules. OSEA acknowledges that schools may change the meeting date and time due to unforeseen circumstances; OSEA will be informed of any such changes as soon as possible.**

e. **The site-based committee will provide the OSEA designated observer in attendance with the same information that is provided to committee members for review at the meeting.**

f. **As appropriate, questions, issues or concerns identified by an OSEA designated observer will be directed to the ~~Risk Manager~~District Safety Officer, the District Safety Committee, Human Resources, or Oregon OSHA.**

2. No later than 30 days from the date of execution of this Agreement, the District will provide a copy of this Agreement to all site-based committee administrators, District-level safety committee members, and site-based safety committee members. Prior to October 1, 2026, the District shall

hold (at its own expense) a training to all site-based administrators, District-level safety committee members, and site safety committee members that will cover the terms of this ~~MOA~~ Agreement as well as provide an overview of OSHA rules and requirements regarding the following:

(A) Safety committee composition and operation (OAR 437-001-0765);
(B) Injury investigation (OAR 437-001-0760(3)(a));
(C) Injury and illness recordkeeping (OAR 437-001-0700); and
(D) Training on work-related hazards identified from risk assessment (OAR 437-001-0760(1)(a)).

3. The District may enact safety committee bylaws that provide OSEA with a greater level of access and participation in safety committee meetings than the CBA does without violating this ~~MOA~~ Agreement or the CBA, but may not enact or enforce bylaws that provide OSEA with *less* access and participation entitlements than this ~~MOA~~ Agreement or the CBA does.

4. Within seven (7) calendar days after complete execution of this Agreement, OSEA will withdraw the ULP and request that ERB order the case dismissed with prejudice.

5. Upon complete execution of this Agreement, the December 5, 2024, Grievance shall be deemed withdrawn with prejudice against refiling.

6. Upon complete execution of this Agreement, OSEA's Demand to Bargain shall be deemed withdrawn.

7. This Agreement fully resolves all disputes, claims, and potential claims between the parties that have accrued as of full execution of this agreement regarding the Grievance, the Demand to Bargain, and the ULP. This Agreement fully addresses and resolves all issues related to site-based safety committees for purposes of successor contract negotiations.

8. The parties acknowledge and agree that they are solely responsible for paying any attorney fees and costs incurred regarding the Grievance, the Demand to Bargain, and the ULP. Neither the parties nor their attorneys will seek any award of attorney fees or costs from any other party. This provision, however, does not apply in the event of a subsequent legal proceeding brought to enforce this Agreement.

9. The parties agree that this Agreement is not to be construed as an admission or proof of any liability or fault whatsoever on the part of either party. This Agreement constitutes a compromise on disputed issues.

10. If any provision contained in this Agreement shall for any reason be held by a tribunal of competent jurisdiction to be invalid, illegal, void, or unenforceable in any respect, such provision shall be deemed modified so as to constitute a provision conforming as nearly as possible to such invalid, illegal, void, or unenforceable provision while still remaining valid and enforceable, and the remaining terms or provisions of this Agreement shall not be affected.

11. Section 1 of this Agreement is precedent setting between the parties. All other provisions of this Agreement are non-precedent setting and shall not be referenced or used as evidence in any future dispute between the parties regarding the application or interpretation of the collective bargaining agreement, past practice, or any other right, duty, or obligation of either party or employees represented by OSEA except for an action to enforce this Agreement.

12. Any provisions of the parties' CBA not expressly modified by this Agreement shall remain in full force and effect.

13. This Agreement was jointly drafted, carefully reviewed, and approved by all parties to this Agreement. Any rule that would otherwise require any ambiguities in this Agreement to be interpreted against the drafter(s) is hereby expressly waived and should not be applied as an interpretive aid in any subsequent interpretation of this Agreement.

14. This Agreement may be executed in counterparts, including counterparts received by electronic transmission, with each counterpart constituting an original. This Agreement may also be electronically signed.

SO AGREED:

For the District

Miriam Mickleson, Superintendent

Dated: _____

Tom De Liberto, Board Chair

Dated: _____

For OSEA

Lisa Jenkins-Easton, Eugene Ch. 1 President

Dated: 2/18/2026

Teresa Caprioglio, OSEA Field Representative

Dated: 2/18/26

ADDENDUM TO THE

Settlement Agreement and Memorandum of Agreement
Between
Eugene School District 4J
And
Oregon School Employees Association Eugene Chapter 1

This Addendum is entered into by and between the Eugene School District 4J ("District") and the Oregon School Employees Association Eugene Chapter 1 ("OSEA") to correct and clarify the settlement agreement reached between the parties concerning Site Based Safety Committees.

RECITALS

A. On or about February 18, 2026, the parties reached an agreement ("Agreement") to settle and resolve the following disputes and issues concerning safety committees: OSEA's December 5, 2024, Level 1 grievance; OSEA's January 2, 2025, demand to bargain; and OSEA's March 27, 2025, Unfair Labor Practice (Case No. UP-016-25).

B. Following OSEA's signature on the settlement agreement, the parties agreed to make clerical corrections to the settlement agreement.

ADDENDUM

The parties agree to this Addendum to modify the Agreement as follows, with changes to the Agreement in tracked-change format:

1. Header: "~~District's Settlement Counter Proposal – UP-016-25 – 2.12.26~~"

2. Introduction:

   "This Settlement Agreement and Memorandum of Agreement ("Agreement") is entered into by and between the Eugene School District 4J ("District") and the Oregon School Employees Association Eugene Chapter 1 ("OSEA"). The District and OSEA are parties to a collective bargaining agreement ("CBA") with effective dates of July 1, 20~~22~~**25** – June 30, 20~~25~~**28**."

3. Recital D:

   "~~On or about April 11, 2025, the parties entered successor collective bargaining negotiations which are ongoing. The parties reached a tentative agreement on December 11, 2025, which is still subject to ratification by the parties.~~"

/ / / / /

/ / / / /

4. The Agreement includes previously agreed to changes that remain in tracked change format, and those changes noted in the following subsections a. and b. are accepted:
    a. Agreement, Section 1, CBA Article 26.1.1.1(f): replace the title "Risk Manager" with "District Safety Officer."
    b. Agreement, Section 3: in two instances, replace the term "MOA" with "Agreement."

SO AGREED:

For the District

Miriam Mickelson, Superintendent

Dated: _____

Tom De Liberto, Board Chair

Dated: _____

For OSEA

Lisa Jenkins-Easton, Eugene Ch. 1 President

Dated: 2/25/2026

Teresa Caprioglio, OSEA Field Representative

Dated: 2/25/2026

Settlement Agreement and Memorandum of Agreement
Between
Eugene School District 4J
And
Oregon School Employees Association Eugene Chapter 1

This Settlement Agreement and Memorandum of Agreement ("Agreement") is entered into by and between the Eugene School District 4J ("District") and the Oregon School Employees Association Eugene Chapter 1 ("OSEA"). The District and OSEA are parties to a collective bargaining agreement ("CBA") with effective dates of July 1, 2022 – June 30, 2025.

RECITALS

A. On or about December 5, 2024, OSEA filed a Level 1 grievance ("the Grievance") alleging that the District did not administer safety committees according to the CBA or the law.

B. On or about January 2, 2025, OSEA demanded to bargain over District Safety Committee draft guidelines regarding District Safety Committee members' attendance at site-based safety committee meetings ("the Demand to Bargain").

C. On or about March 27, 2025, the Employment Relations Board ("ERB") served the District with an Unfair Labor Practice ("ULP") action filed by OSEA (Case No. UP-016-25)("the ULP"), alleging that the District had violated ORS 243.672(1)(a), ORS 243.672(1)(b), and ORS 243.672(1)(e), in regards to the OSEA President's attendance at site-based safety committees.

D. On or about April 11, 2025, the parties entered successor collective bargaining negotiations which are ongoing. The parties reached a tentative agreement on December 11, 2025, which is still subject to ratification by the parties.

E. The parties wish to amicably resolve the Grievance, the Demand to Bargain, the ULP, and related safety committee issues in successor bargaining, and have therefore entered into this Agreement. This Agreement represents a compromise on disputed issues between the parties.

AGREEMENT

1. The parties agree, effective upon full execution of this Agreement, the following modified language for CBA Article 21.5(a) from the 2022-2025 CBA will apply immediately upon full execution of this Agreement. The parties further agree that the following language will be included in the final successor CBA for 2025-2028 negotiated by the parties in Article 26.

   CBA Article 26.1.1:

   The District shall maintain safety committees in accordance with its obligations under law. (ORS Chapter 654 and OAR Chapter 437, concerning Occupational Safety and Health).

   The purpose of the safety committees is to bring workers and management together in a non-adversarial, cooperative effort to promote safety and health. **No bargaining unit member shall be retaliated against or excluded from participation in any safety committee meeting for raising safety concerns in good faith.**

The **District Safety Committee** and **S**ite **B**ased Safety Committee**s** shall include an equal number of employee volunteer or elected members and employer-selected members. When employees and the District agree, the number of employee volunteer or elected members may exceed the number of employer-selected members.

26.1.1.1 For site-based safety committee meetings:

a. **Site-based safety committees shall include an equal number of employee volunteer or elected members and employer-selected members. If a site-based committee does not have an equal number of employee volunteer or elected members and employer selected members, the District will inform OSEA, and OSEA shall be able to recommend additional committee members.**

b. **All District-level safety committee members, including the OSEA representative who serves on the District-level safety committee, shall have equal rights to attend site-based safety committee meetings. However, the parties recognize that certain District-level safety committee members may attend site-based safety committee meetings as part of their regular job duties. Attendance at a site-based safety committee as part of one's regular job duties does not trigger the right of all District-level safety committee members to attend a site-based safety committee.**

c. **One OSEA designated representative may attend each site-based safety committee meeting as an observer. The observer may be an OSEA bargaining unit member serving on the District-level safety committee or a different OSEA designee. The observer will provide the building principal reasonable advance notice of their attendance except if otherwise provided by the observer's job description and/or the District's safety committee bylaws.**

d. **The District will provide OSEA access to the pre-determined site-based committee meeting schedules. OSEA acknowledges that schools may change the meeting date and time due to unforeseen circumstances; OSEA will be informed of any such changes as soon as possible.**

e. **The site-based committee will provide the OSEA designated observer in attendance with the same information that is provided to committee members for review at the meeting.**

f. **As appropriate, questions, issues or concerns identified by an OSEA designated observer will be directed to the ~~Risk Manager~~District Safety Officer, the District Safety Committee, Human Resources, or Oregon OSHA.**

2. No later than 30 days from the date of execution of this Agreement, the District will provide a copy of this Agreement to all site-based committee administrators, District-level safety committee members, and site-based safety committee members. Prior to October 1, 2026, the District shall

hold (at its own expense) a training to all site-based administrators, District-level safety committee members, and site safety committee members that will cover the terms of this ~~MOA~~ Agreement as well as provide an overview of OSHA rules and requirements regarding the following:

(A) Safety committee composition and operation (OAR 437-001-0765);
(B) Injury investigation (OAR 437-001-0760(3)(a));
(C) Injury and illness recordkeeping (OAR 437-001-0700); and
(D) Training on work-related hazards identified from risk assessment (OAR 437-001-0760(1)(a)).

3. The District may enact safety committee bylaws that provide OSEA with a greater level of access and participation in safety committee meetings than the CBA does without violating this ~~MOA~~ Agreement or the CBA, but may not enact or enforce bylaws that provide OSEA with *less* access and participation entitlements than this ~~MOA~~ Agreement or the CBA does.

4. Within seven (7) calendar days after complete execution of this Agreement, OSEA will withdraw the ULP and request that ERB order the case dismissed with prejudice.

5. Upon complete execution of this Agreement, the December 5, 2024, Grievance shall be deemed withdrawn with prejudice against refiling.

6. Upon complete execution of this Agreement, OSEA's Demand to Bargain shall be deemed withdrawn.

7. This Agreement fully resolves all disputes, claims, and potential claims between the parties that have accrued as of full execution of this agreement regarding the Grievance, the Demand to Bargain, and the ULP. This Agreement fully addresses and resolves all issues related to site-based safety committees for purposes of successor contract negotiations.

8. The parties acknowledge and agree that they are solely responsible for paying any attorney fees and costs incurred regarding the Grievance, the Demand to Bargain, and the ULP. Neither the parties nor their attorneys will seek any award of attorney fees or costs from any other party. This provision, however, does not apply in the event of a subsequent legal proceeding brought to enforce this Agreement.

9. The parties agree that this Agreement is not to be construed as an admission or proof of any liability or fault whatsoever on the part of either party. This Agreement constitutes a compromise on disputed issues.

10. If any provision contained in this Agreement shall for any reason be held by a tribunal of competent jurisdiction to be invalid, illegal, void, or unenforceable in any respect, such provision shall be deemed modified so as to constitute a provision conforming as nearly as possible to such invalid, illegal, void, or unenforceable provision while still remaining valid and enforceable, and the remaining terms or provisions of this Agreement shall not be affected.

11. Section 1 of this Agreement is precedent setting between the parties. All other provisions of this Agreement are non-precedent setting and shall not be referenced or used as evidence in any future dispute between the parties regarding the application or interpretation of the collective bargaining agreement, past practice, or any other right, duty, or obligation of either party or employees represented by OSEA except for an action to enforce this Agreement.

12. Any provisions of the parties' CBA not expressly modified by this Agreement shall remain in full force and effect.

13. This Agreement was jointly drafted, carefully reviewed, and approved by all parties to this Agreement. Any rule that would otherwise require any ambiguities in this Agreement to be interpreted against the drafter(s) is hereby expressly waived and should not be applied as an interpretive aid in any subsequent interpretation of this Agreement.

14. This Agreement may be executed in counterparts, including counterparts received by electronic transmission, with each counterpart constituting an original. This Agreement may also be electronically signed.

SO AGREED:

For the District

Miriam Mickleson, Superintendent

Dated: _____

Tom De Liberto, Board Chair

Dated: _____

For OSEA

Lisa Jenkins-Easton, Eugene Ch. 1 President

Dated: 2/18/2026

Teresa Caprioglio, OSEA Field Representative

Dated: 2/18/26

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

March 4, 2026

Title
Approve Bond Project – Multi Site Playground Improvements

Presenter
Ryan Spain – Director of Facilities

Background
Local voters approved a bond measure in November 2018 to fund capital improvements and maintenance at every 4J school. Playground maintenance and improvements at Howard, River Road, Hé Lín Chinese Immersion, Twin Oaks, Fox Hollow, Yujin Gakuen, Adams, Chavez, Willagillespie, Buena Vista, Holt and Gilham was completed over the summer of 2025. Covered playground structures are currently under construction at Awbrey Park, Charlemagne, Fox Hollow, McCornack, Spring Creek, and Willagillespie. This project will complete the playground upgrades at Charlemagne, McCornack, Edgewood, Spring Creek, and Awbrey Park including a covered playground structures at Edgewood and Hé Lín Chinese Immersion. Work will be completed over the 2026 summer. Once complete, all elementary sites district wide will have a covered playground structure and an updated/improved playground.

Budget/Resource Implications:
This purchase includes all equipment, materials, shipping, assembly and installation for the Multi Site Playground Improvements will be funded from available General Obligation Bond funds. Playground equipment pricing received from MRC GameTime is an OMNIA Partners f/n/a USC Contract #2017001134 Vendor #121531 and recommended award for $1,871,600. The earthwork preparations and construction portion received multiple bids and Ordell Construction is the recommended award in the amount of $2,067,132.

Recommendation
The superintendent recommends the award to MRC GameTime for the Multi Site Playground Improvements equipment in the amount $1,871,600 and Ordell Construction for the Multi Site Playground Improvements construction in the amount $2,067,132, funded from General Obligation Bond funds.

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting
March 4, 2026

Title
Authorize Contract for Copier Fleet Lease, Maintenance Services and Related Supplies

Presenter
Scott Sorensen

Background
The District's current copier equipment, maintenance, and supply contract expired on September 30, 2024, and is operating on a month-to-month basis. The majority of the copiers are in their seventh year of service and are nearing the end of their useful life. To ensure continued access to reliable, high-performing equipment for schools and departments, a new copier contract is required. The District is using a cooperative procurement process in accordance with Oregon law and District purchasing policy.

This request seeks Board authorization to enter into a contract for copier leasing, maintenance, and supplies (excluding paper), not to exceed $2.62 million dollars over a seven-year period.

Board and Superintendent Goals
The proposal supports the Board Goal to provide prudent stewardship of District resources to best support student success, education equity and choice.

Recommendation
The Superintendent recommends that the Board approve the following authorization:

The Board authorizes the Superintendent or designee to enter into a contract for a copier fleet lease, and the provision of maintenance services and related supplies (excluding paper), in accordance with Oregon public contracting law; such contract will not exceed $2.62 million dollars over a seven-year period. The Board further authorizes the Superintendent or designee to take all steps they deem necessary or advisable to secure such a contract. For avoidance of doubt, the Board approves of the use of a permissive cooperative procurement process to establish such a contract.

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295
541-790-7700
www.4j.lane.edu

ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting
March 4, 2026

Title
Approve Personnel Action Resolution

Presenter(s)
Dr. Miriam Mickelson, Superintendent

Background
The Superintendent recommends the Board adopt the following Resolution regarding the future contract status for the following personnel.

A separate report is provided when the superintendent recommends nonrenewal or nonextension of staff members other than temporary employees, and such recommendations will be reviewed in executive session only unless an exception applies.

The Board reserves the right to recess to executive session under ORS 192.660(2)(f) (information exempt from public disclosure) and, subject to certain conditions, ORS 192.660(2)(b)(dismissal or to hear complaints against a public employee).

RESOLUTION

WHEREAS,

1. Eugene School District 4J is a fair dismissal district as defined in ORS 342.815 and is subject to the teacher and licensed administrator dismissal, contract renewal and nonrenewal, contract extension and nonextension procedures set forth in ORS 342.805 to 342.937; and

2. The statutory time for renewal or nonrenewal of contracts for probationary teachers and probationary administrators is by March 15 of each year; and

3. The statutory time for extension or nonextension of contracts for contract teachers is by March 15 of the first year of their two-year contracts; and

4. The statutory time for extension or nonextension of contracts for contract administrators is by March 15 of the second year of their contracts; and

5. The District's time for extension or nonextension of contracts for other personnel employed and assigned on an annual basis is by March 15 of each year; and

6. The District's time for extension or nonextension of contracts for personnel employed pursuant to three-year contracts is by March 15 of the first year of said contracts; and

7. The District's time for renewal or nonrenewal of contracts for temporary teachers, as that term is defined in ORS 342.815 (10), and other temporary personnel hired for employment only during the current fiscal year is by March 15; and

8. The Superintendent has made recommendations to renew, not renew, extend or not extend as set forth in this resolution;

NOW THEREFORE BE IT RESOLVED, by the District School Board meeting in regular session, that the Board accepts the recommendations of the Superintendent, and takes the following actions with respect to the following teachers, administrators, and other named categories of employees:

A. ELECTION OF PROBATIONARY TEACHERS AND ADMINISTRATORS

1. The Board authorizes the execution of the necessary contract to employ the following teachers who were employed by the district fewer than 135 consecutive days in 2025-26 as First Year Probation Full-Time TEACHERS With Full-Time Status for 2026-27: None

2. The Board authorizes the execution of the necessary contract to employ the following teachers who were employed by the district fewer than 135 consecutive days in 2025-26 as First Year Probation Part-Time TEACHERS With Part-Time Status for 2026-27: None

3. The Board authorizes the execution of the necessary contract to employ the following first year probation full-time teachers as Second Year Probation Full-Time TEACHERS for 2026-27:

    172445
    172488
    172446
    172023
    172502
    172654
    166034
    166835
    172449
    172450
    171793
    170193
    172522
    163941

4. The Board authorizes the execution of the necessary contract to employ the following first year probation part-time teachers as Second Year Probation Part-Time TEACHERS for 2026-27:

171879
166288
164997

5. The Board authorizes the execution of the necessary contract to employ the following second year probation full-time teachers as Third Year Probation Full-Time TEACHERS for 2026-27:

171821
171684
164078
171727
171685
170670
166217
167337
171686
171690
165295
167221
170852
171587
171804
171718
164810
167363
167766
170805
162491
171790
170974
165396
171806
171497
171698
172494
164547
171539
167677
167743
171720
163920
170515
167449
170627
172511
167334

162878
171287
171732
172171
164933
166076
171459
171933
165263
166866
171361
160286
171737
171738
166248
171740
171787
171741
171131

6. The Board authorizes the execution of the necessary contract to employ the following second year probation part-time teachers as Third Year Probation Part-Time TEACHERS for 2026-27:

171206
163109
171192
170936
170073
170518
171730
171241
171712
171034
162340
171481
170388
170550
171808
171814
163152
171733
167426
160500
166607

7. The Board authorizes the execution of the necessary contract to employ the following first year probation full-time TSPC-licensed administrators as Second Year Probation Full-Time

ADMINISTRATORS for 2026-27:

165771
172491
170972
172471
172432
172407
165104

8. The Board authorizes the execution of the necessary contract to employ the following second year probation full-time TSPC-licensed administrators as Third Year Probation Full-Time ADMINISTRATORS for 2026-27:

164223
164696
171707
171903
171726
171702
164712
171705

B. <u>ADVANCEMENT OF PROBATIONARY TEACHERS TO CONTRACT STATUS</u>

1. The Board authorizes the execution of the necessary contract to employ the following third-year full-time probationary teachers as Contract TEACHERS With Full-Time Status for 2026-27 through 2027-28:

171498
171483
171679
160349
170963
163622
170218
166865
163519
164786
165486
170953
171055
170181
171857
160906
171703
167030

167631
170316
170878
170965
170243
171042
167634
166795
167301
170849
171713
167456
171792
164544
167739
166020
167284
167737
167140
171721
171100
171719
167395
165165
170208
170384
165619
171053
171803
171088
166797
171546
170187
167416
170199
171056
166877
170506
160738
171025
171725
135931
170983
171054
170191
166318
171071

170990
167191
167148
170993
165541
170301
171789
137180
167674
170902
167552
167388
170272
171048
166773
171739
166337
163003
167431
171744
171072

2. The Board authorizes the execution of the necessary contract to employ the following third-year part-time probationary teachers as Contract TEACHERS With Part-Time Status for 2026-27 through 2027-28:

164578
171061
164942
171805
163708
167764
171722
171066
170491
166654
171086
171067

C. <u>NONRENEWAL OF PROBATIONARY TEACHER AND ADMINISTRATOR CONTRACTS</u>

1. The Board accepts the Superintendent's recommendation that the employment contracts for the following probationary teachers and probationary administrators not be renewed for the 2026-27 school year, such that the employment contracts of the educators below will expire on June 30, 2026:

171092

D. ACTIONS ON CONTRACT TEACHER CONTRACTS

1. The Board authorizes a contract extension for all current contract teachers, except those listed in paragraphs D1 or D2, for the school years 2026-27 through 2027-28.

2. First time nonextensions of contract teachers. The Board accepts the Superintendent's recommendation that the current 2025-26 to 2026-27 contracts for the following contract teachers not be extended:

   None.

3. Second time nonextensions of contract teachers. The Board accepts the Superintendent's recommendation that the current 2024-25 to 2025-26 contracts for the following contract teachers not be extended:

   None.

E. ADVANCEMENT OF PROBATIONARY ADMINISTRATORS TO CONTRACT STATUS

1. The Board authorizes the execution of the necessary contract to employ the following third-year probation full-time TSPC-licensed administrators as full-time contract administrators, for 2026-27 through 2028-29:

   166540
   170935
   131453
   170931
   163263
   170885
   165200

F. ACTIONS ON LICENSED CONTRACT ADMINISTRATORS' CONTRACTS

1. Whereas the employment contracts for the TSPC-licensed contract administrators listed below are in effect for 2025-26 through 2027-28, the Board takes no action on these contracts at this time:

   130660
   170093
   170096
   135201
   170251
   134842
   162234

2. The Board authorizes the execution of the necessary contract to employ the TSPC-licensed contract administrators listed below, for one additional year, through 2027-28:

165276
167247
137496
163694
164186
160541
130052
167002
163192
133312
160088
163372
161425
135149
135167
133050
135683
165911
161803
166202
132550
131334
133366
133431
163700
163724
166258
166204
162874
165272
163317
166178
167006
131454
162894
136858
162905
166702
163230
161135
135659
166909
164662
162037
166453

170076
160949

3. In accordance with ORS 342.845(5)(c), the Board affirms the Superintendent's recommendation to non-extend the licensed contract administrator(s) listed below:

None.

G. EXTENSION ACTIONS ON ANNUALLY ASSIGNED PERSONNEL

The Board authorizes the execution of the necessary contract to employ the personnel listed below, for one additional year, through 2026-27:

1. REGISTERED NURSES:

166393
164552
164255
167384
166755
162240
166980
171095
172829
166688
166781
171975

2. ADMINISTRATORS, with Annual Assignments:

172015
164879
170227
172260
172352
165977
171642
170967
165187
162909
171378
131028
171641
164039
165830

3. OTHER PERSONNEL, with Annual Assignments:

165326
160731
166751
131709
170007
160099
161793
171689
167447
170532
170928
171917
170014
170796
164241
165253
165865
171716
171820
133188
166710
171717
167756
171822
171046
136425
133732
170042
137023
162743
166541
172202
162412
171699
167007
133934
172653
171729
171138
166261
170018
164742
171819
165022
170583
170210
162018

166685
172448
161377
171742
130979
166112
133737
164947
166986

H. EXTENSION ACTIONS ON PERSONNEL WITH THREE-YEAR CONTRACTS

The Board authorizes the execution of the necessary contract to employ the contract administrators listed below, for one additional year, through 2028-29:

161376
162121
136971
130000

I. ACTION ON TEMPORARY PERSONNEL

Whereas the following employees were hired for temporary employment during the 2025-26 school year, the employment contracts for such employees will not be renewed or extended for the 2026-27 year:

1. TEACHERS, Temporary (less than .5 FTE):

167355
166780

2. TEACHERS, Temporary (.5 FTE to less than 1.0 FTE):

171683
172523
166272
172701
171561
170572
166146
171283
172115
172713
160563
172006
172524

172510
165599

3. TEACHERS, Temporary, Full-Time:

171499
132264
130189
172203
170375
172501
172632
171869
171818
171645
172531
171797
172707
167422
172718
172444
160850
171815
172603
171979
172763
172533
171856
172066
172730
134621
172532
127312
172761

4. ADMINISTRATORS, Temporary:

134479
133893
123982
133067
125347
131030
163702
126260
170932
130984

162915
137011
131221

5. OTHER PERSONNEL, Temporary: None

6. SCHOOL NURSES, Temporary (less than .5 FTE): None

7. SCHOOL NURSES, Temporary, (.5 FTE to less than 1.0 FTE): None

8. SCHOOL NURSES, Temporary, Full-Time: None

J. RESIGNATIONS AND RETIREMENTS

1. The Board acknowledges the resignation or retirement of the following staff members:

171827
136392
135655
165347
136511
128652
137063
135449
133872

K. LIMITATIONS

1. Nothing in this Resolution limits the right of the District to layoff staff pursuant to a reduction in force.
2. Contracts shall be in a form approved by an attorney for the District.

Adopted this ____ day of March 2026 by Board of Directors for the Eugene School District 4J.

_____
Tom Di Liberto, Board Chair
Board of Directors, Eugene School District 4J

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR INFORMATION

Date of Meeting:
March 4, 2026

Title:
Charter School Annual Reviews

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. (Board Policy LBE-Public Charter Schools*** and Administrative Regulation LBE-AR Public Charter Schools)

This presentation will review the key requirements and provide a brief summary of the annual charter school reviews previously submitted to the board for review.

4J Sponsored Charter Schools

Board Role & Annual Reviews Summary

School Board Role - LBE-AR

New Charter Proposals

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

Charter Agreement Review

- Annual review to the board
- Annual visit
- Audit review

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

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

Coburg Community Charter School



- **Educational Model:** Community School
- **Contract Status:** Currently in year 9 of a 10-year term; **up for renewal in 2026-27**.
- **Focus Area:** Focused on character education (Character Strong SEL program) and vertical/horizontal curriculum alignment.
- **Staff Retention:** Recently implemented a new policy utilizing budget surpluses for staff retention bonuses to ensure stability.
- **Community Engagement:** Developed a formal "Scope and Sequence" for classroom and school community engagement to strengthen local ties.
- **Academic Target:** Focusing on enhancing Tier 2 and Tier 3 intervention fidelity to reach a 90%+ success goal for students with disabilities and those experiencing poverty.

The Village School

- **Educational Model:** Waldorf model: Rudolf Steiner principles and Multiple Intelligences theory; arts-integrated and sustainable focus.
- **Contract Status:** Recently approved for a new 10-year renewal through June 2035.
- **Focus Area:** Professional learning on executive function skills as an equity pathway.
- **Academic Performance:** Grade 7 students achieved 90.5% proficiency in reading, significantly exceeding state and district averages.
- **Equity Growth:** Hispanic/Latino students and underserved race/ethnicity groups demonstrated significant progress, both advancing to Level 3 ratings in ELA and Mathematics.
- **Literacy Support:** Employs two dedicated reading tutors to provide daily small-group instruction for students in grades 1–3.

Ridgeline Montessori Public Charter School

- **Educational Model:** Public Montessori program for grades K-8 with strong family volunteerism and high community engagement.
- **Contract Status:** Currently in a 10-year term ending June 30, 2030.
- **Focus Area:** Implementing "Science of Reading" instructional training and maintaining high state assessment participation rates.
- **Equity Focus:** Participating in the SEED Survey for all students in grades 3–8 to establish a baseline for growth in how equity appears in student experiences.
- **Student Voice:** Features an active Principal's Advisory Committee where student representatives directly shape school initiatives.
- **Staff Culture:** Reports exceptionally low turnover and high satisfaction, with 96% of staff reporting a strong sense of belonging.

Network Charter School



- **Educational Model:** Hands-on, community-embedded classes, rich with unique and rewarding learning opportunities.
- **Contract Status:** In year 3 of a 10-year renewal (expiring 2033).
- **Focus Area:** Sustaining significant recent gains in student attendance and math achievement.
- **Attendance Progress:** Achieved significant gains in attendance, with regular attender rates rising from 10% in 2022-23 to 29% in 2024-25.
- **Graduation Success:** Successfully graduated 100% of enrolled seniors in the 2023-24 school year.
- **Student Support:** Maintains small class sizes and provides a full-time wellness team and guidance counselor to support diverse student needs.

Twin Rivers Charter School

- **Educational Model:** Program of Northwest Youth Corps; focused on hands-on, outdoor, and experiential learning.
- **Contract Status:** Currently in year 9 of operation; 5-year contract **up for renewal in 2026-27**.
- **Updated Improvement Plan:** The school recently submitted an updated 2025-26 School Improvement Plan (SIP) that now includes specific, measurable academic achievement and state assessment participation goals.
- **Academic Monitoring:** Establishing new internal systems, including quarterly progress reports and formative assessments aligned to state standards, to track student growth.
- **Family Inclusion:** Hosts student-led "Service Days" where students act as crew leads to train their parents and guardians on tool safety and usage.
- **Strategic Goal:** Prioritizing increased participation in state assessments through enhanced family communication and the reduction of participation barriers.

Summary and Looking Ahead

This report is provided for the board's information; no action is required at this meeting.

Upcoming Milestones:

- **2026-27 Renewal Cycle:** Formal renewal processes for **Coburg** and **Twin Rivers** will begin in the upcoming school year.
- **SIP Monitoring:** District staff will continue to monitor the progress of all schools, with a specific focus on the newly established academic targets at Twin Rivers.

Overall Recommendation: District staff recommends the continuation of contracts for all five schools

Lane County School District No. 4J

Eugene, Oregon

2024-25 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 2026

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January 2026

To: **Eugene School District 4J Board of Directors**

From: **4J Charter School Review Team**

Subject: **Coburg Community Charter School, 2024-25 Annual Review**

Introduction

In June 2025, the Coburg Community Charter School completed its fourteenth 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 ninth 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 2024-25 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 Peara, 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: Kristin Humphrey, Principal, and Jeff Parker, Executive Director
• Eugene School District 4J Representatives: Ericka Thessen, 4J School Board Member; 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. 2024-25 School Improvement Plan Comprehensive Summary

This section reviews the progress of Coburg Community Charter School on their 2024-25School 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 2024-25 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 2024-25 School Improvement Plan.

Goal #1: Improve Student and Community Well-Being

In the realm of Community and Well-Being, the school completed its second year of the Character Strong SEL program for grades K-8. This included dedicated daily time for social-emotional learning and regular assessments used to develop social skills groups. They also developed a formal "Scope and Sequence for Classroom and School Community Engagement".

Goal #2: Improve Curriculum Coherence and Alignment

The school made substantial progress in Curriculum Coherence and Alignment by completing a robust vertical and horizontal alignment of Social Studies and Science standards, identifying how and when each standard is taught and the degree of mastery expected at each grade level. They also collaboratively revised the Assessment Matrix which communicates and informs the assessment done with students, with the goal of finding the best balance between assessment and instructional time.

Goal #3: Improve Math Achievement

In terms of Math Achievement, the school successfully implemented McGraw Hill Reveal as a unified K-8 math curriculum. Data team meetings were refined to create clear intervention cycles, including better parent communication for students receiving Tier 2 and Tier 3 supports. CCCS continues to provide all students below the 30th percentile tier 2 support and /or a tier 3 targeted intervention to each student scoring below the 20th percentile.

Goal #4: Improve Literacy achievement

For ELA Achievement, similar to math achievement the school improved their data collection and sharing processes while enhancing collaborative data team meetings. CCCS implemented the iReady Reading Assessment to help this year, found solid data, student engagement, and usability. They plan on using the personalized instruction component in 25/26 to support differentiation.

2. Update on Goals for the 2025-26 School Improvement Plan

Coburg Community Charter School will continue with the same goals for the 2025-26 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 2025-26 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 continuing to systematize collaborative work and tiered supports for students with SEL needs. CCCS plans on designing and developing a student character and leadership program in the upcoming year.

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 second-year implementation of McGraw Hill Reveal. In addition, there will be a focus on aligning the learning targets vertically and horizontally in math and ELA to the state standards as well.

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 (ELPA) 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 (2024-25 for ELA and Math Average Gap Scores, 2023-24 for all other indicators)
Level 2 - The 10th percentile of schools in 2024-25
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%	62%	43%	18%	<18%
ELA Average Gap Score Change	3-8	14	7	0	-20	<-20
Math Achievement	3-8,11	80%	56%	32%	8%	<8%
Math Average Gap Score Change	3-8	18	9	0	-17	<-17
Regular Attenders	K-5	93%	82%	71%	57%	<57%
Regular Attenders	6-8	93%	80%	67%	55%	<55%

The ESSA calculation for the Academic Achievement indicator treats assessment non-participants in excess of 5 percent as not meeting the achievement standard.

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 2022-23 & 2021-22 Average Gap Score calculation and in the 2024-25 & 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 2025

English Language Arts Academic Achievement & Gap Scores

The school increased to a Level 4 rating overall from Level 3, with 69% of students meeting standards in 2024-25, showing a slight increase from 68.4% in 2023-24. White and Multi-racial students performed similarly to the overall population. However, Students Experiencing Poverty (45.5% - an increase of 12.2% from the previous year) and Students with Disabilities (<5% - a decrease of more than 7.5%) performed significantly lower than their peers.
The ELA gap score change earned a Level 2 rating, with a change of -3 points, indicating relatively stable performance compared to 2021-23. White students saw no change, while the gap score for students with disabilities had a more significant decline with a -70 point change. Additionally, multi-racial students also had a significant decline with a -61 point change.

Math Academic Achievement & Gap Scores

The school achieved a Level 4 rating overall, with 66.2% of students meeting standards in 2024-25, showing a moderate increase from 59.6% in 2023-24. White and Multi-racial students increased their performance to Level 4 while Students Experiencing Poverty (36.4%) and Students with Disabilities (>5%%) received Level 3 & 2 ratings respectively. While multi-racial students maintained a level 4 rating their performance significantly declined to 44.4% from 64.3% the previous year.

The Mathematics gap score overall showed a gain of 3 points with students with disabilities and multi-racial students showing a high point decrease (-94 and -44 respectively) suggesting growing challenges in math achievement for these students.

Regular Attenders:

The school received an overall Level 4 rating with 88% of K-5 students regularly attending in 2024-25, showing just a 0.01% improvement from 2023-24. All rated student groups received Level 3 or higher ratings. Notable improvements include:

- Students with Disabilities: increased to 84.2 from 82.4%%
- Multi-racial students: improved to 87.5 from 81.3%

Assessment Participation:

The school did not meet the 94.5% participation target for either ELA or Math assessments. Overall participation rates were 92.7% for both subjects in 2024-25, an increase of 2.4% from the previous year.

- White students: 92.2% in both subjects
- Multi-racial students: 94.4% in both subjects, showing a slight decrease
- Students with Disabilities: 78.6% in both subjects, indicating a significant participation percentage increase

Science Achievement:

Science proficiency stands at 53%, representing a 10% increase from the previous year and continues to be 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 and math, proficiency dropped from 12.5% to below 5% over the past year. Participation rates remain low at 78.6%, but significantly increased from last year. While their attendance rates have stayed steady at 84.2%. .

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 2024-25 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 2024-25 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 (80% white versus 65% for the district). In addition, 80% of Coburg teachers identify as white.

• ***Students with Disabilities*** – At 11% the special education population is slightly smaller than the district which is at 15%.

• ***Vaccinations–*** 94% of Coburg students had required childhood vaccines.

• ***Students Experiencing Poverty*** - 6% 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. This year visits were conducted 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. During the visit information summarizing the 2024-25 school year is shared, as well as information on the new school year to date.

On November 6, 2025, the 4J Charter School Review Team conducted an 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), Oscar Loureiro (Director of Research) 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 (CCCS) reported significant progress on its School Improvement Plan (SIP), specifically through the third year of implementing the Character Strong social-emotional learning curriculum. The school has introduced a new Leadership elective for older students in 2025-26, taught by the school counselor, and has formalized its community engagement efforts with a documented scope and sequence featuring over five pages of community-based activities like "Shop with a Cop" and K9 scent training. Current SIP priorities remain focused on refining the Math Scope and Sequence and ensuring that Tier 2 and Tier 3 interventions are delivered with high fidelity to reach a student success rate of over 90%

Curriculum & Instruction
In terms of curriculum and instruction, the school has prioritized horizontal alignment to state standards while continuing to value teacher agency over rigid pacing guides. Teachers recently mapped standards across grades to identify and bridge instructional gaps, with a particular emphasis on math standards this year. Additionally, the school is serving its first English Language Development (ELD) student using the 4J district curriculum and providing intensive one-on-one support.

Financial Status
The school's financial status remains stable, with a three-year forecast that includes cost-of-living adjustments and step increases for staff. A notable new board policy utilizes unanticipated budget surpluses to fund retention bonuses for all returning staff members, which are paid out in May. In governance updates, the title for the Dean of Students has been reverted to Assistant Principal, and the school board remains stable with new members recently added to provide diverse skill sets.

Current Enrollment & Demographics
Enrollment at CCCS is steady with 226 students and significant waitlists. Demographic data shows that 10.2% of the student body is experiencing poverty, 11% have an IEP, and 10.2% have a 504 plan. The school also serves a talented and gifted (TAG) population of 14%, and the board is currently re-examining the TAG program to ensure it receives the same level of due diligence as special education services.

Assessments
Academic assessment data indicates a 10% increase in science proficiency for 5th and 8th graders. The school updates its assessment matrix annually, utilizing tools such as EasyCBM, iReady for reading, and IXL for math. To improve student outcomes, the school transitioned to eight-week intervention cycles followed by a dedicated data week for testing and parent notification. This process is supported by a new parent communication template that provides detailed progress reports on interventions, which also assists in future IEP evaluations.

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, two members departed, and through a good panel of candidates, two new members were chosen and bring a diverse set of skills to the table.

Contractual and Legal Requirements
CCCS continues to express interest in purchasing the property from 4J school district to be able to better serve the community with the space.

Successes & Challenges
While the school celebrates successes such as the completion of its HVAC project and high community engagement through its 20-hour annual volunteer requirement, several challenges persist. There are ongoing security concerns regarding open spaces and a lack of fencing on the property. Furthermore, the school continues to face space limitations for behavior support and breakout groups, and it is actively seeking to purchase its current facility while working to maintain competitive staff salaries.

5. Financial Review

AUDITED FINANCIAL STATEMENTS

The District has received the 2024-25 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, 2025, 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 2024-25 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.

<u>Discussion</u>

The Statement of Activities reflects expenses increasing to $2,709,156 ($273,952 or 11.2% over the prior year). Revenue decreased 6.3% to $2,698,834 in 2024-25, primarily from a reduction in grant revenues largely as a result of the ending of COVID relief funding.

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. This is a cancelable lease with a monthly cost of $6,050 and ends in July 2027. The lease has an interest rate of 0.69%. The Charter also carries a lease in the amount of $561 a month for a printer.

Subscription based information technology arrangements for the Charter totaled $17,851 for the fiscal year ended June 30, 2025,

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, 2024, Coburg Community Charter School enrolled 226 students in grades K-8, the same number of students enrolled as of October 1, 2023.

The Oregon Department of Education reported Coburg's resident average daily membership (ADMr) for 2023-24 to be 224.11, up 6.91 ADM from the previous year.

Comparative ADMr is as follows:

2024-25	224.1
2023-24	217.2
2022-23	220.9
2021-22	219.1
2020-21	223.3
2019-20	222.0
2018-19	224.4
2017-18	212.2
2016-17	218.5
2015-16	221.5
2014-15	210.8
2013-14	184.1
2012-13	161.1
2011-12	137.5

6. Other Contractual Agreements

Coburg Community School was in compliance with all provisions of its charter contract by the end of the 2024-25 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 Findings:

- **Academic Achievement:** The school continues to significantly outperform state averages, with 71% of students meeting grade-level expectations in ELA and 68% in Math, compared to state averages of 43% and 33%, respectively.
- **Accountability Ratings:** For the "All Students" group, the school achieved a Level 4 rating in ELA Achievement, Math Achievement, and Regular Attenders
- **Science Growth:** There has been a notable 10% increase in science proficiency among 5th and 8th graders over the past year.
- **Achievement Gaps:** Significant disparities persist for vulnerable populations. Students with Disabilities received a Level 1 rating in ELA and a Level 2 in Math, while Students Experiencing Poverty received a Level 2 in ELA.
- **School Improvement Progress:** The school successfully implemented the second year of the Character Strong SEL program and the McGraw Hill Reveal Math curriculum. Vertical and horizontal alignment of Science and Social Studies standards was also completed.
- **Demographics:** The student population is 80% White, which does not yet fully reflect the broader diversity of the sponsoring district.

Commendations:

1. **Curriculum:** Successfully implemented Character Strong SEL program across K-8 grades, implemented a new math curriculum, and aligned scope and sequence across social studies and science.
2. **Staff:** Strong staff retention
3. **Enrollment:** Maintained stable enrollment (226 students) with significant waitlists
4. **Community Engagement:** Community support remains a core strength, with high levels of volunteerism and over 2,400 volunteer hours recorded annually.
5. **Financial and Staffing Stability:** The school maintains a stable financial position with a positive audit and a three-year budget forecast that includes COLA and step increases. A new policy utilizes budget surpluses for staff retention bonuses.

Recommendations

- **Address Achievement Gaps:** Develop and implement a comprehensive strategy specifically targeting the achievement gaps for Students with Disabilities and Students Experiencing Poverty. This should include enhancing Tier 2 and Tier 3 intervention fidelity to reach the school's 90%+ success goal.
- **Improve Participation Rates:** Create a plan to increase student participation in state assessments to meet the 95% federal and state requirement.
- **Diversify Student Population:** Continue efforts to diversify the student body through targeted outreach, addressing potential transportation barriers, and leveraging priority lottery grouping for students experiencing poverty.
- **Contract Continuation:** Based on strong academic performance and financial stability, the review team recommends the continuation of the contract, with the expectation of continued progress on the School Improvement Plan (SIP).

Recommended Action

_____ **X** ____ 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: *2025-26 Coburg Data Appendix.docx*, 2024-25 Coburg Detail Sheet, 2024-25 Coburg Profile Sheet, 2024-25 Coburg SIP

OREGON DEPARTMENT OF EDUCATION

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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

2024-25

Students We Serve

225
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	1%
Teachers	0%
Asian	
Students	<1%
Teachers	0%
Black/African American	
Students	0%
Teachers	0%
Hispanic/Latino	
Students	1%
Teachers	13%
Multiracial	
Students	10%
Teachers	7%
Native Hawaiian/Pacific Islander	
Students	1%
Teachers	0%
White	
Students	86%
Teachers	80%

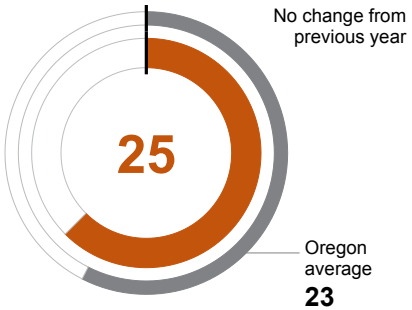
*		5
Ever English Learners		Languages Spoken
11%	94%	6%
Students with Disabilities	Required Childhood Vaccinations	Students Experiencing Poverty

*<10 students or data unavailable

School Environment

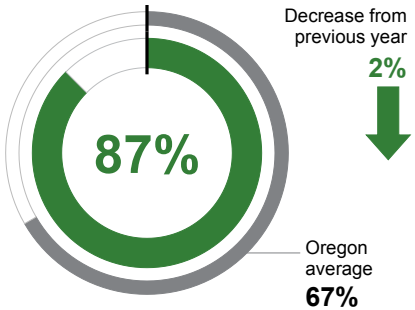
CLASS SIZE

Median class size.



REGULAR ATTENDERS

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

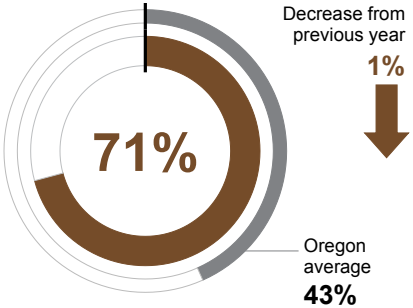


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Academic Success

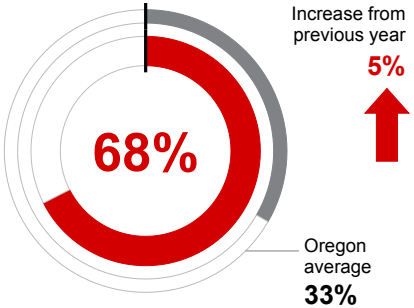
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



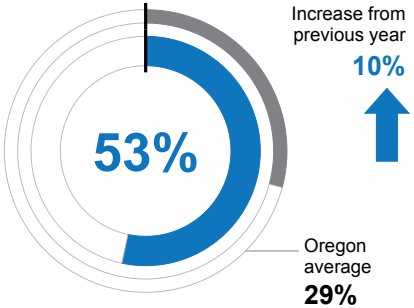
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

*Submission optional for this section.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

*Submission optional for this section.

School Website: coburgcharter.org

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Coburg Community Charter School

2024-25

Our Staff (rounded FTE)

13 Teachers

5 Educational assistants

0 Counselors/ Psychologists/ Social Workers

78% Average teacher retention rate over the past three years

78% % of licensed teachers with more than 3 years of experience

Yes Same principal in the last 3 years

Outcomes

	REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Asian	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Black/African American	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Multiracial	87%	47%	47%
Native Hawaiian/Pacific Islander	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White	87%	73%	70%
Students Experiencing Poverty	69%	<10 students or data unavailable	<10 students or data unavailable
Ever English Learner	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students with Disabilities	76%	<5%	<5%
Migrant	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Homeless	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Military Connected	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	88%	>95%	>95%
Female	86%	78%	70%
Male	88%	64%	66%
Non-Binary	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable

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About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

*Submission optional for this section.

EXTRACURRICULAR ACTIVITIES

*Submission optional for this section.

PARENT ENGAGEMENT

*Submission optional for this section.

COMMUNITY ENGAGEMENT

*Submission optional for this section.

Data are suppressed to protect confidential student information.

For more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

2024-25 ESSA Accountability Details Report

Public Version - November 20, 2025

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 4 ↑	Level 2 ↓	Level 4 ↑	Level 3	Level 4 ↑	Not Rated
Students Experiencing Poverty	Not Identified	Level 2	Not Rated	Level 3 ↑	Not Rated	Level 3 ↑	
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 3 ↑	
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 4 ↑	Level 3	Level 4 ↑	Level 3 ↑	Level 4 ↑	
Multi-racial	Not Identified	Level 4 ↑	Not Rated	Level 4 ↑	Not Rated	Level 3 ↑	

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 2024-25: **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.
- Impact of adjustments made to the English Language Arts and Math Average Gap Score Change indicators will take effect for the 2025-26 Accountability Details.

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	62
Level 3	43
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	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	70.1	68.4	69.0	69.5	Level 4
All Students - Adjusted Denominator	137	136	142	413	
Students Experiencing Poverty - Percent	33.3	33.3	45.5	38.2	Level 2
Students Experiencing Poverty - Adjusted Denominator	12	12	11	34	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	27.3	12.5	<5	12.8	Level 1
Students with Disabilities - Adjusted Denominator	11	16	*	*	
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	*	*	*	60.0	Not Rated
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	70.3	68.3	71.1	70.1	Level 4
White - Adjusted Denominator	118	120	121	358	
Multi-racial - Percent	73.3	64.3	44.4	62.2	Level 4
Multi-racial - Adjusted Denominator	15	14	18	45	

English Language Arts Average Gap Score Change Details

District: Eugene SD 4J

School: Coburg Community Charter School

ELA Average Gap Score Change	Cut
Level 5	14
Level 4	7
Level 3	0
Level 2	-20
Level 1	<-20

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 the school years listed, 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	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	41	38	-3	Level 2
All Students - Denominator	229	268		
Students Experiencing Poverty	-31	-24	7	Not Rated
Students Experiencing Poverty - Denominator	16	17		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	8	-62	-70	Not Rated
Students with Disabilities - Denominator	13	21		
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	41	41	0	Level 3
White - Denominator	201	231		
Multi-racial	72	11	-61	Not Rated
Multi-racial - Denominator	18	31		

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	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	91.2	90.3	92.7	91.4	Not Met
All Students - Denominator	148	145	150	443	
Students Experiencing Poverty - Percent	76.9	75.0	72.7	75.0	Not Met
Students Experiencing Poverty - Denominator	13	12	11	36	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	69.2	62.5	78.6	69.8	Not Met
Students with Disabilities - Denominator	13	16	14	43	
American Indian/Alaska Native - Percent	*	*	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	*	*	1	1	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	66.7	0.0	100.0	66.7	Not Rated
Hispanic/Latino - Denominator	3	1	2	6	
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	75.0	50.0	100.0	80.0	Not Rated
Underserved Race/Ethnicity - Denominator	4	2	4	10	
Asian - Percent	100.0	100.0	*	100.0	Not Rated
Asian - Denominator	1	1	*	2	
White - Percent	93.0	89.8	92.2	91.7	Not Met
White - Denominator	128	128	128	384	
Multi-racial - Percent	80.0	100.0	94.4	91.5	Not Met
Multi-racial - Denominator	15	14	18	47	

Mathematics Academic Achievement Details

District: Eugene SD 4J

School: Coburg Community Charter School

Mathematics Achievement Level	Cut
Level 5	80
Level 4	56
Level 3	32
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	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	63.5	59.6	66.2	63.4	Level 4
All Students - Adjusted Denominator	137	136	142	413	
Students Experiencing Poverty - Percent	41.7	33.3	36.4	38.2	Level 3
Students Experiencing Poverty - Adjusted Denominator	12	12	11	34	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	18.2	12.5	<5	10.3	Level 2
Students with Disabilities - Adjusted Denominator	11	16	*	*	
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	*	*	*	60.0	Not Rated
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	63.6	58.3	67.8	63.4	Level 4
White - Adjusted Denominator	118	120	121	358	
Multi-racial - Percent	66.7	64.3	44.4	60.0	Level 4
Multi-racial - Adjusted Denominator	15	14	18	45	

Mathematics Average Gap Score Change Details

District: Eugene SD 4J

School: Coburg Community Charter School

Math Average Gap Score Change	Cut
Level 5	18
Level 4	9
Level 3	0
Level 2	-17
Level 1	<-17

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 the school years listed, 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	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	20	23	3	Level 3
All Students - Denominator	229	268		
Students Experiencing Poverty	-38	-38	0	Not Rated
Students Experiencing Poverty - Denominator	16	17		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-14	-108	-94	Not Rated
Students with Disabilities - Denominator	13	21		
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	21	25	4	Level 3
White - Denominator	201	231		
Multi-racial	43	-3	-46	Not Rated
Multi-racial - Denominator	18	31		

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	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	91.9	90.3	92.7	91.6	Not Met
All Students - Denominator	148	145	150	443	
Students Experiencing Poverty - Percent	76.9	75.0	72.7	75.0	Not Met
Students Experiencing Poverty - Denominator	13	12	11	36	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	69.2	62.5	78.6	69.8	Not Met
Students with Disabilities - Denominator	13	16	14	43	
American Indian/Alaska Native - Percent	*	*	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	*	*	1	1	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	100.0	0.0	100.0	83.3	Not Rated
Hispanic/Latino - Denominator	3	1	2	6	
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	100.0	50.0	100.0	90.0	Not Rated
Underserved Race/Ethnicity - Denominator	4	2	4	10	
Asian - Percent	100.0	100.0	*	100.0	Not Rated
Asian - Denominator	1	1	*	2	
White - Percent	93.0	89.8	92.2	91.7	Not Met
White - Denominator	128	128	128	384	
Multi-racial - Percent	80.0	100.0	94.4	91.5	Not Met
Multi-racial - Denominator	15	14	18	47	

Regular Attenders Details

District: Eugene SD 4J

School: Coburg Community Charter School

Regular Attenders Level	Cut
Level 5	93
Level 4	82
Level 3	71
Level 2	57
Level 1	<57

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.

State Long Term Goal: 93%

Student Group	Grade Range	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	K-5	72.8	87.9	88.0	83.0	Level 4
All Students - Denominator		147	149	150	446	
Students Experiencing Poverty - Percent	K-5	50.0	>95	*	76.9	Level 3
Students Experiencing Poverty - Denominator		10	*	*	*	
English Learners - Percent	K-5	*	*	*	*	Not Rated
English Learners - Denominator		*	*	*	*	
Students with Disabilities - Percent	K-5	72.7	82.4	84.2	80.9	Level 3
Students with Disabilities - Denominator		11	17	19	47	
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	73.2	88.5	87.6	83.2	Level 4
White - Denominator		127	130	129	386	
Multi-racial - Percent	K-5	70.6	81.3	87.5	79.6	Level 3
Multi-racial - Denominator		17	16	16	49	

On Track to English Language Proficiency (ELP) Details

District: Eugene SD 4J

School: Coburg Community Charter School

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

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.

State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
Current English Learners - Percent	*	*	*	*	Not Rated
Current English Learners - Denominator	*	*	*	*	

2025-26 Coburg Community Charter School Data Appendix

Enrollment

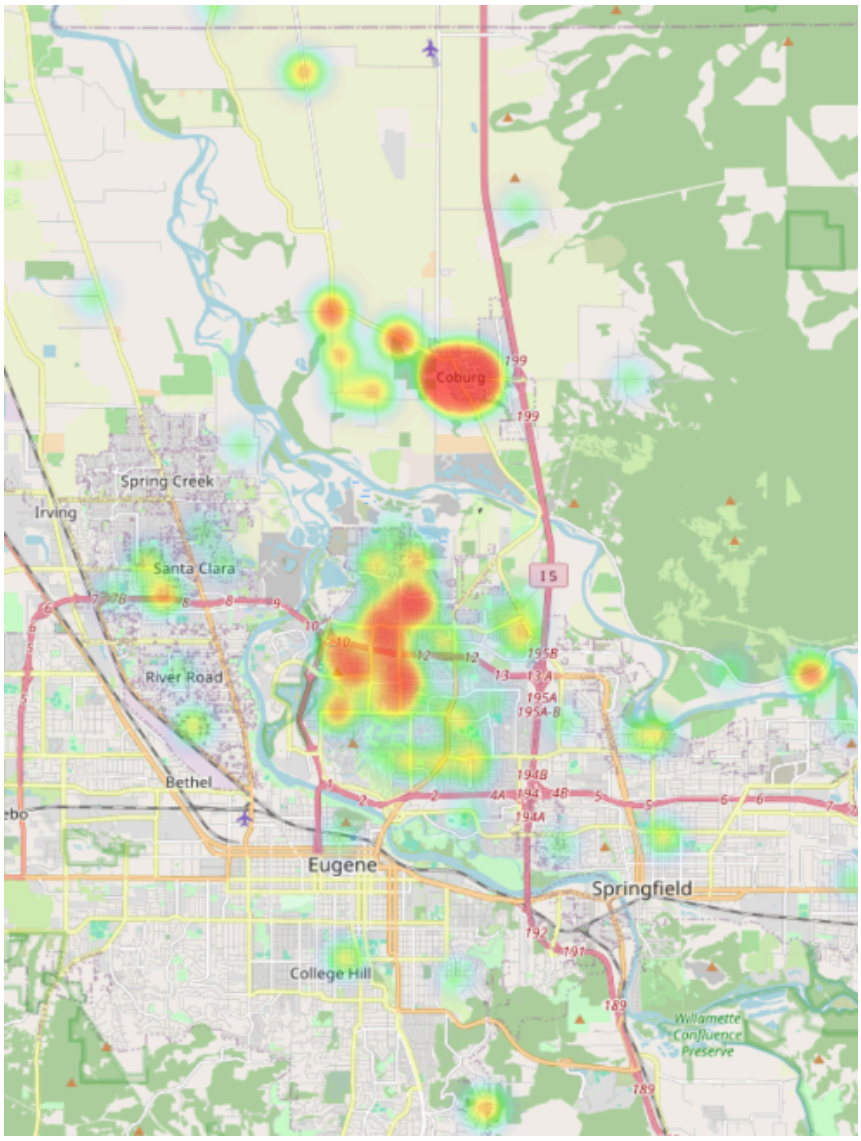
- October 1st student enrollment in Coburg School remained stable in 2025-26:

SCHOOL	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2024 2015 (IN
Coburg School	225	226	220	220	221	221	223	225	212	221	221	1.8
All 4J Charters	871	872	873	848	832	848	836	847	845	851	806	8.1
4J	15,830	16,099	16,440	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(8.6)

- Where do Coburg students live?
  - Coburg students live mostly in the Sheldon Reion (181 out of 225):

CATCHMEN AREA OF RESIDENCE	NUMBER OF STUDENTS
Gilham Elementary School	100
Cal Young Middle School	52
Willagillespie Elementary School	19
Springfield SD 19	16
Holt Elementary School	7
Harrisburg SD 7J	7
Central Linn SD 552	5
Junction City SD 69	4
Adams Elementary School	3
Monroe Middle School	3
Madison Middle School	2
River Rd El Camino del Rio Elm	2
Spring Creek Elementary School	2
Awbrey Park Elementary School	1
Bethel SD 52	1
Monroe SD 1J	1
TOTAL	225

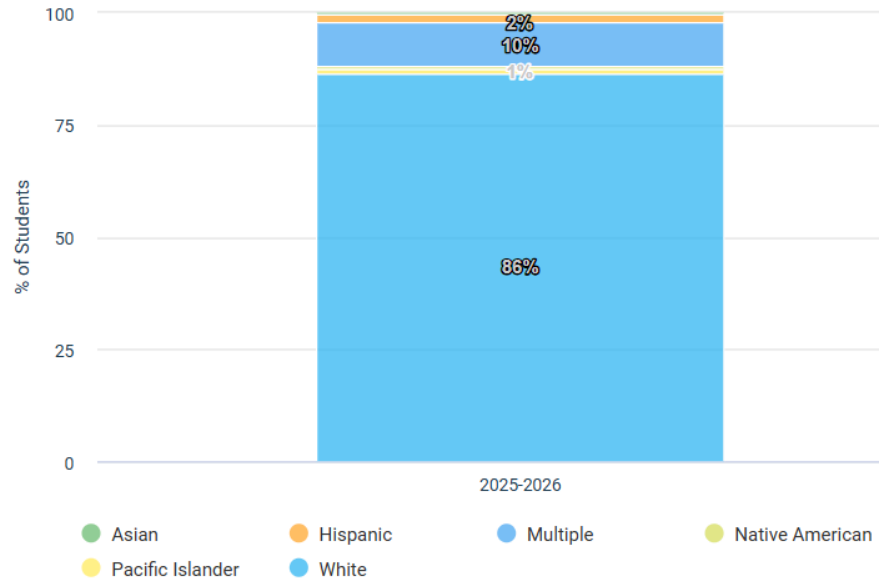
REGION OF RESIDENCE	NUMBER OF STUDENTS
SHELDON	181
OUTSIDE 4J	34
NORTH	7
SOUTH	3
CHURCHILL	0
TOTAL	225



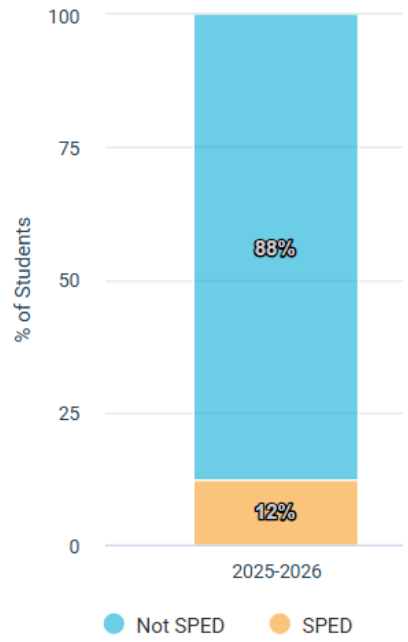
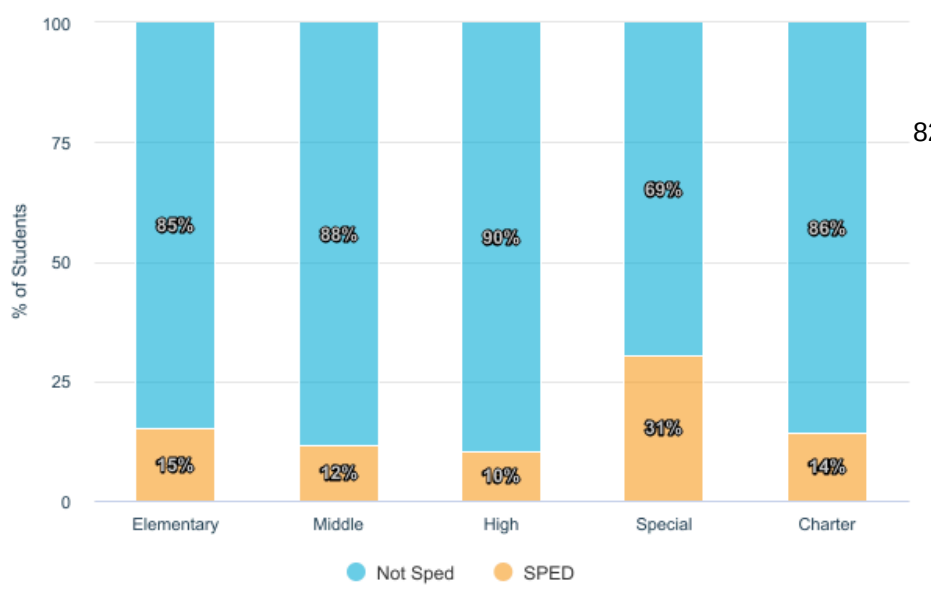
- Enrollment by grade as of 10/1/2025:

GRADE	NUMBER OF STUDENTS
KG	26
1	25
2	25
3	25
4	25
5	25
6	25
7	25
8	24
TOTAL	225

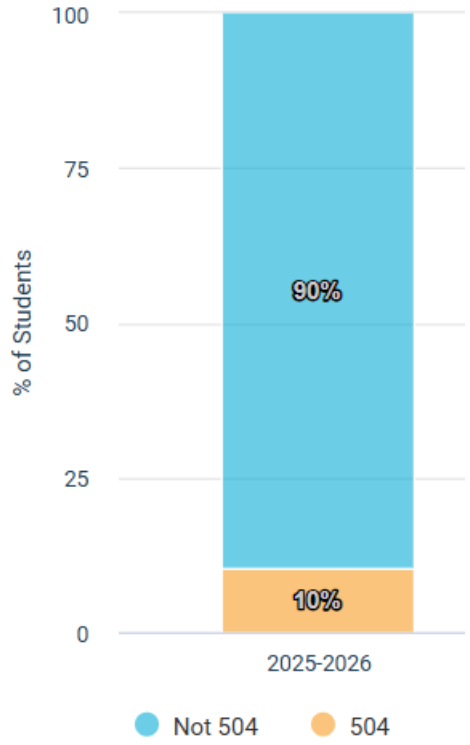
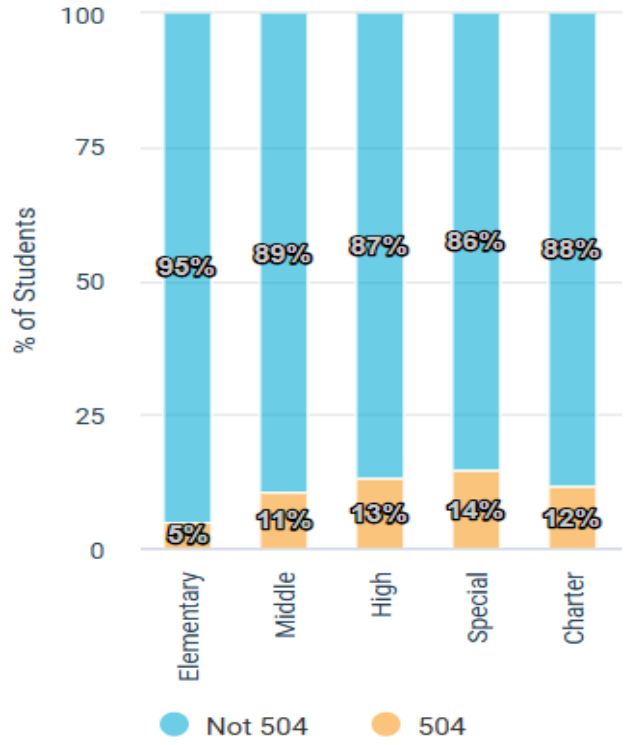
- The Coburg student body continues to be much less diverse than the 4J student body in terms of race/ethnicity:

Coburg	4J
	

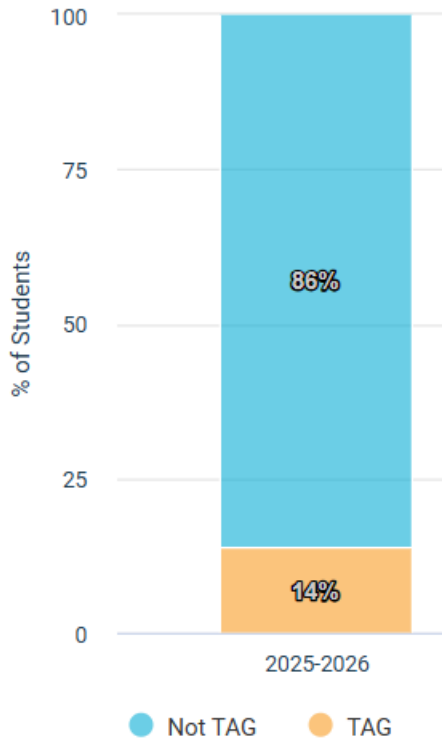
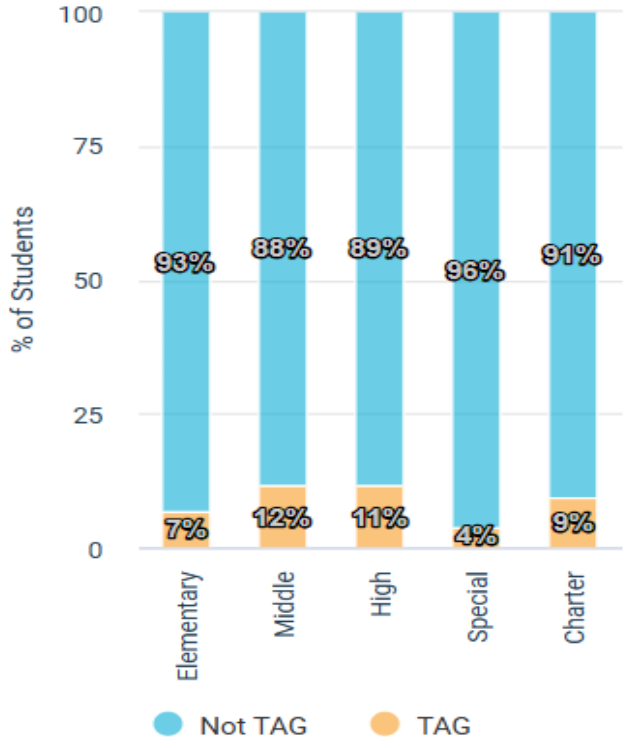
- The ODE report card indicated that in 2024-25 6% of Coburg students were experiencing poverty while 30% of 4J students did
- Coburg has a smaller percentage of students in Special Education than elementary, middle, or charter schools in 4J:

Coburg	4J
	

- Coburg has a higher percentage of students with 504 plans than elementary schools in 4J but a lower percentage than middle ones:

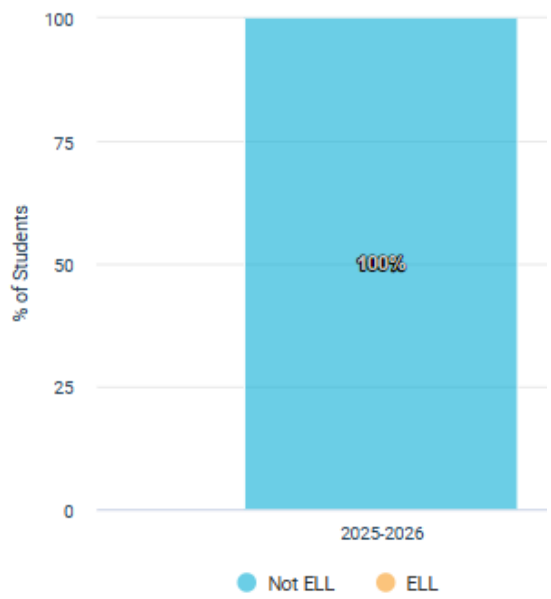
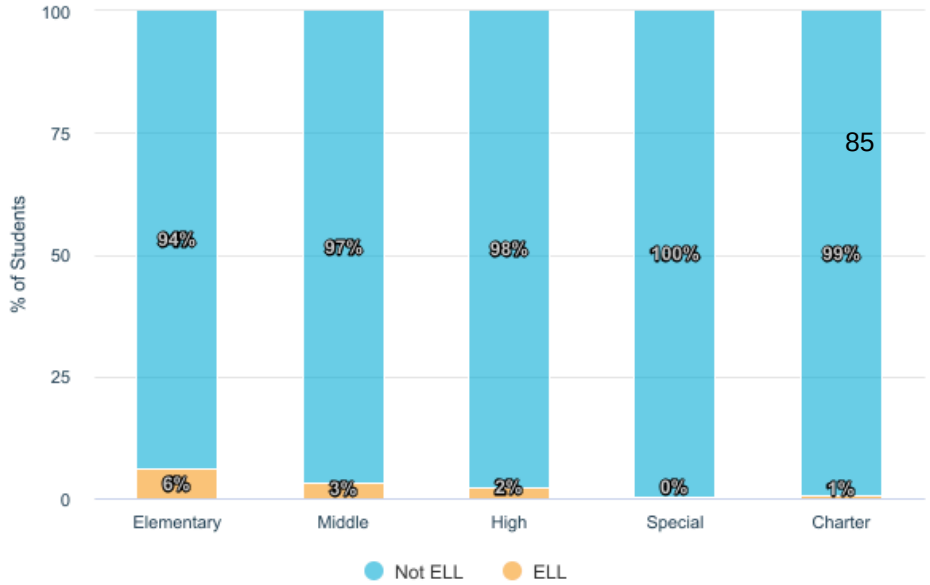
Coburg	4J
	

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

Coburg	4J
	

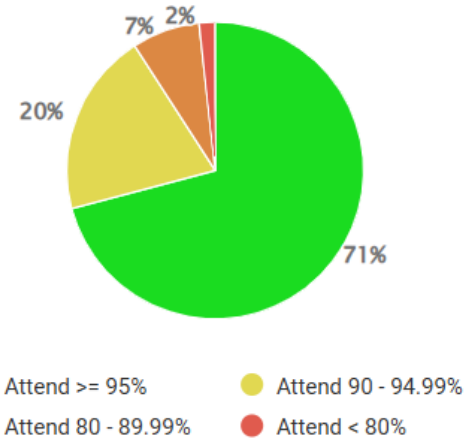
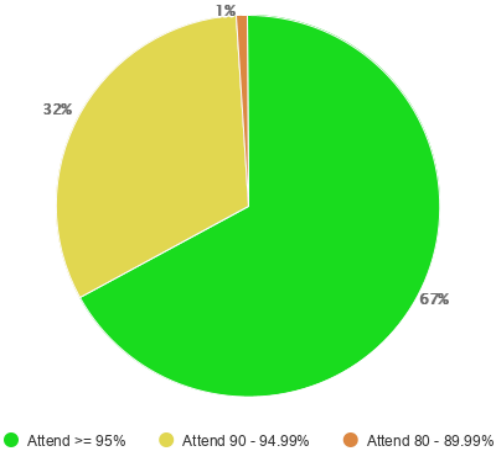
84

- The ODE report card indicated that in 2024-25 Coburg students had 5 different home languages, while 4J students had 86
- Coburg has no students in the English Language Development program:

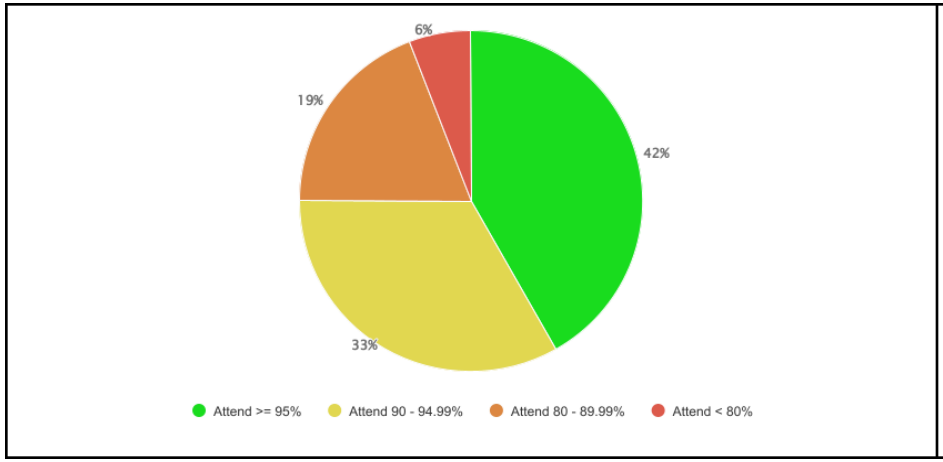
Coburg	4J
	

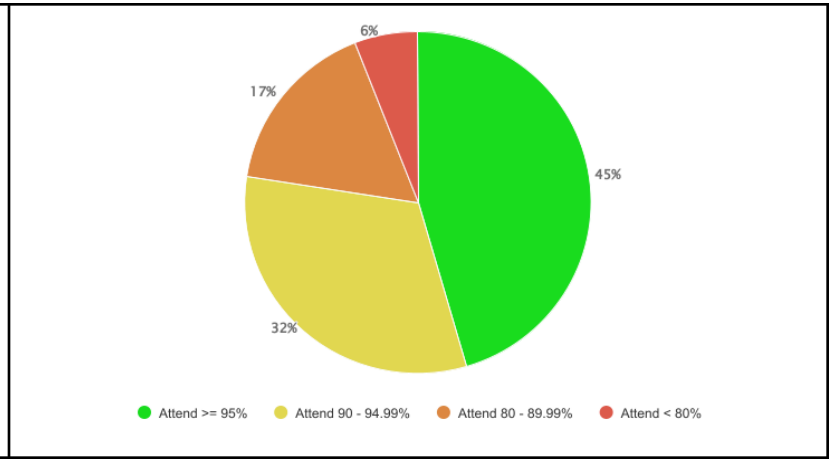
Student Attendance

- In 2024-25 Coburg had a significantly larger percentage of regular attenders (students who attended at least 90% of the time) than 4J as a whole in grades KG to 8 (91% vs 75%), while still not reaching the percentage before the pandemic (99%)

Coburg	
2024-25	2018-19
	
4J (Grades KG to 8)	
2024-25	2018-19

86

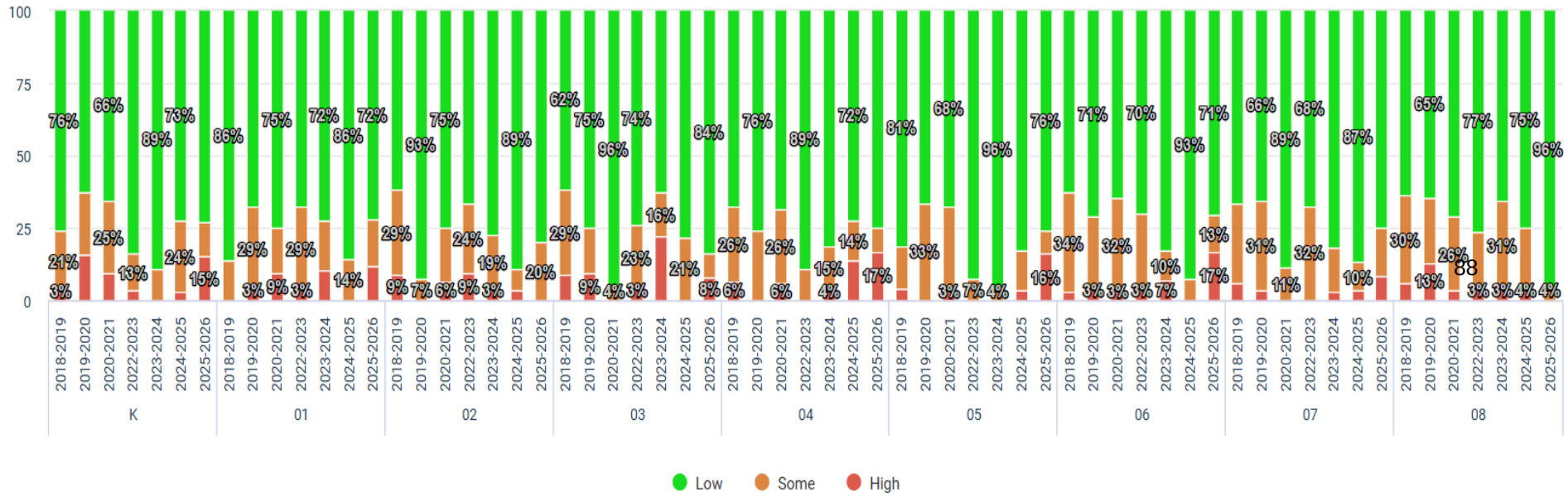


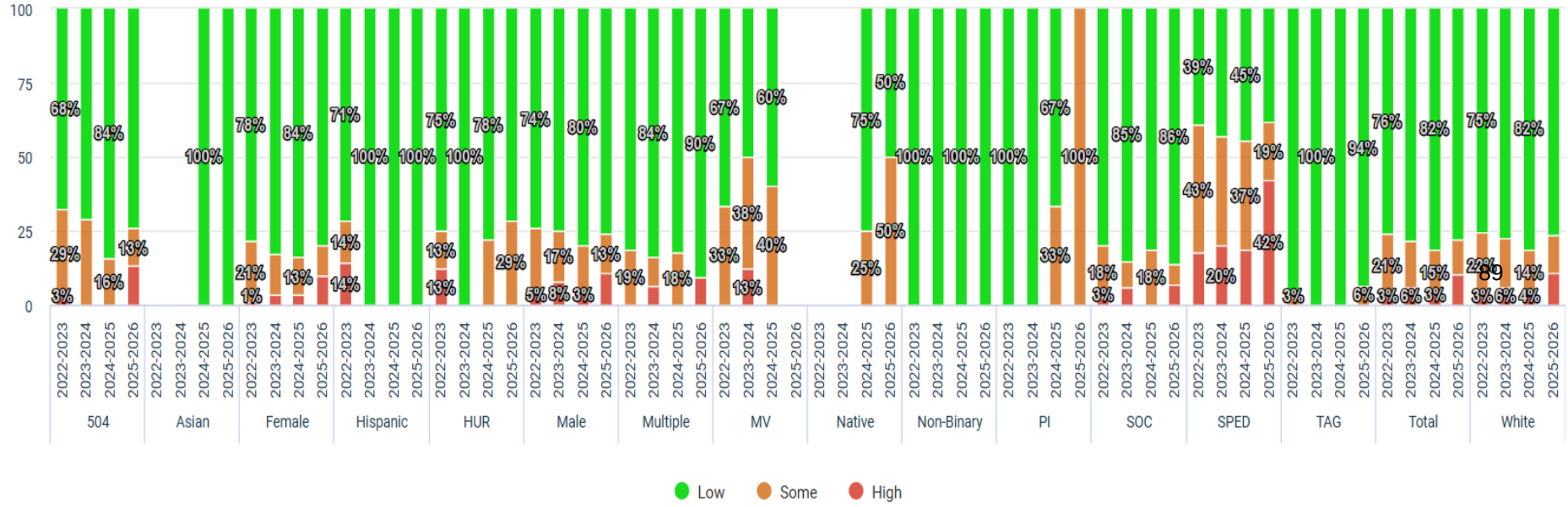


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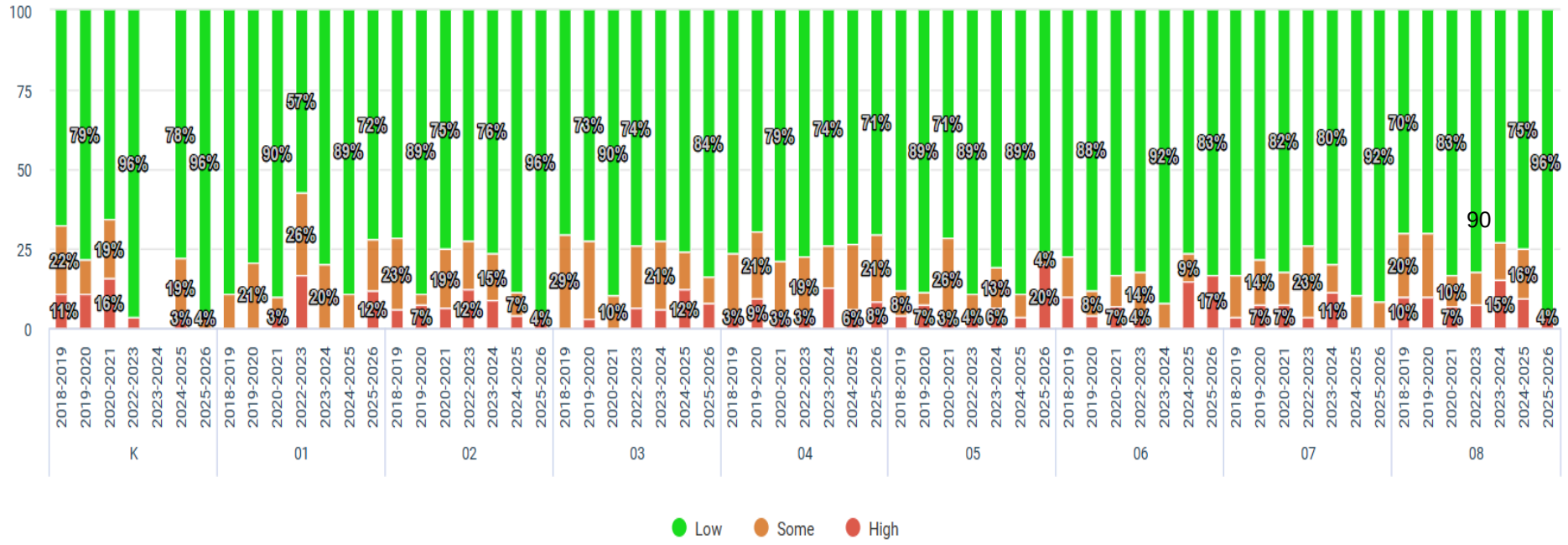
easyCBM Scores

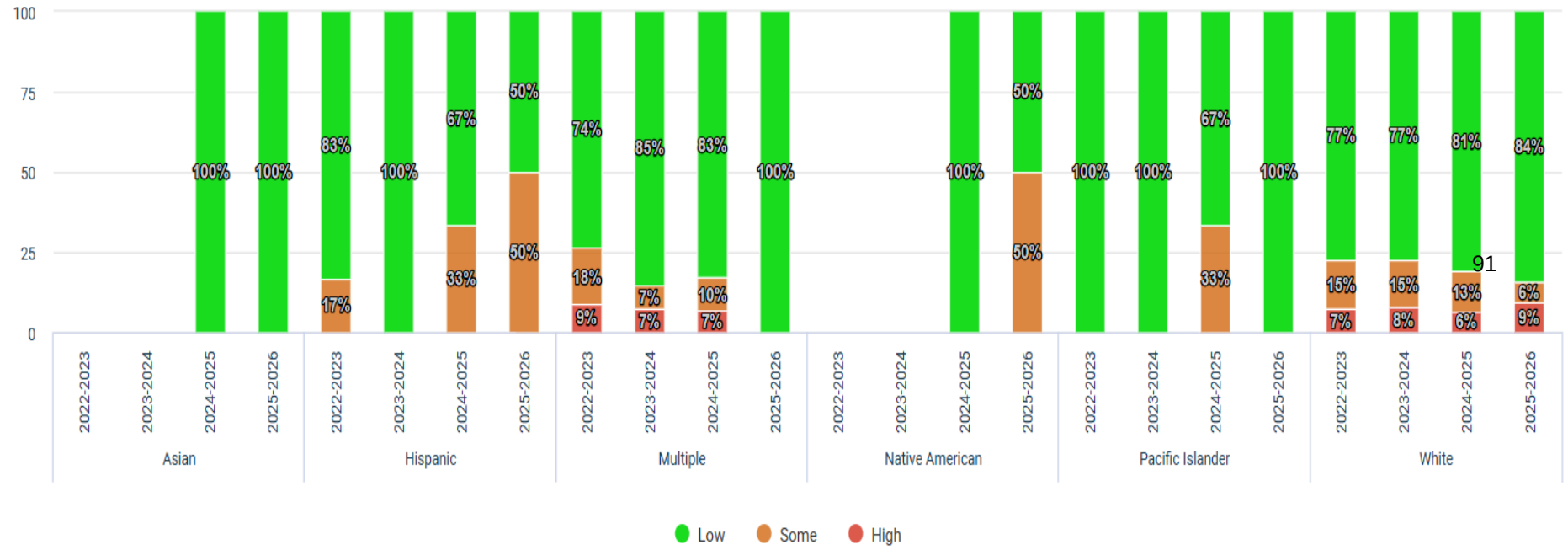
- Coburg reading easyCBM scores (measured by the percentage of students at the low risk level) improved in 2024-25 in the middle school grades while followed different trends in the elementary grades:


100
75
50
25
0
K
01
02
03
04
05
06
07
08
Low
Some
High


100
75
50
25
0
504
Asian
Female
Hispanic
HUR
Male
Multiple
MV
Native
Non-Binary
PI
SOC
SPED
TAG
Total
White
2022-2023
2023-2024
2024-2025
2025-2026
Low
Some
High

- Coburg math easyCBM scores (measured by the percentage of students at the low risk level) improved in 2024-25 in most grades:




100
75
50
25
0
100%
100%
83%
17%
100%
67%
33%
50%
50%
74%
18%
9%
85%
7%
7%
83%
10%
7%
100%
100%
50%
50%
100%
100%
67%
33%
100%
77%
15%
7%
77%
15%
8%
81%
13%
6%
84%
6%
9%
2022-2023
2023-2024
2024-2025
2025-2026
Asian
Hispanic
Multiple
Native American
Pacific Islander
White
Low
Some
High

OSAS Scores

- In 2025 the OSAS proficiency rates in Coburg improved for Math and Science while declining in ELA. Participation was above 90% for all three subjects:

School	OSAS PROFICIENCY RATE									2025 PARTICIPATION		
	2025			2024			2025 vs 2024					
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
SEHS	79.2	52.2	69	78.6	63.4	65.2	0.6	(11.2)	3.8	6.7	6.2	7.8
Charlemagne	77.3	71.1	67.3	82.3	74.7	84	(5.0)	(3.6)	(16.7)	98	99.3	98
Hé Lín	72.7	78.2	82.4	74.5	70.9	53.8	(1.8)	7.3	28.6	100	100	100
Coburg	**70.5**	**67.6**	**53.3**	**71.8**	**63.4**	**42.5**	**(1.3)**	**4.2**	**10.8**	93	92.7	90
Yujin Gakuen	69.9	59.2	82.1	73.5	63.7	55.9	(3.6)	(4.5)	26.2	97	97.2	96.6
Ridgeline	69.8	53.3	64.7	71.6	60.4	71.7	(1.8)	(7.1)	(7.0)	96	96.2	98.1
Edgewood	64.4	50.4	47.6	66.7	53.9	52.1	(2.3)	(3.5)	(4.5)	96	95.5	98.8
Edison	61.9	45.3	45	67.1	51.3	52.5	(5.2)	(6.0)	(7.5)	92	91.5	91
Roosevelt	59.7	54.4	38	59.6	46.3	32.4	0.1	8.1	5.6	64	64.4	57.7
Family	59.5	38.1	45.5	52.8	37.7	38.9	6.7	0.4	6.6	69	68.9	75.9
Adams	57.7	45.4	37.8	55.4	43.9	29.7	2.3	1.5	8.1	90	89.3	100
Village	57.4	39.9	43.5	56.1	36.1	32.7	1.3	3.8	10.8	88	89	95.8
Camas	55.7	48	37.2	45.9	36.7	31.4	9.8	11.3	5.8	70	70.7	87.8
Kennedy	54.1	32.6	30.8	44.4	28.9	34	9.7	3.7	(3.2)	81	82	93.1
Spencer Butte	53.9	32.4	13.6	51.7	33.5	30.6	2.2	(1.1)	(17.0)	78	77.6	92.2
ATA	52.2	38.9	49.1	47.5	31.1	36.8	4.7	7.8	12.3	85	86.5	94.7
Sheldon	51.4	35.7	48.1	52.2	28.9	46.7	(0.8)	6.8	1.4	20	19	20.9
Churchill	50.8	32.1	35.7	34.2	19.5	43.1	16.6	12.6	(7.4)	50	32	55.7
Gilham	49.7	37.2	38.1	49.8	42.5	44.3	(0.1)	(5.3)	(6.2)	96	95.2	94.4
Twin Oaks	49.5	42.7	31.9	55.3	43.7	43.8	(5.8)	(1.0)	(11.9)	97	94.8	92.2
Cal Young	49.0	32.1	17.5	45.9	35	28.9	3.1	(2.9)	(11.4)	69	67.7	93.3
River Road	45.9	24.6	30.2	42.7	28.6	35.2	3.2	(4.0)	(5.0)	95	95.2	93
Madison	45.7	28.9	32.5	47.0	24.3	27.9	(1.3)	4.6	4.6	81	83	89.8
Willagillespie	45.3	42.2	26.7	47.3	41.9	37.3	(2.0)	0.3	(10.6)	81	83	82.2
Holt	41.8	33.6	30	42.0	39.5	33.3	(0.2)	(5.9)	(3.3)	96	96.2	97.8
Buena Vista	39.0	27.4	31	39.2	29.9	23.6	(0.2)	(2.5)	7.4	93	93.8	93.5
Kelly	36.3	23.9	24.2	33.1	21.4	16.7	3.2	2.5	7.5	77	75.5	91.5
NEHS	36.1	21.9	23.9	*	*	66.7			(42.8)	13	11.3	47.5
Monroe	35.8	24.8	15.9	36.8	22.7	26.6	(1.0)	2.1	(10.7)	66	63.7	59.8
Spring Creek	35.8	34.1	24.5	39.2	33.1	40	(3.4)	1.0	(15.5)	95	93.6	91.4
McCornack	34.7	25	25.9	34.1	26.1	16.7	0.6	(1.1)	9.2	92	93.4	95.1
Awbrey Park	34.0	26.7	31.3	43.1	33.8	33.3	(9.1)	(7.1)	(2.0)	89	89.7	89.9
Chavez	30.8	11.9	16.1	22.5	18.4	20	8.3	(6.5)	(3.9)	94	93.8	91.9
Howard	27.3	23.6	16.1	24.9	19.8	13.1	2.4	3.8	3.0	89	86.9	93

Exclusionary Discipline

- The number of exclusionary discipline actions in Coburg in 2024-25 increased from 4 to 10 compared with 2023-24:

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2024-25	0	2	8	226
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

Charter School Self-Report: Fall, 2025

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."

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.

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

4. **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

2025/2026 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 positive behavior 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.
Continuously updated Comprehensive Counseling Plan aligned with the work of our new school counselor

Measurable Objective

Strategy 1: Implement and supplement third 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	8/25	6/26	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	8/25	6/26	General Fund
Supplement CS curriculum with school counselor lessons in areas of specific need	Instruction	School counselor	10/25	6/26	General Fund SIA Funding
Collaboratively update and publish the Comprehensive Counseling plan	Collaborative work Communications	School counselor and Assistant Principal	8/25	6/26	General Fund SIA Funding

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	Assistant Principal, school counselor, and classroom teachers	8/25	6/26	General Fund SIA 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	Assistant Principal leads All instructional staff participate, collaborate and implement	8/25	6/26	General Fund SIA 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	Assistant Principal leads All instructional staff participate, collaborate and implement	8/25	6/26	General Fund SIA Funding

Strategy 3: Design and Develop Student Character and Leadership Program

Activity	Activity Type	Staff Responsible	Begin Date	End Date	Source of Funding

Collaboratively develop a Scope and Sequence for Character and Leadership lessons and activities	Curriculum and activity mapping	All Staff, emphasis on Assistant Principal	8/25	6/26	General Fund
Collaboratively review and enhance character development and leadership opportunities	Curriculum and activity development and planning	Curriculum committee; Assistant Principal	8/25	6/26	General Fund
Collaboratively create and publish a document describing the CCCS Student Character and Leadership Program	Collaborative work Communications	Assistant Principal	3/26	6/26	General Fund

* 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 4 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 with have a current Scope and Sequence for each primary subject area which have been aligned both horizontally and vertically with state standards.

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	8/25	6/26	General Fund
Provide collaborative work time for scope and sequence revisions	Collaborative work and resource (time) allocation	Executive Director All instructional staff	8/25	6/26	General Fund
Share, refine and publish final products	Collaborative work Communications	Executive Director All instructional staff	8/25	6/26	General Fund

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

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	8/25	6/26	General Fund
Provide collaborative work time for scope and sequence revisions	Collaborative work and resource (time) allocation	Executive Director All instructional staff	8/25	6/26	General Fund
Share, refine and publish final products	Collaborative work Communications	Executive Director All instructional staff	8/25	6/26	General Fund

Strategy 3: Align Scope and Sequence learning targets vertically and horizontally to state standards for Math

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	8/25	6/26	General Fund
Provide collaborative work time for scope and sequence revisions	Collaborative work and resource (time) allocation	Executive Director All instructional staff	8/25	6/26	General Fund
Share, refine and publish final products	Collaborative work Communications	Executive Director All instructional staff	8/25	6/26	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	8/25	6/26	General Fund SIA Fund
Provide Tier 2 support in class to students scoring below the 30th percentile	Instruction	Interventionists and Classroom Teachers	8/25	6/26	General Fund SIA Fund
Provide Tier 3 interventions to students scoring below the 20th percentile	Instruction	Interventionists and Classroom Teachers	8/25	6/26	General Fund SIA Fund
Complete regular progress monitoring of identified students	Progress Monitoring	Interventionists and Classroom Teachers	8/25	6/26	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	8/25	6/26	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	8/25	6/26	General Fund SIA Fund
Provide Tier 2 support in class to students scoring below the 30th percentile	Instruction	Interventionists and Classroom Teachers	8/25	6/26	General Fund SIA Fund
Provide Tier 3 interventions to students scoring below the 20th percentile	Instruction	Interventionists and Classroom Teachers	8/25	6/26	General Fund SIA Fund
Complete regular progress monitoring of identified students	Progress Monitoring	Interventionists and Classroom Teachers	8/25	6/26	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	8/25	6/26	General Fund SIA Fund

Lane County School District No. 4J
Eugene, Oregon

2024-25 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 2026

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January 2025

To: **Eugene School District 4J Board of Directors**

From: **4J Charter School Review Team**

Subject: **Network Charter School, 2024-25 Annual Review**

Introduction

In June 2025, Network Charter School completed its twenty-second 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 third 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 2024-25 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 Peara, 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: Kristin Humphrey, Principal, and Jeff Parker, Executive Director
• Eugene School District 4J Representatives: Ericka Thessen, 4J School Board Member; 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 2024-25 School Improvement Plan (SIP)

This section reviews the progress of Network Charter on their 2024-25 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 also focused their goals on previous annual review recommendations. The school continues to make substantial progress across its three main improvement goals. Network Charter School has made remarkable progress across its three main improvement goals this year, with particularly notable gains in attendance and mathematics. 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 2024-25 School Improvement Plan:

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

Regarding attendance, the school has achieved significant improvement with regular attender rates jumping from 10% in 2022-23, 16% in 2023-2024 to 29% in 2024-2025, representing a 13% increase that substantially narrows the gap toward their Level 2 threshold goal of 41%. This progress coincides with their enhanced initiatives including data accuracy audits, solution-focused wrap-around meetings with families, and strengthened mental health support through their Wellness Team consisting of a Family Therapist and Licensed Social Worker. The school has also partnered with Connected Lane County through the YDD Re-engagement grant to add a twice-weekly Resource Navigator who helps address barriers to regular attendance. Communication improvements through robo-calls, weekly Community Newsletters, common area TV announcements, an updated website, and the completed transition to Synergy have supported these attendance gains.

Goal 2: Increase academic progress in math.

Mathematical progress shows exceptional improvement this year. Work Keys assessment results have increased dramatically, with 52% of total students (64% of test participants) achieving passing scores in 2024-2025, compared to 23% of total students (36% of test participants) in 2023-2024. Additionally, the school has established a new Math Proficiency metric showing that 55% of students on a regular diploma pathway have earned core math credit (Algebra and Geometry) by the end of 11th grade. While the Mathematics Self-Efficacy and Anxiety Questionnaire showed little population-level change in its initial implementation, the school has recognized the need to revise their data collection process to track individual student progress more effectively. Due to financial constraints, this year marks the final use of WorkKeys, and the school is identifying new sustainable assessment methods. These improvements complement their restructured approach to math instruction, which includes collaborative teaching methods, instructional assistant support, learning modules, and individualized instruction through their Math 180 and advanced options.

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

Graduation rate data reveals substantial progress. The on-time graduation rate increased from 33% in 2023-2024 to 48% in 2024-2025, representing a 15% improvement toward their Level 2 threshold of 67%. The school achieved 100% graduation for seniors on a diploma pathway for the second consecutive year. The on-track graduation rate has shown impressive improvement, rising to 67% in 2024-2025 from 55% the previous year. Their GED program continues to be successful, with 76.9% of enrolled seniors completing the program in 2024-2025, up from 70% the previous year. Credit recovery programs remain effective, with OCRAP facilitating 23.35 total credits recovered and the Summer Bridge Program enabling 20.315 credits recovered. The school's CTE pathways continue to evolve, with their Culinary program transitioning to new leadership with extensive restaurant management and hospitality experience, and their Natural Resources pathway gaining momentum through partnerships with Nearby Nature and participation in Lane ESD's Fire School. Students also participate in the HOPE factory for internship and CTE opportunities, and the school maintains its focus on college and career

readiness through required Independent Living classes and Friday Flex scheduling that addresses SB 3 requirements.

2. Update on New Goals for 2025-26 School Improvement Plan (SIP)

Looking ahead to 2025-2026, the school has established ambitious goals including reaching 41% regular attendance, continuing to reduce math anxiety while increasing proficiency, and developing a comprehensive literacy intervention program to address ELA proficiency rates—a new focus area. The school will continue targeting graduation rate improvements with support from the YDD Re-Engagement Grant, which will fund after-school programming four days a week, paid student internships, student resource support, additional instructional assistant support, transportation assistance, and partnerships with Connected Lane County and Lane ESD.

Goal 1: Strengthen the attendance intervention system to build upon recent improvements, with particular focus on early identification and support for at-risk 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: 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.

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: Develop and implement a comprehensive literacy intervention program to address the declining ELA proficiency rates.

NCS plans to improve ELA proficiency rates by developing and coordinating the implementation of both common reading comprehension and writing performance assessments. This process will include regular progress monitoring to evaluate growth and identify the need for targeted support for struggling students. They will use Lexia Power Up literacy for determining reading and reading comprehension deficits and implement a data driven support curriculum.

CSI/TSI: Improve graduation rates

NCS endeavors to increase graduation rates, as measured by the ODE Annual School Report Card data for On Time Graduation, by 19%, allowing NCS to reach the Level 2 threshold of 67%

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%	62%	43%	18%	<18%
ELA Average Gap Score Change	3-8	14	7	0	-20	<-20
Math Achievement	3-8,11	80%	56%	32%	8%	<8%
Math Average Gap Score Change	3-8	18	9	0	-17	<-17
Regular Attenders	K-5	93%	82%	71%	57%	<57%
Regular Attenders	6-8	93%	80%	67%	55%	<55%

The ESSA calculation for the Academic Achievement indicator treats assessment non-participants in excess of 5 percent as not meeting the achievement standard.

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 2022-23 & 2021-22 Average Gap Score calculation and in the 2024-25 & 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 2025

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**.

SUMMARY:

Network Charter School's 2024-25 accountability results show continued struggles across most academic indicators, though there are notable improvements in attendance and ninth-grade success rates. The school remains identified for Comprehensive Support and continues to face significant challenges with both academic achievement and assessment participation rates, which remain critically low across all student groups. It is important to note that the number of students participating in the state assessments is very low as well as the enrollment at 11th grade. This makes results look far more dire than the reality of how students are progressing.

English Language Arts Academic Achievement – Level 1

English Language Arts (ELA) performance continues to decline, remaining at Level 1 with a three-year average proficiency of 11.2%, down from 12.9% in the previous reporting period. The 2024-25 data reveals a concerning continued downward trend, with overall proficiency dropping to just 5.7%, compared to 8.8% in 2023-24 and 19.4% in 2022-23. Students experiencing poverty showed a dramatic decline from 18.2% to 5.6% in the most recent year, bringing their three-year average to 10.3%. White students, the only other group with sufficient data for rating, maintained 7.1% proficiency in 2024-25, with a three-year average of 11.7%. This persistent decline over three consecutive years represents a critical situation requiring immediate and intensive intervention.Network has made ELA one of its goals for improvement in 2025-26.

Math Academic Achievement – Level 1

Mathematics achievement remains at critically low levels with a Level 1 rating and a three-year average below 5%. After showing modest improvement to 5.9% in 2023-24, the overall proficiency rate declined again to below 5% in 2024-25. All student groups with reportable data—including students experiencing poverty, students with disabilities, and White students—remain below 5% proficiency across all three years. White students briefly reached 7.1% in 2023-24 before falling back below 5% in the most recent year. The consistent failure to achieve even minimal proficiency levels in mathematics indicates a need for continued focus on mathematics instruction and support.

Regular attenders – Level 1

Regular attendance shows the most encouraging trend in the data, with continued improvement from 10.3% in 2022-23 to 14.6% in 2023-24 and a significant jump to 26.8% in 2024-25. The three-year average of 17.4% represents meaningful progress, though still remains at Level 1. Students experiencing poverty demonstrated particularly strong gains, improving from 21.1% to 28.6% in the most recent year, with a three-year average of 19.1%. White students showed remarkable improvement, jumping from 11.8% to 29.4% in 2024-25, achieving a three-year average of 18.9%. Students with disabilities also showed progress, reaching 20.0% in the most recent year. While these gains are significant and commendable, the school still has substantial work to do to approach the state's 93% goal.

9th Grade On-track to graduate – Level 1

The ninth-grade on-track indicator demonstrates the school's most substantial success story, with continued strong improvement over three consecutive years. Overall rates improved from 30% in 2022-23 to 54.5% in 2023-24, and further to 66.7% in 2024-25, bringing the three-year average to 50.0%. White students showed particularly impressive gains, advancing from 35.7% to 63.2% to 71.4% across the three years, with a three-year average of 57.4%. Students experiencing poverty, while still struggling, showed some improvement with a three-year average of 34.6%. Despite remaining at Level 1, this indicator shows that when students engage with the school's programs, meaningful progress is possible. The continued upward trajectory suggests that interventions for incoming ninth graders are having a positive impact.

Graduation Rates

Graduation data presents a complex picture that underscores the school's mission to serve students who struggle in traditional settings. The four-year graduation rate shows significant volatility, with a three-year average of 45.9%, representing a slight improvement from the previous period's 48.3%. The rate declined dramatically to 33.3% for the 2019-20 cohort before recovering to 48.3% for the 2020-21 cohort. Students experiencing poverty maintained a three-year average of 42.2%, while White students averaged 45.5%. The five-year completion rate tells a more nuanced story, with a three-year average of 65.3% overall, though this represents a decline from the previous period's 67.2%. White students achieved a 63.2% five-year completion rate, while students experiencing poverty reached 55.7%. The significant gap between four-year and five-year rates (approximately 20 percentage points) confirms that many students require additional time and support to complete their education successfully.

Participation Rates

Participation Rates: Participation rates remain critically low and represent perhaps the school's most significant compliance challenge, falling far short of the 94.5% target across all assessments and student groups. ELA participation showed a three-year average of just 25.6%, with minimal change from 15.9% in 2023-24 to 16.2% in 2024-25. Mathematics participation is similarly problematic with a three-year average of 23.1% and a decline from 15.9% to 13.5% in the most recent year. Students experiencing poverty participated at 20.0% in ELA and 15.0% in mathematics during 2024-25. White students showed participation rates of 17.2% in ELA and 13.8% in mathematics. Students with disabilities had particularly low participation at just 8.3% in both ELA and mathematics in 2024-25. These extremely low participation rates severely limit the ability to accurately assess student learning and school effectiveness using state assessments, and represent a significant compliance issue that must be addressed.

Students with Disabilities

Students with disabilities continue to face substantial challenges across nearly all indicators, though there are some positive developments. In ELA, this group remains below 5% proficiency with a three-year average well below the state goal. Mathematics achievement similarly remains below 5% across all three years. However, regular attendance for students with disabilities

showed improvement, increasing to 20.0% in 2024-25 with a three-year average of 14.7%. The ninth-grade on-track data shows a three-year average of 46.7%, which, while not meeting the minimum for rating, suggests potential for success. The four-year graduation rate for this group stands at 50.0% over three years, and notably, the five-year completion rate reached 75.0% in 2018-19, with a three-year average of 61.3%. This pattern indicates that students with disabilities can achieve success when provided additional time and support, but struggle with standardized academic assessments and traditional timelines.

Gap Score Analysis:

Gap score data remains largely unavailable due to insufficient sample sizes resulting from low test participation. The limited data available shows an average ELA gap score of -81 for 2021-22 and 2022-23 combined for all students (based on only 12 students), and an average mathematics gap score of -145 for the same period (based on only 10 students). All other student groups had insufficient data for gap score calculations. The absence of current gap score data prevents meaningful analysis of whether students are closing achievement gaps or making adequate growth. This lack of data is a direct consequence of the school's participation challenges.

Targeted and Comprehensive Support Identification

Identification for CSI is based on the level ratings received in the 2021-22 and 2024-25 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 2024-25.

The rules for CSI identification are as follows:
High schools and combined schools, regardless of Title I status, will be identified as CSI based on the Four-Year Graduation indicator if:

1. The All Students group is rated on five or more indicators AND
2. The Four-Year Graduation indicator is rated a Level 1

If either of the above two criteria are not met, the school will not be identified as CSI.

Based on the accountability details report from 2021-22, Network was identified and as of 2024-25 continues to be a CSI school for another three 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 shows a less diverse population than the district as a whole at Network (81% white versus 65% for the district). In comparison, only 69% of Network teachers identify as white.

• ***Students with Disabilities*** – At 28% the special education population is close to double that of the district which is at 15%.

• ***Vaccinations–*** 79% of Network students were recorded as being up-to-date on required vaccines.

• ***Students Experiencing Poverty*** - 46% of Network Charter School students are recognized as students experiencing poverty as compared to the district at 30%. 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.

• ***College-Going –*** 36% of Network students enrolled in a two or four year college within 12 months of completing high school in 2022-23. This is an increase of 11% from the previous year, yet still below the Oregon state average of 55%.

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. This year visits were conducted 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. During the visit information summarizing the 2024-25 school year is shared, as well as information on the new school year to date.

On November 18, 2025, 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), Mark Horney (Board and Community Member), Heather Hickcox (SPED Coordinator). 4J Charter School Review Team members present at the meeting included Oscar Loureiro (Director of Research), Tom Di Liberto (School Board Chair), and Casandra Kamens (Curriculum Administrator/Charter School Liaison).

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

Summarize Progress on SIP: Network Charter School has made substantial progress on their School Improvement Plan goals. Their attendance rate for regular attenders increased to 29% in 2024-2025, though they remain at Level 1 while working toward the Level 2 threshold of 41%. Math performance improved significantly, with WorkKeys passing rates reaching 52% in 2024-2025, with 64% of participating students achieving passing scores. On-time graduation

rates rose to 48% in 2024-2025, and on-track graduation rates improved to 67%. The school has added a new literacy goal for 2025-2026 to address ELA proficiency through common reading comprehension and writing performance assessments using Lexia PowerUp for progress monitoring. They've secured a YDD Re-engagement grant for two years through Connected Lane County to support student attendance and engagement.

Curriculum & Instruction: The math program uses a 2+1 model where two credits are earned in core math classes accommodating all ability levels through self-paced, guided instruction with peer tutors. Both core math classes are scheduled simultaneously to allow student flow between teachers. The school tracks math anxiety and self-advocacy skills tied to math performance, with goals of achieving Algebra credit by 10th grade and Geometry by 11th grade. They sometimes move students to geometry/statistics before completing algebra. Math 85 is offered through Hope Factory, and Math 180 has been added along with other advanced options. The school is implementing standards-based grading with modularized professional development, and all instructors have taken the placement tests to better understand student experience. Assessment strategies include the Mathematics Self-Efficacy and Anxiety Questionnaire administered twice yearly and embedded curriculum assessments using work samples graded with rubrics. WorkKeys was discontinued in 2024-2025 due to cost, with Accuplacer being considered as an alternative to assess students.. For literacy, the LA team is focusing on comprehension rates and implementing work samples for writing with standard questions to generate usable data for supporting students. An Independent Living course meeting SB3 requirements covers Higher Ed and Career Path Skills with personal finance embedded in Friday classes through Financial Beginnings Oregon, earning 0.125 credits per quarter starting in 9th grade. The portfolio component is still in development.

Financial Status: The school maintains stable finances with healthy enrollment and a surplus that has funded facility improvements including LED lights, fencing, and security systems. The surplus also supports summer school programs and retention bonuses for teachers. HSS and SIA funding provide additional support. The audit submitted in September 2024 was completed in November 2025.

Current Enrollment & Demographics: The school's cumulative ADM is reported as 109 on the ODE report card (though there was an error using October 1 data; the actual average for the year was 115). Students attend from 4J district (72.9% residents) as well as throughout Lane County including Junction City and Springfield. Demographics show 79.7% White, 10.1% Hispanic, 9.5% Multiracial, 1% Black, with 90.4% economically disadvantaged according to CEP. McKinney-Vento services are used by 5.4% officially, though staff estimate closer to 70% would qualify based on one-night homelessness criteria. There are currently no identified ELL students, though three students this year were not identified. Student diversity has reached 25% non-white based on student self-identification.

Annual State Assessments: Network had low participation in state assessments and struggle to get students to engage with the assessments.

Supports for Special Populations: The school maintains a full-inclusion program serving 39 students with IEPs and 26 students with 504 plans. Special education support includes 1.0 teacher with 65 hours of EA support from 4J, spread across four campuses The SpEd teacher no

longer handles re-evaluations. Grant funding has increased EA presence in most core classes, including off-site locations. The school provides six 2-hour trainings for staff and EAs covering co-teaching strategies, working with students, assistive technology, and providing accommodations through a strength-based lens. Staff can complete forms requesting additional UDL, behavior, or academic support, and a Google sheet tracks what works and doesn't work for every student. The YDD grant secured a dedicated EA for math instruction. The wellness team includes a Family Therapist and Licensed Social Worker and has been integrated into intervention and support processes. The school increased wellness team access due to growing demand.

Board Membership: The board remains full with solid representation. The board continues working with a consultant on roles and meeting procedures.

Parent and Community Relations: The school uses multiple communication channels including a robo-call system for initial communication (particularly around attendance), weekly community newsletters, and texts to parents reminding them to check emails through the 4J system. They host 9th grade success night and senior night to educate families about graduation and post-high school options. The school has achieved full integration with Synergy for transparent access to attendance and grading data. Parent volunteers support transportation and supervision needs, as well as the OCRAP program.

Governance & Organization: The school maintains partnerships with Le Petit Gourmet, Nearby Nature, MECCA, and Heartwise. They're conducting a comprehensive DEI policy overhaul with a Lane County Health Commission grant, reviewing and updating all documents and policies.

Contractual/Legal Requirements: The school continues to meet its contractual requirements.

Successes: The school graduated 100% of enrolled seniors on diploma pathways in 2024-2025 with no 5th-year seniors. Regular attender rates increased to 29%. WorkKeys passing rates reached 52% of all students (64% of participants). GED completion rates improved to 76.9%. On-track graduation rates reached 67%. The school successfully secured the YDD Re-engagement grant for two years and obtained CTE partnership support from Lane ESD. Bridge programs remain well-enrolled, with OCRAP/ICRAP recovering 23.35 credits and bridge programs (Winter, Spring, Summer) recovering significant additional credits, with Summer Bridge alone recovering 20.315 credits. The Natural Resources CTE program is gaining momentum with participation in Lane ESD's Fire School. Students have access to HOPE Factory for internships. The culinary program transitioned to new leadership with extensive industry experience in restaurant management and hospitality. Initiatives for this year include paid student internships through the Shift Cycle program and expanded CTE partnerships with Lane ESD.

Challenges: Attendance remains the primary challenge, with the school still at Level 1 needing to reach 41% regular attenders for Level 2 status. Graduation rates are significantly impacted by the 10-day drop rule—9 students in 2024-2025 left NCS and failed to enroll elsewhere, counting against graduation rates. Current accountability measures don't capture that 100% of seniors who stay enrolled on diploma pathways graduate. The school serves a highly vulnerable population with 90.4% economically disadvantaged and approximately 70% experiencing housing

instability. Students typically arrive with significant credit deficiencies and fractured graduation pathways. Math anxiety and low self-efficacy remain issues. The school faces challenges in proving academic progress, particularly around achieving Algebra credit by 10th grade and Geometry by 11th grade. Assessment challenges include establishing baseline data for the Math Self-Efficacy and Anxiety Questionnaire (initial population-level data required revision to track individual student progress) and finding sustainable, affordable assessment alternatives after discontinuing WorkKeys. ELA proficiency rates have been declining, prompting the addition of a literacy goal for 2025-2026. The school operates across four campuses in small spaces, creating logistical challenges for service delivery.

6. Financial Review

AUDITED FINANCIAL STATEMENTS

The District has received the 2024-25 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, 2025. 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, 2025, 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 2024-25 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.

Net position increased $108,545 from $624,022 in the prior year to $732,567, an increase of 17.39%. This is the 12th year in a row that NCS has increased net position.

The operations of the School are funded primarily by the State School Fund (SSF) grant. SSF revenue for the year increased by $42,721 from $1,133,458 to $1,176,179 an increase of 3.77%. Fund raising and donations increased by $55,951 from $67,907 to $123,858, a change of 82.39%. Miscellaneous grants decreased $12,235 from $289,083 to $276,818, a decrease of 4.23%. The Child Nutrition Program revenue increased by $8,948 from $34,620 to $43,568.

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, 2024, Network Charter School enrolled 119 students in grades 7–12. For FY 25 ADMr was 113.97, 0.79 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:

2024-25	113.97
2023-24	113.18
2022-23	103.81
2021-22	94.57
2020-21	117.93
2019–20	103.50
2018–19	112.80
2017–18	114.90
2016–17	116.80
2015–16	118.50
2014–15	115.60
2013–14	115.80
2012–13	96.60

7. Other Contractual Agreements

Network Charter School was in compliance with all provisions of its charter school contract at the end of the 2024-25 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-third 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

_____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 :, *2025-26 Network Data Appendix*, 2024-25 Network SIP review, 2024-25 Network Detail Sheet, 2024-25 Network Profile Sheet,

OREGON DEPARTMENT OF EDUCATION
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OREGON AT-A-GLANCE SCHOOL PROFILE

Network Charter School

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

2024-25

Students We Serve

109
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	0%
Teachers	0%
Asian	
Students	0%
Teachers	0%
Black/African American	
Students	1%
Teachers	0%
Hispanic/Latino	
Students	9%
Teachers	23%
Multiracial	
Students	9%
Teachers	8%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	81%
Teachers	69%

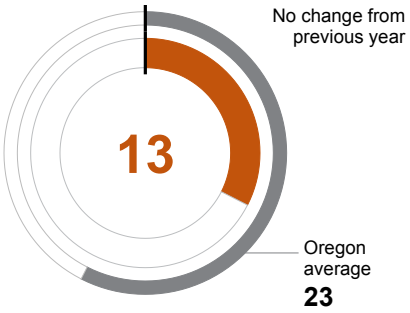
*		3
Ever English Learners		Languages Spoken
28%	**79%**	**46%**
Students with Disabilities	Required Childhood Vaccinations	Students Experiencing Poverty

*<10 students or data unavailable

School Environment

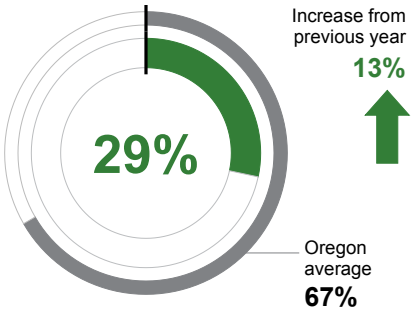
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

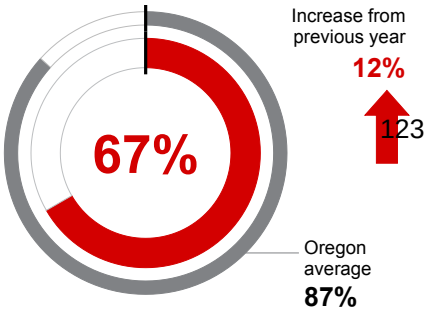
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

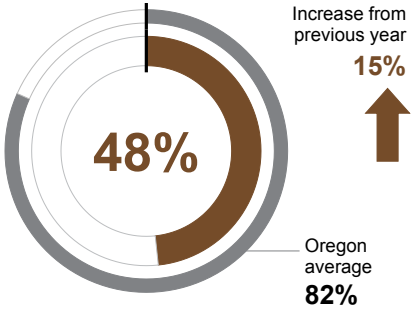
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

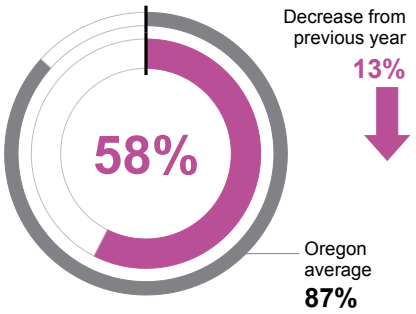
ON-TIME GRADUATION

*Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in **2023-24**.*



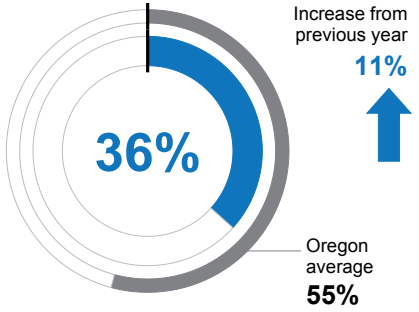
FIVE-YEAR COMPLETION

*Students earning a high school diploma or GED within five years. Cohort Includes students who were first-time ninth graders in 2019-20 finishing in **2023-24**.*



COLLEGE GOING

*Students enrolling in a two or four year college within 12 months of completing high school in **2022-23**. Data from the National Student Clearinghouse.*



School Goals

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

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

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.

School Website: http://www.networkcharterschool.net/

OREGON DEPARTMENT OF EDUCATION

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OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Network Charter School

2024-25

Our Staff (rounded FTE)

9 Teachers

2 Educational assistants

<1 Counselors/ Psychologists/ Social Workers

87% Average teacher retention rate over the past three years

54% % of licensed teachers with more than 3 years of experience

Yes Same principal in the last 3 years

Outcomes

	REGULAR ATTENDERS	ON-TRACK TO GRADUATE	ON-TIME GRADUATION
American Indian/Alaska Native	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Asian	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Black/African American	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino	30%	<10 students or data unavailable	<10 students or data unavailable
Multiracial	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White	31%	71%	48%
Students Experiencing Poverty	33%	<10 students or data unavailable	47%
Ever English Learner	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students with Disabilities	31%	<10 students or data unavailable	<10 students or data unavailable
Migrant	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Homeless	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Military Connected	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Female	22%	67%	41%
Male	44%	<10 students or data unavailable	58%
Non-Binary	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable

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About Our School

ADVANCED COURSEWORK

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

CAREER & TECHNICAL EDUCATION

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

EXTRACURRICULAR ACTIVITIES

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

PARENT & COMMUNITY ENGAGEMENT

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

Data are suppressed to protect confidential student information.

For more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

2024-25 ESSA Accountability Details Report

Public Version - November 20, 2025

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	Comprehen sive	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 2024-25: **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.
- Impact of adjustments made to the English Language Arts and Math Average Gap Score Change indicators will take effect for the 2025-26 Accountability Details.

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	62
Level 3	43
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	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	19.4	8.8	5.7	11.2	Level 1
All Students - Adjusted Denominator	31	34	35	98	
Students Experiencing Poverty - Percent	9.1	18.2	5.6	10.3	Level 1
Students Experiencing Poverty - Adjusted Denominator	11	11	18	39	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	8.3	<5	<5	<5	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	22.7	7.1	7.1	11.7	Level 1
White - Adjusted Denominator	22	28	28	77	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Adjusted Denominator	*	*	*	*	

English Language Arts Average Gap Score Change Details

District: Eugene SD 4J

School: Network Charter School

ELA Average Gap Score Change	Cut
Level 5	14
Level 4	7
Level 3	0
Level 2	-20
Level 1	<-20

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 the school years listed, 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	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	-81	*	*	Not Rated
All Students - Denominator	12	*		
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	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	45.0	15.9	16.2	25.6	Not Met
All Students - Denominator	40	44	37	121	
Students Experiencing Poverty - Percent	47.1	18.8	20.0	28.3	Not Met
Students Experiencing Poverty - Denominator	17	16	20	53	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	40.0	8.3	8.3	20.5	Not Met
Students with Disabilities - Denominator	15	12	12	39	
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	57.1	0.0	20.0	33.3	Not Rated
Hispanic/Latino - Denominator	7	3	5	15	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	57.1	0.0	16.7	31.3	Not Rated
Underserved Race/Ethnicity - Denominator	7	3	6	16	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	44.4	15.8	17.2	24.5	Not Met
White - Denominator	27	38	29	94	
Multi-racial - Percent	33.3	33.3	0.0	27.3	Not Rated
Multi-racial - Denominator	6	3	2	11	

Mathematics Academic Achievement Details

District: Eugene SD 4J

School: Network Charter School

Mathematics Achievement Level	Cut
Level 5	80
Level 4	56
Level 3	32
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	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	<5	5.9	<5	<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	<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	<5	7.1	<5	<5	Level 1
White - Adjusted Denominator	*	28	*	*	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Adjusted Denominator	*	*	*	*	

Mathematics Average Gap Score Change Details

District: Eugene SD 4J

School: Network Charter School

Math Average Gap Score Change	Cut
Level 5	18
Level 4	9
Level 3	0
Level 2	-17
Level 1	<-17

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 the school years listed, 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	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	-145	*	*	Not Rated
All Students - Denominator	10	*		
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	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	40.0	15.9	13.5	23.1	Not Met
All Students - Denominator	40	44	37	121	
Students Experiencing Poverty - Percent	35.3	18.8	15.0	22.6	Not Met
Students Experiencing Poverty - Denominator	17	16	20	53	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	33.3	8.3	8.3	17.9	Not Met
Students with Disabilities - Denominator	15	12	12	39	
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	28.6	0.0	20.0	20.0	Not Rated
Hispanic/Latino - Denominator	7	3	5	15	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	28.6	0.0	16.7	18.8	Not Rated
Underserved Race/Ethnicity - Denominator	7	3	6	16	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	44.4	15.8	13.8	23.4	Not Met
White - Denominator	27	38	29	94	
Multi-racial - Percent	33.3	33.3	0.0	27.3	Not Rated
Multi-racial - Denominator	6	3	2	11	

Regular Attenders Details

District: Eugene SD 4J

School: Network Charter School

Regular Attenders Level	Cut
Level 5	93
Level 4	78
Level 3	62
Level 2	35
Level 1	<35

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.

State Long Term Goal: 93%

Student Group	Grade Range	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	9-10	10.3	14.6	26.8	17.4	Level 1
All Students - Denominator		39	41	41	121	
Students Experiencing Poverty - Percent	9-10	7.1	21.1	28.6	19.1	Level 1
Students Experiencing Poverty - Denominator		14	19	14	47	
English Learners - Percent	9-10	*	*	*	*	Not Rated
English Learners - Denominator		*	*	*	*	
Students with Disabilities - Percent	9-10	<5	23.1	20.0	14.7	Level 1
Students with Disabilities - Denominator		*	13	10	*	
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	*	*	*	8.3	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	*	*	*	14.3	Not Rated
Underserved Race/Ethnicity - Denominator		*	*	*	*	
Asian - Percent	9-10	*	*	*	*	Not Rated
Asian - Denominator		*	*	*	*	
White - Percent	9-10	14.8	11.8	29.4	18.9	Level 1
White - Denominator		27	34	34	95	
Multi-racial - Percent	9-10	*	*	*	8.3	Not Rated
Multi-racial - Denominator		*	*	*	*	

On Track to English Language Proficiency (ELP) Details

District: Eugene SD 4J

School: Network Charter School

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

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.

State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	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

9th Grade On-Track Level	Cut
Level 5	95
Level 4	90
Level 3	85
Level 2	60
Level 1	<60

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.

State Long Term Goal: 95%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	30.0	54.5	66.7	50.0	Level 1
All Students - Denominator	20	22	18	60	
Students Experiencing Poverty - Percent	*	40.0	*	34.6	Level 1
Students Experiencing Poverty - Denominator	*	10	*	*	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	*	*	*	46.7	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	35.7	63.2	71.4	57.4	Level 1
White - Denominator	14	19	14	47	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Denominator	*	*	*	*	

Four-Year Cohort Graduation Details

District: Eugene SD 4J

School: Network Charter School

Four-Year Cohort Graduation Level	Cut
Level 5	90
Level 4	86
Level 3	81
Level 2	67
Level 1	<67

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.

State Long Term Goal: 90%

Student Group	2018-19	2019-20	2020-21	3-year Average	Level
All Students - Percent	52.4	33.3	48.3	45.9	Level 1
All Students - Denominator	42	27	29	98	
Students Experiencing Poverty - Percent	44.4	35.0	47.1	42.2	Level 1
Students Experiencing Poverty - Denominator	27	20	17	64	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	46.2	*	*	50.0	Level 1
Students with Disabilities - Denominator	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	*	*	*	*	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	52.9	30.0	47.8	45.5	Level 1
White - Denominator	34	20	23	77	
Multi-racial - Percent	*	*	*	45.5	Not Rated
Multi-racial - Denominator	*	*	*	*	

Five-Year Completers Details

District: Eugene SD 4J

School: Network Charter School

Five-Year Completers Level	Cut
Level 5	97
Level 4	92
Level 3	87
Level 2	70
Level 1	<70

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.

State Long Term Goal: 97%

Student Group	2017-18	2018-19	2019-20	3-year Average	Level
All Students - Percent	64.7	70.7	57.7	65.3	Level 1
All Students - Denominator	51	41	26	118	
Students Experiencing Poverty - Percent	50.0	66.7	47.4	55.7	Level 1
Students Experiencing Poverty - Denominator	30	30	19	79	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	41.7	75.0	*	61.3	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	*	*	*	66.7	Not Rated
Hispanic/Latino - Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	*	*	61.5	Not Rated
Underserved Race/Ethnicity - Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	65.7	69.7	47.4	63.2	Level 1
White - Denominator	35	33	19	87	
Multi-racial - Percent	*	*	*	76.5	Not Rated
Multi-racial - Denominator	*	*	*	*	

2025-26 Network Charter Data Appendix

Enrollment

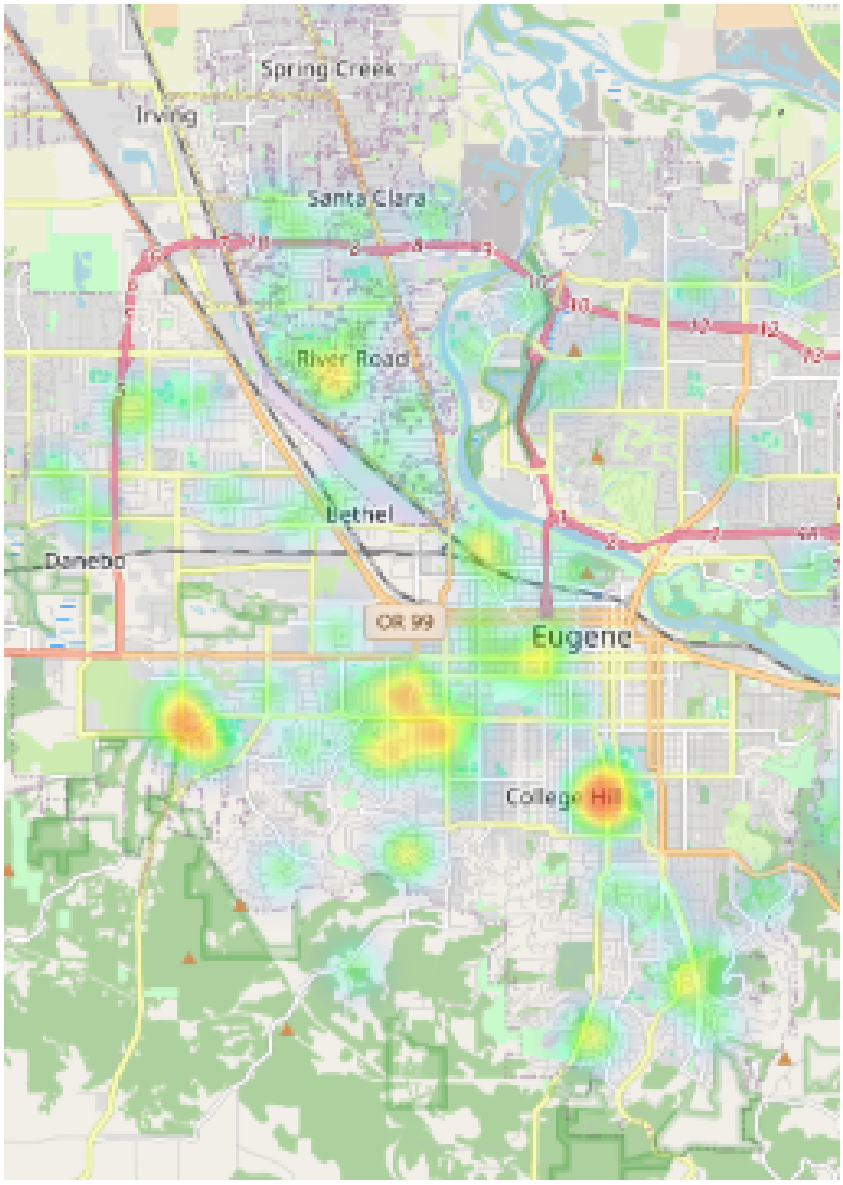
- October 1st student enrollment in Network School remained stable in 2025-26:

SCHOOL	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2024 VS 2015 (IN %)
Network School	115	119	119	104	106	119	103	121	123	125	125	(8.0)
All 4J Charters	871	872	873	848	832	848	836	847	845	851	806	8.1
4J	15,830	16,099	16,440	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(8.6)

- Where do Network students live?
  - Network students live all across the district and 34 live outside 4J:

CATCHMEN AREA OF RESIDENCE	NUMBER OF STUDENTS
Churchill High School	29
North Eugene High School	18
South Eugene High School	13
Springfield SD 19	12
Sheldon High School	11
Bethel SD 52	8
Junction City SD 69	5
Arts and Technology Academy	3
Roosevelt Middle School	3
Central Linn SD 552	2
Pleasant Hill SD 1	2
Kelly Middle School	1
Kennedy Middle School	1
Madison Middle School	1
Out of District School	1
Spencer Butte Middle School	1
Creswell SD 40	1
Crow-Applegate-Lorane SD 66	1
Lowell SD 71	1
Monroe SD 1J	1
TOTAL	115

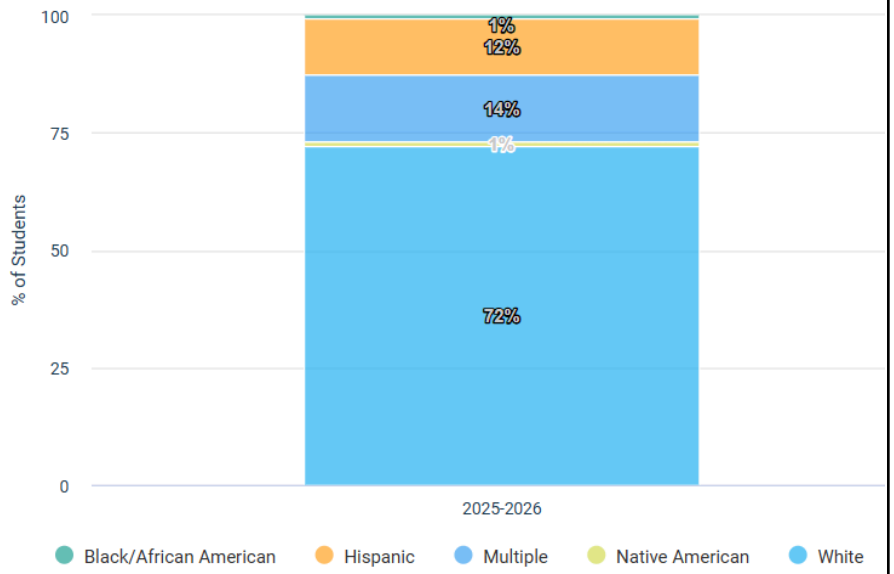
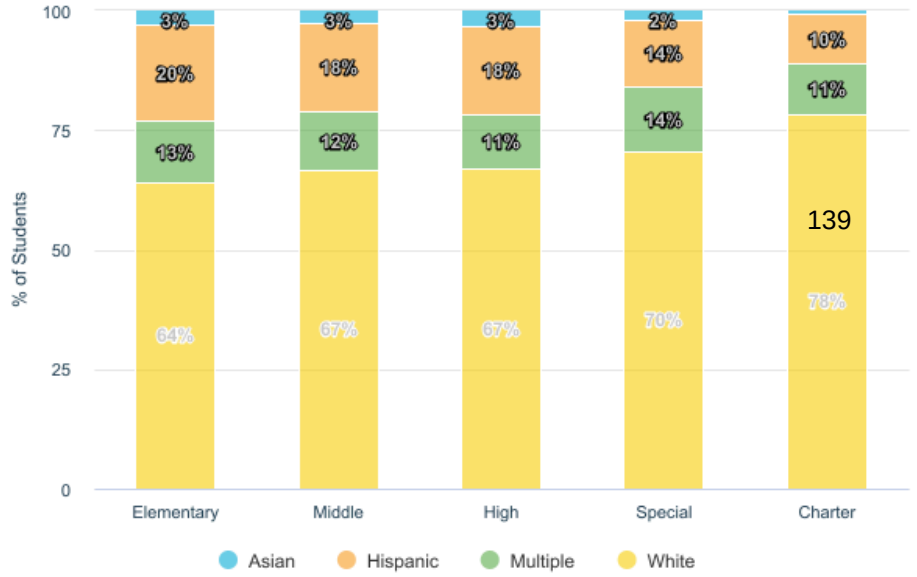
REGION OF RESIDENCE	NUMBER OF STUDENTS
OUTSIDE 4J	34
CHURCHILL	33
NORTH	20
SOUTH	17
SHELDON	11
TOTAL	115



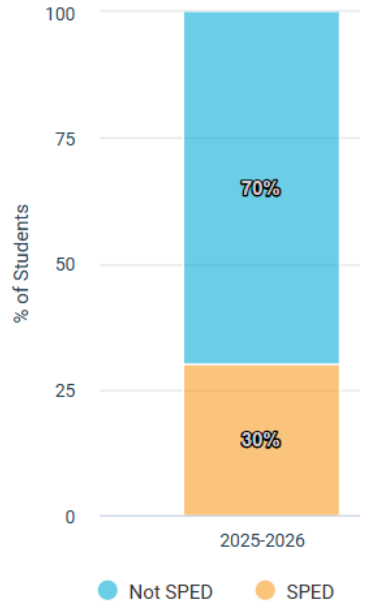
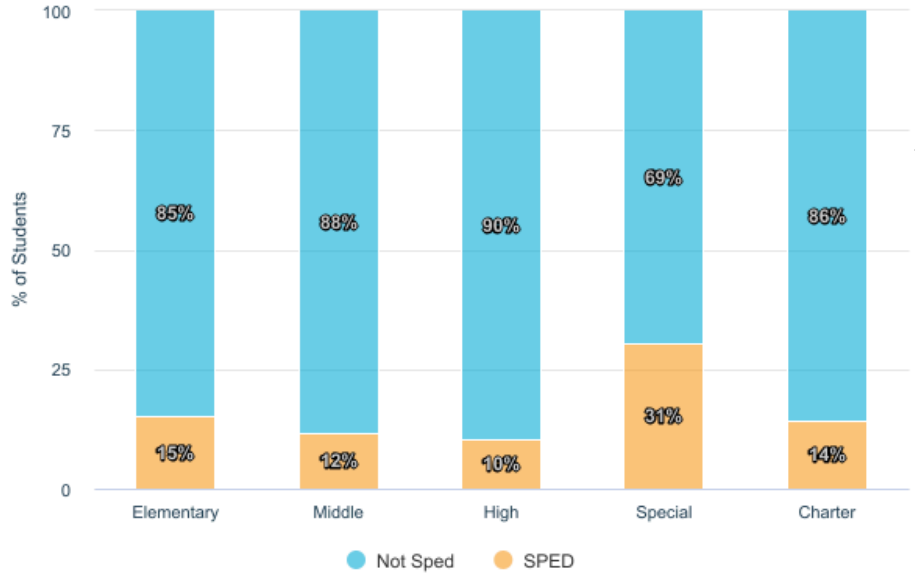
- Enrollment by grade as of 10/1/2025:

GRADE	NUMBER OF STUDENTS
8	14
9	20
10	21
11	33
12	27
TOTAL	115

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

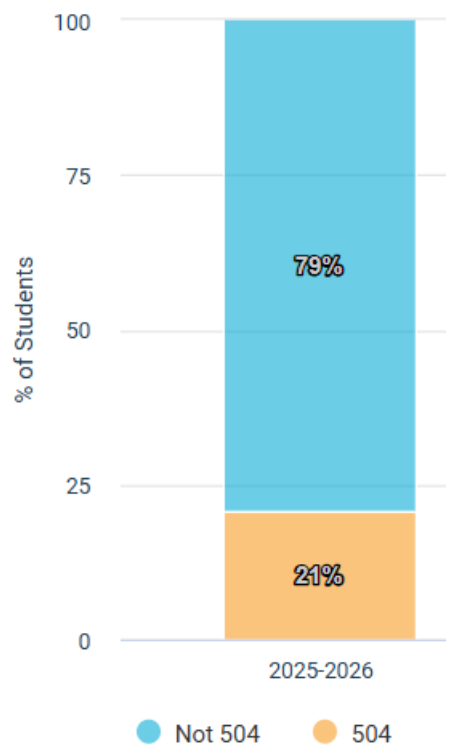
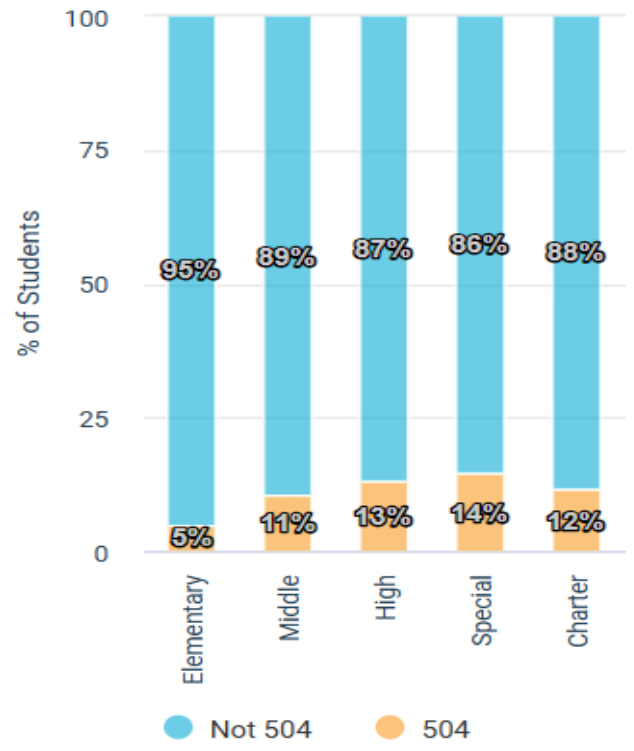
Network	4J
	

- The ODE report card indicated that in 2024-25 46% of Network students were experiencing poverty while 30% of 4J students did
- Network has a higher percentage of students in Special Education than 4J as a whole:

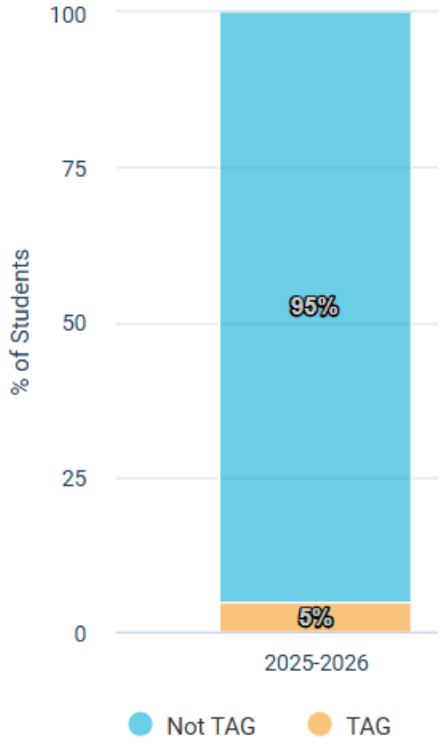
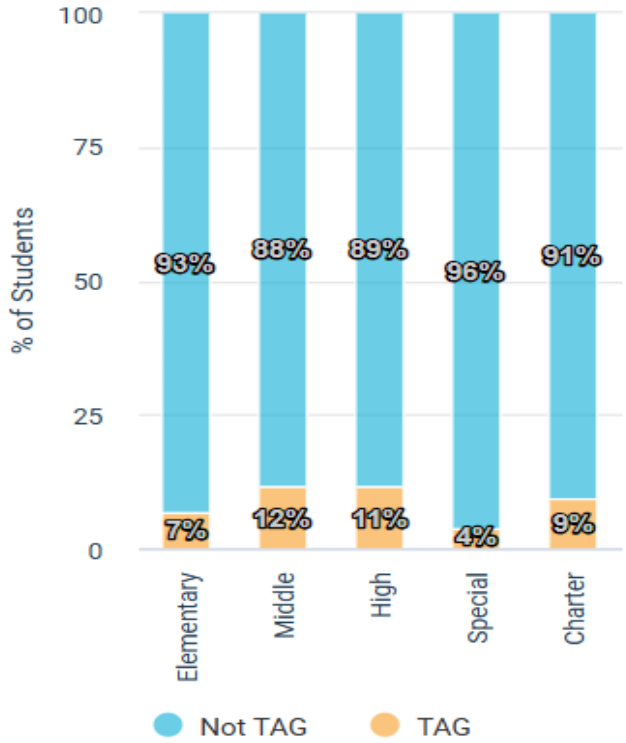
Network	4J
	

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

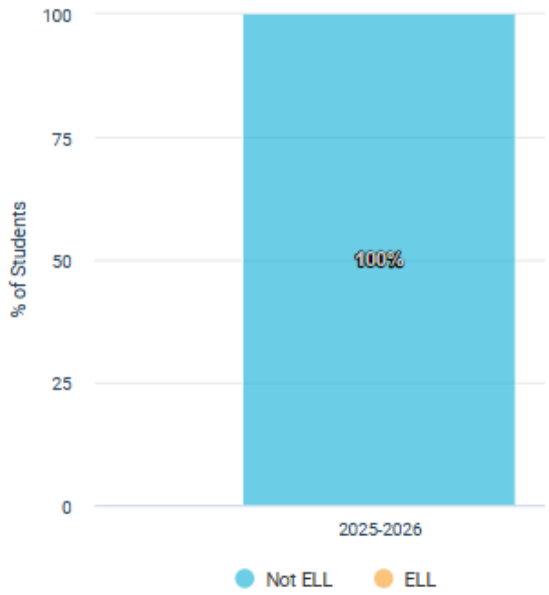
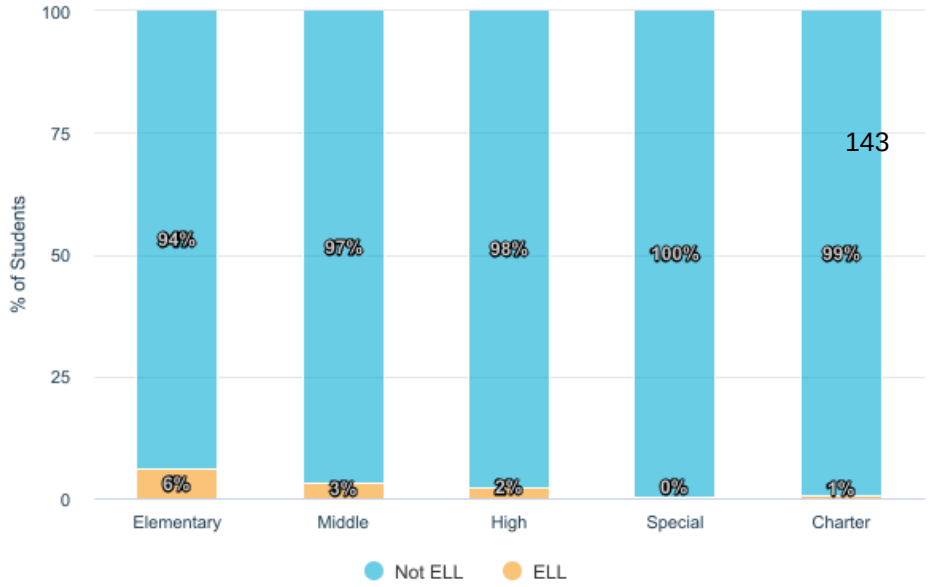
Network	4J
	

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

Network	4J
	

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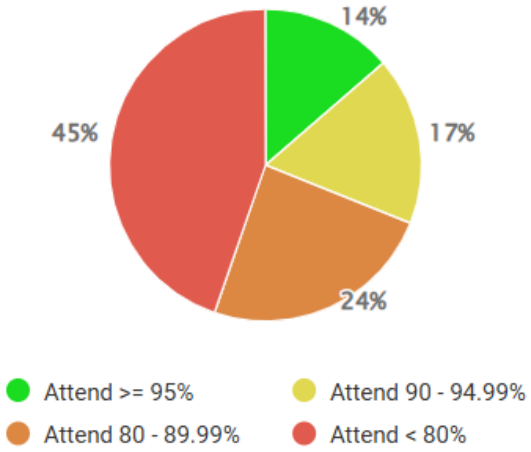
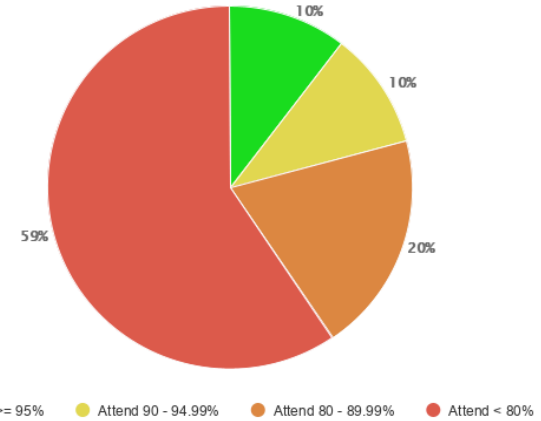
- The ODE report card indicated that in 2024-25 Network students had 3 different home languages, while 4J students had 86
- Network has no students in the English Language Development program:

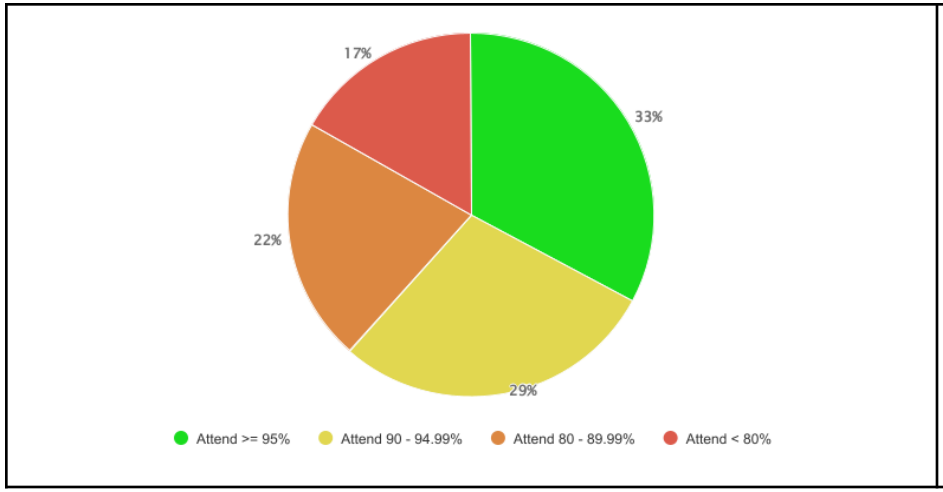
Network	4J
	

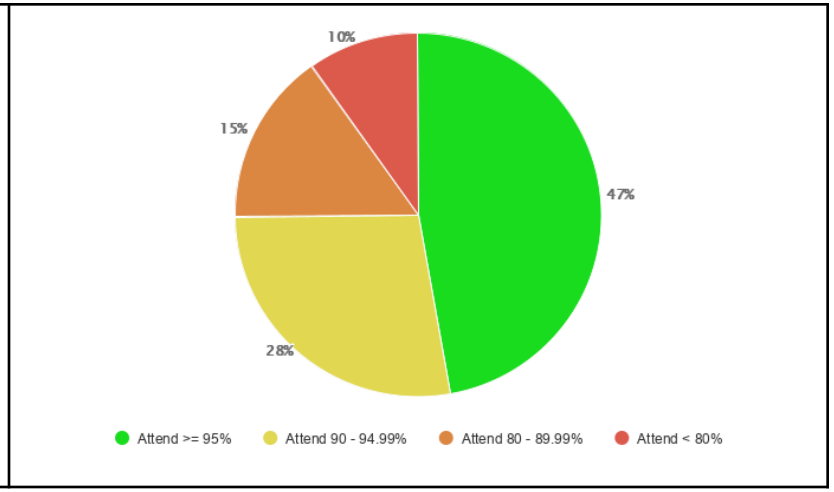
143

Student Attendance

- In 2024-25 Network had a significantly smaller percentage of regular attenders (students who attended at least 90% of the time) than 4J as a whole (31% vs 62%), while outperforming the percentage before the pandemic (20%):

Network	
2024-25	2018-19
	
4J	
2024-25	2018-19


17%
33%
22%
29%
Attend >= 95%
Attend 90 - 94.99%
Attend 80 - 89.99%
Attend < 80%


10%
15%
47%
28%
Attend >= 95%
Attend 90 - 94.99%
Attend 80 - 89.99%
Attend < 80%

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Class Enrollments

- In 2025-26 Network continues with its tradition of curricular innovation:

COURSE	Q1, Q2, and Q3 in 2025-26	COURSE	Q1, Q2, and Q3 in 2025-26
Career Path Skills 11	61	Creative Writing-Narrative	17
Algebra I	59	Literature of a People	16
Geometry I	49	World Geography	16
Career Path Skills 10	44	Culinary 3-CTE	15
Career Path Skills 12	43	Health Esteem	15
GED Prep	42	English Morphology and Grammar	14
Pre-Algebra	39	Literature	14
Career Path Skills 9	38	Substance Abuse Prevention	14
Pre-Algebra - HS	38	Crafts	13
Personal Financial Ed 11	32	English Grammar	13
Creating Social Justice/SS	30	Ind. Living: Career Path Skills	13
Culinary 1-CTE	30	Language Arts Laboratory MS	13
Physics	30	Music - Grade 8	13
Strides for Social Justice	30	PE Grade 8	13
Language Arts Laboratory	29	Art History	11
Observing the Universe	29	Ind. Living: Personal Finance	11
American History	28	Macroeconomics	11
Earth Works 2 CTE	28	Microeconomics	11
Personal Health	28	Mulitimedia Art	11
Earth Works 1 CTE	27	Shakespeare's World/LA	11
Online Media	27	Women's Art History	11
Drama	26	Woodcut	11
Language Arts 8	26	Culinary 2-CTE	10
Life Skills (8th Grade)	26	Lit of An Author	10
MS Career Exploration	26	Disc Golf	9
Music	26	Fishing/OS	9
Social Studies 8	26	Fishing/PE	9
Literature of a Genre	24	US Geography	9
Personal Financial Ed 12	24	Health 8	8
Composition	23	Language Lab MS	8
Contemporary Poetry	23	Painting I	8
US History	22	Teacher Aide	8
Personal Financial Ed 10	20	Graphic Art/AF	7
Language Lab	19	Language Arts	7
World History	19	Advanced Culinary-CTE	5
Personal Financial Ed 9	18	Culinary	5
Team Sports	18	Algebra II	3
Technical Math	18	General PE	3
Walkabout/PE	18	Art	2
Creative Art - Sculpture	17	Human Rights	2

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	Mulitimedia 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

- Participation rate of Network students in the OSAS tests was between 13% and 17% depending on n the subject. ODE did not release proficiency rates due to the low participation:

4-Year Graduation Rate

- Network Charter School had a significantly higher 4-year graduation rate in 2023-24 than in 2022-23 (48.3% vs. 33.3%)
    - The graduation data for 2024-25 will be made public on January of 2026

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SCHOOL	4-YR GRADUATION RATE								4-YR COMPLETION RATE								N						
	CLASS 2024	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2024 vs 2023	CLASS 2024	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2024 vs 2023	CLASS 2024	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018
Churchill High School	81.1	81.7	83.0	80.9	86.3	90.1	81.2	(0.7)	85.3	86.0	88.1	83.1	87.0	90.8	83.1	(0.8)	285	279	277	272	262	283	266
North Eugene High School	73.2	76.9	80.6	77.1	86.2	86.4	81.4	(3.7)	77.3	81.2	86.1	82.2	88.0	86.4	83.0	(3.9)	321	260	273	253	225	199	188
Sheldon High School	82.6	86.9	87.3	90.4	90.4	90.4	88.3	(4.3)	87.6	90.7	89.8	91.5	91.3	91.3	89.2	(3.0)	356	365	322	366	333	343	333
South Eugene High School	86.2	90.4	90.0	90.6	92.1	91.6	91.4	(4.2)	91.3	94.4	94.1	92.6	93.8	93.1	92.0	(3.2)	377	376	389	406	341	334	348
Network Charter School	**48.3**	**33.3**	**52.4**	**53.1**	**43.3**	**46.5**	**21.7**	**15.0**	**72.4**	**44.4**	**61.9**	**59.2**	**56.7**	**67.4**	**63.0**	**28.0**	**29**	**27**	**42**	**49**	**30**	**43**	**46**
Twin Rivers Charter Scho	50.0	58.3	60.0	71.4	50.0	60.0	44.4	(8.3)	55.6	58.3	60.0	71.4	55.0	100.0	44.4	(2.8)	18	12	10	14	20	5	9
4J	**79.0**	**80.9**	**80.8**	**78.8**	**81.7**	**77.8**	**74.4**	**(1.9)**	**84.2**	**85.6**	**86.1**	**82.6**	**85.9**	**84.6**	**81.2**	**(1.3)**	**1405**	**1384**	**1392**	**1491**	**1352**	**1412**	**1386**

Exclusionary Discipline

- The number of exclusionary discipline actions in Network in 2024-25 declined significantly for the second year in a row:

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2024-25	0	0	2	119
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

Exclusionary Discipline

- The number of exclusionary discipline actions in Network in 2024-25 remained stable compared with 2023-24 and significantly lower than it was 8 or 9 years ago:

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2024-25	0	0	2	225
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

Network Charter School
2025-2026 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 for the 2024-2025 year:

Cumulative ADM	109
No. of students with IEP	39
No. of students with 504	26
4J Residents	72.9%

Race/Ethnicity	79.7% White 10.1% Hispanic 9.5% Multiracial 0% Asian 1% Black 0% American Indian/Alaskan
Economically Disadvantaged	90.4% (according to CEP)
Students who are using McKinney-Vento services	5.4%
ELL Students	0%

Process used for developing SIP

Aside from community feedback and teacher reflections, NCS used the District's Annual Charter 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%
2024-2025	109	29%

** **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	16%	20%
2023-2024	75	40	27	23%	36%
2024-2025	73	17	47	52%	64%

* seniors were not tested this year

	Math Self Efficacy and Anxiety Data	
Year	Pre Survey	Post Survey
2025-2026	*	

** 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)*

Math Proficiency Data	
2024-2025	55%

The intention of this data is to show the percentage of students, on a regular diploma graduation pathway, that have earned core math credit (algebra and geometry) by the end of 11th grade. For additional details, refer to the data spreadsheet HERE.

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	
2021-2022	53%
2022-2023	30%
2023-2024	33%*
2024-2025	48%

* 100% of our seniors (on a diploma grad pathway) graduated with diplomas last school year

On-track graduation	
2021-2022	41%
2022-2023	52%
2023-2024	55%
2024-2025	67%

GED Completion Data			
Year	# of seniors in GED program	# of seniors completing the GED program	% for GED graduation
2023-2024	**10**	**7**	**70%**
2024-2025	**13**	**10**	**76.9%**

OCRAP/ICRAP Credit Recovery Data							
LA	**PE**	**Health**	**SS**	**Sci**	**Art**	**Math**	**Total**
4.1	0.3	3.8	4.4	2.7	2.6	5.45	**23.35**

Bridge Programs Credit Recovery Data								
	LA	**PE**	**Health**	**SS**	**Sci**	**Art**	**Math**	**Total**
Winter	.6	0	.2	0	.55	0	0	3.15
Spring	1.065	0	0	.4	.45	0	.53	2.445
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)

- Improving Student Attendance
    - A qualitative research study done by Dr. Mary Leighton

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

Goal 1: Increase Student Attendance

Goal: 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%.

Reflection on Progress: Progress was made on this goal. The NCS Regular Attenders data, as reported on the ODE School Report Card, increased 13%, narrowing the gap to reach the Level 2 threshold.

Strategies in Place:
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 continue to make 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.

- 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.
        - Aiming to increase this support this school year by partnering with Connected Lane County, using the YDD Re-engagement grant, to add a twice weekly Resource Navigator who will help address barriers associated with regularly attending.
- Access to additional Support
    - Continued support of On-site Mental Health Counselors
        - 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 began 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.
    - 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.
        - 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

<u>Goal 2: Increase Academic Progress in Math</u>

Goal: NCS hopes to increase math performance, measured in the following ways/ with the intended expectations:

- 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.
- 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.

Reflection on Progress: NCS aimed to reduce individual student math anxiety and increase self-efficacy, as measured by the Mathematics Self-Efficacy and Anxiety Questionnaire (MSEAQ). The survey was administered in the fall of last year and again in the spring of this year. While initial results provided only population-level averages—which showed little change—the lack of individual-level data prevented meaningful analysis of growth. Moving forward, the process for administering and aggregating MSEAQ data will be revised to establish a clear baseline and allow for more accurate tracking of individual student progress.

In addition, NCS sought to demonstrate math proficiency in Core Math courses (Algebra I and Geometry) through standards-based/work readiness common assessments. The current year marks the final use of WorkKeys as the proficiency measure, due to financial constraints and the review of more sustainable assessment options. A new assessment method will be identified and implemented to more effectively measure and support student growth in math proficiency in future years.

Strategies in Place:
Strategy 1: Identify and implement new math instruction and best practices

- Review and restructure existing math course offerings:
    - The Math department continues to refine their approach to math instruction that presently 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
            - Last year will be the last year that the Work Keys assessment will be administered. Funding restrictions will require us to consider a new student academic assessment system
        - Math Self Efficacy and Anxiety Questionnaire.
            - This is a verified survey that aims to measure the self efficacy and anxiety of students. This survey is administered twice each school 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.
  - Students completed 3-4 Work Sample Questions embedded within the Core Math Curriculum. The questions are graded using a rubric; these Work Sample Questions do not count towards a grade in the class. This assessment provides information on the students' understanding of the math curriculum.

Goal 3: Increase Graduation Rates

Goal: 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%

Reflection on Progress: Progress was made on this goal. The NCS data for On Time Graduation, as reported on the ODE School Report Card, increased 15%, narrowing the gap to reach the Level 2 threshold.

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 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 (which is evident in that 100% of our seniors, on a diploma pathway, graduated, reoccurring the last two school years. 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.

To help account for this, we are providing the following table that reflects the number of students who were 10-day dropped **AND** did not enroll elsewhere:

2022-2023	10
2023-2024	7

2024-2025	9

Strategies in Place:

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

- Continued support of CTE Culinary pathway
    - Carly supported the NCS Culinary Program for the 2024-2025 school year. She planned and hosted Slice, a culinary competition and held monthly community meals, providing a community approach to show-casing student growth and achievement in the culinary field.
    - Carly has moved on to Culinary CTE instructor position at LCC. This school year, the NCS Culinary Program will go through a transformative transition. Our new culinary instructor comes from years of experience in the culinary field. He is especially adept at restaurant management and industry hospitality. We have also hired a new kitchen assistant who has extensive culinary experience as the former owner of a local cafe. We are excited at the potential this team has to continue the expansion of this CTE pathway.
- Development of a certified CTE Natural Resources pathway
    - Our Natural Resources CTE program is gaining momentum. Our member organization, Nearby Nature and NCS have been working with Shareen Vogel as we continue to develop our Natural Resources CTE program.
    - We were able to offer several NR CTE field experiences, including participation in Lane ESD's Fire School. We are excited to be providing additional, uniquely NCS NR field experiences in this coming school year.
- Increase internship opportunities: interviews (9th grade), job shadow (10th grade), internships (11th and 12th)
    - We continue to make improvements towards this goal. We hosted several events that brought outside voices into the classroom; we hosted resource fairs and industry panels; we went on college and several industry tours. Our school model is specifically designed to prepare youth for post secondary transition, so we are particularly proud at how good we are at providing these opportunities.
    - Our Independent Living class remains a requirement for graduation and our Friday Flex schedule focuses on College and Career Readiness standards and addresses SB 3 requirements.
    - We also have students participating in the HOPE factory, which is both an internship and non-formalized CTE opportunity.

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

- Continued development and implementation of Bridge Program

    - We continue to offer Winter Bridge (over Holiday Break), Spring Bridge (over Spring Break) and Summer Bridge (over Summer Break). These programs utilize the scheduled breaks as opportunities for short, yet intensive course options. These bridge opportunities help students close achievement gaps created by credit deficiencies. Our bridge sessions are always well enrolled and attended.
    - We continue to prioritize these opportunities, even without the state funding we usually relied on. We have, and will continue to allocate funds even if from our general funds or reserve, to ensure that these opportunities continue to be offered.
- Continued support of OCRAP program
    - The Outdoor Credit Recovery Adventure Program offers monthly opportunities, occurring on the weekend or after school, 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
    - Our GED program is teacher guided, school supported, preparation for students who are interested in GED options for both graduation completion or credit recovery.
    - This year we will increase support by providing additional math specific instructional support.

Upcoming Improvement Goals and Strategies

We used the District's Annual Charter Review, presented by the 2025 Review Committee, to update this year's Improvement Goals.

Goal 1: Strengthen the attendance intervention system to build upon recent improvements, with particular focus on early identification and support for at-risk students.

- NCS hopes to increase attendance rates, as measured by the ODE Annual School Report Card data for Regular Attenders, by 12%, allowing NCS to reach the Level 2 threshold of 41%.

Goal 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.

- NCS hopes to increase math performance, measured in the following ways/ with the intended expectations:
    - 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: Develop and implement a comprehensive literacy intervention program to address the declining ELA proficiency rates.

- NCS hopes to improve ELA proficiency rates by developing and coordinating the implementation of both common reading comprehension and writing performance assessments. This process will include regular progress monitoring to evaluate growth and identify need for targeted support for struggling students. We also have access to and can use Lexia Power Up literacy for determining reading and reading comprehension deficits and can implement a data driven support curriculum.

CSI/TSI Goal : Improve graduation rates

- NCS hopes to increase graduation rates, as measured by the ODE Annual School Report Card data for On Time Graduation, by 19%, allowing NCS to reach the Level 2 threshold of 67%

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

This year we will focus on student engagement with the support of the YDD Re-Engagement Grant.

This initiative will include:

- After School Program 4 days a week
- Paid Student Internships
- Student Resource Support (direct supplies)
- Additional IA support

- Transportation Support
- Student Resource Navigator (in partnership with Connected Lane)
- Partnerships w/ Connected Lane County (CCR) and Lane ESD (CTE)

Lane County School District No. 4J
Eugene, Oregon

2024-25 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 2026

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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, 2024-25 Annual Review**

Introduction

In June 2025, Ridgeline Montessori Public Charter School completed its twenty-fifth 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 2024-25 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 Peara, 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: Ericka Thessen, 4J School Board Member; 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 2024-25 School Improvement Plan (SIP)

This section reviews the progress of Ridgeline Montessori School on their 2024-25School 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 2024-25 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 four of their five-year equity and inclusion goal, Ridgeline Montessori made meaningful progress on several fronts. A primary focus was developing a more equitable teacher evaluation process. The Staff Equity Committee met regularly throughout the year to research evaluation models, review policy requirements, and gather staff input through a survey of certified staff. The committee evaluated several Montessori-aligned tools to identify overlaps and gaps with state mandates, building momentum for a draft model to be shared in the following year.

For the first time, all students in grades 3–8 participated in the SEED Survey, which will establish a baseline and identify growth areas in how equity shows up in student experiences. The school continued its commitment to providing meals through collaboration with 4J, though CEP meal program changes made data harder to disaggregate. In response to growing levels of need among families, the school served a total of 25,736 meals through the end of May, averaging

159.8 meals per day. Approximately 19% of these meals were provided to students qualifying for free or reduced-price lunch, ensuring consistent nutritional support for families experiencing economic hardship.

Ridgeline demonstrated its ongoing commitment to equitable access to education. As of October 2024, 26.4% of students required additional support through IEPs, 504 plans, or tiered interventions to access their education equitably. While 2.5 out of 10 students identify as part of the global majority, efforts to diversify the student body remain ongoing.

Staff demographics remained relatively stable, and while recruitment of a more diverse staff continues to be a challenge, it remains a top priority. The school recognizes that its current team reflects diversity in ways not always formally tracked, including neurodiversity, LGBTQIA+ identities, and a wide range of lived experiences, all of which enrich school culture and inform inclusive practices. Ongoing curriculum reflection and collaboration across levels continue to strengthen the shared commitment to inclusive, representative teaching.

Goal B: Science of Reading.

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.

The 2024-2025 school year marked a significant achievement in literacy instruction at Ridgeline. All K–8 teachers and classroom assistants, along with academic Response to Intervention staff—a total of 20 participants—engaged in six two-hour sessions of Science of Reading training prepared by the University of Delaware Montessori Teacher Residency. The training explored the principles of the Science of Reading through a Montessori lens, connecting current research to classroom practice with the goal of establishing a shared understanding of evidence-based reading instruction.

A key outcome of this work was the development of an addendum to the Montessori scope and sequence that will guide teachers in integrating research-based literacy strategies while maintaining fidelity to Montessori principles. This represents a significant step forward in bridging evidence-based practices with Montessori methodology.

Implementation was measured through multiple tools:

- DERS observations to track student engagement
- easyCBM risk categories and OSAS percentiles to monitor student progress
- Scope and sequence completion at each grade level
- Lesson study documentation reflecting planning and collaboration

The data demonstrated that teachers improved their instructional practices, and students showed increased engagement and reading growth. Staff goal-setting and collaborative planning helped ensure alignment between professional learning and classroom practice, establishing a strong foundation for continued refinement and deepening of these strategies.

Goal C: Math Achievement (year three 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.

The 2024-2025 school year represented the final year of the three-year math improvement goal. While OSAS Math assessment data showed a small dip in overall student performance, this outcome was anticipated due to several compounding factors. The performance distribution was relatively even across all levels: 23% of students scored in the Level 1 and Level 2 ranges, while 25% scored at Level 3 and 29% reached Level 4.

Despite the slight decline, there were positive developments. The school's participation rate in state testing increased significantly, climbing to over 95%, with only 7 students opting out compared to 14 the previous year. This demonstrates successful engagement and investment in the accountability process from both families and students.

Context is critical for understanding this year's results. The school's capacity to meet student needs, particularly in mathematics, was substantially impacted by 4J staffing challenges in special education. For the majority of the year, the school did not have a fully staffed student services team. Once staffing was complete, the lead 4J SPED teacher was tasked with addressing a significant backlog of compliance and service needs, which diminished the level of direct service and intervention support students received.

Despite these challenges, the instructional team remained committed to the structures outlined in the school improvement plan. Teams continued to meet in level-based Professional Learning Communities, and many grade bands began engaging in cross-level collaboration that helped align instruction and identify student learning gaps more effectively. This ongoing alignment work, paired with strategic use of assessment data, positioned the school for meaningful gains in the coming year, particularly with a fully staffed and stabilized support services team.

2. Update on New Goals for 2025-26 School Improvement Plan (SIP)

For the upcoming 2025-26 school year, Ridgeline Montessori has established three primary goals.

The school will continue its equity and inclusion work, entering year five of its five-year goal. They will focus on turning reflection into action, ensuring that equity is not just aspirational but practiced visibly and meaningfully across the community. Key initiatives include:

- **Teacher Evaluation Process**: Completing the development and recommendation of a teacher evaluation process through an equity lens, building on the foundational work completed during 2024-2025
- **Data-Driven Equity Work**: Using baseline, mid-year, and end-of-year Wayfinder Data to measure growth in equity outcomes
- **Behavioral Equity**: Evaluating behavioral data (SWIS Data) for signs of inequitable behavior actions and outcomes
- **Community Engagement**: Continuing community outreach and organizing opportunities for the community to connect and learn together
- **Meal Program**: Providing free meals through the expanded CEP meal program in collaboration with 4J
- **Curriculum Representation**: Ongoing evaluation of curriculum to ensure all students experience integrative teaching where they see themselves represented
- **Professional Collaboration**: Regular professional learning community meetings to review data and support individual students

The school is continuing their focus on the Science of Reading. Building on the successful professional development completed in 2024-2025, the 2025-2026 goal shifts focus to implementation fidelity and consistency. The goal is to ensure 100% of ELA teachers demonstrate consistent and effective implementation of Science of Reading strategies in daily instruction by June 2026 through fidelity of implementation, collaborative planning and vertical alignment, and assessment and data use.

The renewed mathematics goal represents a strategic shift based on careful analysis of OSAS data from 2023-2025. While overall performance showed growth, data revealed an area of focus in the Concepts and Procedures strand, with an increase in students performing Below Standard (from 23% to 27%) and a decrease in those performing Above Standard (from 34% to 22%). The specific goal is to increase the percentage of students scoring at or Above Standard in Concepts and Procedures from 73% in Spring 2025 to 78% in Spring 2026. Target Outcomes include reducing students scoring Below Standard from 27% to 22%, increasing students scoring At or Above Standard from 73% to 78%, and evidence of collaborative data discussions and revised instructional routines across levels.

These goals reflect Ridgeline Montessori's continued commitment to data-driven decision-making, collaborative professional learning, and ensuring equitable access to high-quality education for all students while maintaining fidelity to Montessori principles.

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%	62%	43%	18%	<18%
ELA Average Gap Score Change	3-8	14	7	0	-20	<-20
Math Achievement	3-8,11	80%	56%	32%	8%	<8%

Math Average Gap Score Change	**3-8**	**18**	**9**	**0**	**-17**	**<-17**
Regular Attenders	**K-5**	**93%**	**82%**	**71%**	**57%**	**<57%**
Regular Attenders	**6-8**	**93%**	**80%**	**67%**	**55%**	**<55%**

The ESSA calculation for the Academic Achievement indicator treats assessment non-participants in excess of 5 percent as not meeting the achievement standard.

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 2022-23 & 2021-22 Average Gap Score calculation and in the 2024-25 & 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 2025

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 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 72.3% meeting standards. This represents a slight decline from the previous 73.4%. The 2024-25 results show 70.1% proficiency, a modest improvement from the 68% low point in 2023-24. Significant positive changes include: Students Experiencing Poverty improved from Level 2 to Level 3, with proficiency jumping from 35% to 55.6% in a single year. Students with Disabilities advancing from Level 2 to Level 3, maintaining 40% proficiency with a three-year average of 43.8%. Concerning trends include Hispanic/Latino students declining from 54.5% to 45.5%, though maintaining Level 3; and Underserved Race/Ethnicity students declining from 52.9% to 43.8%, remaining at Level 3. It is important to note that the actual number of students in these categories is low and thus a significant change in percentage could shift due to one student.

Mathematics Academic Achievement:

Mathematics performance remains at Level 3 with a three-year average of 55.6%, showing steady overall performance at 54.1% in 2024-25. However, this represents a decline from the 57.5% achieved in 2023-24. Key observations include Multi-racial students maintained a Level 4 performance (71.9% three-year average) despite a single-year decline from 80% to 61.1%; Underserved Race/Ethnicity students improved from Level 2 to Level 3; and Students with Disabilities showed a significant concern with a drop from 39.1% to 20% proficiency in one year, though remaining at Level 2. Of note, the participation rate in mathematics for students with disabilities was higher than previous years and there was a significant gap in the services for students with disabilities due to staffing issues, both contributing factors to the resulting data.

Regular Attenders:

This indicator shows the most significant systemwide improvement, rising from Level 2 to Level 3 for all students. The 2024-25 rate of 79.5% represents sustained improvement, though slightly down from the 85.3% peak in 2023-24. The three-year average of 75.8% now qualifies as Level 3.

Assessment Participation:

The 2024-25 school year marks a dramatic turnaround in participation rates: in ELA, the overall participation rate improved to 95.5% from 90.2%, with gains across all major demographic groups. Mathematics mirrored ELA improvements at 96.2%, with identical patterns across student groups.

While these single-year results exceed the 94.5% target, the three-year averages remain below target, indicating that sustained performance at this level will be necessary to meet the participation requirement in future accountability cycles.

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 2024-25 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 2024-25 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 (76% white versus 65% for the district). The percentage of teachers of color is similar to that of the student demographics (80% white).

• ***Students with Disabilities*** – At 17% the special education population is higher than that of the district which is at 15%.

• ***Vaccinations–*** Only 83% of Ridgeline students had required childhood vaccines.

• ***Students Experiencing Poverty -*** Ridgeline's report shows that 19% 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. This year visits were conducted 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. During the visit information summarizing the 2024-25 school year is shared, as well as information on the new school year to date.

On November 18, 2025, 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), Jenny Noyce (Board President), and Yeako Rodriques (Operations Manager). 4J Charter School Review Team members present at the meeting included Tom Di Liberto (School Board member) and Casandra Kamens (Curriculum Administrator/Charter School Liaison).

Progress on School Improvement Plan (SIP)

Ridgeline continues to work on several multi-year goals. Their equity and inclusion initiative is in year 5 of a 5-year plan, featuring multiple facets. The school continues to monitor equity and belonging through surveys, data and observations. Results show that 96% of staff feel a sense of belonging at Ridgeline with 92% indicating a belief that Administration fosters a sense of community and cooperation.

For their math achievement goal, they worked extensively on increasing participation rates across the student population, especially for students with disabilities. While the participation rate rose above the state required 95% the overall scores in math decreased by about 6%. The school attributes this to the fact that for part of the year, the school functioned without fully staffed special education services. Hiring for the SpEd teacher position took longer than usual (began January 2025) and created a backlog of needs and services for students, thus impacting classrooms across the board.

The school spent significant time this year working on the science of reading goal. This included six trainings throughout the year for staff through a science of reading training with a Montessori lens. As this year progresses they are focusing on the fidelity of implementation of the training from last year.

Curriculum & Instruction

Annual State Assessments

The school has demonstrated strong academic performance, with 70% of students meeting or exceeding standards in ELA and 66% in Science. A focus of the past year was on assessment

participation. Ridgeline created a parent newsletter focused on state assessments and the role of state testing at Montessori. As noted earlier in this review, the campaign had a positive effect on the participation rates.

Current Enrollment & Demographics

As of October 2025, the school had 248 students. Their demographic data shows limited progress in racial/ethnic diversity. The school has noted growth in their hispanic population, rising from 20 students in 2022-23 to 30 students in 2025-26. About 29% of students qualify for free/reduced meals based on family income surveys. Special education services have grown significantly, with 31% of students on either IEPs or 504 plans, and 5 ELD students. Going into the 2025-26 school year Ridgeline saw a decline in Kinder applications by about 20%. Despite the decrease in applications they are still running at capacity. Ridgeline also noted that families with neurodiverse students are reporting that they were encouraged to look at Ridgeline by mental health providers, thus leading to a potentially higher number of students with distinct needs.

Supports for Special Populations

The school has experienced significant challenges in their special education program, including staffing difficulties. This year they have relocated their learning center to help accommodate the growing population of students being served by IEP's and to improve accessibility. They have added hours to their PE teacher, a licensed special education teacher, to help with IEP support until special education is fully staffed. The school continues to work with the district to hire the necessary staff to support students with disabilities.

Parent and Community Relations

The school continues to have strong parent engagement, requiring 40 hours of volunteer time per family annually. 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. The school also holds a "volunteer power hour" which is a way for families to learn about how they can volunteer and support the school.

Financial Status

One of the challenges Ridgeline noted is the struggling to provide a living wage and competitive salary. As a charter, only receiving 80% of the ADM funding, there is a limit in how much they can provide. The school continues to assess their space and look at future facility needs to increase overall space and reach a more diverse population by improving access in a more central location.

Board Membership

Ridgeline has a board of 6 members, who represent diverse skills and perspectives. The board is learning how to communicate with each other and develop goals for the upcoming year. Areas of focus include refining the performance review process for the executive director, looking at long

term organization planning, and finding creative solutions for facilities space challenges. The board is pursuing training and knowledge through work with OSBA.

Governance and Organization
The school has maintained stability in their 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.

Successes
The school continues to experience success with the principal's student advisory committee. Student representatives work closely with the principal on activities and initiatives for the school.

Ridgeline continues to have strong family engagement. 95% of families show up for conferences; the school sends out a monthly newsletter. Last year they had their 25th anniversary celebration which included alumni sharing how public Montessori education framed their lives.

They have engaged in PD related to Crisis Prevention and now have an in-house trainer.

Challenges
Major challenges continue related to special education staffing and supporting students.

The school continues to operate within significant space constraints. Administrative and support functions are taking place in repurposed areas such as closets, and storage is distributed across non-dedicated spaces. As student needs continue to evolve and grow, there are ongoing questions about the long-term adequacy of the current facility to support programming and operations.

There are also concerns about SB141 and the impact the accountability measures will have on the charter schools in general.

5. Financial Review

AUDITED FINANCIAL STATEMENTS

The District has received the 2024-25 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, 2025, 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 2024-25 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 1,061,951 in 2023-24 to $1,132,554 in 2024-25.

The Statement of Activities reflects expenses increasing to $2,952,266 ($162,132 or 5.8% over the prior year). Revenue decreased 3.8% to $2,883,720 in 2024-25.

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 $2,253,463, Local option levy ($293,935) 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.

Subscription based information technology arrangements for the Charter had a subscription liability of $2,218 as of June 30, 2025.

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, 2025, Ridgeline enrolled 247 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 2024-25 to be 243.15, a 6.16 ADM decrease from the previous year.

Comparative ADMr is as follows:

2024-25	243.15
2023-24	249.31
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 2024-25 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 continues to demonstrate strong commitment to continuous improvement, data-driven decision-making, and equitable access to high-quality Montessori education. The school has shown remarkable progress in assessment participation, attendance, and targeted student group achievement while maintaining academic strength in ELA and science. Continued work around mathematics instruction should be a priority for the coming year.

Key Findings:

1. Academic Performance

- Strong ELA performance maintained at Level 4 with 72.3% three-year average, showing recovery to 70.1% in 2024-25
- Mathematics performance steady at Level 3 (55.6% three-year average), though single-year decline to 54.1% noted
- Students with Disabilities showed progress in ELA (advancing from Level 2 to Level 3) but experienced setbacks in mathematics, attributed to special education staffing challenges

2. Equity and Inclusion Progress

- First-time implementation of SEED Survey for grades 3-8 establishes baseline data for equity monitoring
- Student racial diversity continues to increase, with Hispanic/Latino enrollment growing (20 to 30 students over three years)
- Enrollment of students requiring additional supports continues to increase, with 19% of students identified with IEPs and 13% with 504 plans
- 96% of staff report sense of belonging; 92% believe administration fosters community

3. Attendance and Assessment Participation

- Dramatic improvement in assessment participation rates: ELA 95.5% and Math 96.2%, exceeding the 94.5% target
- Regular attendance improved significantly to Level 3 (79.5% in 2024-25, three-year average 75.8%)
- Students with Disabilities attendance reached above 95% in 2023-24, a remarkable increase from 57.9%

4. Program Implementation and Professional Development

- Successfully completed comprehensive Science of Reading professional development for all K-8 teachers and classroom assistants (20 participants, six two-hour sessions)

5. Enrollment and Demographics

- Operating at near capacity with 248 students (October 2025), despite 20% decline in kindergarten applications
- Special education population increased to 31% of students on IEPs or 504 plans (17% overall special education)
- Mental health providers increasingly recommending Ridgeline for neurodiverse students

Commendations:

1. Exceptional Progress in Assessment Participation: Achieved dramatic turnaround with 95.5% ELA and 96.2% mathematics participation rates, exceeding state targets through effective family communication campaign
2. Completed comprehensive Science of Reading training with Montessori lens for all instructional staff, with developed implementation addendum
3. Sustained Community Engagement: Maintained strong family participation with 40-hour volunteer requirement, 95% conference attendance, and robust parent-run programs
4. Student Voice and Leadership: Continued success of Principal's Advisory Committee with student representatives actively shaping school initiatives
5. Staff Stability and Culture: Minimal turnover with high staff satisfaction (96% sense of belonging) creating continuity for students

Recommendations:

1. Monitor Science of Reading Implementation Fidelity: Establish consistent observation and feedback systems to ensure all ELA teachers demonstrate effective daily implementation of trained strategies
2. Sustain Assessment Participation Gains: Maintain communication strategies that achieved 95%+ participation to ensure three-year averages meet targets in future accountability cycles
4. Strategic Enrollment Diversity: Develop intentional strategies to increase demographic diversity through modified outreach.

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: Ridgeline SIP 2025, Ridgeline Data Appendix 2025-26, Ridgeline Profile Sheet 2024-25, Ridgeline Detail Sheet 2024-25

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

OREGON AT-A-GLANCE SCHOOL PROFILE

Ridgeline Montessori

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

2024-25

Students We Serve

242
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native		
	Students	1%
	Teachers	0%
Asian		
	Students	1%
	Teachers	0%
Black/African American		
	Students	1%
	Teachers	0%
Hispanic/Latino		
	Students	10%
	Teachers	0%
Multiracial		
	Students	10%
	Teachers	20%
Native Hawaiian/Pacific Islander		
	Students	1%
	Teachers	0%
White		
	Students	76%
	Teachers	80%

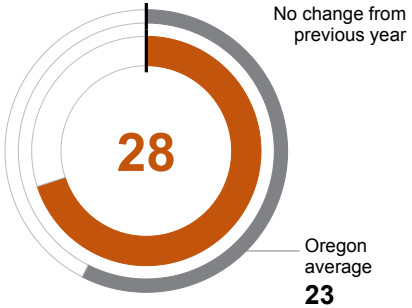
*		10
Ever English Learners		Languages Spoken
17%	83%	19%
Students with Disabilities	Required Childhood Vaccinations	Students Experiencing Poverty

*<10 students or data unavailable

School Environment

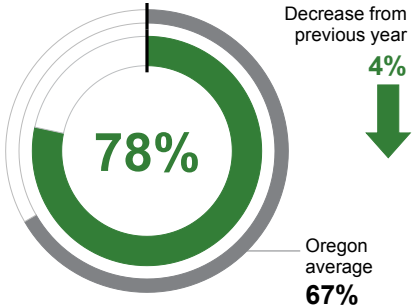
CLASS SIZE

Median class size.



REGULAR ATTENDERS

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

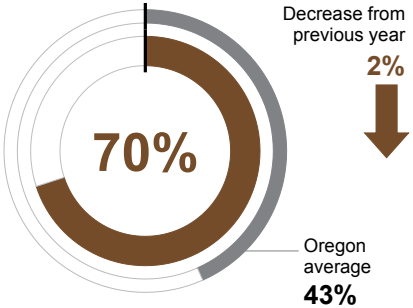


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Academic Success

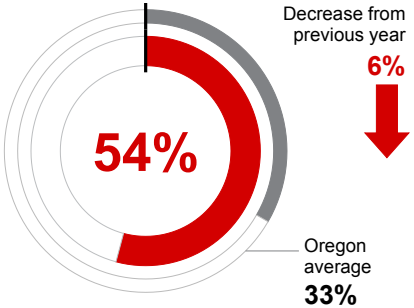
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



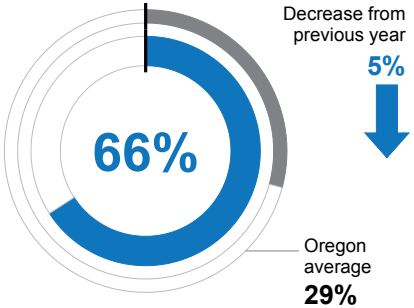
MATHEMATICS

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 partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

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.

School Website: www.ridgeline.org

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Ridgeline Montessori

2024-25

Our Staff (rounded FTE)

11 Teachers

11 Educational assistants

1 Counselors/ Psychologists/ Social Workers

72% Average teacher retention rate over the past three years

86% % of licensed teachers with more than 3 years of experience

Yes Same principal in the last 3 years

Outcomes

	REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Asian	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Black/African American	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino	68%	50%	40%
Multiracial	65%	71%	65%
Native Hawaiian/Pacific Islander	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White	81%	73%	55%
Students Experiencing Poverty	65%	56%	33%
Ever English Learner	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students with Disabilities	81%	40%	20%
Migrant	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Homeless	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Military Connected	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	70%	>95%	>95%
Female	74%	72%	51%
Male	82%	69%	57%
Non-Binary	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable

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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

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 expands 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.

Data are suppressed to protect confidential student information.

For more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

2024-25 ESSA Accountability Details Report

Public Version - November 20, 2025

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 2 ↓	Level 3	Level 3 ↓	Level 3 ↑	Not Rated
Students Experiencing Poverty	Not Identified	Level 3 ↑	Level 2	Level 2	Level 2	Level 2	
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Level 3 ↑	Level 3	Level 2	Level 2	Level 3 ↑	
Underserved Race/Ethnicity	Not Identified	Level 3	Level 2	Level 3 ↑	Level 2	Level 3 ↑	
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 3 ↑	
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
White	Not Identified	Level 4	Level 2 ↓	Level 3	Level 3 ↓	Level 3 ↑	
Multi-racial	Not Identified	Level 4	Level 2	Level 4	Level 3	Level 3 ↑	

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 2024-25: **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.
- Impact of adjustments made to the English Language Arts and Math Average Gap Score Change indicators will take effect for the 2025-26 Accountability Details.

English Language Arts Academic Achievement Details

District: Eugene SD 4J

School: Ridgeline Montessori

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
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	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	77.0	68.0	70.1	72.3	Level 4
All Students - Adjusted Denominator	152	153	147	448	
Students Experiencing Poverty - Percent	50.0	35.0	55.6	48.4	Level 3
Students Experiencing Poverty - Adjusted Denominator	18	20	27	64	
English Learners - Percent	*	*	*	14.3	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	52.9	39.1	40.0	43.8	Level 3
Students with Disabilities - Adjusted Denominator	17	23	25	64	
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	45.5	60.6	Level 3
Hispanic/Latino - Adjusted Denominator	12	11	11	33	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	64.7	52.9	43.8	56.3	Level 3
Underserved Race/Ethnicity - Adjusted Denominator	17	17	16	48	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	78.4	69.2	72.8	74.1	Level 4
White - Adjusted Denominator	116	117	114	344	
Multi-racial - Percent	75.0	70.0	66.7	71.9	Level 4
Multi-racial - Adjusted Denominator	20	20	18	57	

English Language Arts Average Gap Score Change Details

District: Eugene SD 4J

School: Ridgeline Montessori

ELA Average Gap Score Change	Cut
Level 5	14
Level 4	7
Level 3	0
Level 2	-20
Level 1	<-20

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 the school years listed, 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	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	64	50	-14	Level 2
All Students - Denominator	283	291		
Students Experiencing Poverty	-4	-7	-3	Level 2
Students Experiencing Poverty - Denominator	34	46		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-17	-15	2	Level 3
Students with Disabilities - Denominator	26	44		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	51	42	-9	Not Rated
Hispanic/Latino - Denominator	18	19		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	35	19	-16	Level 2
Underserved Race/Ethnicity - Denominator	26	30		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	66	54	-12	Level 2
White - Denominator	218	224		
Multi-racial	69	52	-17	Level 2
Multi-racial - Denominator	39	36		

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	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	93.8	90.2	95.5	93.1	Not Met
All Students - Denominator	161	164	156	481	
Students Experiencing Poverty - Percent	89.5	90.9	96.6	92.9	Not Met
Students Experiencing Poverty - Denominator	19	22	29	70	
English Learners - Percent	83.3	100.0	100.0	92.9	Not Rated
English Learners - Denominator	6	5	3	14	
Students with Disabilities - Percent	82.4	83.3	96.2	88.1	Not Met
Students with Disabilities - Denominator	17	24	26	67	
American Indian/Alaska Native - Percent	100.0	100.0	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	2	2	2	6	
Black/African American - Percent	100.0	100.0	100.0	100.0	Not Rated
Black/African American - Denominator	1	2	1	4	
Hispanic/Latino - Percent	91.7	81.8	90.9	88.2	Not Met
Hispanic/Latino - Denominator	12	11	11	34	
Native Hawaiian/Pacific Islander - Percent	100.0	100.0	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	2	2	2	6	
Underserved Race/Ethnicity - Percent	94.1	88.2	93.8	92.0	Not Met
Underserved Race/Ethnicity - Denominator	17	17	16	50	
Asian - Percent	*	100.0	100.0	100.0	Not Rated
Asian - Denominator	*	1	1	2	
White - Percent	94.3	90.3	95.9	93.5	Not Met
White - Denominator	123	124	121	368	
Multi-racial - Percent	90.5	90.9	94.4	91.8	Not Met
Multi-racial - Denominator	21	22	18	61	

Mathematics Academic Achievement Details

District: Eugene SD 4J

School: Ridgeline Montessori

Mathematics Achievement Level	Cut
Level 5	80
Level 4	56
Level 3	32
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	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	53.3	57.5	54.1	55.6	Level 3
All Students - Adjusted Denominator	152	153	148	448	
Students Experiencing Poverty - Percent	33.3	20.0	33.3	29.7	Level 2
Students Experiencing Poverty - Adjusted Denominator	18	20	27	64	
English Learners - Percent	*	*	*	<5	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	35.3	39.1	20.0	31.3	Level 2
Students with Disabilities - Adjusted Denominator	17	23	25	64	
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	36.4	45.5	Level 3
Hispanic/Latino - Adjusted Denominator	12	11	11	33	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	41.2	41.2	31.3	39.6	Level 3
Underserved Race/Ethnicity - Adjusted Denominator	17	17	16	48	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	51.7	55.6	54.8	54.7	Level 3
White - Adjusted Denominator	116	117	115	344	
Multi-racial - Percent	70.0	80.0	61.1	71.9	Level 4
Multi-racial - Adjusted Denominator	20	20	18	57	

Mathematics Average Gap Score Change Details

District: Eugene SD 4J

School: Ridgeline Montessori

Math Average Gap Score Change	Cut
Level 5	18
Level 4	9
Level 3	0
Level 2	-17
Level 1	<-17

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 the school years listed, 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	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	7	11	4	Level 3
All Students - Denominator	282	295		
Students Experiencing Poverty	-45	-46	-1	Level 2
Students Experiencing Poverty - Denominator	34	46		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-56	-66	-10	Level 2
Students with Disabilities - Denominator	26	45		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	1	8	7	Not Rated
Hispanic/Latino - Denominator	18	19		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	-18	-24	-6	Level 2
Underserved Race/Ethnicity - Denominator	26	30		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	6	10	4	Level 3
White - Denominator	217	228		
Multi-racial	33	35	2	Level 3
Multi-racial - Denominator	39	36		

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	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	93.8	90.9	96.2	93.6	Not Met
All Students - Denominator	161	164	156	481	
Students Experiencing Poverty - Percent	89.5	90.9	96.6	92.9	Not Met
Students Experiencing Poverty - Denominator	19	22	29	70	
English Learners - Percent	83.3	100.0	100.0	92.9	Not Rated
English Learners - Denominator	6	5	3	14	
Students with Disabilities - Percent	82.4	83.3	96.2	88.1	Not Met
Students with Disabilities - Denominator	17	24	26	67	
American Indian/Alaska Native - Percent	100.0	100.0	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	2	2	2	6	
Black/African American - Percent	100.0	100.0	100.0	100.0	Not Rated
Black/African American - Denominator	1	2	1	4	
Hispanic/Latino - Percent	91.7	81.8	90.9	88.2	Not Met
Hispanic/Latino - Denominator	12	11	11	34	
Native Hawaiian/Pacific Islander - Percent	100.0	100.0	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	2	2	2	6	
Underserved Race/Ethnicity - Percent	94.1	88.2	93.8	92.0	Not Met
Underserved Race/Ethnicity - Denominator	17	17	16	50	
Asian - Percent	*	100.0	100.0	100.0	Not Rated
Asian - Denominator	*	1	1	2	
White - Percent	94.3	91.1	96.7	94.0	Not Met
White - Denominator	123	124	121	368	
Multi-racial - Percent	90.5	90.9	94.4	91.8	Not Met
Multi-racial - Denominator	21	22	18	61	

Regular Attenders Details

District: Eugene SD 4J

School: Ridgeline Montessori

Regular Attenders Level	Cut
Level 5	93
Level 4	82
Level 3	71
Level 2	57
Level 1	<57

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.

State Long Term Goal: 93%

Student Group	Grade Range	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	K-5	62.6	85.3	79.5	75.8	Level 3
All Students - Denominator		171	170	171	512	
Students Experiencing Poverty - Percent	K-5	52.0	82.8	68.8	68.6	Level 2
Students Experiencing Poverty - Denominator		25	29	32	86	
English Learners - Percent	K-5	*	*	*	81.8	Not Rated
English Learners - Denominator		*	*	*	*	
Students with Disabilities - Percent	K-5	57.9	>95	75.9	77.1	Level 3
Students with Disabilities - Denominator		19	*	29	*	
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	65.0	72.7	Level 3
Hispanic/Latino - Denominator		12	*	20	*	
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*	
Underserved Race/Ethnicity - Percent	K-5	63.2	94.7	70.8	75.8	Level 3
Underserved Race/Ethnicity - Denominator		19	19	24	62	
Asian - Percent	K-5	*	*	*	*	Not Rated
Asian - Denominator		*	*	*	*	
White - Percent	K-5	60.6	85.4	81.8	75.9	Level 3
White - Denominator		137	137	132	406	
Multi-racial - Percent	K-5	78.6	76.9	78.6	78.0	Level 3
Multi-racial - Denominator		14	13	14	41	

On Track to English Language Proficiency (ELP) Details

District: Eugene SD 4J

School: Ridgeline Montessori

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

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.

State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
Current English Learners - Percent	*	*	*	60.0	Not Rated
Current English Learners - Denominator	*	*	*	*	

2025-26 Ridgeline Data Appendix

Enrollment

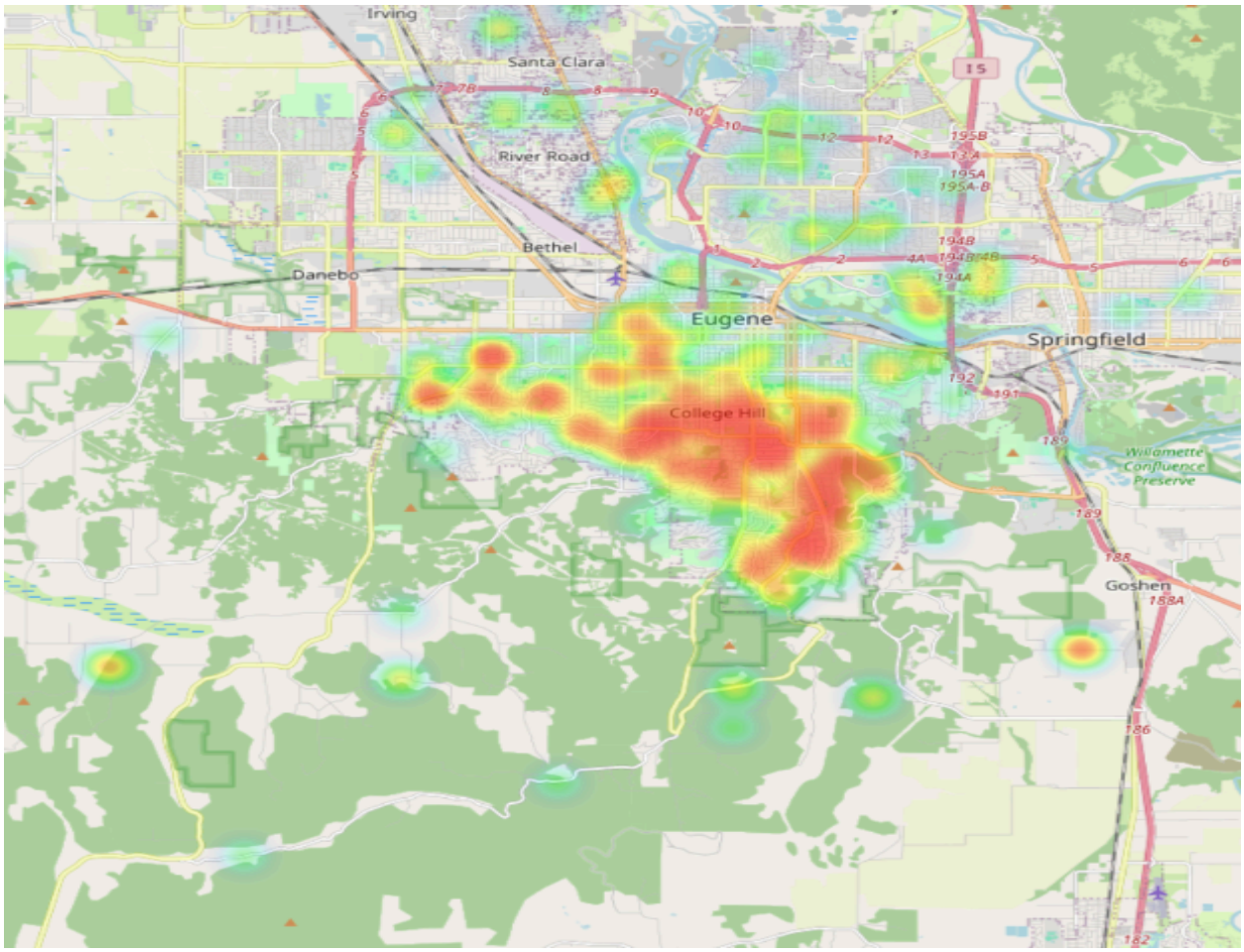
- October 1st student enrollment in Ridgeline Montessori Charter School remained stable in 2025-26:

SCHOOL	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2025 VS 2015 (IN %)
Ridgeline Montessori School	248	244	250	249	232	245	247	246	248	251	245	1.2
All 4J Charters	871	872	873	848	832	848	836	847	845	851	806	8.1
4J	15,830	16,099	16,440	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(8.6)

- Where do Ridgeline students live?
    - Most Ridgeline students live in the South region (137 out of 248):

CATCHMEN AREA OF RESIDENCE	NUMBER OF STUDENTS
Adams Elementary School	43
Edgewood Community School	32
Spencer Butte Middle School	25
Camas Ridge Community Elem	16
Roosevelt Middle School	12
Arts and Technology Academy	10
Springfield SD 19	10
Chavez Elementary School	9
Edison Elementary School	9
Kennedy Middle School	9
Twin Oaks Elementary School	9
Willagillespie Elementary School	9
Gilham Elementary School	8
Howard Elementary School	6
McCornack Elementary School	6
Awbrey Park Elementary School	5
Madison Middle School	4
Monroe Middle School	4
Spring Creek Elementary School	4
Bethel SD 52	4
Cal Young Middle School	3
Holt Elementary School	3
Kelly Middle School	3
River Rd El Camino del Rio Elm	3
Pleasant Hill SD 1	2
TOTAL	248

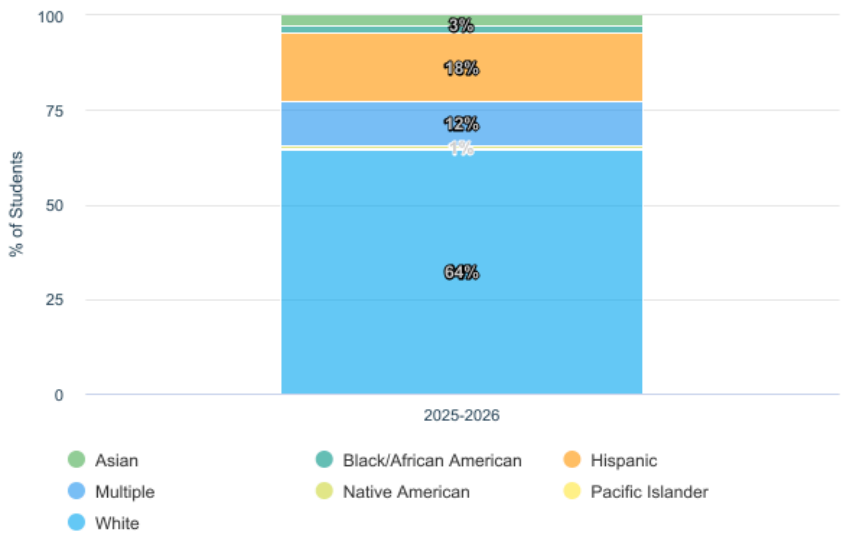
REGION OF RESIDENCE	NUMBER OF STUDENTS
SOUTH	137
CHURCHILL	43
SHELDON	27
NORTH	25
OUTSIDE 4J	16
TOTAL	248



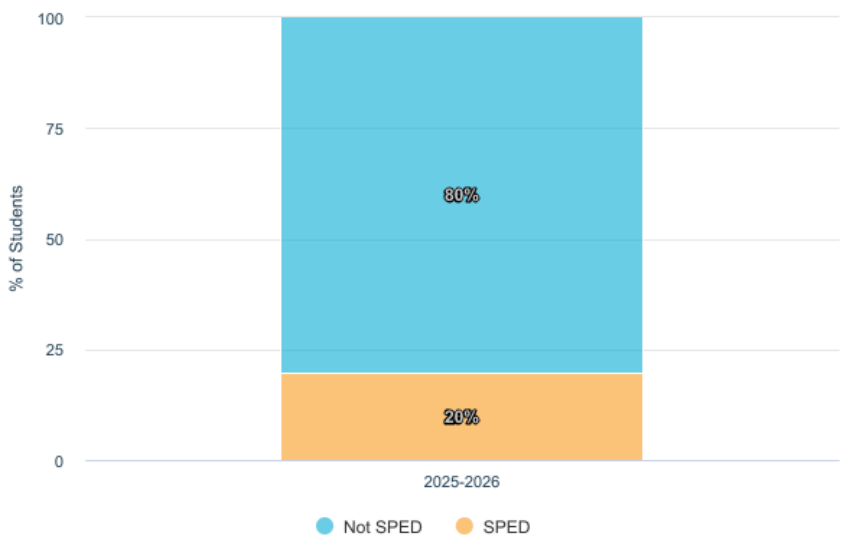
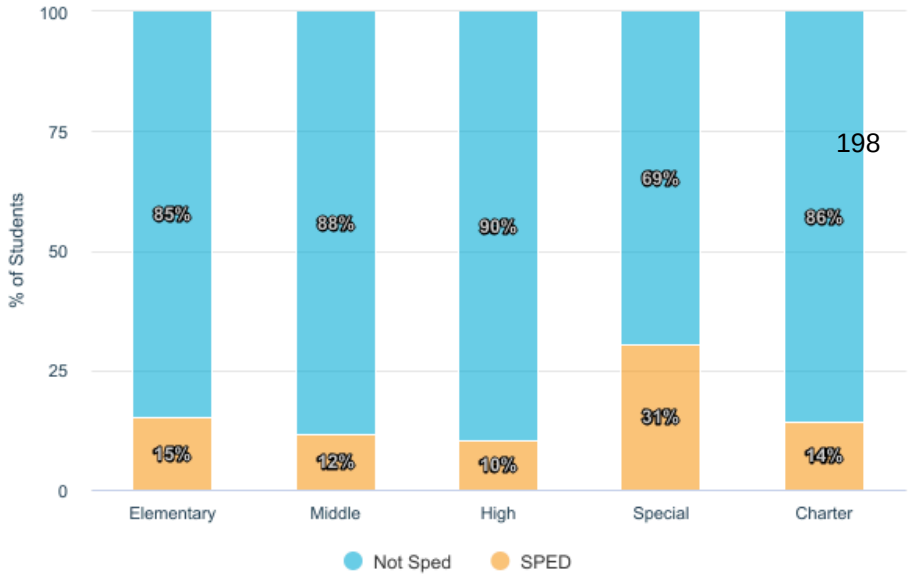
- Enrollment by grade as of 10/1/2025:

GRADE	NUMBER OF STUDENTS
KG	27
1	29
2	29
3	29
4	30
5	29
6	28
7	28
8	19
TOTAL	248

- The Ridgeline student body continues to be slightly less diverse than the 4J student body in terms of race/ethnicity. Ridgeline is more diverse than other charter schools.

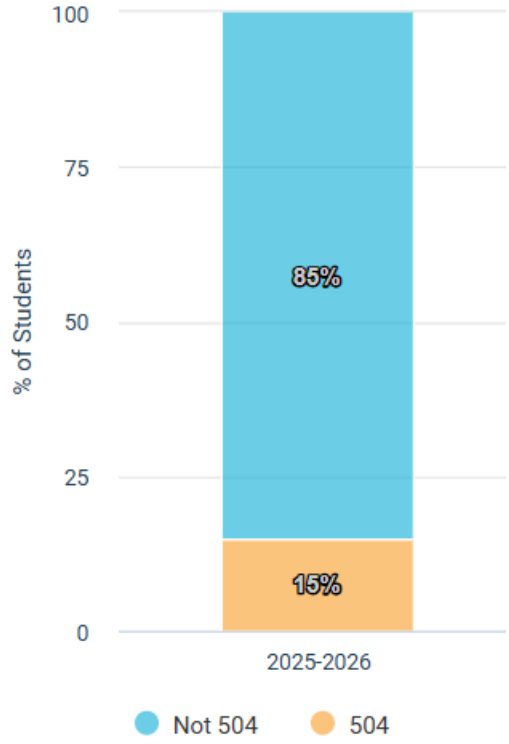
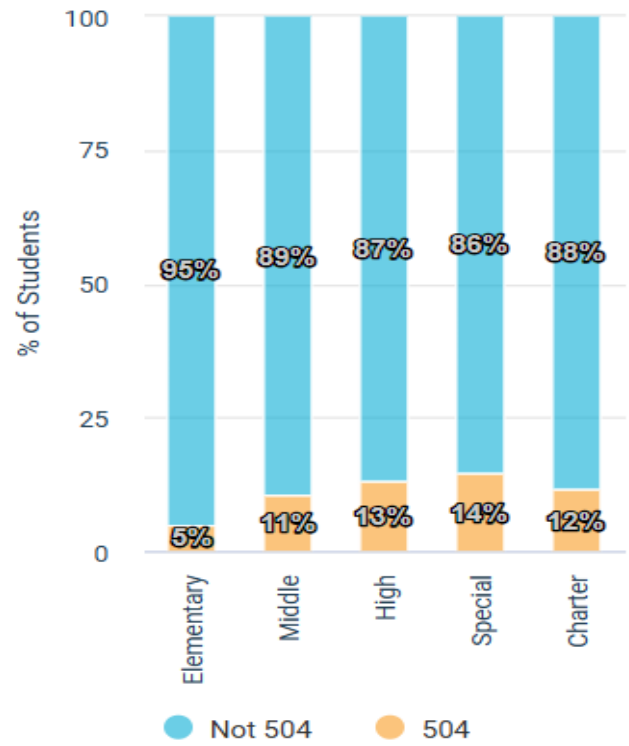
Ridgeline	4J
	

- The ODE report card indicated that in 2024-25 19% of Ridgeline students were experiencing poverty while 30% of 4J students did
- Ridgeline has a higher percentage of students in Special Education than elementary, middle, high, or charter schools in 4J

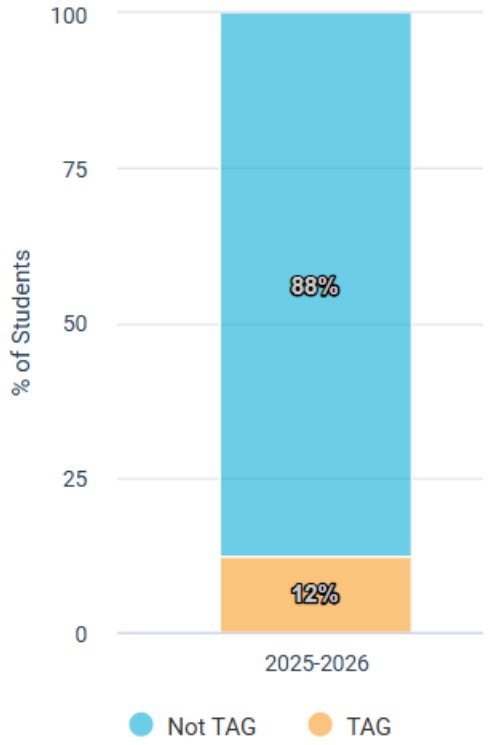
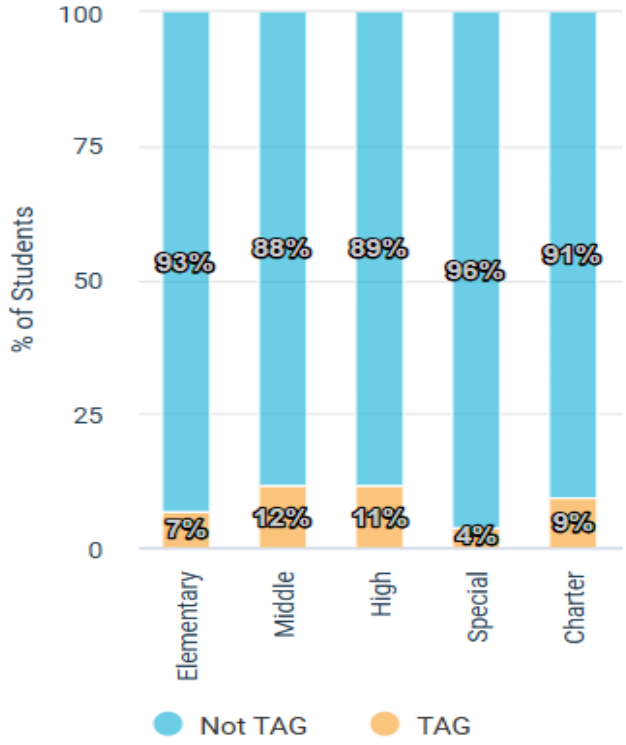
Ridgeline	4J
	

198

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

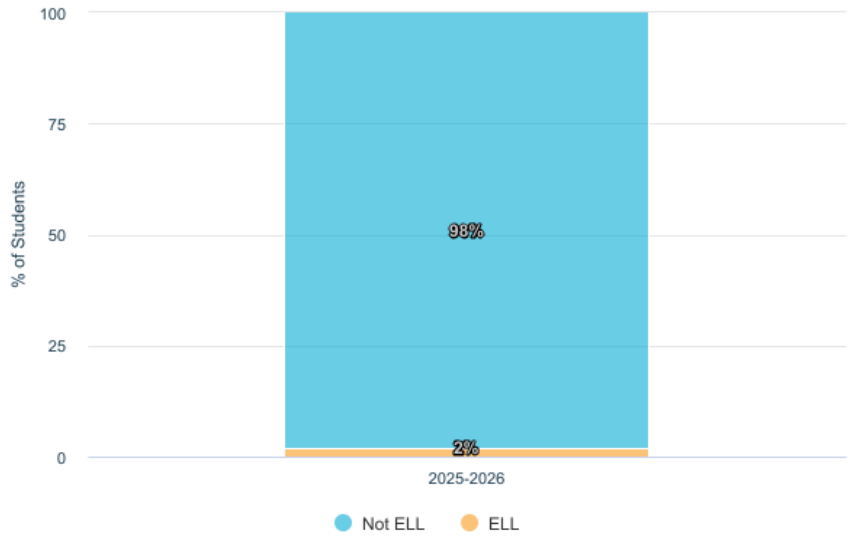
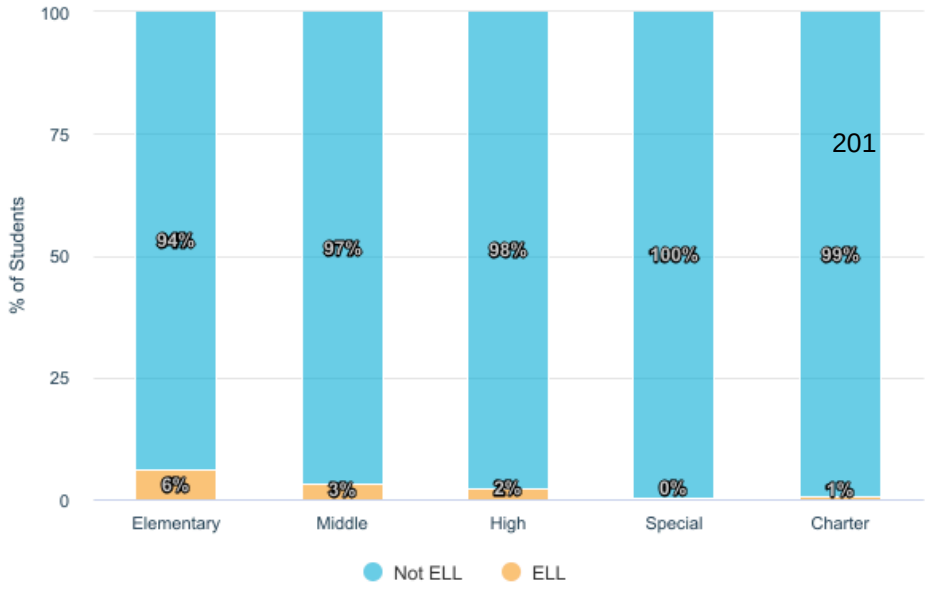
Ridgeline	4J
	

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

Ridgeline	4J
	

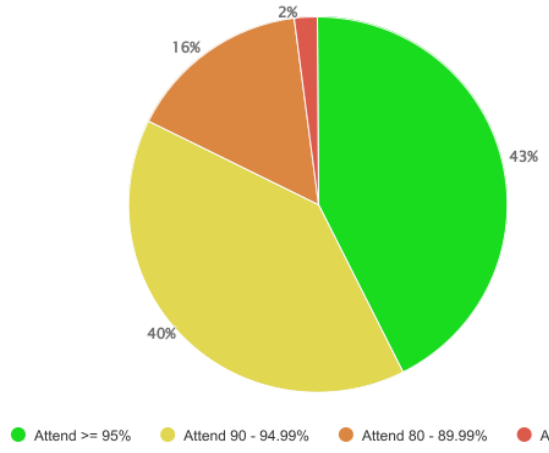
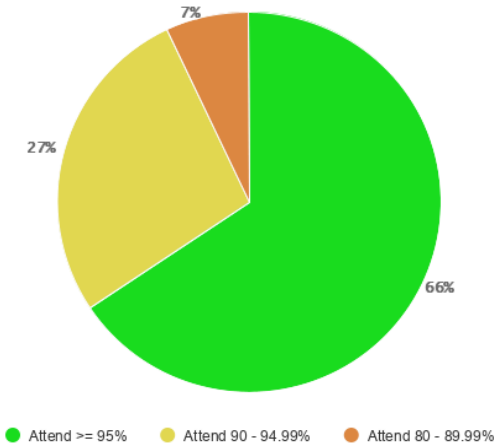
200

- The ODE report card indicated that in 2024-25 Ridgeline students had 10 different home languages, while 4J students had 86
- Ridgeline has a lower percentage of students in the English Language Development program than elementary and middle schools in 4J

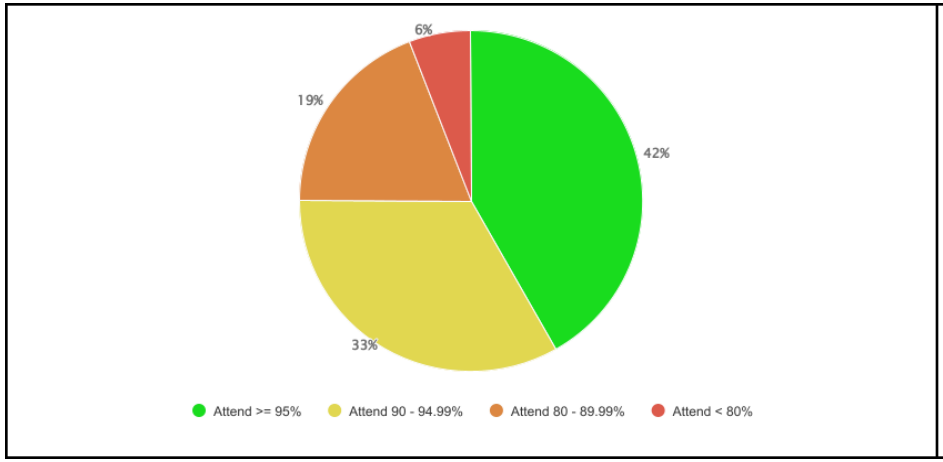
Ridgeline	4J
	

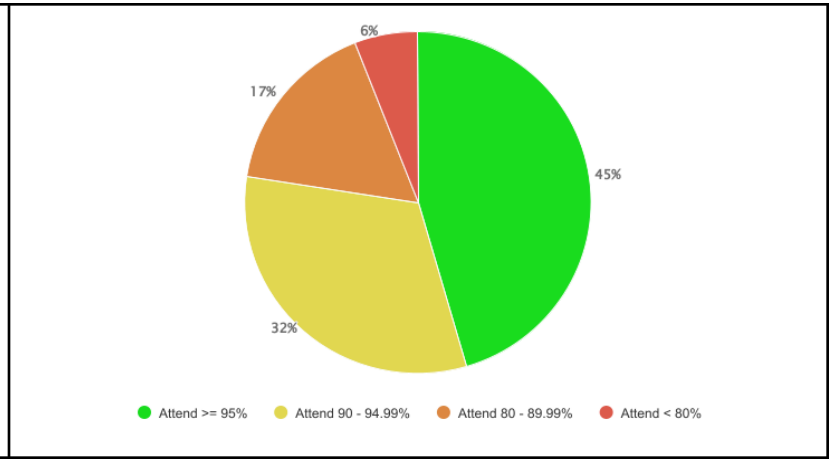
Student Attendance

- In 2024-25 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 (83% vs 75%), while still not reaching the percentage before the pandemic (93%)

Ridgeline	
2024-25	2018-19
	
4J (Grades KG to 8)	
2024-25	2018-19

202

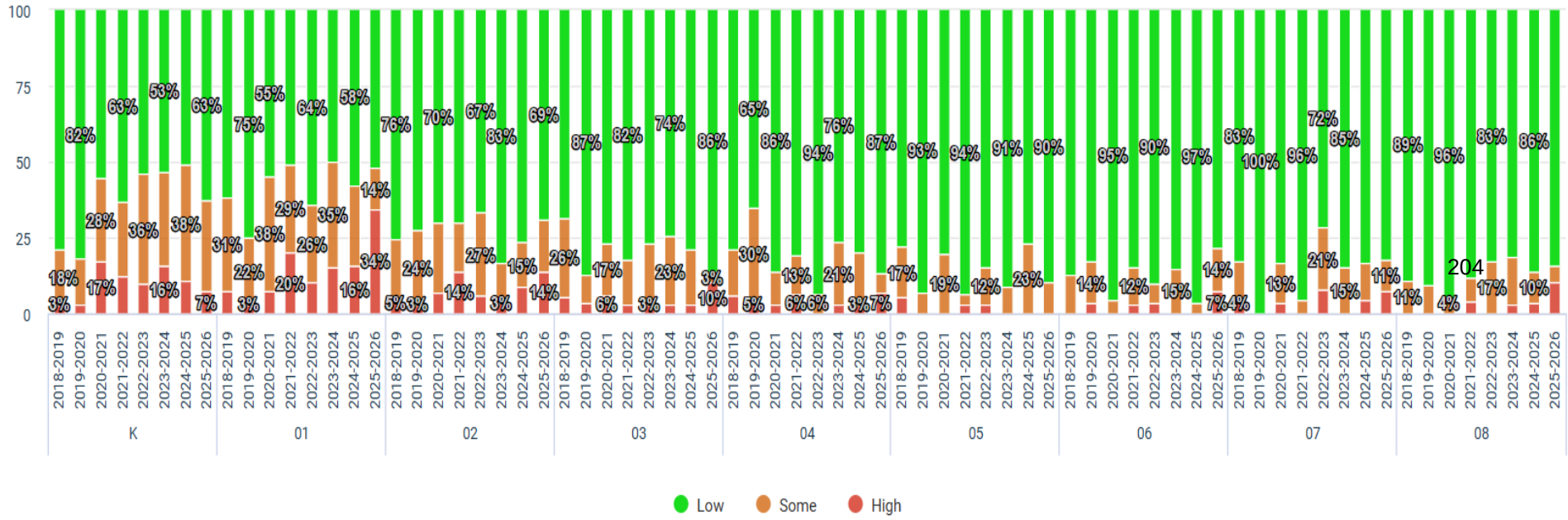


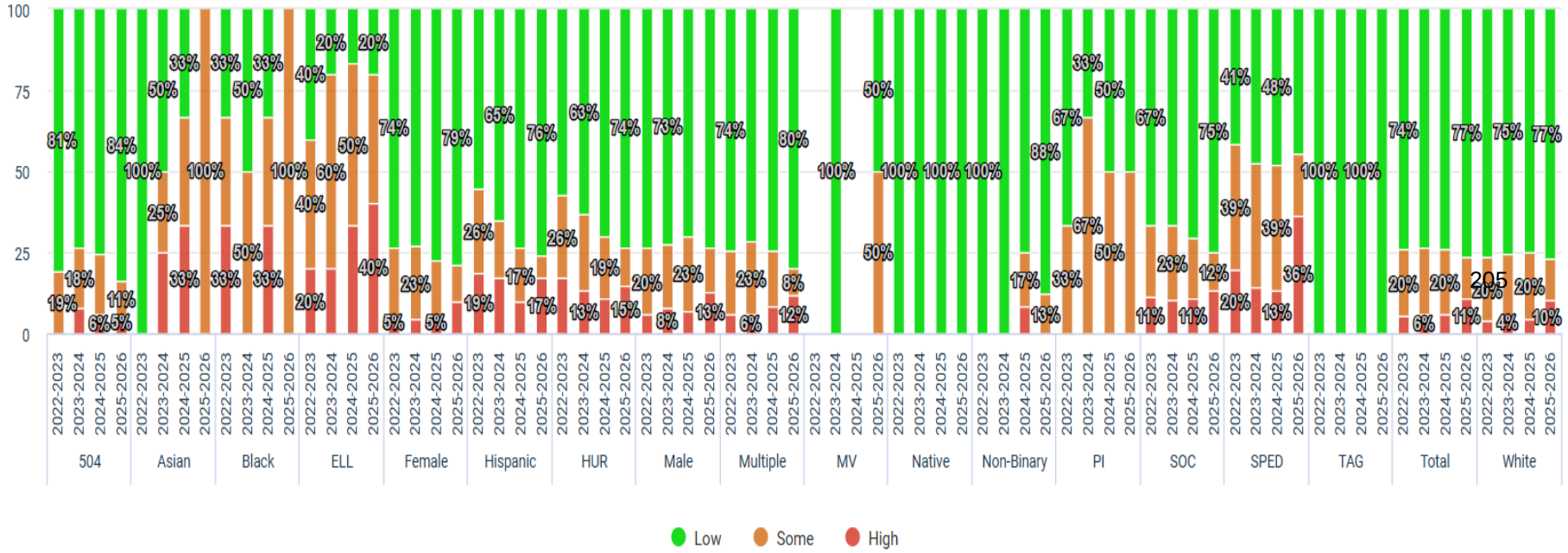


203

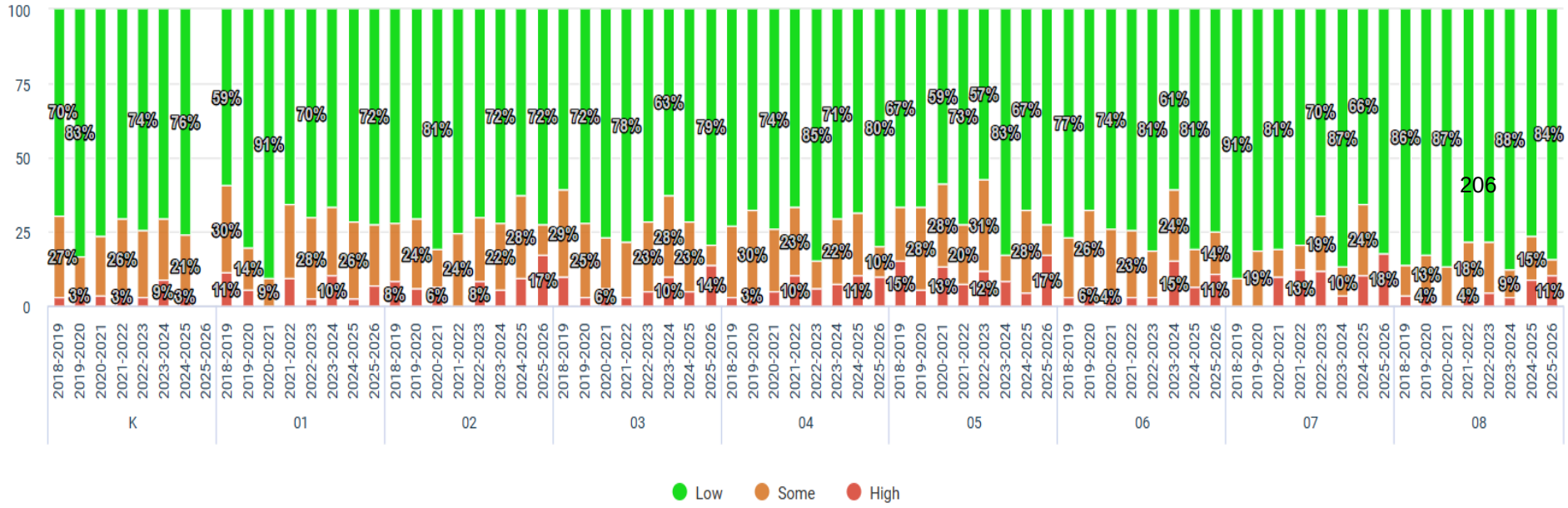
easyCBM Scores

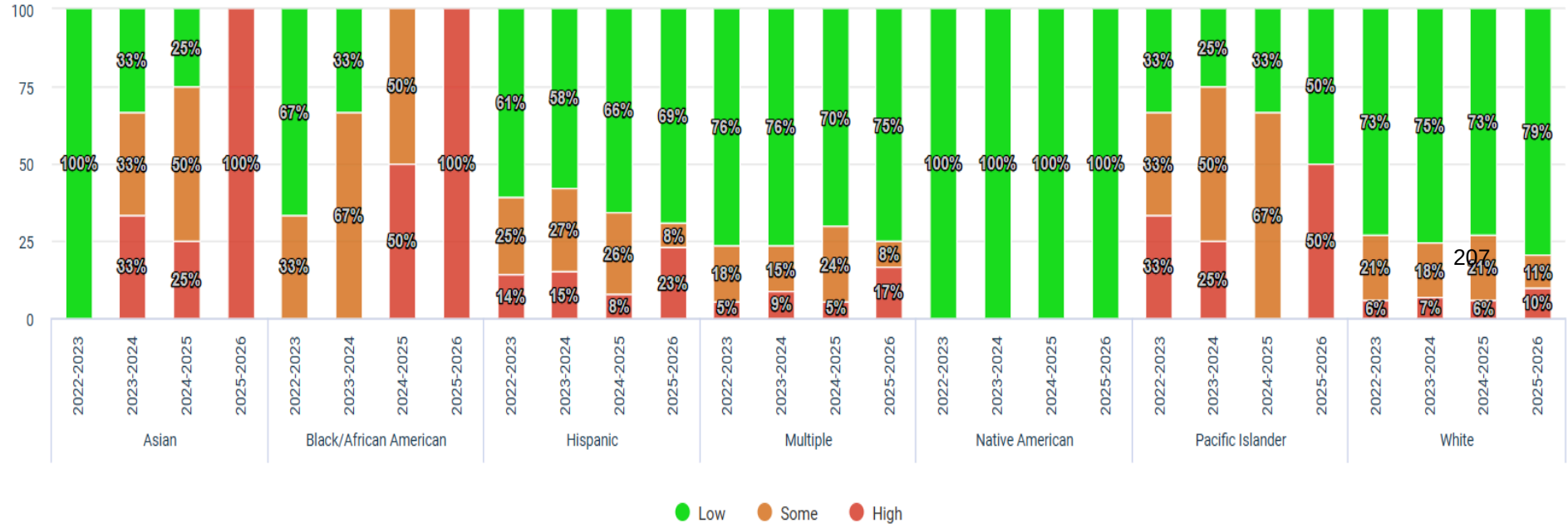
- Ridgeline reading easyCBM scores (measured by the percentage of students at the low risk level) dropped in 2024-25 in most grades, with significant improvement in some, like 6th


100
75
50
25
0
K
01
02
03
04
05
06
07
08
Low
Some
High


100
75
50
25
0
504
Asian
Black
ELL
Female
Hispanic
HUR
Male
Multiple
MV
Native
Non-Binary
PI
SOC
SPED
TAG
Total
White
2022-2023
2023-2024
2024-2025
2025-2026
Low
Some
High

- Ridgeline math easyCBM scores (measured by the percentage of students at the low risk level) followed very different trends across grades in 2024-25. Latino/a students saw the largest improvements (from 58% to 66%)




100
75
50
25
0
100%
33%
33%
25%
50%
25%
100%
67%
33%
33%
67%
50%
50%
100%
61%
25%
14%
58%
27%
15%
66%
26%
8%
69%
8%
23%
76%
18%
5%
76%
15%
9%
70%
24%
5%
75%
8%
17%
100%
100%
100%
100%
33%
33%
33%
25%
50%
25%
33%
67%
50%
50%
50%
73%
21%
6%
75%
18%
7%
73%
21%
6%
79%
11%
10%
2022-2023
2023-2024
2024-2025
2025-2026
Asian
Black/African American
Hispanic
Multiple
Native American
Pacific Islander
White
Low
Some
High

OSAS Scores

- In 2025 the OSAS proficiency rates in all three subjects (ELA, Math, and Science) declined significantly, while participation remained high

School	OSAS PROFICIENCY RATE									2025 PARTICIPATION		
	2025			2024			2025 vs 2024					
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
SEHS	79	52.2	69	79	63.4	65.2	0.6	(11.2)	3.8	6.7	6.2	7.8
Charlemagne	77	71.1	67.3	82	74.7	84	(5.0)	(3.6)	(16.7)	98	99.3	98
Hé Lín	73	78.2	82.4	75	70.9	53.8	(1.8)	7.3	28.6	100	100	100
Coburg	71	67.6	53.3	72	63.4	42.5	(1.3)	4.2	10.8	93	92.7	90
Yujin Gakuen	70	59.2	82.1	74	63.7	55.9	(3.6)	(4.5)	26.2	97	97.2	96.6
Ridgeline	**70**	**53.3**	**64.7**	**72**	**60.4**	**71.7**	**(1.8)**	**(7.1)**	**(7.0)**	96	96.2	98.1
Edgewood	64	50.4	47.6	67	53.9	52.1	(2.3)	(3.5)	(4.5)	96	95.5	98.8
Edison	62	45.3	45	67	51.3	52.5	(5.2)	(6.0)	(7.5)	92	91.5	91
Roosevelt	60	54.4	38	60	46.3	32.4	0.1	8.1	5.6	64	64.4	57.7
Family	60	38.1	45.5	53	37.7	38.9	6.7	0.4	6.6	69	68.9	75.9
Adams	58	45.4	37.8	55	43.9	29.7	2.3	1.5	8.1	90	89.3	100
Village	57	39.9	43.5	56	36.1	32.7	1.3	3.8	10.8	88	89	95.8
Camas	56	48	37.2	46	36.7	31.4	9.8	11.3	5.8	70	70.7	87.8
Kennedy	54	32.6	30.8	44	28.9	34	9.7	3.7	(3.2)	81	82	93.1
Spencer Butte	54	32.4	13.6	52	33.5	30.6	2.2	(1.1)	(17.0)	78	77.6	92.2
ATA	52	38.9	49.1	48	31.1	36.8	4.7	7.8	12.3	85	86.5	94.7
Sheldon	51	35.7	48.1	52	28.9	46.7	(0.8)	6.8	1.4	20	19	20.9
Churchill	51	32.1	35.7	34	19.5	43.1	16.6	12.6	(7.4)	50	32	55.7
Gilham	50	37.2	38.1	50	42.5	44.3	(0.1)	(5.3)	(6.2)	96	95.2	94.4
Twin Oaks	50	42.7	31.9	55	43.7	43.8	(5.8)	(1.0)	(11.9)	97	94.8	92.2
Cal Young	49	32.1	17.5	46	35	28.9	3.1	(2.9)	(11.4)	69	67.7	93.3
River Road	46	24.6	30.2	43	28.6	35.2	3.2	(4.0)	(5.0)	95	95.2	93
Madison	46	28.9	32.5	47	24.3	27.9	(1.3)	4.6	4.6	81	83	89.8
Willagillespie	45	42.2	26.7	47	41.9	37.3	(2.0)	0.3	(10.6)	81	83	82.2
Holt	42	33.6	30	42	39.5	33.3	(0.2)	(5.9)	(3.3)	96	96.2	97.8
Buena Vista	39	27.4	31	39	29.9	23.6	(0.2)	(2.5)	7.4	93	93.8	93.5
Kelly	36	23.9	24.2	33	21.4	16.7	3.2	2.5	7.5	77	75.5	91.5
NEHS	36	21.9	23.9	*	*	66.7			(42.8)	13	11.3	47.5
Monroe	36	24.8	15.9	37	22.7	26.6	(1.0)	2.1	(10.7)	66	63.7	59.8
Spring Creek	36	34.1	24.5	39	33.1	40	(3.4)	1.0	(15.5)	95	93.6	91.4
McCornack	35	25	25.9	34	26.1	16.7	0.6	(1.1)	9.2	92	93.4	95.1
Awbrey Park	34	26.7	31.3	43	33.8	33.3	(9.1)	(7.1)	(2.0)	89	89.7	89.9
Chavez	31	11.9	16.1	23	18.4	20	8.3	(6.5)	(3.9)	94	93.8	91.9
Howard	27	23.6	16.1	25	19.8	13.1	2.4	3.8	3.0	89	86.9	93

Exclusionary Discipline

- The number of exclusionary discipline actions in Ridgeline in 2024-25 increased from 5 to 16, the largest number since 2015-16

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2024-25	0	2	14	244
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

Ridgeline Montessori School Improvement Plan
Submitted to District 4J as an Annual Review Document
October 2025

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. 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 2024-2025 SIP Goals

A. Equity and Inclusion

B. Social-Emotional

C. Math Improvement

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

Goal	Strategy, Method, Action	Measurements

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.)	• 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
	  ○ 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 themself 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
		• Create a baseline using the Seed Survey.
		  ○ improved common language
		  ○ actions align with intention
		  ○ improved transparency
		• Demographics for staff and students
		• Meal program data
		• Progress toward a completed teacher evaluation process.

2024–25 Equity and Inclusion Goal Reflection

This year marked meaningful progress in year four of our five-year equity and inclusion goal. A key focus was laying the groundwork for a more equitable teacher evaluation process. The Staff Equity Committee met regularly to research evaluation models, review policy requirements, and gather staff input. This foundational work included a survey of certified staff, centering their voices in the process. The committee also evaluated several Montessori-aligned tools to identify overlaps and gaps with state mandates. Though still in development, this work has built momentum for a draft model to be shared next year.

This year, all students in grades 3–8 participated in the SEED Survey for the first time. We await the data to begin establishing a baseline and identify growth areas in how equity shows up in student experiences. While CEP meal program changes have made data harder to disaggregate, our collaboration with 4J has ensured continued access to meals for students who need them.

Ridgeline continues to prioritize equitable access to education and essential services. As of October 2024, **26.4% of students required additional support** through IEPs, 504 plans, or tiered interventions to access their education equitably. While **2.5 out of 10 students identify as part of the global majority**, efforts to diversify our student body remain ongoing. In response to growing levels of need among families, the school **served a total of 25,736 meals** through the end of May, averaging 159.8 meals per day. Of these, approximately 19% were provided to students qualifying for free or reduced-price lunch, ensuring that access to nutritious meals remained a consistent support for students and families experiencing economic hardship. See our full Demographics Data here.

Staff demographics have remained relatively stable, and while recruitment of a more diverse staff continues to be a challenge, it remains a top priority. Ongoing curriculum reflection and collaboration across levels continue to strengthen our shared commitment to inclusive, representative teaching. That said, Ridgeline's current team reflects diversity in ways not always formally tracked, including neurodiversity, LGBTQIA+ identities, and a wide range of lived experiences, all of which enrich our school culture and inform inclusive practices.

As we prepare for year five, our focus will remain on turning reflection into action, ensuring that equity is not just aspirational but practiced visibly and meaningfully across the Ridgeline community.

B. 2024-2025 Science of Reading Goal

Goal	Strategy, Method, Action	Measurements

• 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.	• **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.
		• 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.
		  • Student engagement measured through DERS
		  • OSAS Percentiles
		  • easyCBM Risk Categories
		  • Observations
		  • Record of lesson studies
		  • Completed scope and sequence by every grade level

B. 2024-2025 Science of Reading Goal Reflection:

This year's focus on the Science of Reading aimed to build instructional expertise and improve literacy outcomes across kindergarten and lower elementary classrooms. All K–8 teachers engaged in targeted training and implemented structured literacy practices, including phonics, vocabulary, fluency, and comprehension strategies. All K–8 teachers and classroom assistants, along with our academic Response to Intervention staff—a total of 20 participants—engaged in six, two hour sessions of Science of Reading training prepared by the University of Delaware Montessori Teacher Residency. The principles of the Science of Reading were explored through a Montessori lens, connecting current research to classroom practice. The goal of this professional learning was to establish a shared understanding of evidence-based reading instruction and how it can be authentically applied within the Montessori environment. One key outcome of this work is the development of an addendum to the Montessori Albums that will guide teachers in integrating research-based literacy strategies while maintaining fidelity to Montessori principles.

Implementation was measured through a variety of tools:

- DERS to track student engagement
- easyCBM risk categories and OSAS percentiles to monitor student progress
- Scope and sequence completion at each grade level
- Lesson study documentation reflecting planning and collaboration

These tools demonstrated that teachers improved their instructional practices, and students showed increased engagement and reading growth. Staff goal-setting and collaborative planning helped ensure alignment between professional learning and classroom practice.

Looking ahead, we will continue to refine and deepen our use of these strategies, adjusting supports based on student data and sustaining a shared commitment to strong, evidence-based literacy instruction.

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

Goal	Strategy, Method, Action	Measurements
● 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.	● 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	● Student engagement measured through DERS ● OSAS Percentiles ● easyCBM Risk Categories ● Observations ● Record of lesson studies ● Completed scope and sequence by every grade level

2024–25 School Year Math Goal Reflection

This year's OSAS Math assessment data shows a small dip in overall student performance, which, while not ideal, was anticipated due to several compounding factors. The performance distribution was relatively even across all levels: 23% of students scored in the Level 1 and Level 2 ranges, while 25% scored at Level 3 and 29% reached Level 4. Given the context, these outcomes still reflect meaningful effort from both students and staff.

Importantly, our participation rate in state testing increased significantly this year, climbing to over **95%**, with only **7 students opting out**, compared to **14 last year**. This demonstrates a successful push toward increased engagement and investment in the accountability process from both families and students.

However, it is important to recognize that our capacity to meet student needs—particularly in mathematics—was substantially impacted by 4J staffing challenges in special education. For the majority of the year, we did not have a fully staffed student services team. Once staffing was complete, our lead 4J SPED teacher was tasked with addressing a significant backlog of compliance and service needs. As a result, the level of direct service and intervention support students received was diminished, which likely contributed to the slight decrease in math outcomes.

Despite these hurdles, our team remained committed to implementing the structures laid out in our school improvement plan. Teams continued to meet in level-based PLCs, and many grade bands began engaging in cross-level collaboration that helped align instruction and identify student learning gaps more effectively. This ongoing alignment work, paired with strategic use of assessment data, positions us to make meaningful gains in math achievement as we head into next year—particularly with a fully staffed and stabilized support services team.

We will continue to leverage our shared leadership model and data-informed decision-making to drive instruction and support all learners. The groundwork laid this year—despite staffing limitations—sets the stage for renewed academic progress moving forward.

OSAS MATH

Grade	2022	2023	2024	2025
3	59%	48%	52%	50%
4	33%	68%	53%	43%
5	48%	26%	59%	43%
6	38%	50%	44%	73%
7	53%	67%	75%	41%
8	78%	72%	74%	71%
School total	51%	54%(+3%)	60%(+6%)	54% (-6%)

2025-2026 SIP Goals

A. Equity and Inclusion

B. Science of Reading

C. Math Improvement

A: 2025-26 Equity and Inclusion (year five of a five-year goal)

Goal	Strategy, Method, Action	Measurements
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.)	• 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 ○ 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 themself 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 free meals through the expanded CEP meal program in collaboration with 4J • Evaluate behavioral data for signs of	• Use baseline, mid-year, and end-of-year Wayfinder Data to measure growth • Demographics for staff and students • Meal program data • Progress toward a completed teacher evaluation process. • Swis Data

	inequitable behavior actions/outcomes.	

B. 2025-2026 Science of Reading

Goal	Strategy, Method, Action	Measurements
● By **June 2026**, 100% of ELA teachers at Ridgeline Montessori Public Charter School will demonstrate consistent and effective implementation of Science of Reading strategies in daily instruction, as evidenced by fidelity observations, collaborative planning documentation, and student outcome data. **Rationale:** During 2024–2025, Ridgeline completed the first phase of Science of Reading implementation through staff training and professional development. The next step is to deepen **fidelity and instructional alignment** — ensuring that SoR practices are visible, consistent, and measurable across classrooms and levels. This year's focus is on **application, observation, and reflection**, with specific attention to **essential learning outcomes (ELOs)** in reading and writing.	**1. Fidelity of Implementation** ● Develop and use a **SoR Implementation Fidelity Checklist** for classroom walkthroughs (admin + peer observers). ● Conduct **3 fidelity observations per teacher** per year (fall, winter, spring). ● Provide feedback and coaching following each observation. ● Identify and celebrate examples of strong implementation to model across teams. **2. Collaborative Planning & Vertical Alignment** ● Use **monthly PLC meetings** to analyze student data and instructional artifacts (lesson plans, journals, reading responses). ● Each level will define **Essential Learning Outcomes (ELOs)** in literacy, focusing on comprehension, vocabulary, and writing tasks. ● Build alignment using the cross-level PLC questions: ○ What have we ensured students have learned?	**Implementation Fidelity** ● SoR Fidelity Checklist ● Administrator Walkthrough Logs ● Peer Observation Logs [222] **Teacher Practice** ● Cross-Level Planning Notes ● Lesson Artifacts ● Lesson Plans **Student Engagement** ● DERS Observation Forms ● Student Work Samples ● Anecdotal Observation Notes **Student Outcomes** ● easyCBM Reports ● OSAS Percentile Reports ● Progress Monitoring Charts **Vertical Collaboration** ● Writing Samples ● Rubric Scores

	○ What evidence do we have? ○ Who needs additional support or extension? **3. Assessment & Data Use** ● Maintain consistent use of **easyCBM** for universal screening and progress monitoring three times yearly. ● Integrate **Smarter Balanced writing prompts** three times per year to assess writing ELOs and inform instruction. **4. Professional Collaboration** ● Incorporate **cross-level lesson studies** on reading comprehension and writing instruction. ● Encourage teachers to record one **peer observation** per term to build shared language and understanding of SoR practices.	● PLC Reflection Notes Consistent literacy practices aligned with the Science of Reading framework across all classrooms. Observations Increased teacher confidence and shared understanding of reading development. Rolling agendas and observations Improved reading fluency and comprehension as evidenced by benchmark data. Easy CBM Strengthened collaboration between levels, ensuring students experience coherent literacy instruction K–8. Rolling agendas

C. 2025-26 Math (year three of three-year goal)

Goal	Strategy, Method, Action	Measurements
• Ridgeline Montessori Public Charter School will increase the percentage of students scoring **at or Above Standard in Concepts and Procedures** from **73% in Spring 2025** to **78% in Spring 2026**. **Rationale:** Analysis of OSAS data from 2023–2025 shows a consistent pattern of growth in overall performance but a decline in the **Concepts and Procedures** strand, with an increase in students performing **Below Standard** (from 23% to 27%) and a decrease in those performing **Above Standard** (from 34% to 22%). While **Problem Solving** and **Communicating Reasoning** remain relatively stable, this trend suggests that students need stronger foundational understanding and fluency to sustain higher-level reasoning and modeling performance.	Each instructional level (Lower Elementary, Upper Elementary, and Middle School) will engage in a structured data inquiry process to identify specific gaps in their math curriculum and instructional practices. Teams will implement at least one targeted strategy designed to improve conceptual understanding and procedural fluency. **Level-Specific Data Analysis:** • Each level team will review disaggregated student data and classroom assessments to pinpoint priority skills or standards within Concepts and Procedures. **Curriculum Alignment and Mapping:** • Identify where priority skills are introduced, reinforced, and mastered across grade bands. • Adjust lesson sequences and re-teaching cycles to ensure developmental continuity. • Strengthen fidelity to Montessori practice as the school's Tier 1 framework, integrating supplemental materials and lessons as needed. **Instructional Focus:**	• Reduction of students scoring **Below Standard** in Concepts and Procedures from **27% → 22%**.OSAS • Increase of students scoring **At or Above Standard** from **73% → 78%**. OSAS • Evidence of collaborative data discussions, updated lesson maps, and revised instructional routines across levels. Rolling Agendas • Improved formative and benchmark assessment data in targeted skill areas. EASY CBM and classroom formative assessments

	● Implement one evidence-based instructional adjustment per level (e.g., number talks, problem decomposition, visual models, or hands-on fluency work). ● Integrate formative assessment checkpoints tied directly to the identified gap. **Monitoring and Reflection:** ● Midyear review in January and end-of-year reflection in May. ● Teams will document progress, instructional adjustments, and student outcome shifts.	225

Lane County School District No. 4J
Eugene, Oregon

2024-25 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 2026

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January 2026

To: **Eugene School District 4J Board of Directors**

From: **4J Charter School Review Team**

Subject: **Twin Rivers Charter School, 2024-25 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

Twin Rivers Charter School (TRCS) is in their 9th year as a charter school with the Eugene 4J School District. 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. TRCS is 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.

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 2024-25 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 Peara, 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: Kristin Humphrey, Principal, and Jeff Parker, Executive Director

• Eugene School District 4J Representatives: Ericka Thessen, 4J School Board Member; 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 2024-25 School Improvement Plan (SIP)

This section reviews the progress of Twin Rivers Charter on their 2024-25 School Improvement Plan goals. The SIP and evaluation were completed with the involvement of several stakeholder groups including the TRCS Advisory Board, TRCS students, and TRCS staff. 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 2024-25 School Improvement Plan:

Goal 1: Increase Parent/Family Participation

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.

Twin Rivers successfully met its measurable outcomes for increasing parent and family participation during the 24-25 school year. The school planned a student-led service day on April 25, 2025, which served as a fundraiser and included parents participating in service work alongside their children. Family engagement was strong throughout the year, with five family meetings scheduled at regular intervals from September through April, all of which had good

attendance rates. The most notable success was the Thanksgiving week conferences, where 54 out of 58 student families attended their scheduled meetings, achieving an impressive 93% participation rate.

Goal 2: Build Graduation Pathways to Post-Secondary Learning

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.

Twin Rivers successfully achieved its measurable outcomes for building graduation pathways to postsecondary learning during the 24-25 school year. All seniors were provided tours of four postsecondary institutions, including Lane Community College, Linn-Benton Community College, University of Oregon, and Oregon State University, meeting the goal of exposing students to multiple higher education options. The school ensured that every senior completed both their FAFSA and Oregon Promise applications, demonstrating comprehensive support for college access and financial aid opportunities. As a result of these efforts, three of the eight 2025 graduates enrolled at Lane Community College, representing 37% of the graduating class pursuing postsecondary education.

Goal 3: Student set of Core Competencies

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.

Twin Rivers made progress toward its measurable outcomes for developing student core competencies through portfolio creation during the 24-25 school year, though the goals were only partially met. Both juniors and seniors began building their portfolios, successfully completing resumes, student work samples, and spreadsheets documenting previous project partner contacts. Additionally, underclassmen beyond the junior level have not yet started their portfolios, which were intended to serve as multi-year development tools leading into their senior year.

2. Update on New Goals for 2025-26 School Improvement Plan (SIP)

Twin Rivers Charter School is currently developing its School Improvement Plan for the 2025-26 school year in collaboration with the TRCS Advisory Board. Because the school did not meet the threshold for its goal of increasing parent and family participation, this will remain a priority focus area in the upcoming year's plan. In addition to continuing efforts to strengthen family engagement, the school is considering two possible new goals for 2025-26: strengthening partnerships with local businesses and continuing the development and expansion of the Career and Technical Education (CTE) program.

These proposed goals do not include a focus on academic achievement, which is required under the charter agreement and OAR 581-026-0100(2)(c)-(d). According to the agreement, the School Improvement Plan must establish performance standards under which the charter will be evaluated, include objective and verifiable measures of student achievement as the primary measure of school quality, and define the sources of academic and other data that will form the evidence base for ongoing and renewal evaluation.

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%	62%	43%	18%	<18%
ELA Average Gap Score Change	3-8	14	7	0	-20	<-20
Math Achievement	3-8,11	80%	56%	32%	8%	<8%
Math Average Gap Score Change	3-8	18	9	0	-17	<-17
Regular Attenders	K-5	93%	82%	71%	57%	<57%
Regular Attenders	6-8	93%	80%	67%	55%	<55%

The ESSA calculation for the Academic Achievement indicator treats assessment non-participants in excess of 5 percent as not meeting the achievement standard.

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 2022-23 & 2021-22 Average Gap Score calculation and in the 2024-25 & 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 2025

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**.

Due to lack of sample size (Twin Rivers noting that 11 out of 14 students opted-out of state testing) the data in these areas is extremely limited or in some cases not available.

English Language Arts Academic Achievement ELA achievement data is not available in the 2024-25 school profile report. The three year average is 9.8% for all students, making the school a level 1 in ELA achievement.

Math Academic Achievement Math performance data is not available in the 2024-25 school profile report. The three year average is less than 5% for all students, making the school a level 1 in math Achievement.

Regular Attenders The attendance rate on the accountability report at high school is only reported for grades 9 and 10. Since 2022-23 Twin Rivers has seen a decrease in regular attenders in 9th and 10th grade of over 20%, putting them at a 61.9% rate in 2024-25. On the state profile report the percentage is slightly lower due to inclusion of all grade levels.

9th Grade On-Track to Graduate Data for students on track to graduate is unavailable due to having fewer than 10 students in the cohort, making it impossible to assess performance in this area for 2024-25.

Graduation Rates The four-year on-time graduation rate stands at 50% for students who were first-time ninth graders in 2020-21 and graduated in 2023-24, representing an 8% decrease from the previous year and falling significantly below the Oregon average of 82%. The five-year completion rate is 58% for students who were first-time ninth graders in 2019-20 and finished in 2023-24, showing a 9% decrease from the previous year and remaining well below the Oregon average of 87%.

Participation Rates Test participation data in math was 30.4% a decrease of 8.5% from 2023-24. In ELA the participation rate was 34.8%, a decrease of 4.1% from the previous year.

Students with Disabilities Students with disabilities comprise 28% of the student enrollment. Other academic indicators for this population are not available due to small group sizes.

Targeted and Comprehensive Support Identification

Identification for CSI is based on the level ratings received in the 2021-22 and 2024-25 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 2024-25.

The rules for CSI identification are as follows:
High schools and combined schools, regardless of Title I status, will be identified as CSI based on the Four-Year Graduation indicator if:

1. The All Students group is rated on five or more indicators AND
2. The Four-Year Graduation indicator is rated a Level 1

If either of the above two criteria are not met, the school will not be identified as CSI.

Based on the accountability details report from 2021-22, Twin Rivers was identified and as of 2024-25 continues to be a CSI school for another three 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 shows a less diverse population than the district as a whole at Twin Rivers (72% white versus 65% for the district). In comparison, on 50% of Twin Rivers teachers identified as white.

• ***Students with Disabilities*** – At 28% the special education population is significantly higher than that of the district which is at 15%.

• ***Vaccinations–*** 95% of Twin Rivers students were recorded as being up-to-date on required vaccines.

• ***Students Experiencing Poverty*** - 48% of Twin Rivers Charter School students are recognized as students experiencing poverty as compared to the district at 30% . 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.

• ***College-Going*** **–** Due to a small sample size this data is not available.

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. This year visits were conducted 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. During the visit information summarizing the 2024-25 school year is shared, as well as information on the new school year to date.

School Overview and Mission

Twin Rivers Charter School is an interdisciplinary, project-based school focused on outdoor and conservation-based learning. The school serves students in grades 8-13, with a scheduled release time of 4:00 PM. During the site visit on November 13, 2025, attendees included representatives from the school's leadership team David Knox (assistant principal), Kate Oborski (vice president people & community at NWYC), Kristin Humphrey (principal), Jeff Parker (executive director). The 4J District team was represented by Bob Blyth, Tom Diliberto, Kat Lange, Casandra Kamens, Tom Horn, Oscar Louerio.

Student Experience and Programming

Three senior students—Jayce, Julian, and Joziah—participated in a student panel, representing varied tenures at the school ranging from two to five years.

The student panelists expressed appreciation for the school's field-based learning opportunities, highlighting experiences such as camping trips that foster connection to their community, backcountry medical certification programs, and a poetry project exploring the history of union formation in Delores. Students noted several challenges they've faced, including adjusting to changing staff roles, the implementation of a phone ban, safety changes, and general transitions from the previous year that particularly affected younger students. The student demographic skews predominantly male with a particularly large senior class.

Academic Structure and Curriculum

Twin Rivers operates on a color-coded crew system organized by grade level, with interdisciplinary projects serving as the foundation of instruction. The curriculum is structured around quarterly themes that integrate multiple content areas: Salmon, Blue/Gold Water, Power of Geography, and Mountains and Volcanoes for the Red and Orange crews; and Clean Water/Air, Natural Resources, Renewable Energy, and Weather and Climate for the Yellow and Blue crews. Students participate in weekly field and service work, with dedicated education days, recreation days, and service days all connected to final projects. A unique feature of the

program is a culinary class where students prepare meals for the school community. Academic performance data shows strong credit completion rates across grade levels, with 9th graders earning 82% of attempted credits, 10th graders at 85%, 11th graders at 88.6%, 12th graders at 97.6%, and 13th graders at 96.4%, for an overall rate of 86.7%. The school attributes this success to intentional support strategies including teaching assistants assigned to specific crews, credit recovery opportunities, after-school and Monday tutoring sessions, and dedicated Monday classes for completing work.

School Improvement Plan Goals and Progress

The 2024-25 School Improvement Plan, developed with student voice, focused on three primary goals.

Goal 1 addressed parent and family participation through initiatives including a 24-hour weed-a-thon for invasive species removal, end-of-quarter expos featuring family dinners and student project presentations from 4:30-6:30 PM, and family meetings. Conference participation was notably strong, with 54 of 58 families (93%) attending scheduled Thanksgiving week meetings. Five family meetings were held throughout the year on September 3rd, September 25th, October 30th, February 26th, and April 30th, with good attendance at each. A service day fundraiser on April 25, 2025, invited parent participation. Overall parent involvement remains an area for improvement, and the school continues working to establish a PTA.

Goal 2 focuses on building graduation pathways to postsecondary learning. All seniors received Oregon Promise application assistance, toured four postsecondary schools (LCC, Linn-Benton, University of Oregon, and OSU), completed FAFSA applications, and participated in at least four trade partner visits. Notably, three of the eight 2025 graduates (37%) enrolled at LCC.

Goal 3 centers on developing student core competencies through portfolio creation. Seniors are creating comprehensive portfolios including resumes, work samples, reflections, mentorship connections, alumni network spreadsheets, and letters of recommendation, which they present to the Twin Rivers Advisory Board. Underclassmen have begun building their portfolios with resumes, work samples, and mentorship connection lists. Progress shows that juniors and seniors have created resumes, work samples, and spreadsheets with previous project partner contacts.

Current Enrollment and Demographics

Twin Rivers achieved its highest starting enrollment since 2016 with 64 students at the beginning of the 2024-25 school year, totaling 77 students enrolled throughout the year across grades 8-13. The breakdown included 14 eighth graders, 15 ninth graders, 22 tenth graders, 16 eleventh graders, 8 twelfth graders, and 2 thirteenth graders. Student mobility presented challenges, with 18 students unenrolling during the year (though only 16 were counted as losses when excluding those who moved). Behavioral issues accounted for 11 unenrollments, attendance issues for 5, and family moves for 2. Unenrollment rates varied significantly by grade, with 8th and 9th graders experiencing the highest rates at 29% and 33% respectively (not including moves), compared to 23% for 10th grade, 12% for 11th grade, and 0% for 12th and 13th grades.

State Assessment Participation

Annual state assessments saw 14 students opt out overall, including 5 of the 9 eighth graders who were eligible to participate. The opt-out rate continues to impact overall state accountability data and as such may not accurately represent students' overall performance in math and ELA.

Support for Students from Special Populations

Of the 77 students enrolled, 13 students (17% of the total population) have Individualized Education Programs (IEPs), and 16 students (21% of the total population) have 504 Plans, meaning approximately 38% of the student population receives formalized academic or behavioral support services.

Financial Status

The school completed its audit for the 2024-25 school year with a net positive balance of $13,000, attributed in part to success securing additional funding sources such as the YDC grant. However, the school is actively fundraising to address missing funds for the current year and has made significant adjustments to operate within the financial restraints. District leadership confirmed that there has been confusion on the deadlines for financial reporting and committed to work together to ensure timely submissions.

Governance and Board Membership

The Twin Rivers Advisory Board operates as a committee of the Northwest Youth Corps (NWYC) board and must include at least three NWYC board members according to the bylaws. Board changes occur on January 1st each year. The current board includes one new advisory board member and maintains consistent membership overall. The school is actively working to recruit alumni to serve on the board and currently has two parents of graduates serving. Leadership and organizational structure have remained stable during the reporting period.

Contractual and Legal Requirements

The site visit addressed updates on contractual and legal requirements, specifically mentioned were SB141 accountability measures that need attention.

Parent and Community Relations

Parent and community engagement continues to be an area of focus and concern for the school. While conference attendance and family meeting participation show promise, overall parent involvement in school activities and governance remains limited. The school continues efforts to establish a formal PTA and create more meaningful opportunities for family participation in the educational community.

Successes

The school celebrated several significant accomplishments for the 2024-25 year. Achieving the highest enrollment since 2016 with 64 students represented major growth. All four core content area teachers returned, providing crucial continuity and consistency of staffing. The school received CTE startup approval for a Natural Resource Management program, with curriculum currently in development. A new internship program was established for seniors on track to graduate early, allowing them to intern with the school or operations at NWYC. The credit recovery program was restructured, with Monday sessions now dedicated to credit recovery through field trips or work within the school for small increments of credit.

In 2024-25 Twin Rivers had 100% of their enrolled seniors complete graduation requirements, a substantial accomplishment.

Challenges

Twin Rivers faces several ongoing challenges. Students with complex behavioral needs, primarily concentrated in the 8th and 9th grade levels, require significant attention and resources. The school lacks a certified health teacher, currently relying on a staff member from the HIV Alliance to teach required health class credits. Questions regarding SB141 accountability requirements need to be addressed. Staffing transitions continue with one new content teacher joining the team, while the AmeriCorps program continues to provide additional support through three new members, one returning member, and two with previous NWYC experience who bring valuable organizational knowledge The curriculum includes civics and social studies focused on local and current issues, as well as personal finance and higher education preparation components.

5. Financial Review

AUDITED FINANCIAL STATEMENTS

The District has received the 2024-25 Final audit for the Twin Rivers 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 has received the audit for the year ending June 30, 2025. The District also periodically receives and reviews the financial state of the Twin River Charter School on a quarterly basis throughout the year. The district's financial review of the Twin River Charter School's (Charter) audited financial statements for the year ended June 30, 2025, 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 2024-25 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 Baker Tilly. The Statement of Activities reflects expenses increasing to $941,827 ($64,651 or 7.4% from the prior year). Revenue increased $8,225 (0.9%) to $968,797 in 2024-25, with improved project and miscellaneous income.

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, the same number of students than were enrolled at the same time in 2023-24.

The Oregon Department of Education reports Twin Rivers' resident average daily membership (ADMr) for 2024-25 at 55.45 1.68 ADMr less than the school's final ADMr for 2023-24. Although Twin Rivers' enrollment trend has been increasing they are still below their original application of 100 enrolled students.

Comparative ADMr is as follows:

2024-25	55.45
2023-24	57.13
2022-23	50.35
2021-22	40.80
2020-21	31.70
2019-20	41.00
2018-19	30.60
2017-18	34.00
2016-17	35.90

6. Other Contractual Agreements

Twin Rivers School was in compliance with all provisions of its charter school contract at the end of the 202-25 school year. Staff did consistently complete state reporting requirements and reporting requirements of the district in a timely manner, an improvement over previous years.

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 is an interdisciplinary, project-based school serving grades 8-13 with a focus on outdoor and conservation-based learning. During 2024-25, the school achieved its highest enrollment since 2016 with 64 students. While demonstrating strengths in experiential learning and student engagement, significant concerns exist regarding academic achievement, graduation rates, assessment participation, and charter compliance.

Academic Achievement and Charter Compliance The proposed 2025-26 School Improvement Plan lacks academic achievement goals, violating charter agreement requirements and OAR 581-026-0100(2)(c)-(d), which mandate objective and verifiable measures of student achievement as the primary measure of school quality. The on-time graduation rate of 50% falls dramatically below the state average of 82% (8% decrease from prior year), and the five-year completion rate of 58% is well below the state average of 87% (9% decrease). State assessment participation remains critically low, with 14 students opting out, preventing meaningful evaluation of academic progress.

Attendance and Retention Regular attendance remains below the state average of 67%. Student mobility is concerning: 18 of 77 students unenrolled during the year, with 8th and 9th graders experiencing the highest rates (29% and 33% respectively). Behavioral issues accounted for 11 unenrollments.

Staffing and Capacity Only 50% of licensed teachers have more than three years of experience, and the school employs 4 licensed teachers total out of the teaching staff. With 38% of students receiving IEP or 504 services, increasing the number of experienced licensed teachers would strengthen support capacity

School Improvement Plan Progress (2024-25) Goal 1 (Parent Participation) was partially met with 93% conference attendance and five family meetings, though the school would still like to see an increase in overall parent involvement. Goal 2 (Postsecondary Learning) was largely achieved—all seniors toured four colleges, completed FAFSA/Oregon Promise, and 37% enrolled at LCC. Goal 3 (Student Portfolios) was partially met—juniors and seniors created resumes and work samples, but portfolios remain incomplete.

Commendations

Student Engagement and Programming

- Highest enrollment since 2016 demonstrates community confidence
- Students express strong appreciation for field-based learning, including camping trips, backcountry medical certification, and community-connected projects
- CTE approval for Natural Resource Management program and new senior internship opportunities

Academic Support and Outcomes

- 86.7% overall credit completion rate with intentional support systems including teaching assistants, tutoring, and credit recovery
- All seniors received comprehensive post-secondary support with 37% enrolling at LCC

Family and Community Engagement

- Exceptional 93% conference participation rate (54 of 58 families)
- Five family meetings with good attendance throughout the year
- Student-led service day provided meaningful parent engagement

Leadership and Stability

- All four core content teachers returned for 2024-25
- Stable administrative team with experienced leadership
- Student voice incorporated into SIP development
- Completed 2024-25 audit with net positive balance despite financial pressures

Recommendations

1. **Revise the 2025-26 SIP** to include academic achievement goals. Particularly focusing on state assessment participation (target 94.5%) and ELA/Math proficiency targets.

2. **Increase state assessment participation** through family communication and barrier reduction
3. **Establish academic monitoring systems** with quarterly progress reports and formative assessments aligned to state standards

Conclusion

Twin Rivers provides a valuable experiential learning model with strong student engagement and innovative programming. However, the school must immediately address critical deficiencies in academic achievement, charter compliance, and student outcomes. The proposed 2025-26 SIP must be revised to prioritize academic achievement as required by the charter agreement. With appropriate focus on academic rigor, standards alignment, and measurable outcomes, Twin Rivers can demonstrate that project-based outdoor learning produces both high engagement and strong academic results.

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 : *2024-25 Twin Rivers Report , 2025-26 Twin Rivers Data Appendix, 2024-25 Twin Rivers Detail Sheet, 2024-25 Twin Rivers Profile Sheet*

OREGON DEPARTMENT OF EDUCATION

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OREGON AT-A-GLANCE SCHOOL PROFILE

Twin Rivers Charter School

PRINCIPAL: Kristin Humphrey | GRADES: 8-12 | 2621 Augusta St, Eugene 97403 | 541-654-4716

2024-25

Students We Serve

60
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	0%
Teachers	0%
Asian	
Students	0%
Teachers	25%
Black/African American	
Students	3%
Teachers	0%
Hispanic/Latino	
Students	17%
Teachers	25%
Multiracial	
Students	8%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	72%
Teachers	50%

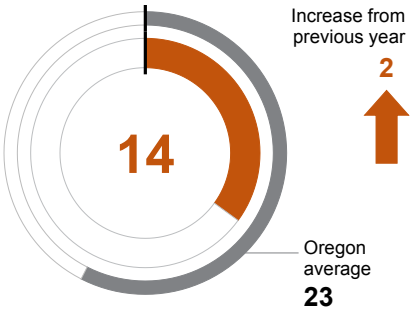
*		3
Ever English Learners		Languages Spoken
28%	**95%**	**48%**
Students with Disabilities	Required Childhood Vaccinations	Students Experiencing Poverty

*<10 students or data unavailable

School Environment

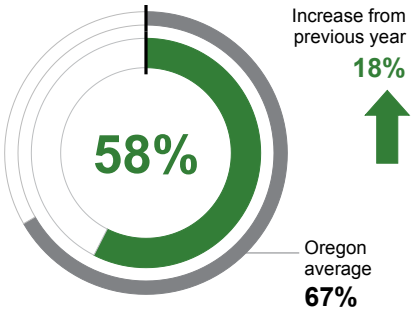
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

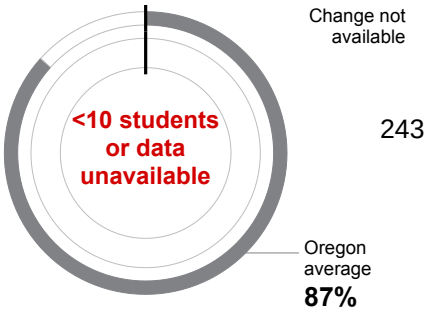
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

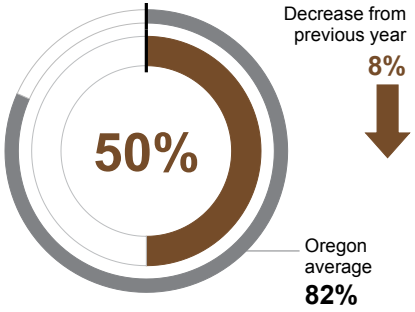
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

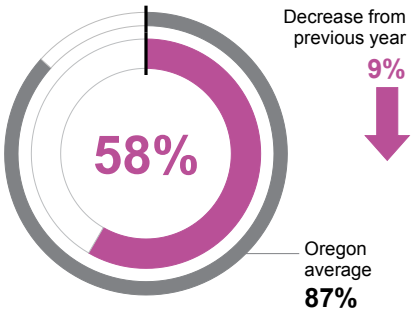
ON-TIME GRADUATION

*Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in **2023-24**.*



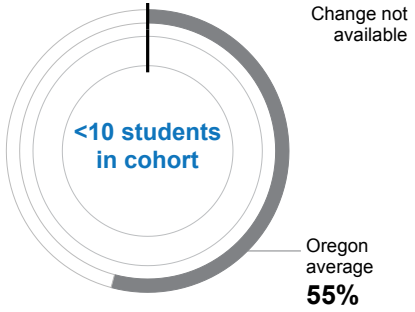
FIVE-YEAR COMPLETION

*Students earning a high school diploma or GED within five years. Cohort Includes students who were first-time ninth graders in 2019-20 finishing in **2023-24**.*



COLLEGE GOING

*Students enrolling in a two or four year college within 12 months of completing high school in **2022-23**. Data from the National Student Clearinghouse.*



School Goals

*Submission optional for this section.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

*Submission optional for this section.

School Website: http://twinriverscharter.org/

OREGON DEPARTMENT OF EDUCATION

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OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Twin Rivers Charter School

2024-25

Our Staff (rounded FTE)

2 Teachers

4 Educational assistants

0 Counselors/ Psychologists/ Social Workers

71% Average teacher retention rate over the past three years

20% % of licensed teachers with more than 3 years of experience

No Same principal in the last 3 years

Outcomes

	REGULAR ATTENDERS	ON-TRACK TO GRADUATE	ON-TIME GRADUATION
American Indian/Alaska Native	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Asian	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Black/African American	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Multiracial	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White	54%	<10 students or data unavailable	50%
Students Experiencing Poverty	42%	<10 students or data unavailable	46%
Ever English Learner	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students with Disabilities	71%	<10 students or data unavailable	<10 students or data unavailable
Migrant	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Homeless	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Military Connected	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Female	56%	<10 students or data unavailable	<10 students or data unavailable
Male	58%	<10 students or data unavailable	42%
Non-Binary	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable

244

About Our School

ADVANCED COURSEWORK

*Submission optional for this section.

CAREER & TECHNICAL EDUCATION

*Submission optional for this section.

EXTRACURRICULAR ACTIVITIES

*Submission optional for this section.

PARENT & COMMUNITY ENGAGEMENT

*Submission optional for this section.

Data are suppressed to protect confidential student information.

For more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

2024-25 ESSA Accountability Details Report

Public Version - November 20, 2025

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	Comprehen sive	Level 1	Not Rated	Level 1	Not Rated	Level 3 ↑	Not Rated	Level 2	Level 1	Level 1 ↓
Students Experiencing Poverty	Targeted	Level 1	Not Rated	Level 1	Not Rated	Level 2		Not Rated	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	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	Not Identified	Level 1	Not Rated	Level 1	Not Rated	Level 3 ↑		Not Rated	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 2024-25: **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.
- Impact of adjustments made to the English Language Arts and Math Average Gap Score Change indicators will take effect for the 2025-26 Accountability Details.

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	62
Level 3	43
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	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	23.5	<5	<5	9.8	Level 1
All Students - Adjusted Denominator	17	*	*	*	
Students Experiencing Poverty - Percent	27.3	*	*	12.5	Level 1
Students Experiencing Poverty - Adjusted Denominator	11	*	*	*	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	*	*	*	<5	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	*	6.3	8.1	Level 1
White - Adjusted Denominator	14	*	16	*	
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

ELA Average Gap Score Change	Cut
Level 5	14
Level 4	7
Level 3	0
Level 2	-20
Level 1	<-20

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 the school years listed, 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	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	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	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	45.5	38.9	34.8	39.7	Not Met
All Students - Denominator	22	18	23	63	
Students Experiencing Poverty - Percent	50.0	37.5	11.1	35.5	Not Met
Students Experiencing Poverty - Denominator	14	8	9	31	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	60.0	25.0	60.0	50.0	Not Rated
Students with Disabilities - Denominator	5	4	5	14	
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	40.0	0.0	100.0	40.0	Not Rated
Hispanic/Latino - Denominator	5	3	2	10	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	40.0	0.0	66.7	36.4	Not Rated
Underserved Race/Ethnicity - Denominator	5	3	3	11	
Asian - Percent	*	0.0	*	0.0	Not Rated
Asian - Denominator	*	1	*	1	
White - Percent	47.1	41.7	31.3	40.0	Not Met
White - Denominator	17	12	16	45	
Multi-racial - Percent	*	100.0	25.0	50.0	Not Rated
Multi-racial - Denominator	*	2	4	6	

Mathematics Academic Achievement Details

District: Eugene SD 4J

School: Twin Rivers Charter School

Mathematics Achievement Level	Cut
Level 5	80
Level 4	56
Level 3	32
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	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	5.9	<5	<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	*	*	*	<5	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	<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

Math Average Gap Score Change	Cut
Level 5	18
Level 4	9
Level 3	0
Level 2	-17
Level 1	<-17

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 the school years listed, 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	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	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	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	45.5	38.9	30.4	38.1	Not Met
All Students - Denominator	22	18	23	63	
Students Experiencing Poverty - Percent	50.0	37.5	11.1	35.5	Not Met
Students Experiencing Poverty - Denominator	14	8	9	31	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	60.0	25.0	40.0	42.9	Not Rated
Students with Disabilities - Denominator	5	4	5	14	
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	40.0	0.0	100.0	40.0	Not Rated
Hispanic/Latino - Denominator	5	3	2	10	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	40.0	0.0	66.7	36.4	Not Rated
Underserved Race/Ethnicity - Denominator	5	3	3	11	
Asian - Percent	*	0.0	*	0.0	Not Rated
Asian - Denominator	*	1	*	1	
White - Percent	47.1	41.7	25.0	37.8	Not Met
White - Denominator	17	12	16	45	
Multi-racial - Percent	*	100.0	25.0	50.0	Not Rated
Multi-racial - Denominator	*	2	4	6	

Regular Attenders Details

District: Eugene SD 4J

School: Twin Rivers Charter School

Regular Attenders Level	Cut
Level 5	93
Level 4	78
Level 3	62
Level 2	35
Level 1	<35

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.

State Long Term Goal: 93%

Student Group	Grade Range	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	9-10	83.3	65.0	61.9	69.5	Level 3
All Students - Denominator		18	20	21	59	
Students Experiencing Poverty - Percent	9-10	70.0	54.5	50.0	58.1	Level 2
Students Experiencing Poverty - Denominator		10	11	10	31	
English Learners - Percent	9-10	*	*	*	*	Not Rated
English Learners - Denominator		*	*	*	*	
Students with Disabilities - Percent	9-10	*	*	*	83.3	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	*	*	*	60.0	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	*	*	*	63.6	Not Rated
Underserved Race/Ethnicity - Denominator		*	*	*	*	
Asian - Percent	9-10	*	*	*	*	Not Rated
Asian - Denominator		*	*	*	*	
White - Percent	9-10	84.6	71.4	62.5	72.1	Level 3
White - Denominator		13	14	16	43	
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

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

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.

State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	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

9th Grade On-Track Level	Cut
Level 5	95
Level 4	90
Level 3	85
Level 2	60
Level 1	<60

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.

State Long Term Goal: 95%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	58.3	>95	*	74.1	Level 2
All Students - Denominator	12	*	*	*	
Students Experiencing Poverty - Percent	*	*	*	70.6	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	*	*	*	68.4	Not Rated
White - Denominator	*	*	*	*	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Denominator	*	*	*	*	

Four-Year Cohort Graduation Details

District: Eugene SD 4J

School: Twin Rivers Charter School

Four-Year Cohort Graduation Level	Cut
Level 5	90
Level 4	86
Level 3	81
Level 2	67
Level 1	<67

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.

State Long Term Goal: 90%

Student Group	2018-19	2019-20	2020-21	3-year Average	Level
All Students - Percent	60.0	58.3	50.0	55.0	Level 1
All Students - Denominator	10	12	18	40	
Students Experiencing Poverty - Percent	*	*	46.2	47.8	Level 1
Students Experiencing Poverty - Denominator	*	*	13	*	
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	*	63.6	50.0	55.9	Level 1
White - Denominator	*	11	14	*	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Denominator	*	*	*	*	

Five-Year Completers Details

District: Eugene SD 4J

School: Twin Rivers Charter School

Five-Year Completers Level	Cut
Level 5	97
Level 4	92
Level 3	87
Level 2	70
Level 1	<70

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.

State Long Term Goal: 97%

Student Group	2017-18	2018-19	2019-20	3-year Average	Level
All Students - Percent	78.6	66.7	58.3	68.6	Level 1
All Students - Denominator	14	9	12	35	
Students Experiencing Poverty - Percent	*	*	*	65.0	Level 1
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	67.7	Level 1
White - Denominator	12	*	11	*	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Denominator	*	*	*	*	

2025-26 Twin Rivers Charter Data Appendix

Enrollment

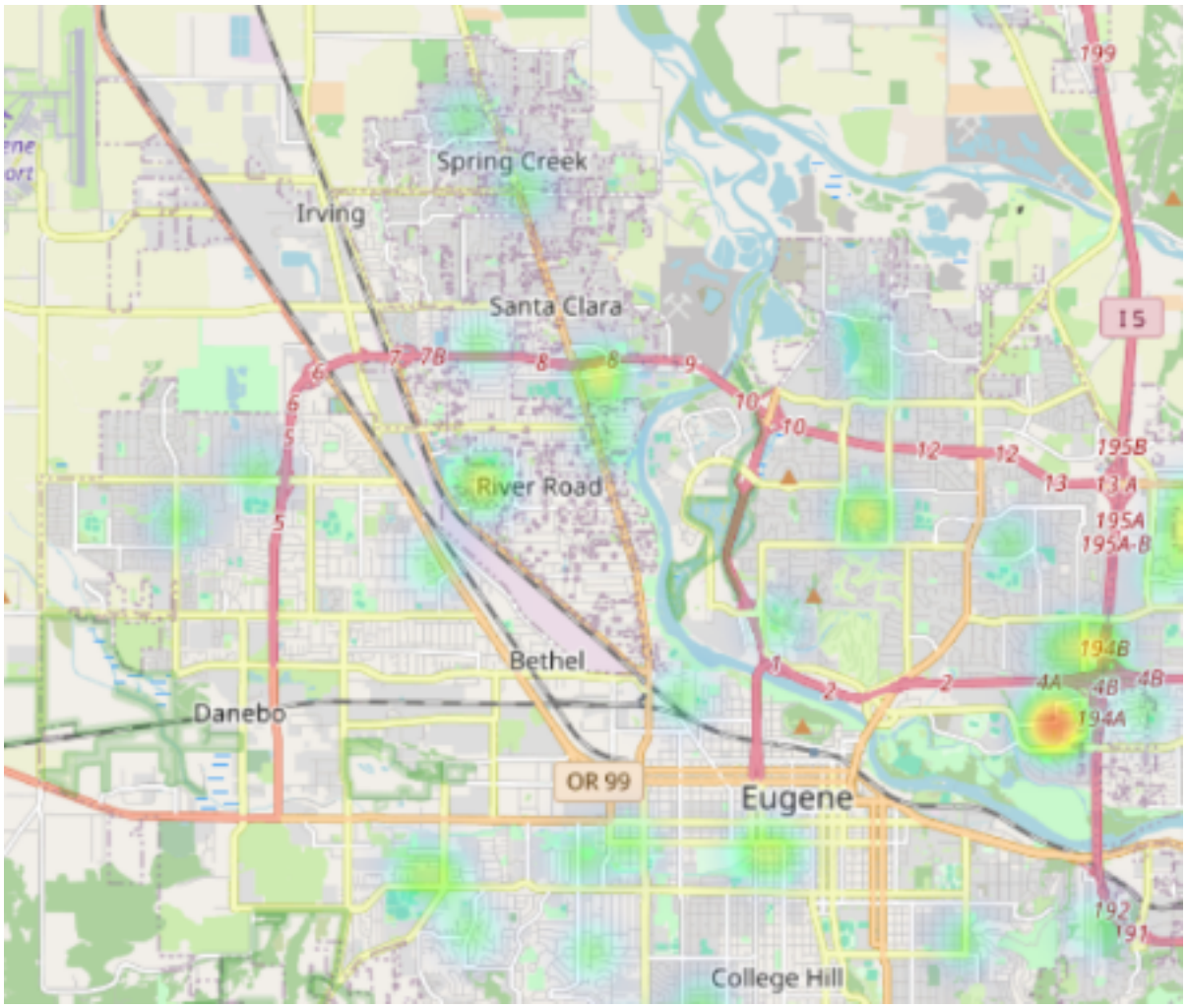
- October 1st student enrollment in Twin Rivers School remained stable in 2025-26:

SCHOOL	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016	DIFF 2025 VS 2016 (IN %)
Twin Rivers	63	58	60	51	49	37	43	35	37	41	53.7
All 4J Charters	871	872	873	848	832	848	836	847	845	851	2.4
4J	15,830	16,099	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(8.6)

- Where do Twin Rivers students live?
  - Twin Rivers students live all across the district and 20 live outside 4J:

CATCHMEN AREA OF RESIDENCE	NUMBER OF STUDENTS
Sheldon High School	12
Churchill High School	11
Springfield SD 19	10
North Eugene High School	8
South Eugene High School	5
Monroe Middle School	3
Pleasant Hill SD 1	3
Kelly Middle School	2
Bethel SD 52	2
Creswell SD 40	2
South Lane SD 45J3	2
Arts and Technology Academy	1
Kennedy Middle School	1
Out of District School	1
TOTAL	63

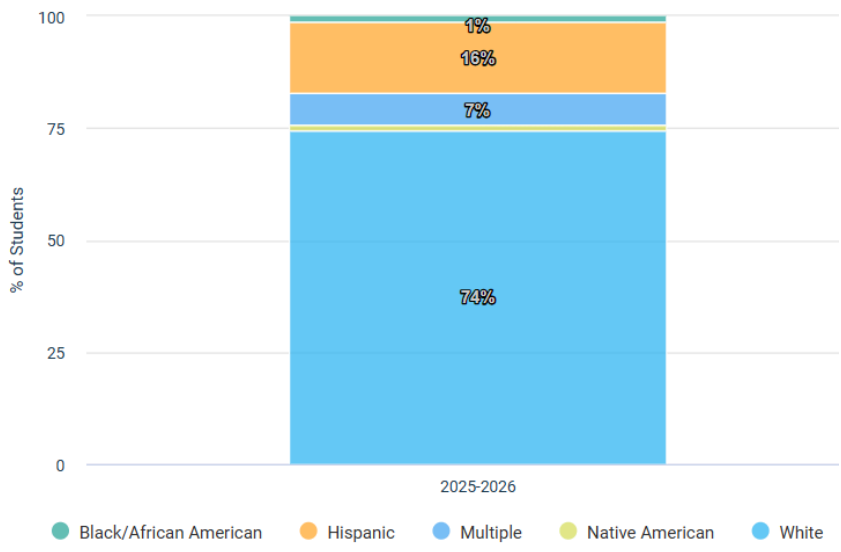
REGION OF RESIDENCE	NUMBER OF STUDENTS
OUTSIDE 4J	20
SHELDON	15
CHURCHILL	13
NORTH	10
SOUTH	5
TOTAL	63



- Enrollment by grade as of 10/1/2025:

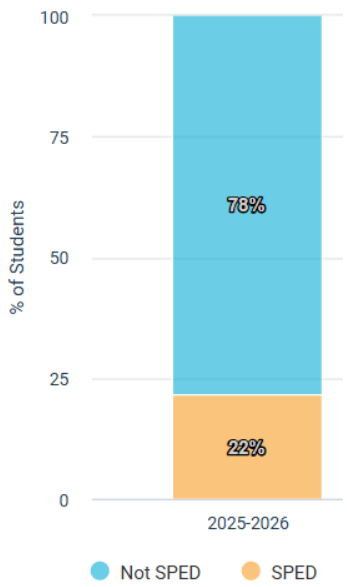
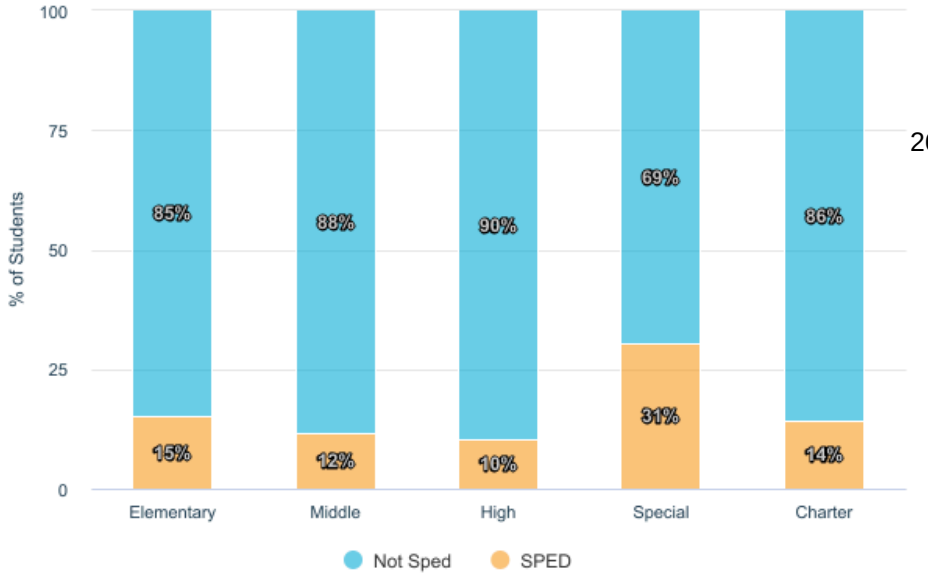
GRADE	NUMBER OF STUDENTS
8	7
9	8
10	14
11	18
12	16
TOTAL	**63**

- The Twin Rivers student body continues to be less diverse than the 4J student body in terms of race/ethnicity:

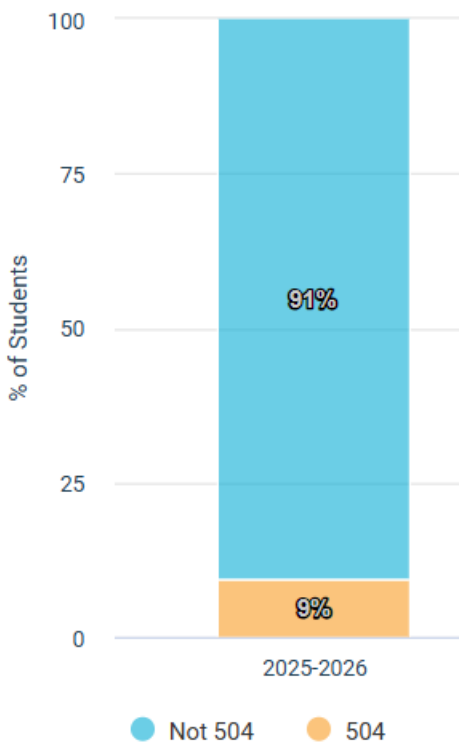
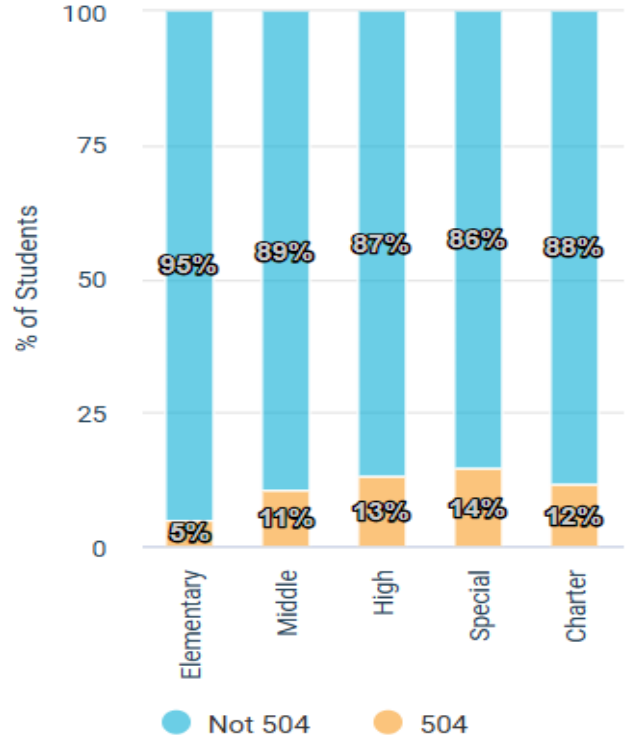
Twin Rivers	4J
	

259

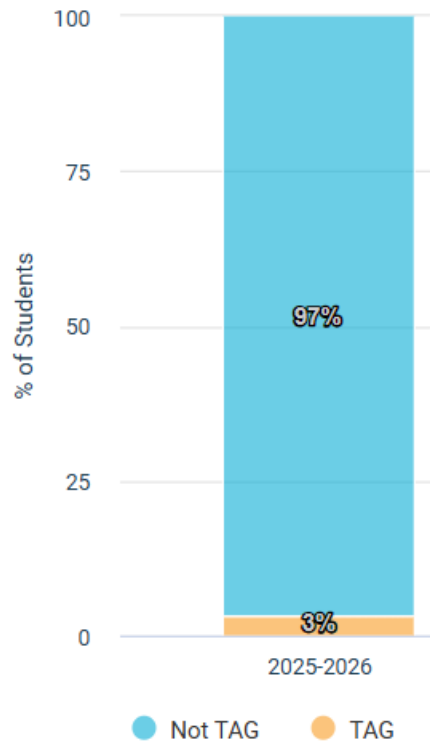
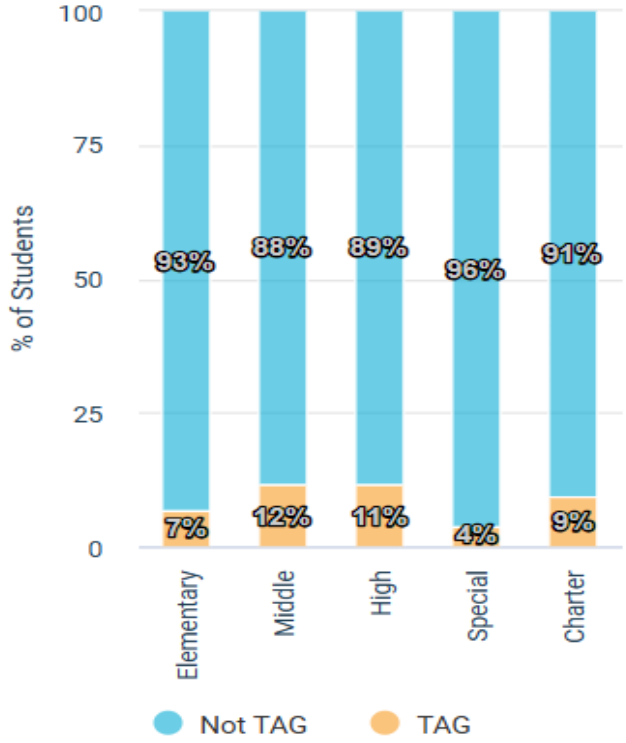
- The ODE report card indicated that in 2024-25 48% of Twin Rivers students were experiencing poverty while 30% of 4J students did
- Twin Rivers has a higher percentage of students in Special Education than 4J as a whole:

Twin Rivers	4J
	

- Twin Rivers has a smaller percentage of students with 504 plans than middle, high, or charter schools in 4J:

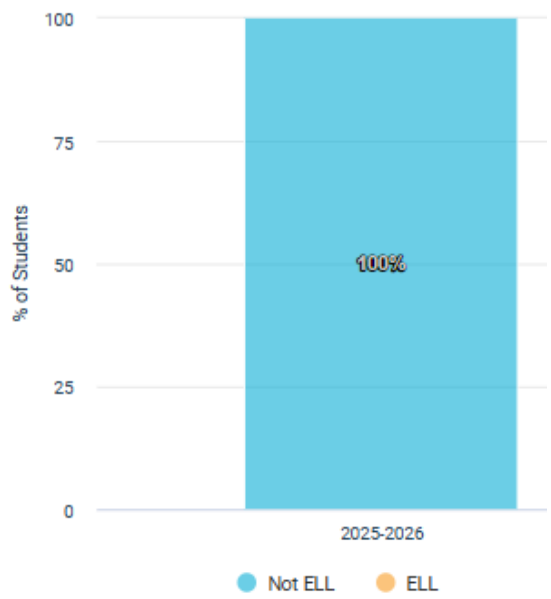
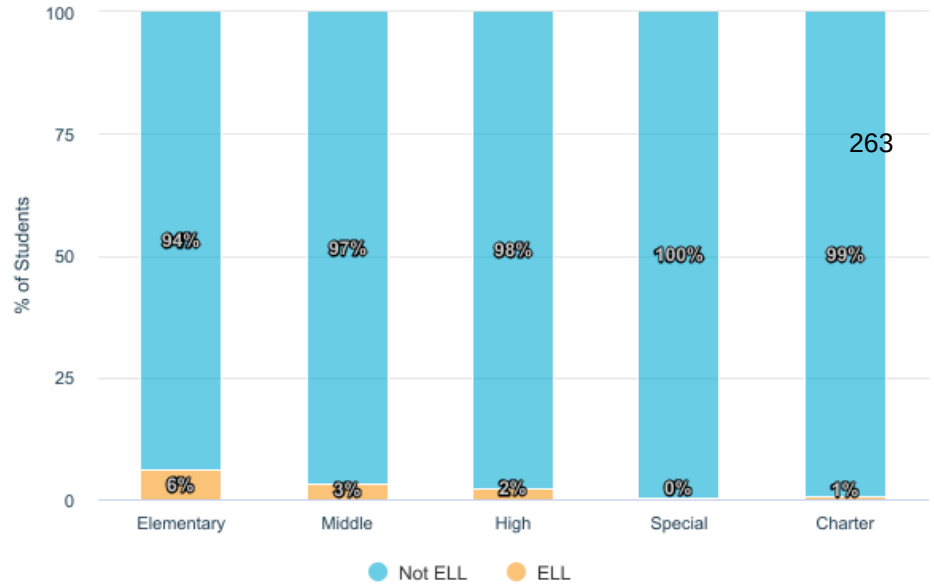
Twin Rivers	4J
	

- Twin Rivers has a significantly smaller percentage of students in the Talented and Gifted (TAG) program than middle, high, or charter schools in 4J:

Twin Rivers	4J
	

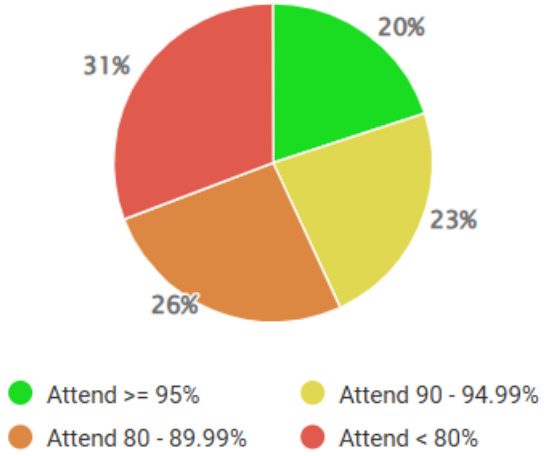
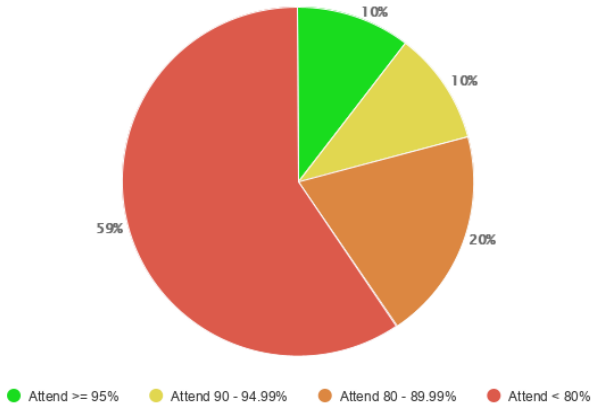
262

- The ODE report card indicated that in 2024-25 Twin Rivers students had 3 different home languages, while 4J students had 86
- Twin Rivers has no students in the English Language Development program:

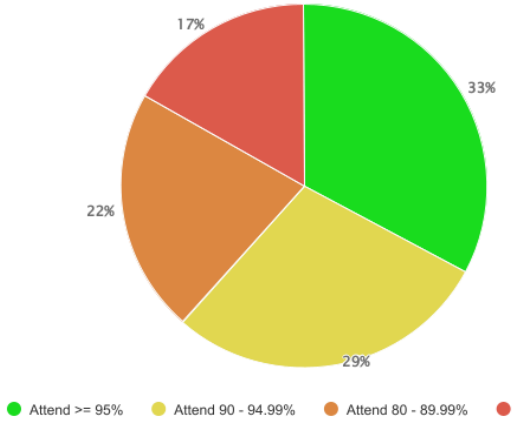
Twin Rivers	4J
	

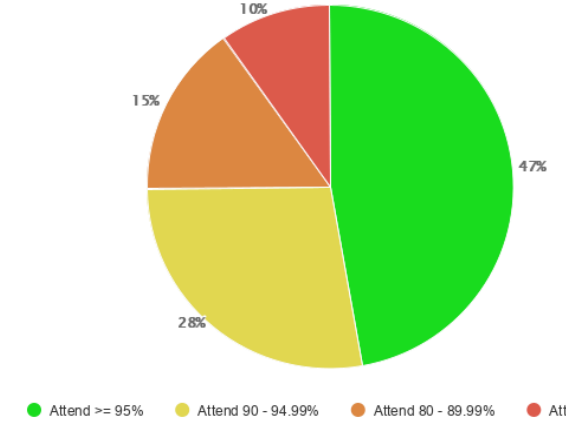
Student Attendance

- In 2024-25 Twin Rivers had a significantly smaller percentage of regular attenders (students who attended at least 90% of the time) than 4J as a whole (43% vs 62%), while outperforming the percentage before the pandemic (20%):

Twin Rivers	
2024-25	2018-19
	
4J	
2024-25	2018-19

264


17%
33%
22%
29%
Attend >= 95%
Attend 90 - 94.99%
Attend 80 - 89.99%
Attend < 80%


10%
15%
47%
28%
Attend >= 95%
Attend 90 - 94.99%
Attend 80 - 89.99%
Attend < 80%

265

Class Enrollments

- The pattern on course enrollments for Twin Rivers students in 2025-26 is similar to the one in 2024-25:

COURSE	ENROLLMENT IN Q1 AND Q2 IN 2025-26
Particular Topics in Biology	53
Natural Resources - Workplace Exp. 1A	49
Natural Resources - Workplace Exp. 1B	44
Team Sports	43
English/Literature (Jr/Sr) 1A	33
English/Literature (Fr/So) 2A	29
Integrated Science 2A	29
U.S. Government & Civics	29
Employability Skills	24
English/Literature (Jr/Sr) 2A	24
Mathematics - Ind Study	20
Business Math B	17
Business Math A	16
General Topics in Social Studies	16
Statistics and Probability B	16
U.S. Government 1B	16
Social Studies 8	15
Advanced Art A	14
Contemporary U.S. Issues	14
English/Literature (Fr/So) 1A	14
Integrated Science 1A	14
Recreational Sports	14
Creating Social Justice/SS	13
Statistics and Probability A	13
U.S. Government 1A	13
General Horticulture	11
Personal Health 1B	11
Art II	10
Culinary 1B	10
Yearbook/Photography	10
Integrated Science (8th Grade) 1B	9
Language Arts (8th Grade) 1B	9
Math (8th Grade) 1B	9
Nat. Res. - Workplace Exp. 1B (8)	9
Book Club A	8
Computer Programming	8
Life Skills	8
Algebra I 1A	7
Algebra I 1B	7
Beginning Art A	7
Personal Health	7
Culinary 1A	6
German	6
Integrated Science (8th Grade) 1A	6
Language Arts (8th Grade) 1A	6
Life Skills (8)	6
Math (8th Grade) 1A	6
Nat. Res. - Workplace Exp. 1A (8)	6
Outdoor Leadership	5
Art 8	4
Computer Programming (8)	4
Film and Movie Review	4
PE Grade 8	2
Personal and Career Readiness	2
Film and Movie Review (8)	1
Fitness (Grade 8)	1
Independent Study-Health 1A	1

OSAS Scores

- Participation rate of Twin Rivers students in the OSAS tests was between 30% and 35% depending on n the subject. ODE did not release proficiency rates due to the low participation:

4-Year Graduation Rate

- Twin Rivers Charter School had a decline in its 4-year graduation rate in 2023-24 compared to 2022-23 (50.0% vs. 58.3%)
    - The graduation data for 2024-25 will be made public on January of 2026

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SCHOOL	4-YR GRADUATION RATE								4-YR COMPLETION RATE								N						
	CLASS 2024	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2024 vs 2023	CLASS 2024	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2024 vs 2023	CLASS 2024	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018
Churchill High School	81.1	81.7	83.0	80.9	86.3	90.1	81.2	(0.7)	85.3	86.0	88.1	83.1	87.0	90.8	83.1	(0.8)	285	279	277	272	262	283	266
North Eugene High School	73.2	76.9	80.6	77.1	86.2	86.4	81.4	(3.7)	77.3	81.2	86.1	82.2	88.0	86.4	83.0	(3.9)	321	260	273	253	225	199	188
Sheldon High School	82.6	86.9	87.3	90.4	90.4	90.4	88.3	(4.3)	87.6	90.7	89.8	91.5	91.3	91.3	89.2	(3.0)	356	365	322	366	333	343	333
South Eugene High School	86.2	90.4	90.0	90.6	92.1	91.6	91.4	(4.2)	91.3	94.4	94.1	92.6	93.8	93.1	92.0	(3.2)	377	376	389	406	341	334	348
Network Charter School	48.3	33.3	52.4	53.1	43.3	46.5	21.7	15.0	72.4	44.4	61.9	59.2	56.7	67.4	63.0	28.0	29	27	42	49	30	43	46
Twin Rivers Charter Scho	50.0	58.3	60.0	71.4	50.0	60.0	44.4	(8.3)	55.6	58.3	60.0	71.4	55.0	100.0	44.4	(2.8)	18	12	10	14	20	5	9
4J	79.0	80.9	80.8	78.8	81.7	77.8	74.4	(1.9)	84.2	85.6	86.1	82.6	85.9	84.6	81.2	(1.3)	1405	1384	1392	1491	1352	1412	1386

Exclusionary Discipline

- The number of exclusionary discipline actions in Twin Rivers in 2024-25 was zero, which has been the case in all its years of existence, except one:

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2024-25	0	0	0	55
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

Exclusionary Discipline

- The number of exclusionary discipline actions in Twin Rivers in 2024-25 remained stable compared with 2023-24 and significantly lower than it was 8 or 9 years ago:

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2024-25	0	0	2	225
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

Twin Rivers Charter School Annual Report 24-25

Twin Rivers Charter School (TRCS) is in our 9th year as a charter school with the Eugene 4J School District. The 2024-25 school year had 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 64 students and we ended the school year with 57 students. We enrolled a total of 77 students during the 24-25 school year.

Another success is that all 4 of our core content teachers returned for the 24-25 school year. We also had 1 Americorps from last year return this school year. All 4 of our Americorps stayed the entirety of the 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. Three of the 4 core content teachers and the principal completed the LCC Intro to CTE course. As the year progressed, all 3 of the teachers and the principal added the CTE endorsement onto their teaching license.

Another new initiative that was a success was an internship program. We had 4 seniors who participated in the internship program. The 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 four students received an honorarium for their participation in the internship program.

Another success was 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 was restructured so that a credit recovery opportunity was available biweekly on Mondays for juniors and seniors who were behind on credits. Along with the Monday credit recovery program was a 2 week educational camping trip that also provides credit.

24-25 Challenges

One challenge that TRCS faced for the 24-25 school year was the 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.

Grade	Total number enrolled (by grade)	Total Number unenrolled	Number unenrolled for Behavior	Number unenrolled for Attendance	Number unenrolled due to moving	Unenrolled percentage (not due to moving)
8	14	4	3	1	0	29%
9	15	5	4	1	0	33%
10	22	5	3	2	0	23%
11	16	2	1	1	0	12%
12	8	2	0	0	2	0
13	2	0	0	0	0	0
Total	77	18	11	5	2	

Table 1 - Grade levels of students who enrolled then unenrolled from Twin Rivers and why they were no longer enrolled.

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 1 Responses:

Increase Parent/Family Participation

- 24-25 Family meeting
    - Of the 58 student families who were scheduled to meet during the Thanksgiving week conferences, 54 families attended their scheduled meetings (93% Participation Rate)
- A service day was planned on April 25, 2025 as a fundraiser where parents were invited to participate in service work. This measurable outcome was met
- There were 5 family meetings scheduled for the 24-25 school year. We had a good attendance for each meeting (I do not have the exact percentages). The meetings were scheduled on:
    - September 3rd (before the start of school)
    - September 25th
    - October 30th
    - February 26th
    - April 30th

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 2 Responses:

Building Graduation Pathways to Postsecondary Learning

- All seniors were given tours of LCC, Linn-Benton, U of O and OSU. All seniors completed their FAFSA and Oregon Promise.
- All seniors were given the opportunity to apply for the Oregon Promise and apply for the FAFSA.
- Three of the 8 graduates of 2025 are enrolled at LCC (37% of the graduating seniors)

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.

Goal 3 Responses:

Student Set of Core Competencies

- Students have begun building portfolios. Thus far, juniors and seniors have created their resumes, student work samples and a spreadsheet with previous project partners contacts.

School Improvement Plan 25-26

TRCS is currently building the School Improvement Plan (SIP) in collaboration with the TRCS Advisory Board.

Because we did not meet the threshold for Goal 1: Increasing Parent/Family Participation, this goal will remain a priority in the 2025–2026 SIP.

Possible goals for 2025–2026 include:

- Strengthening TRCS partnerships with local businesses
- Continued development and expansion of our Career & Technical Education (CTE) program

State Testing Data 2025

No state data available.
School Data

- Eleven of our 14 juniors opted out of testing
- Five of our nine 8th graders either opted out of testing or did not attend school to be tested

2025 Graduation Rates

100% of our graduating students earned a TRCS Diploma last year

- 6 students in 12th grade
- 2 students in their 13th grade year

Lane County School District No. 4J
Eugene, Oregon

2024-25 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 2026

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January 2025

To: **Eugene School District 4J Board of Directors**

From: **4J Charter School Review Team**

Subject: **Village School, 2024-25 Annual Review**

Introduction

In June 2025, The Village School completed its twenty-fifth 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 2025, the 4J Board approved the fourth renewal of the charter contract between the district and Village School for a period of 10 years. The new contract is still in development and once completed will be in effect through June 2035.

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 2024-25 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 Peara, 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: Ericka Thessen, 4J School Board Member; 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. 2024-25 School Improvement Plan Comprehensive Summary

School Overview and Leadership

The Village School, currently in its 26th year, serves 226 students in grades K-8 using Rudolf Steiner principles and Howard Gardner's multiple intelligences theory. With 44% of students qualifying for Free/Reduced Lunch, the school emphasizes arts integration and sustainable practices.

Co-principals Shannon Powell and Roz Romatz continue their fifth year of shared leadership, splitting administrative and sixth-grade teaching duties. This innovative arrangement has enhanced administrative efficiency through collaborative decision-making while enabling more focused subject-matter teaching. Together, they bring over forty-one years of Village School experience.

Academic Achievement

Reading Performance

Most grades met or approached EasyCBM goals in 2024-25, with second grade maintaining 57%, fourth grade reaching 77%, and seventh grade achieving 85%. OSAS participation remained strong at 87.7%, with grades 3, 5, 7, and 8 significantly outperforming state and district averages. Grade 7 was particularly impressive at 90.5% met/exceeded versus 44.2% state average. The school's investment in two reading tutors continues to yield positive results, particularly in supporting daily small reading groups for grades 1-3.

Mathematics Performance

Mathematics shows mixed results. Grades 2, 3, 4, 5, and 7 met EasyCBM goals, while grades 6 (43%) and 8 (42%) fell short. On OSAS tests, grade 3 and middle school grades 7 (72.7%) and 8 outperformed state and district averages, but lower grades 4-6 continue to struggle below benchmarks. The school maintains its implementation of the Bridges math curriculum for grades 1-5, with an emphasis on building teacher capacity in this adopted curriculum. 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 strategically shifted its DEI approach for 2025-26, focusing on executive function skills as a pathway to equity. This recognizes that executive function instruction provides essential cognitive and self-regulation supports for all students, particularly those impacted by opportunity gaps. The DEI lens now explicitly includes neurodiversity, acknowledging differences in attention, processing, and regulation. Professional development centers on executive function skill building, with regular board attention to DEI topics and parent council input on training priorities.

This represents a strategic evolution from previous year's comprehensive approach, which included specific training on gender inclusion, intersectional bias, neurodiversity, and sensory integration. The new focus recognizes the connection between trauma, executive function skills, and educational equity.

Student Support Systems

The school continues to maintain 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 30-40 volunteer hours per family
- The attendance rate of 89.5% shows targeted support is needed for students with high absenteeism.

Facility and Infrastructure Improvements

The 2024-25 school year saw significant facility upgrades aimed at enhancing both the learning environment and environmental sustainability. Recent upgrades include a 130-foot mural by local artist Kari Johnson, new climbing structure installed by third graders and parents, courtyard breezeway roof and lighting, widened main stairway, heat pump installation completing gas

boiler conversion, upgraded security fencing with AI tracking systems, and a 27KW solar power system on the cafeteria roof.

2. Update on New Goals for 2025-26 School Improvement Plan (SIP)

Goals and Future Direction

Five primary objectives guide the school's work: ensuring student and staff safety, managing student engagement with curriculum and peers, maintaining responsive communication with families and community partners, providing effective interventions for all students, and delivering arts-integrated, standards-based equitable education.

Key initiatives include implementing Restorative Practices school-wide, focusing on executive function skills for equity, continuing monthly data team and student support meetings, building teacher capacity in Bridges math curriculum, and maintaining reading intervention programs. Professional development aligns with the Oregon Framework for Teacher and Administrator Evaluation while addressing individual teacher needs.

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. 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%	62%	43%	18%	<18%
ELA Average Gap Score Change	3-8	14	7	0	-20	<-20
Math Achievement	3-8,11	80%	56%	32%	8%	<8%
Math Average Gap Score Change	3-8	18	9	0	-17	<-17
Regular Attenders	K-5	93%	82%	71%	57%	<57%
Regular Attenders	6-8	93%	80%	67%	55%	<55%

The ESSA calculation for the Academic Achievement indicator treats assessment non-participants in excess of 5 percent as not meeting the achievement standard.

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 2025

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**.

After three consecutive years of declining academic performance, Village School has demonstrated encouraging improvement across multiple indicators in 2024-25. Overall academic achievement increased in both ELA (55.4% to 58%) and mathematics (35.1% to 40%), with science showing particularly strong growth (34% to 44%). While challenges remain, particularly in attendance and assessment participation, the reversal of negative trends represents meaningful progress.

English Language Arts Academic Achievement:

Village School overall ELA proficiency improved to 58% (Level 3), marking the first increase after three years of decline and remaining well above the state average of 43%. However, the three-year average of 56.0% reflects continued decline in the rolling average. Notable improvements include Hispanic/Latino students maintaining 50% proficiency and earning a Level 3 rating (up from Level 2), and students with disabilities achieving 20% proficiency with a Level 2 rating (up from Level 1). Multi-racial students showed slight improvement to 43.8%, while White students declined marginally to 55.9%. Students experiencing poverty decreased to 38.6% proficiency but maintained their Level 2 rating. The underserved race/ethnicity group now holds a Level 3 rating, up from Level 2.

Mathematics Academic Achievement:

Mathematics performance improved to 37.9% (Level 3), representing a positive reversal after two years of decline and remaining above the state average of 33%. This is particularly encouraging given the previous trajectory. Hispanic/Latino students showed strong improvement to 37.5% proficiency, earning a Level 3 rating (up from Level 2). Multi-racial students nearly doubled their proficiency to 31.3%. However, students with disabilities declined sharply to 6.7% from 18.2%, and students experiencing poverty decreased slightly to 20.5%. White students improved

marginally to 39.2%. The underserved race/ethnicity group achieved Level 3 rating (up from Level 2), demonstrating improved performance.

Regular Attenders:

Village school overall regular attendance rate decreased slightly to 59% (Level 2), continuing below the state average of 67%. Several student groups showed improvement: students experiencing poverty increased significantly to 58% (though still Level 1), and students with disabilities declined to 43% attendance. Hispanic/Latino students decreased slightly to 50% and remain at Level 1, representing a decline from Level 2. The underserved race/ethnicity group declined to Level 1 from Level 2, with only 46.4% attending regularly. White students maintained 63% attendance (Level 2), and multi-racial students showed 59% attendance (Level 2). The persistent low attendance rates across vulnerable populations continue to limit academic potential.

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 improved dramatically to 44% from 34%, representing a 10 percentage point increase and remaining well above the state average of 29%. This reverses last year's 37% decline and suggests successful interventions or curriculum improvements. This strong performance in science, combined with improvements in ELA and mathematics, indicates positive overall academic momentum.

Students with Disabilities Performance Analysis:

Village School students with disabilities (now 10% of total enrollment, up from 8%) present a complex picture this year. In English Language Arts, proficiency decreased to 20% from 27.3%, though the group advanced from Level 1 to Level 2 rating based on the three-year average (15.4% → 27.3% → 20.0%). This represents sustained progress despite the recent dip. The ELA change indicator shows positive movement with students closing the gap by 27 points, though the group remains not rated due to size.

Mathematics results are more concerning. Achievement dropped significantly to 6.7% from 18.2%, (returning to a rate similar to two years ago) though the Level 2 rating was maintained based on three-year performance. However, the mathematics change indicator shows a positive 32-point improvement in gap scores, suggesting growth trajectories are improving even as achievement percentages fluctuate.

Attendance remains the most critical challenge, with only 43% of students with disabilities attending regularly (Level 1), down from 50% last year. This represents the lowest attendance rate of any measured student group and undoubtedly impacts academic outcomes. Assessment participation also declined significantly to 60-67% from 90.9%, well below the 94.5% target, which raises concerns about data validity and student engagement.

The achievement gaps between students with disabilities and the general population remain substantial but show mixed trends: ELA gap widened slightly (20% vs. 58%, compared to 27.3% vs. 55.4% last year), while the mathematics gap widened significantly (6.7% vs. 37.9%, compared to 18.2% vs. 35.1% last year). The declining math achievement and participation rates suggest our special education support systems may need strengthening despite earlier progress.

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 2024-25 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 2024-25 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 Village yet is increasingly closer to the district percentage. (69% white versus 66% for the district). 90% of Village School teachers identify as white.

• ***Students with Disabilities*** – At 10% the special education population is lower than that of the district which is at 15%.

• ***Vaccinations***– Only 54% of Village School students had required childhood vaccines.

• ***Students Experiencing Poverty*** - 29% 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 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. This year visits were conducted 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. During the visit information

summarizing the 2024-25 school year is shared, as well as information on the new school year to date.

On November 19, 2025, the 4J Charter School Review Team conducted an official site visit to Village School. Members of the Village team included Andy Peara (Executive Director), and Alison Cantril (Title I Co-coordinator). 4J Charter School Review Team members present at the meeting included Oscar Loureiro (Director of Research), Tom Di Liberto (School Board member), Matt Brown (Director of Finance), 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 goals tied to achievement focused on grades 3-8, with particular attention to literacy development and behavioral support. The other goals are tied to DEI, Climate and Culture (PBIS and Behavior) and Parent/Community Engagement. This past year the DEI goal shifted focus to executive functioning skills, supporting neurodiverse students and those experiencing poverty.

Curriculum & Instruction; Academic Initiatives and Educator Effectiveness Training

The school's current academic strategy focuses on the integration of executive functioning skills directly into the core curriculum. Moving beyond foundational staff training, the initiative aims to "layer" these supports into daily lessons, using incentives to help students develop essential self-regulation and organizational habits. This work is closely tied to a revised approach to Equity, Inclusion, and Belonging (EIB). While previous EIB efforts centered largely on bias, the current focus has evolved to champion neurodiversity, ensuring that instruction and behavioral expectations are accessible to all learners.

Financial Status

The school's financial status remains stable, largely due to a historically conservative approach to planning. However, this fiscal caution is currently being tested as the school enters negotiations with employee groups. The primary challenge this year will be balancing that desire for conservatism with the need to stay competitive; currently, the top pay of $71,000 trails significantly behind that of the school district. Moving forward, the school must navigate how to maintain its financial health while addressing this growing gap in staff compensation.

Current Enrollment & Demographics

The school maintains consistent enrollment around 226 students. Going into the 2025-26 school year the school had a few grade levels that were below capacity. Demographics in 2025-26 show

approximately 71% white students and several students who identify as multi-racial.The school is no longer looking at gender balancing during the lottery and enrollment. Going into this year Village School had their biggest Kinder waitlist and they experienced significant movement from the list through the first 3 weeks of school. They are currently serving about 180 students with meals daily.

Annual State Assessments

The spring 2025 assessment period showed a slight drop in participation in comparison to the previous year. The school noted that they have a few anomalies this past year with testing. One being that their 2 week spring break causes less time between break and the endo of the year, shortening the testing windows. This is causing significant testing fatigue and also distractions with the end of year events and activities.

Village school sets its standards and goals around the EasyCBM tests as it is more reliable and has a higher participation rate. The school's philosophy is to not use computers until 5th or 6th grade which then contributes to lagging scores as lower grade students are not as skilled with the technology required to take the assessments.

Supports for Special Populations

The school's student support framework is driven by a collaborative, data-informed approach centered on the Campus Climate Team and Grade Level Support (GLS) teams. Moving beyond a traditional "token economy," the Campus Climate Team has evolved to prioritize relationship-building and responsive support for teachers, implementing PBIS (Positive Behavioral Interventions and Supports) initiatives like the Check-In/Check-Out (CICO) program. To ensure these strategies remain effective, the team utilizes Synergy to track major and minor incident reports, using this data to make strategic shifts in school-wide interventions.

Further individualized support is facilitated through monthly GLS meetings, where a multidisciplinary team—including administrators, the counselor, classroom teachers and the Special Education teacher, Laura Griffin—brainstorms specific classroom and student-level solutions. Currently, the school is focused on expanding its toolkit for Tier 2 students to provide more robust, targeted interventions for those needing support beyond universal school-wide systems.

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, Author's night and May Day celebration. Last year there was a focus on events tied to the 25th anniversary of the school.

Governance & Organization

The school maintains a dual leadership model combining an executive director with co-principal leadership. It is possible that moving into the 2026-27 school year there will be a shift in the leadership model as one of the co-principals may leave. 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 6 out 7 members returning in the 2025-26 school year. 5 of the members have been with the Village School board for over 4 years. The board is strong and is tuned in to the governance model. The president and secretary of the board are involved in the administrative evaluations and as such have an accountability to staff. The Village school uses a monthly staff committee structure to bring new policies to the board.

Contractual and Legal Requirements

The school has focused on facilities improvements and security enhancements. They plan to have added an ADA ramp to access the playground, replaced a stairwell from the street access creating a single entry to campus. Work on the upper level heat pump was completed in the middle of last year.

Successes:

- All staff Implementation of Executive Functioning (May) and Sensory Integration (August) trainings
- Lots of capital projects completed during 2024-25 (Solar, HVAC, major electrical, re-flooring 10 rooms, fencing, field upgrade, pyramid climbing structure, etc)
- Successful programming including planning for mural, history display and celebration; fundraising for 25th Anniversary celebrations
- Campus climate team work on unifying common behavior expectations.

Challenges:

- Continued work on supporting classes with many neurodiverse students -> response: work on executive functioning skills & sensory integration
- Motivating some classes to give best efforts with OSAS testing
- Some capital projects dragged on and were very expensive (breezeway roof replacement & security gates)

5. Financial Review

AUDITED FINANCIAL STATEMENTS

The District has received the 2024-25 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, 2025. The District also receives and reviews the financial state of the Village School on a quarterly basis throughout the year. The District's financial review of the Village School's (Charter) audited financial statements for the year ended June 30, 2025, 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 2024-25 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 modestly from $1,266,078 in 2023-24 to $1,280,966 in 2023-24. The increase in net position of $14,888 for the 2024-25 fiscal year is the result of revenues of $3,097,752 and expenses of $3,082,864. (The net change in position before reflection of GASB 68, 75, and 87 deferred retirement and lease related adjustments was ($223,567).

The Statement of Revenues, Expenditures and Changes in Fund Balance reflects expenses increasing to $3,281,825. Revenue decreased 4.74% to $3,097,752 in 2024-25.

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 $1,995,076, Local option levy ($298,559) 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 06/30/2025 was $29,684 with a lease interest rate of 4.25%

The School entered into a 24 month lease as a Lessor with Kutsinhira Cultural Arts Center (tenant). A lease receivable was recorded in the amount of $25,840. As of 06/30/2025, the value of the lease receivable is $13,194. 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 6/30/2025 was $25,840 and the School recognized lease revenue of $12,646 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, 2024, The Village School enrolled 225 students in grades K-8, the same number of students that were enrolled as of October 1, 2023.

The Oregon Department of Education reported The Village School's resident average daily membership (ADMr) for 2024-25 to be 221.61, down 1.10 ADM from the prior year. The Village School expects ADMr to continue to be stable moving forward.

Total ADMr compared to previous years' student counts as follows:

2024-25	221.61
2023-24	222.71
2022-23	222.4
2021-22	223.9
2020-21	224.7
2019-20	218.7
2018-19	220.9
2017-18	223.7
2016-17	211.9
2015-16	215.3
2014-15	206.0

6. Other Contractual Agreements

Village School complied with all provisions of its charter contract by the end of the 2024-25 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

- After three consecutive years of decline, Village School demonstrated encouraging improvement in 2024-25: ELA proficiency increased to 58% (from 55.4%), mathematics to 40% (from 35.1%), and science showed particularly strong growth to 44% (from 34%)
- Grade 7 performance is exceptional, with 90.5% meeting/exceeding ELA standards versus 44.2% state average, and 72.7% in mathematics
- Lower elementary mathematics (grades 4-6) continues to struggle below benchmarks, with grades 6 and 8 showing particular weakness (43% and 42% respectively)
- Students with disabilities showed mixed results: ELA proficiency declined to 20% from 27.3%, and mathematics dropped significantly to 6.7% from 18.2%

Attendance and Participation

- Overall attendance rate of 89.5% (59% regular attenders) remains below the state average of 67%, earning a Level 2 rating
- Students with disabilities have the lowest attendance rate at 43% (Level 1), down from 50% the previous year
- Assessment participation improved to 92.5% for ELA and 91.9% for mathematics but still falls short of the 94.5% target
- Students with disabilities showed concerning decline in assessment participation (60-67%, down from 90.9%)

Operational Strengths

- Stable enrollment around 226 students with strong kindergarten waitlist
- Significant facility improvements including solar installation, security enhancements, and accessibility upgrades
- Strong governance with stable board (6 of 7 members returning, 5 with 4+ years experience)

Recommendations

1. Strengthen support for students with disabilities: Conduct a comprehensive review of special education services to address the significant declines in mathematics achievement (6.7%) and attendance (43%).
2. Implement targeted attendance intervention program: Focus on students with disabilities (43% regular attendance), Hispanic/Latino students, and underserved race/ethnicity groups. Analyze root causes through family engagement and develop personalized re-engagement plans to address the overall 59% regular attendance rate.
3. Address lower elementary mathematics performance: Strengthen mathematics instruction in grades 4-6 through targeted professional development in the Bridges curriculum.

Commendations

1. Reversing the trajectory and achieving exceptional middle school results: After three consecutive years of OSAS decline, Village School achieved growth across all core subjects, with particularly outstanding Grade 7 performance (90.5% ELA proficiency vs. 44.2% state average). The dramatic 10 percentage point increase in science proficiency to 44% (well above the 29% state average) demonstrates effective instructional strategies and curriculum implementation.
2. Advancing equity for underserved students: Hispanic/Latino students and the underserved race/ethnicity group both advanced to Level 3 ratings in ELA and mathematics, demonstrating that the school's equity-focused initiatives are yielding tangible results. The strategic evolution to focus on executive function skills as a pathway to equity shows responsive, research-informed decision-making.
3. Sustainable leadership and strong governance: The successful fifth year of the co-principal model, bringing 41+ years of combined Village School experience, combined with exceptional board stability (6 of 7 members returning, 5 with 4+ years) demonstrates effective collaborative leadership and oversight that supports the school's long-term success.
4. Commitment to facility excellence and sustainability: Significant investments including completing the heat pump conversion, installing a 27KW solar system, and enhancing accessibility (ADA ramp, widened stairway) demonstrate dedication to environmental stewardship, student safety, and inclusive design that aligns curriculum with practice.

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*

OREGON DEPARTMENT OF EDUCATION

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OREGON AT-A-GLANCE SCHOOL PROFILE

Village School

PRINCIPAL: Shannon Powell | GRADES: K-8 | 3411 Willamette St, Eugene 97405 | 541-345-7285

2024-25

Students We Serve

219
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	1%
Teachers	0%
Asian	
Students	0%
Teachers	0%
Black/African American	
Students	<1%
Teachers	0%
Hispanic/Latino	
Students	18%
Teachers	10%
Multiracial	
Students	11%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	<1%
Teachers	0%
White	
Students	69%
Teachers	90%

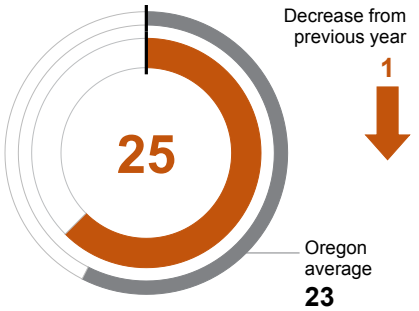
*		6
Ever English Learners		Languages Spoken
10%	54%	29%
Students with Disabilities	Required Childhood Vaccinations	Students Experiencing Poverty

*<10 students or data unavailable

School Environment

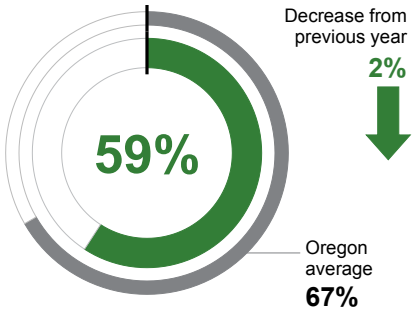
CLASS SIZE

Median class size.



REGULAR ATTENDERS

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

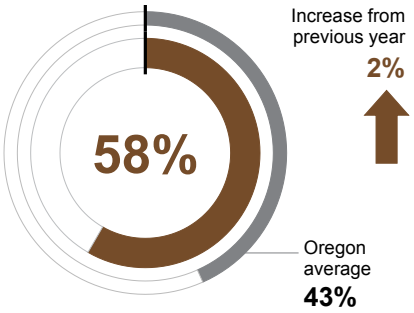


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Academic Success

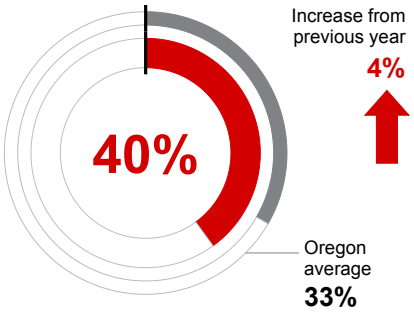
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



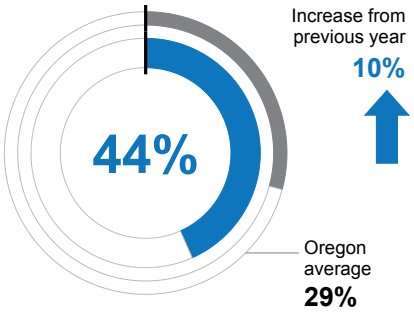
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

*Submission optional for this section.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

*Submission optional for this section.

School Website: www.eugenevillageschool.org

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OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Village School

2024-25

Our Staff (rounded FTE)

12 Teachers

6 Educational assistants

1 Counselors/ Psychologists/ Social Workers

94% Average teacher retention rate over the past three years

100% % of licensed teachers with more than 3 years of experience

Yes Same principal in the last 3 years

Outcomes

	REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Asian	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Black/African American	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino	49%	55%	38%
Multiracial	59%	50%	36%
Native Hawaiian/Pacific Islander	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White	63%	61%	43%
Students Experiencing Poverty	58%	40%	21%
Ever English Learner	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students with Disabilities	50%	<10 students or data unavailable	10%
Migrant	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Homeless	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Military Connected	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	73%	90%	75%
Female	59%	62%	43%
Male	59%	54%	37%
Non-Binary	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable

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About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

*Submission optional for this section.

EXTRACURRICULAR ACTIVITIES

*Submission optional for this section.

PARENT ENGAGEMENT

*Submission optional for this section.

COMMUNITY ENGAGEMENT

*Submission optional for this section.

Data are suppressed to protect confidential student information.

For more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

2024-25 ESSA Accountability Details Report

Public Version - November 20, 2025

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 2 ↓	Level 3 ↑	Level 2	Level 2	Not Rated
Students Experiencing Poverty	Not Identified	Level 2	Level 4 ↑	Level 2	Level 3 ↓	Level 1	
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 1	
Underserved Race/Ethnicity	Not Identified	Level 3 ↑	Level 1	Level 3 ↑	Level 2	Level 1 ↓	
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 ↑	Level 1	Level 3 ↑	Level 1	Level 1 ↓	
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
White	Not Identified	Level 3	Level 2 ↓	Level 3	Level 1 ↓	Level 2	
Multi-racial	Not Identified	Level 2	Level 5	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 2024-25: **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.
- Impact of adjustments made to the English Language Arts and Math Average Gap Score Change indicators will take effect for the 2025-26 Accountability Details.

English Language Arts Academic Achievement Details

District: Eugene SD 4J

School: Village School

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
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	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	58.4	55.4	53.8	56.0	Level 3
All Students - Adjusted Denominator	149	148	145	441	
Students Experiencing Poverty - Percent	35.0	46.3	38.6	40.3	Level 2
Students Experiencing Poverty - Adjusted Denominator	40	41	44	124	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	15.4	27.3	20.0	21.6	Level 2
Students with Disabilities - Adjusted Denominator	13	11	15	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	54.5	50.0	50.0	51.6	Level 3
Hispanic/Latino - Adjusted Denominator	22	18	24	64	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	52.0	50.0	48.3	50.7	Level 3
Underserved Race/Ethnicity - Adjusted Denominator	25	22	29	75	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	64.0	57.7	55.9	59.6	Level 3
White - Adjusted Denominator	111	111	102	322	
Multi-racial - Percent	21.4	41.2	43.8	37.8	Level 2
Multi-racial - Adjusted Denominator	14	17	16	45	

English Language Arts Average Gap Score Change Details

District: Eugene SD 4J

School: Village School

ELA Average Gap Score Change	Cut
Level 5	14
Level 4	7
Level 3	0
Level 2	-20
Level 1	<-20

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 the school years listed, 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	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	35	19	-16	Level 2
All Students - Denominator	270	279		
Students Experiencing Poverty	-20	-12	8	Level 4
Students Experiencing Poverty - Denominator	63	84		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-72	-45	27	Not Rated
Students with Disabilities - Denominator	14	19		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	37	9	-28	Level 1
Hispanic/Latino - Denominator	31	40		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	31	-4	-35	Level 1
Underserved Race/Ethnicity - Denominator	35	49		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	42	26	-16	Level 2
White - Denominator	213	203		
Multi-racial	-20	6	26	Level 5
Multi-racial - Denominator	22	27		

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	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	88.6	92.5	87.7	89.6	Not Met
All Students - Denominator	158	160	155	473	
Students Experiencing Poverty - Percent	83.7	95.6	93.8	91.2	Not Met
Students Experiencing Poverty - Denominator	43	45	48	136	
English Learners - Percent	50.0	100.0	*	66.7	Not Rated
English Learners - Denominator	2	1	*	3	
Students with Disabilities - Percent	61.5	90.9	60.0	69.2	Not Met
Students with Disabilities - Denominator	13	11	15	39	
American Indian/Alaska Native - Percent	50.0	100.0	100.0	85.7	Not Rated
American Indian/Alaska Native - Denominator	2	2	3	7	
Black/African American - Percent	100.0	100.0	100.0	100.0	Not Rated
Black/African American - Denominator	1	1	1	3	
Hispanic/Latino - Percent	87.0	95.0	88.0	89.7	Not Met
Hispanic/Latino - Denominator	23	20	25	68	
Native Hawaiian/Pacific Islander - Percent	*	100.0	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	1	1	2	
Underserved Race/Ethnicity - Percent	84.6	95.8	90.0	90.0	Not Met
Underserved Race/Ethnicity - Denominator	26	24	30	80	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	91.5	94.1	87.0	91.0	Not Met
White - Denominator	118	119	108	345	
Multi-racial - Percent	71.4	76.5	88.2	79.2	Not Met
Multi-racial - Denominator	14	17	17	48	

Mathematics Academic Achievement Details

District: Eugene SD 4J

School: Village School

Mathematics Achievement Level	Cut
Level 5	80
Level 4	56
Level 3	32
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	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	40.3	35.1	37.9	37.9	Level 3
All Students - Adjusted Denominator	149	148	145	441	
Students Experiencing Poverty - Percent	22.5	24.4	20.5	22.6	Level 2
Students Experiencing Poverty - Adjusted Denominator	40	41	44	124	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	7.7	18.2	6.7	10.8	Level 2
Students with Disabilities - Adjusted Denominator	13	11	15	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	31.8	27.8	37.5	32.8	Level 3
Hispanic/Latino - Adjusted Denominator	22	18	24	64	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	28.0	31.8	34.5	32.0	Level 3
Underserved Race/Ethnicity - Adjusted Denominator	25	22	29	75	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	46.8	38.2	39.2	41.6	Level 3
White - Adjusted Denominator	111	110	102	322	
Multi-racial - Percent	7.1	17.6	31.3	20.0	Level 2
Multi-racial - Adjusted Denominator	14	17	16	45	

Mathematics Average Gap Score Change Details

District: Eugene SD 4J

School: Village School

Math Average Gap Score Change	Cut
Level 5	18
Level 4	9
Level 3	0
Level 2	-17
Level 1	<-17

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 the school years listed, 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	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	-9	-26	-17	Level 2
All Students - Denominator	262	278		
Students Experiencing Poverty	-53	-50	3	Level 3
Students Experiencing Poverty - Denominator	61	83		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-117	-85	32	Not Rated
Students with Disabilities - Denominator	16	20		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	-22	-40	-18	Level 1
Hispanic/Latino - Denominator	33	41		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	-30	-43	-13	Level 2
Underserved Race/Ethnicity - Denominator	36	50		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	-1	-20	-19	Level 1
White - Denominator	209	201		
Multi-racial	-67	-41	26	Not Rated
Multi-racial - Denominator	17	27		

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	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	88.0	91.9	89.0	89.6	Not Met
All Students - Denominator	158	160	155	473	
Students Experiencing Poverty - Percent	81.4	95.6	93.8	90.4	Not Met
Students Experiencing Poverty - Denominator	43	45	48	136	
English Learners - Percent	50.0	100.0	*	66.7	Not Rated
English Learners - Denominator	2	1	*	3	
Students with Disabilities - Percent	61.5	90.9	66.7	71.8	Not Met
Students with Disabilities - Denominator	13	11	15	39	
American Indian/Alaska Native - Percent	50.0	100.0	100.0	85.7	Not Rated
American Indian/Alaska Native - Denominator	2	2	3	7	
Black/African American - Percent	100.0	100.0	100.0	100.0	Not Rated
Black/African American - Denominator	1	1	1	3	
Hispanic/Latino - Percent	87.0	95.0	96.0	92.6	Not Met
Hispanic/Latino - Denominator	23	20	25	68	
Native Hawaiian/Pacific Islander - Percent	*	100.0	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	1	1	2	
Underserved Race/Ethnicity - Percent	84.6	95.8	96.7	92.5	Not Met
Underserved Race/Ethnicity - Denominator	26	24	30	80	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	90.7	93.3	87.0	90.4	Not Met
White - Denominator	118	119	108	345	
Multi-racial - Percent	71.4	76.5	88.2	79.2	Not Met
Multi-racial - Denominator	14	17	17	48	

Regular Attenders Details

District: Eugene SD 4J

School: Village School

Regular Attenders Level	Cut
Level 5	93
Level 4	82
Level 3	71
Level 2	57
Level 1	<57

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.

State Long Term Goal: 93%

Student Group	Grade Range	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	K-5	54.4	62.6	60.3	59.1	Level 2
All Students - Denominator		136	139	136	411	
Students Experiencing Poverty - Percent	K-5	42.5	54.5	63.9	53.3	Level 1
Students Experiencing Poverty - Denominator		40	44	36	120	
English Learners - Percent	K-5	*	*	*	*	Not Rated
English Learners - Denominator		*	*	*	*	
Students with Disabilities - Percent	K-5	*	50.0	42.9	42.4	Level 1
Students with Disabilities - Denominator		*	12	14	*	
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	47.6	52.4	50.0	50.0	Level 1
Hispanic/Latino - Denominator		21	21	24	66	
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*	
Underserved Race/Ethnicity - Percent	K-5	52.0	56.0	46.4	51.3	Level 1
Underserved Race/Ethnicity - Denominator		25	25	28	78	
Asian - Percent	K-5	*	*	*	*	Not Rated
Asian - Denominator		*	*	*	*	
White - Percent	K-5	55.0	63.0	63.8	60.5	Level 2
White - Denominator		100	100	94	294	
Multi-racial - Percent	K-5	54.5	71.4	64.3	64.1	Level 2
Multi-racial - Denominator		11	14	14	39	

On Track to English Language Proficiency (ELP) Details

District: Eugene SD 4J

School: Village School

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

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.

State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
Current English Learners - Percent	*	*	*	*	Not Rated
Current English Learners - Denominator	*	*	*	*	

2025-26 Village Data Appendix

Enrollment

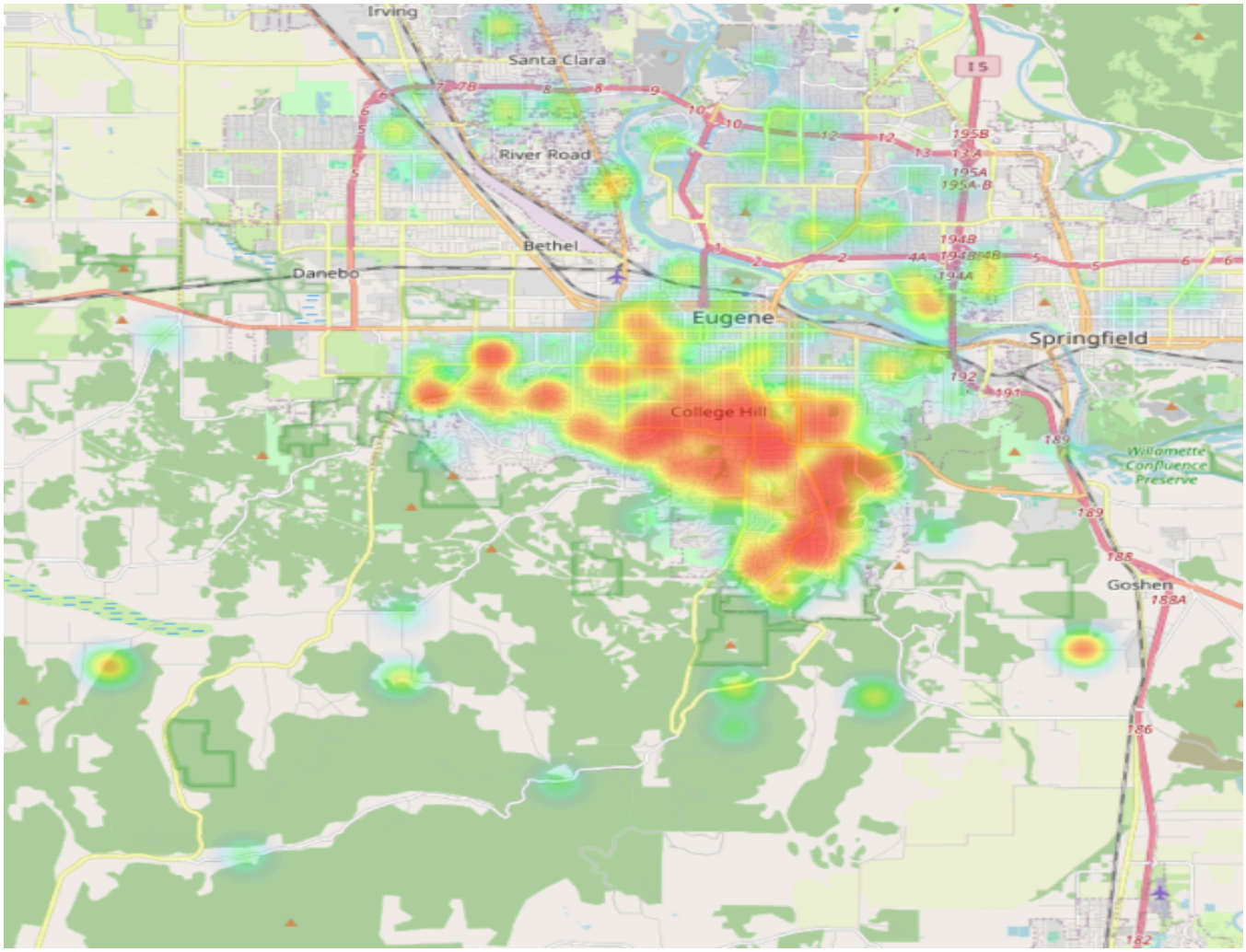
- October 1st student enrollment in Village School remained stable in 2025-26:

SCHOOL	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2025 VS 2015 (IN %)
Village School	220	225	224	224	224	226	220	220	225	213	215	2.3
All 4J Charters	871	872	873	848	832	848	836	847	845	851	806	8.1
4J	15,830	16,099	16,440	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(8.6)

- Where do Village students live?
    - Village students live all across the district and 22 live outside 4J:

CATCHMEN AREA OF RESIDENCE	NUMBER OF STUDENTS
Adams Elementary School	26
Spencer Butte Middle School	18
Edgewood Community School	17
Camas Ridge Community Elem	15
Arts and Technology Academy	14
Roosevelt Middle School	14
Kelly Middle School	12
River Rd El Camino del Rio Elm	12
Twin Oaks Elementary School	11
Holt Elementary School	10
Chavez Elementary School	9
Springfield SD 19	8
Edison Elementary School	7
Howard Elementary School	5
McCornack Elementary School	5
Willagillespie Elementary School	5
Kennedy Middle School	4
Gilham Elementary School	3
Madison Middle School	3
Monroe Middle School	3
Spring Creek Elementary School	3
Bethel SD 52	3
Junction City SD 69	3
Creswell SD 40	2
Crow-Applegate-Lorane SD 66	2
Awbrey Park Elementary School	1
Cal Young Middle School	1
Central Linn SD 552	1
Marcola SD 79J	1
Pleasant Hill SD 1	1
South Lane SD 45J3	1
TOTAL	220

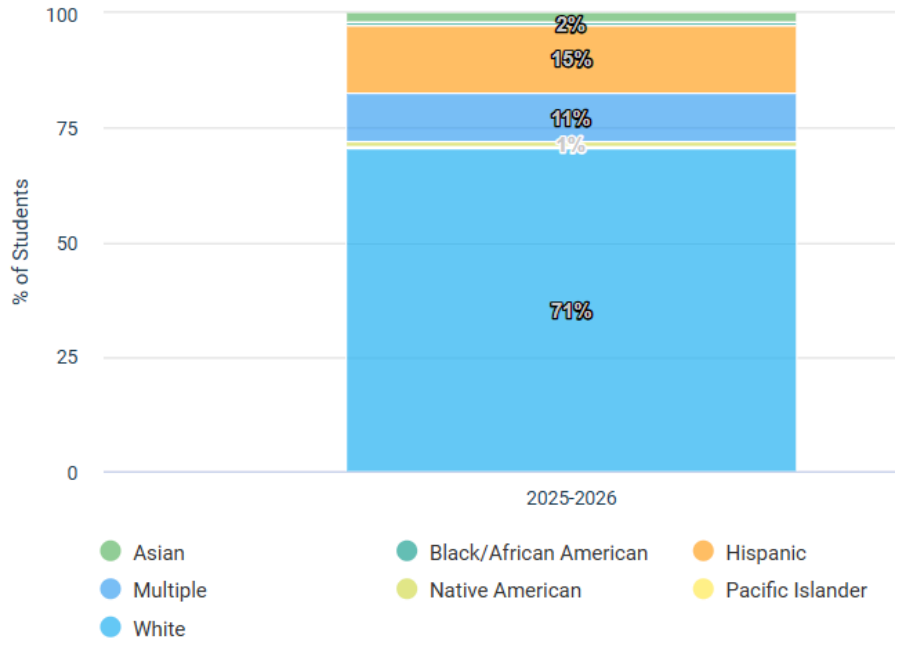
REGION OF RESIDENCE	NUMBER OF STUDENTS
SOUTH	97
CHURCHILL	43
NORTH	36
SHELDON	22
OUTSIDE 4J	22
TOTAL	220



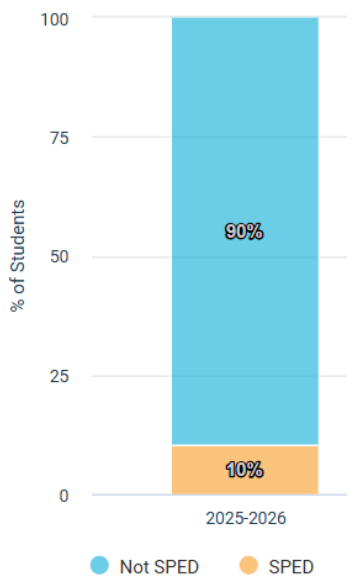
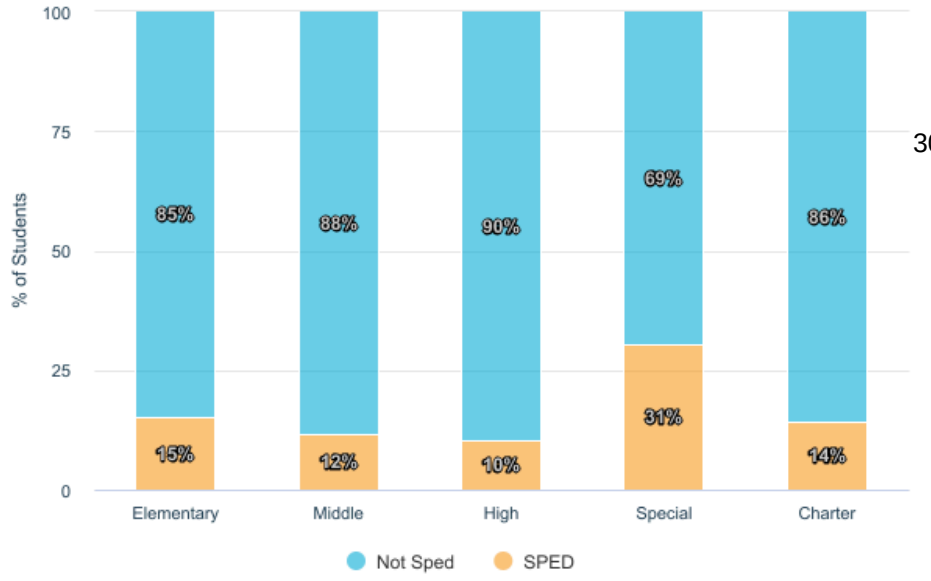
- Enrollment by grade as of 10/1/2025:

GRADE	NUMBER OF STUDENTS
KG	17
1	23
2	23
3	26
4	26
5	26
6	25
7	26
8	28
TOTAL	220

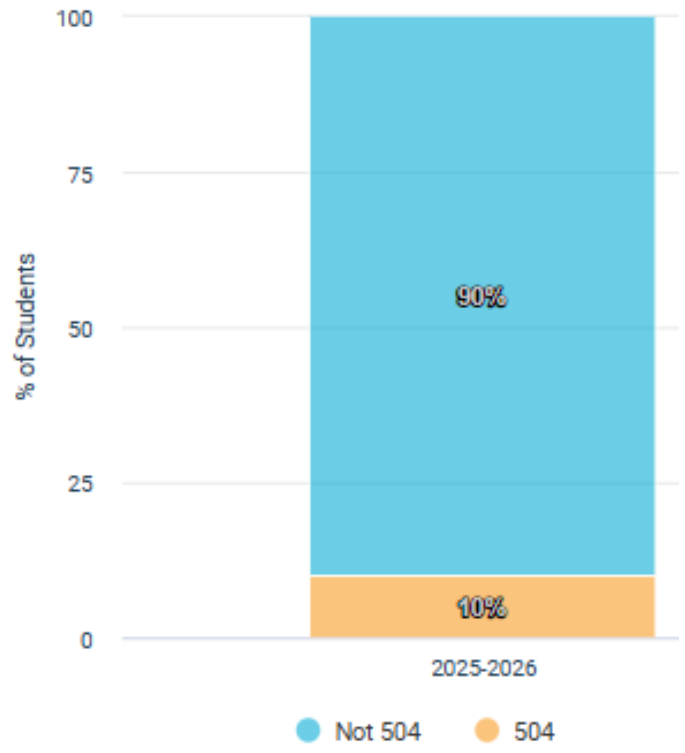
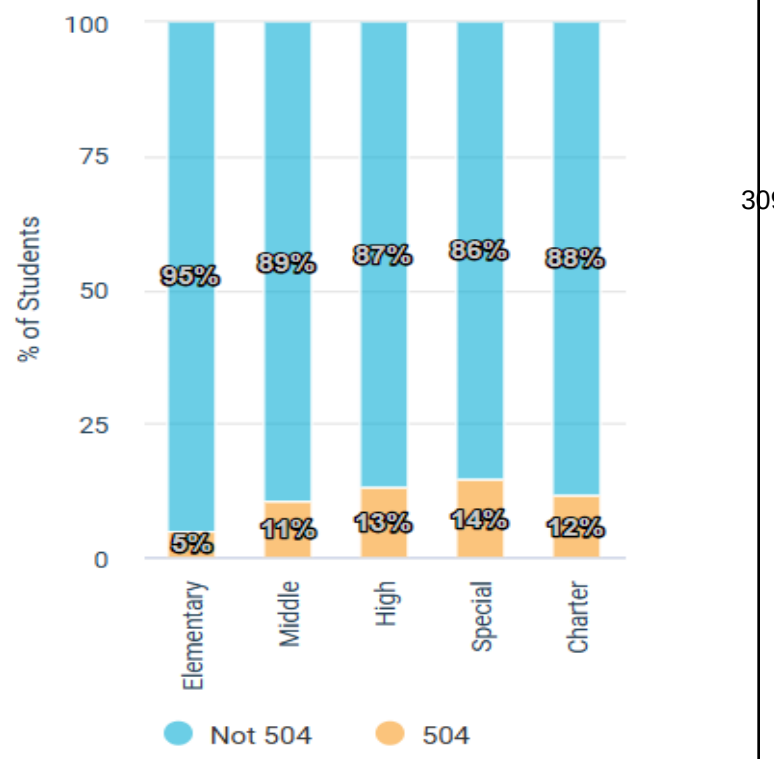
- The Village student body continues to be less diverse than the 4J student body in terms of race/ethnicity:

Village	4J
	

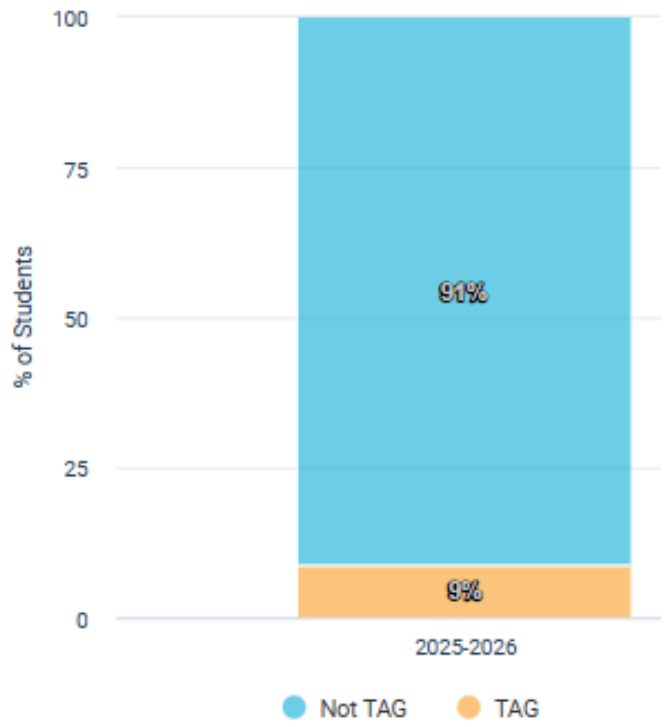
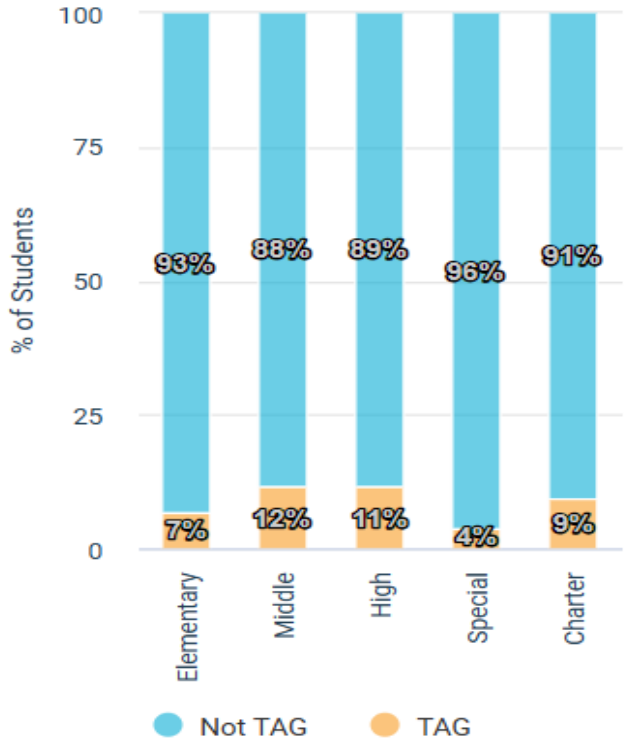
- The ODE report card indicated that in 2024-25 29% of Village students were experiencing poverty while 30% of 4J students did
- Village has a smaller percentage of students in Special Education than elementary, middle, or charter schools in 4J:

Village	4J
	

- Village has a higher percentage of students with 504 plans than elementary schools in 4J but a lower percentage than middle ones:

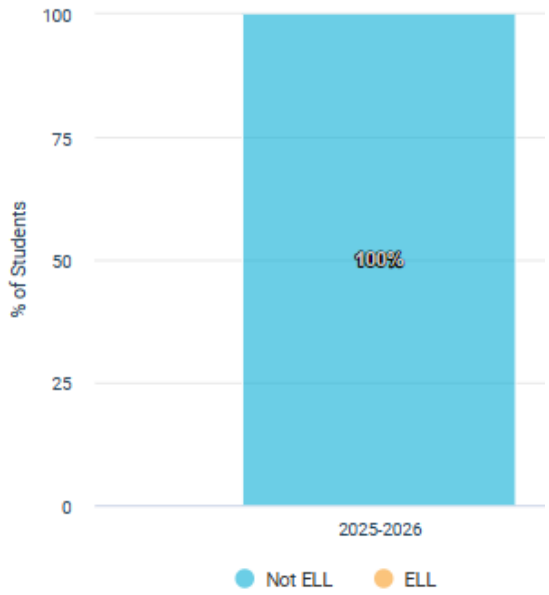
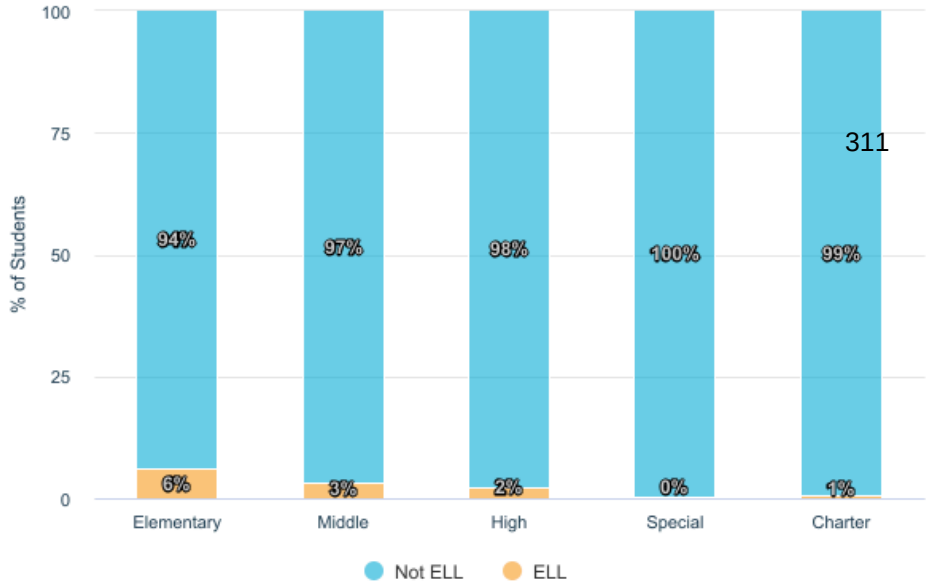
Village	4J
	

- Village has a higher percentage of students in the Talented and Gifted (TAG program than elementary schools in 4J but a lower percentage than middle ones:

Village	4J
	

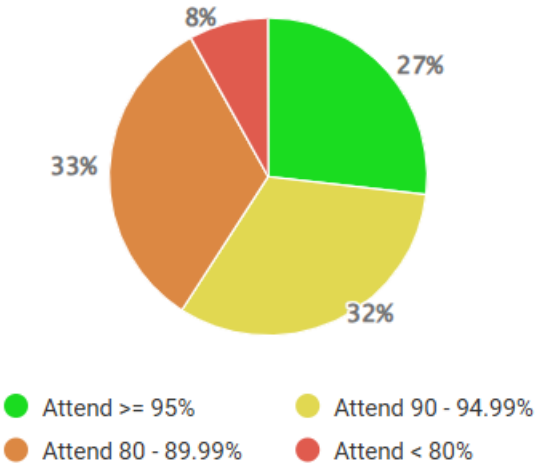
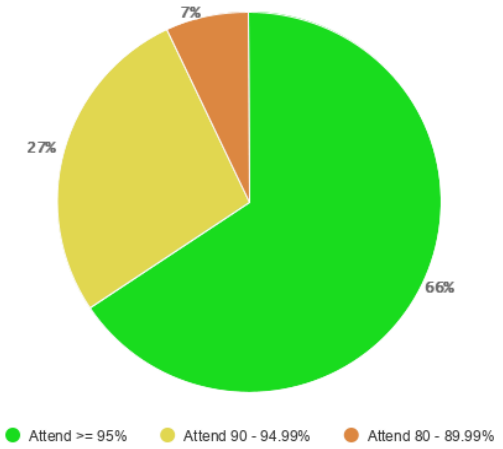
310

- The ODE report card indicated that in 2024-25 Village students had 6 different home languages, while 4J students had 86
- Village has no students in the English Language Development program:

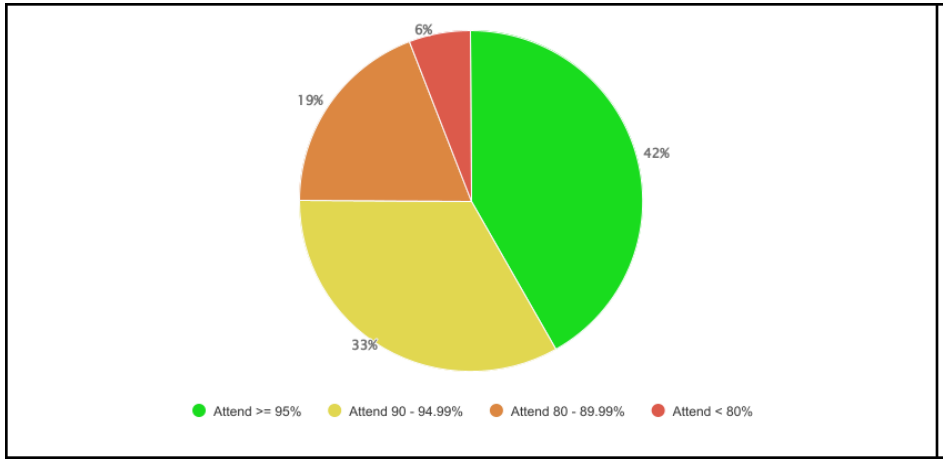
Village	4J
	

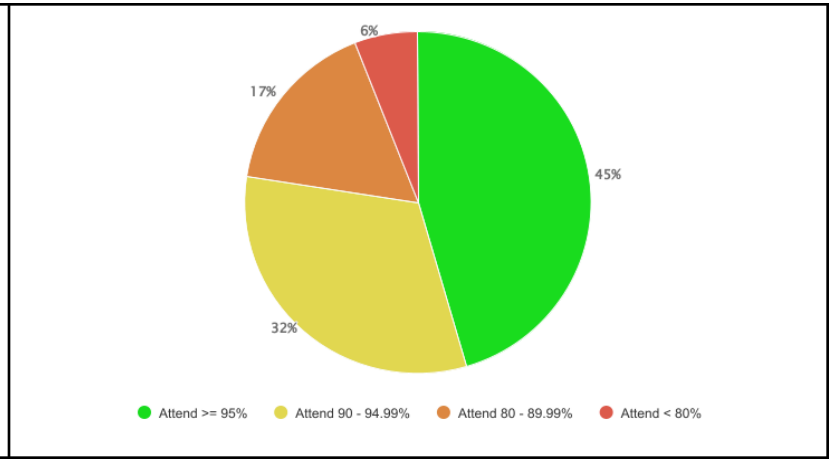
Student Attendance

- In 2024-25 Village had a significantly smaller percentage of regular attenders (students who attended at least 90% of the time) than 4J as a whole in grades KG to 8 (59% vs 75%), while still not reaching the percentage before the pandemic (93%)

Village	
2024-25	2018-19
	
4J (Grades KG to 8)	
2024-25	2018-19

312

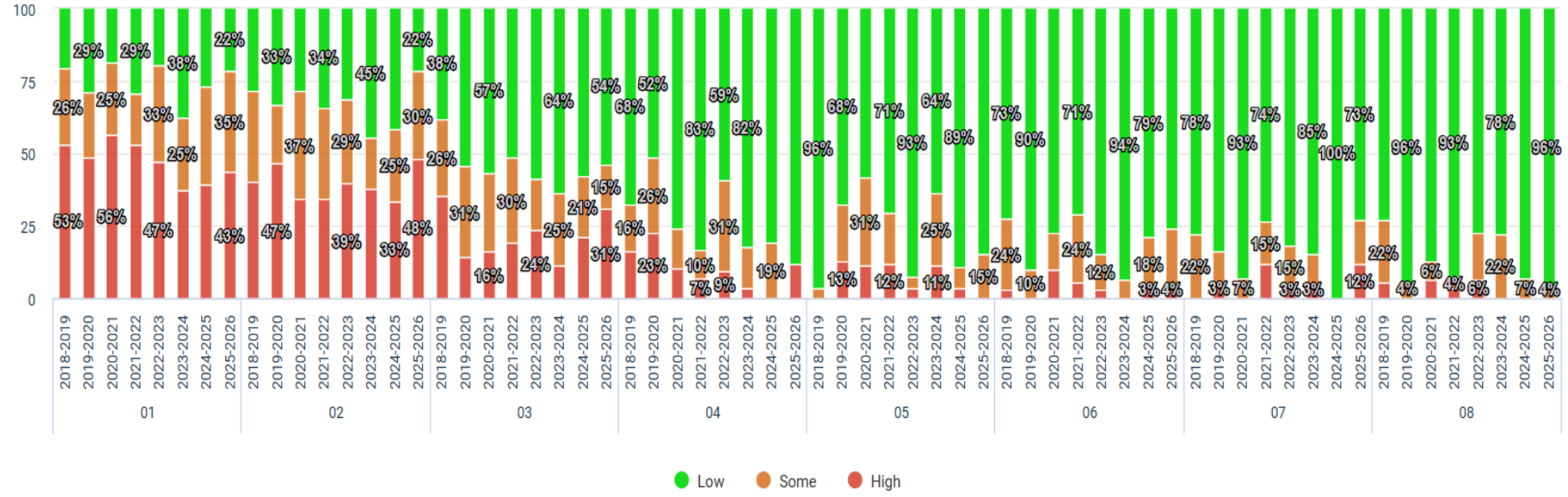


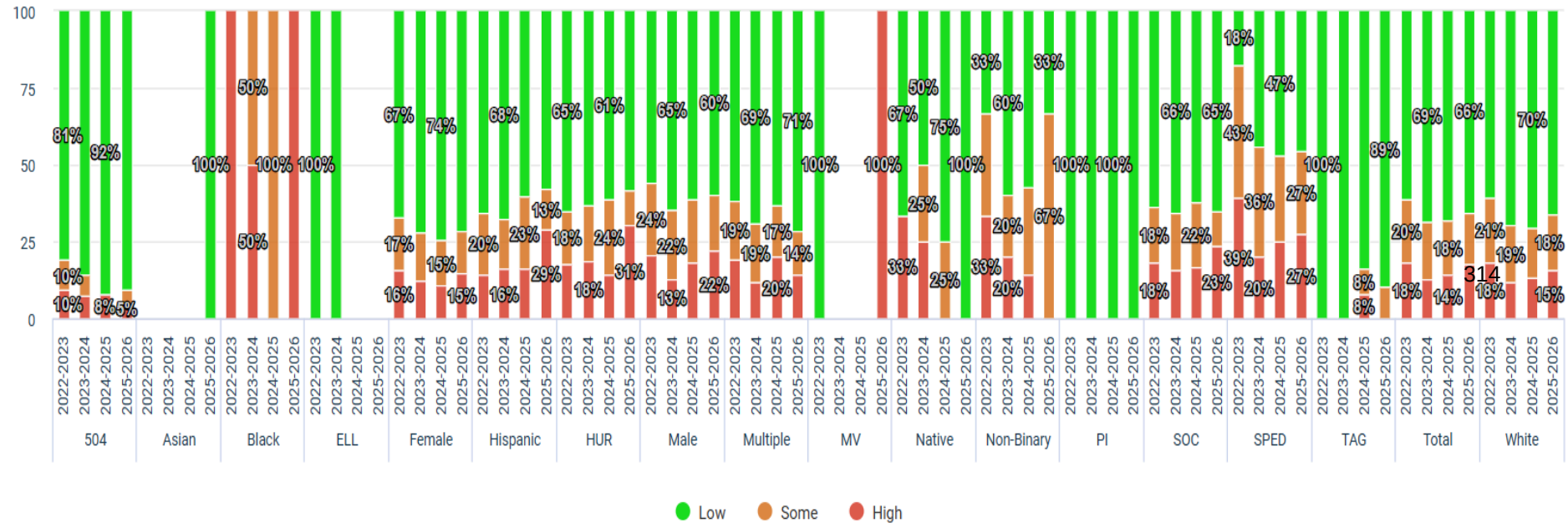


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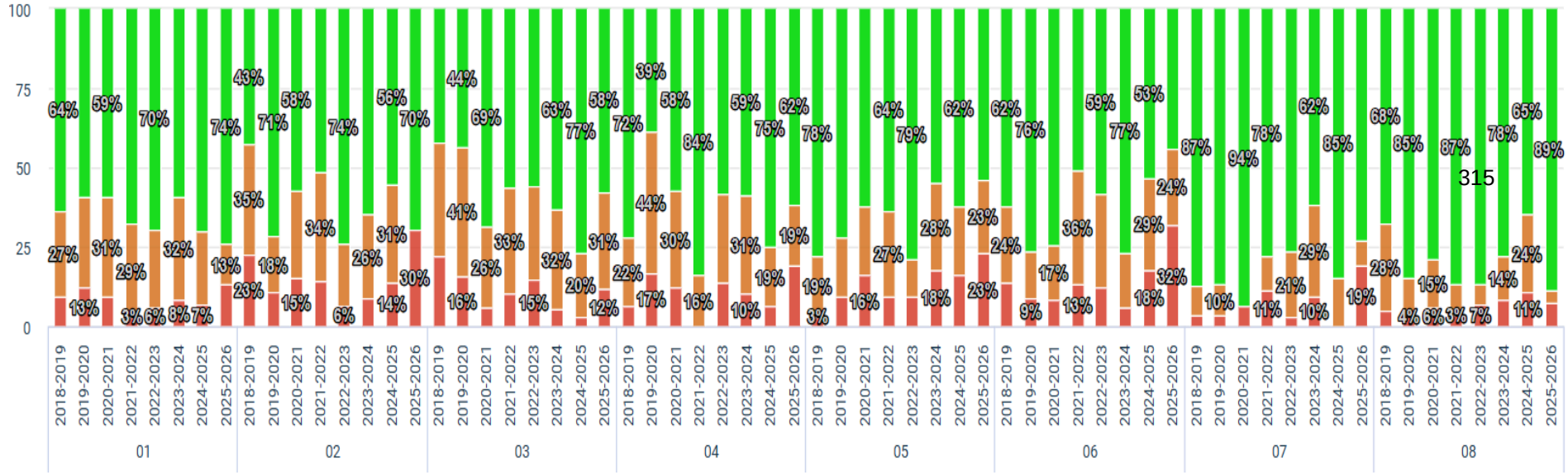
easyCBM Scores

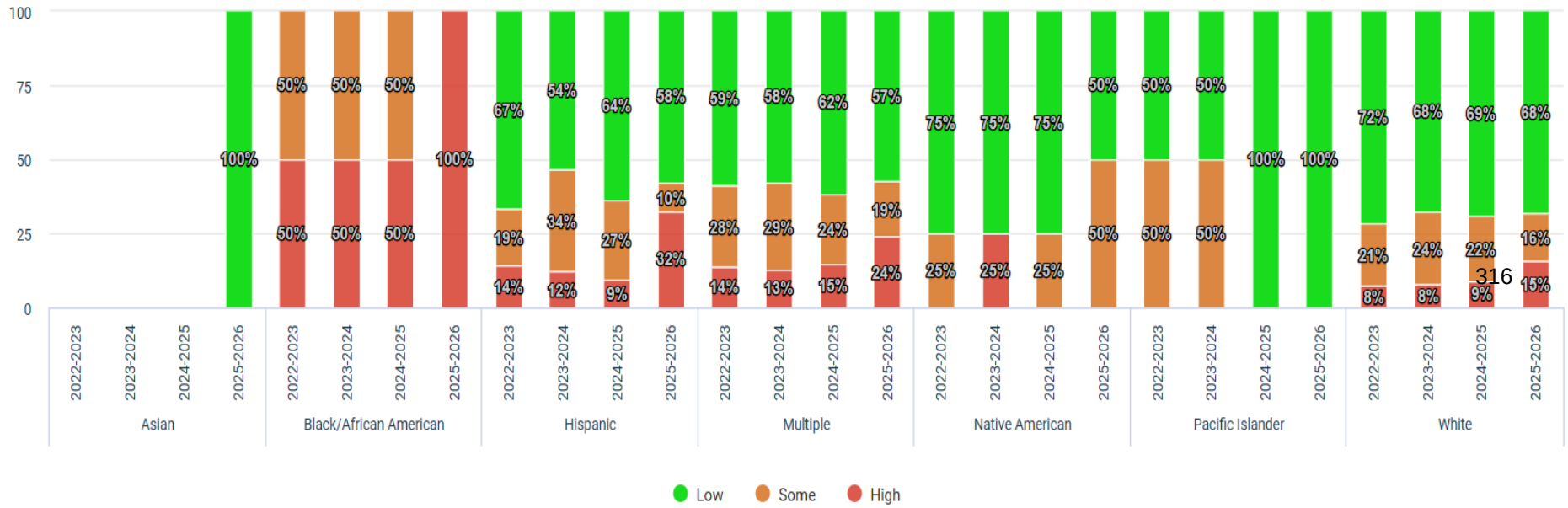
- Village reading easyCBM scores (measured by the percentage of students at the low risk level) dropped in 2024-25 in most grades, with significant improvement in some, like 5th




100
75
50
25
0
504
Asian
Black
ELL
Female
Hispanic
HUR
Male
Multiple
MV
Native
Non-Binary
PI
SOC
SPED
TAG
Total
White
2022-2023
2023-2024
2024-2025
2025-2026
Low
Some
High

- Village math easyCBM scores (measured by the percentage of students at the low risk level) followed very different trends across grades in 2024-25:




100
75
50
25
0
100%
50% 50%
50% 50%
50% 50%
100%
67% 19% 14%
54% 34% 12%
64% 27% 9%
58% 10% 32%
59% 28% 14%
58% 29% 13%
62% 24% 15%
57% 19% 24%
75% 25%
75% 25%
75% 25%
50% 50%
50% 50%
50% 50%
100%
100%
72% 21% 8%
68% 24% 8%
69% 22% 9%
68% 16% 15%
2022-2023
2023-2024
2024-2025
2025-2026
Asian
Black/African American
Hispanic
Multiple
Native American
Pacific Islander
White
Low
Some
High

OSAS Scores

- In 2025 the OSAS proficiency rates in all three subjects (ELA, Math, and Science) improved. Village was one of only eight 4J schools where that was the case:

School	OSAS PROFICIENCY RATE									2025 PARTICIPATION		
	2025			2024			2025 vs 2024					
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
SEHS	79.2	52.2	69	78.6	63.4	65.2	0.6	(11.2)	3.8	6.7	6.2	7.8
Charlemagne	77.3	71.1	67.3	82.3	74.7	84	(5.0)	(3.6)	(16.7)	98	99.3	98
Hé Lín	72.7	78.2	82.4	74.5	70.9	53.8	(1.8)	7.3	28.6	100	100	100
Coburg	70.5	67.6	53.3	71.8	63.4	42.5	(1.3)	4.2	10.8	93	92.7	90
Yujin Gakuen	69.9	59.2	82.1	73.5	63.7	55.9	(3.6)	(4.5)	26.2	97	97.2	96.6
Ridgeline	69.8	53.3	64.7	71.6	60.4	71.7	(1.8)	(7.1)	(7.0)	96	96.2	98.1
Edgewood	64.4	50.4	47.6	66.7	53.9	52.1	(2.3)	(3.5)	(4.5)	96	95.5	98.8
Edison	61.9	45.3	45	67.1	51.3	52.5	(5.2)	(6.0)	(7.5)	92	91.5	91
Roosevelt	59.7	54.4	38	59.6	46.3	32.4	0.1	8.1	5.6	64	64.4	57.7
Family	59.5	38.1	45.5	52.8	37.7	38.9	6.7	0.4	6.6	69	68.9	75.9
Adams	57.7	45.4	37.8	55.4	43.9	29.7	2.3	1.5	8.1	90	89.3	100
Village	**57.4**	**39.9**	**43.5**	**56.1**	**36.1**	**32.7**	**1.3**	**3.8**	**10.8**	88	89	95.8
Camas	55.7	48	37.2	45.9	36.7	31.4	9.8	11.3	5.8	70	70.7	87.8
Kennedy	54.1	32.6	30.8	44.4	28.9	34	9.7	3.7	(3.2)	81	82	93.1
Spencer Butte	53.9	32.4	13.6	51.7	33.5	30.6	2.2	(1.1)	(17.0)	78	77.6	92.2
ATA	52.2	38.9	49.1	47.5	31.1	36.8	4.7	7.8	12.3	85	86.5	94.7
Sheldon	51.4	35.7	48.1	52.2	28.9	46.7	(0.8)	6.8	1.4	20	19	20.9
Churchill	50.8	32.1	35.7	34.2	19.5	43.1	16.6	12.6	(7.4)	50	32	55.7
Gilham	49.7	37.2	38.1	49.8	42.5	44.3	(0.1)	(5.3)	(6.2)	96	95.2	94.4
Twin Oaks	49.5	42.7	31.9	55.3	43.7	43.8	(5.8)	(1.0)	(11.9)	97	94.8	92.2
Cal Young	49.0	32.1	17.5	45.9	35	28.9	3.1	(2.9)	(11.4)	69	67.7	93.3
River Road	45.9	24.6	30.2	42.7	28.6	35.2	3.2	(4.0)	(5.0)	95	95.2	93
Madison	45.7	28.9	32.5	47.0	24.3	27.9	(1.3)	4.6	4.6	81	83	89.8
Willagillespie	45.3	42.2	26.7	47.3	41.9	37.3	(2.0)	0.3	(10.6)	81	83	82.2
Holt	41.8	33.6	30	42.0	39.5	33.3	(0.2)	(5.9)	(3.3)	96	96.2	97.8
Buena Vista	39.0	27.4	31	39.2	29.9	23.6	(0.2)	(2.5)	7.4	93	93.8	93.5
Kelly	36.3	23.9	24.2	33.1	21.4	16.7	3.2	2.5	7.5	77	75.5	91.5
NEHS	36.1	21.9	23.9	*	*	66.7			(42.8)	13	11.3	47.5
Monroe	35.8	24.8	15.9	36.8	22.7	26.6	(1.0)	2.1	(10.7)	66	63.7	59.8
Spring Creek	35.8	34.1	24.5	39.2	33.1	40	(3.4)	1.0	(15.5)	95	93.6	91.4
McCornack	34.7	25	25.9	34.1	26.1	16.7	0.6	(1.1)	9.2	92	93.4	95.1
Awbrey Park	34.0	26.7	31.3	43.1	33.8	33.3	(9.1)	(7.1)	(2.0)	89	89.7	89.9
Chavez	30.8	11.9	16.1	22.5	18.4	20	8.3	(6.5)	(3.9)	94	93.8	91.9
Howard	27.3	23.6	16.1	24.9	19.8	13.1	2.4	3.8	3.0	89	86.9	93

Exclusionary Discipline

- The number of exclusionary discipline actions in Village in 2024-25 remained stable compared with 2023-24 and significantly lower than it was 8 or 9 years ago:

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2024-25	0	0	2	225
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

The Village School

A Review of the 2024-25 School Improvement Plan and Goals for the 2025-26 School Year

The Village School
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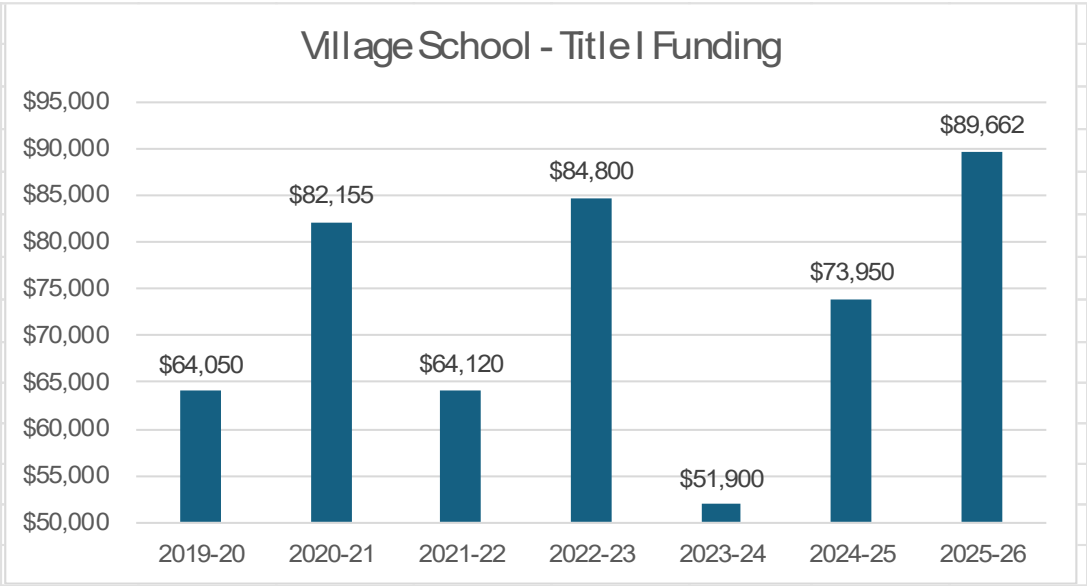
The Village School
K-8 Public Charter School
Report on 2024-25 School Improvement Plan

The Village School is a K-8 public charter school currently in its 26th 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, Sensory Integration and Executive Function Skills development
- 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 2024, 44% 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 (shared position) 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 confirmed a method for 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 October 2025, 71% are White, 10% are multi-racial, 14.9% are Hispanic, 1.8% are Asian, 0.5% are Asian/Pacific Islander, 0.9% are African American and 0.9% are Native American. The current gender breakdown is 53.8% female, 44.4% male and 1.8% nonbinary. There are currently 21 students who receive some form of Special Education instruction, and several others are being reviewed for qualification. In June of 2025, all 24 of our 8th grade students participated in commencement ceremonies. They have gone on to local comprehensive and public charter high schools. The 24 students matriculated to the following schools: South Eugene 8; Churchill 4; Sheldon 3, North Eugene 3, and A3 6.

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 forty one 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, food service compliance 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 ten main classroom teachers are licensed through TSPC. The other three main classroom teachers, all highly experienced and trained, are Waldorf certified and have a charter registration with TSPC. For the 2025-26 school year we hired a new music teacher with 15 years of experience teaching. 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 has shifted to promoting executive function skills, which helps all students, but especially helps students from underserved populations and those with neuro divergence. 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 executive functioning 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, which has abated significantly. For 2024 & 2025, participation in the math and ELA tests has exceeded 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 30st 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 3nd 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	2025
2	50%	45%	32%	26%	44%	36%	52%	48%	57%	57%
3	63%	75%	65%	35%	50%	62%	77%	77%	80%	69%
4	88%	77%	77%	77%	54%	73%	84%	64%	73%	77%
5	54%	50%	58%	69%	58%	58%	73%	88%	73%	63%
6	54%	38%	65%	61%	71%	71%	71%	71%	86%	59%
7	46%	58%	50%	43%	65%	75%	82%	81%	65%	85%
8	68%	50%	62%	57%	72%	86%	96%	85%	79%	79%

Data collected includes results from the Spring of 2016 through 2025 except that 2020 results are from

the winter. The data shows that all grades except 6th exceeded the goal. Reviewing the data along the diagonals, (longitudinal view), shows that grades 3 and 8 progressed towards the goals.

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**	**2025**
Grade	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**
3	100	100	74	71	63	63	23.5	52.6	66.7	57.1	30.4	54.5	15.4	46.2	58.3
4	91	100	100	84	81	81	25.0	41.7	38.1	60.0	62.5	70.8	48.0	38.5	37.5
5	96	85	92	88	62	52	54.5	57.1	80.0	60.0	89.5	70.8	72.0	40.0	56.5
6	71	91	88	92	80	65	4.8	71.4	37.5	76.2	57.1	36.0	59.1	60.0	42.9
7	83	88	88	69	92	88	4.3	70.0	66.7	57.1	72.7	87.5	>95.0	68.0	90.5
8	83	82	83	70	89	76	12.5	35.3	52.6	73.3	78.3	91.3	91.3	90.5	60.9

As mentioned, the higher participation rates (87.7%) on the OSAS tests improve the overall credibility of the test. Grades 3, 5, 7 and 8 scored higher than state and district averages, whereas grade 6 was better than state average and grade 4 scored worse than the state and the district averages. The low scores of the 4th grade contrast a lot with their EasyCBM scores, suggesting that we investigate reasons for the significant difference in outcome. As discussed with district staff, The Village School encourages participation in the OSAS tests.

The 2025-26 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 3nd 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	2025
2	41%	50%	35%	30%	77%	45%	50%	74%	65%	52%
3	33%	63%	42%	8%	31%	50%	46%	50%	42%	58%
4	50%	42%	65%	46%	23%	50%	80%	50%	54%	77%
5	73%	58%	52%	54%	46%	58%	42%	65%	42%	63%
6	60%	65%	70%	54%	86%	61%	50%	36%	68%	43%
7	58%	54%	68%	57%	63%	79%	79%	81%	58%	85%
8	60%	41%	65%	57%	77%	50%	80%	88%	64%	42%

Data collected includes Spring results from 2016 through 2025, with the exception that 2020 results were recorded in the Winter. We note that the testing percentiles for the 3rd grade test have a very large jump from the 49th percentile with 32 correct answers to the 58th percentile with 33 correct answers. As a result, we accepted the 49th percentile as the threshold for meeting our standard. Another data anomaly, potentially suggesting exhaustion with testing, is that while only 42% of the 8th grade met the standard for the Spring assessment, 67% met the standard for the winter assessment. This same 8th grade cohort exceeded state and district averages for the OSAS Math test.

The data shows that grades 2, 4, 5, & 7 met or exceeded the goal. Longitudinal growth is apparent for grades 4, 5, 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. The pandemic disrupted the ability to implement this curriculum with fidelity. Since then, teachers have been working to use it across grades 1-5 and we are now seeing the advantages to the comprehensive, common core aligned curriculum.

State OAKS Assessment (now SBAC*): *Table shows students who met or exceeded the math standard.*

	Pre-SBAC						SBAC								
	2009	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2022**	**2023**	**2024**	**2025**
Grade	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**
3	88	88	65	79	67	67	21.0	36.8	50.0	73.7	28.6	33.3	20.0	30.8	45.8
4	87	96	77	60	65	65	16.0	57.9	57.1	60.0	58.3	58.3	29.2	30.8	33.3
5	87	88	69	56	58	40	60.0	66.7	75.0	55.0	57.9	38.1	44.0	20.0	30.4
6	62	76	60	64	40	54	18.0	57.1	47.1	68.4	46.2	25.0	17.4	52.0	19.0
7	82	86	60	69	68	80	N/A	44.4	75.0	69.2	72.7	79.2	73.7	37.5	72.7
8	96	91	73	60	73	76	N/A	33.3	47.4	73.3	60.9	73.9	82.6	47.6	37.5

Participation rates in the OSAS Math (89.0%) while 2% less than 2024 is still better than the district level. The percentage of students meeting or exceeding OSAS standards for grades 3, 7 and 8 was higher than both the state and district averages. Test scores for grades 4, 5 and 6 were below both state and district averages; last year, these same cohorts (grades 3, 4 and 5) scored lower than 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 OSAS Test

For English and language arts, we're seeing that all classes are either meeting or very close to meeting our standards for the EasyCBM tests. The ELA OSAS results also show above average results for most classes, and the one class, 4th grade, that fared worse than state and district averages, exceeded our EasyCBM standard by large margins (77% above the 50th percentile). The disparity of the results suggests that this class had challenges, either with the format or the length of the OSAS test.

In Math, there are some consistencies and inconsistencies between the EasyCBM and OSAS results. The grades that exceeded both the district and state OSAS averages, 3, 7 and 8, also met or almost met our EasyCBM standards (this assumes we consider the winter EasyCBM result for 8th grade). Grades 4 and 5 met and demonstrated growth on our EasyCBM standard, but did worse than state and district averages on the OSAS test. Grade 6 as a class did not meet our EasyCBM standard and fared much worse than state and district OSAS averages, but showed a small amount of growth on our EasyCBM standard.

2024-25 OSAS Scores
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	92.3	45.8	93.3	40.1	92.8	40.8
Mathematics	Grade 4	92.3	33.3	93.2	36.9	91.2	39.9
Mathematics	Grade 5	95.8	30.4	93.1	31.3	91.5	34.4
Mathematics	Grade 6	75.0	19.0	92.0	29.3	82.6	32.8
Mathematics	Grade 7	81.5	72.7	89.7	31.5	73.4	39.2
Mathematics	Grade 8	100	37.5	88.0	28.9	67.4	35.3
English Language Arts	Grade 3	92.30	58.3	93.60	40.30	92.50	44.50
English Language Arts	Grade 4	92.30	37.5	93.50	42.10	91.00	46.80
English Language Arts	Grade 5	95.80	56.5	93.40	46.70	91.80	53.70
English Language Arts	Grade 6	75.00	42.9	92.40	41.70	82.70	51.50
English Language Arts	Grade 7	77.80	90.5	90.50	44.20	73.40	49.80
English Language Arts	Grade 8	95.80	60.9	88.90	41.60	67.50	47.90
Science	Grade 5	91.7	40.9	93.1	30.4	94.1	36.8
Science	Grade 8	100.0	45.8	82.1	27.2	90.8	28.2

Highest of 3 comparison Groups
Middle of 3 comparison Groups
Lowest of 3 Compariso Groups

As cited last year, grades 5 and 6 show a very high incidence of neurodivergence and a pronounced lack of tolerance for the longer OSAS tests. 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 2024-25 our attendance rate was 89.5%. 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 30-40 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 2025-26 are as follows:

Sept 17 & 25	Back to School Nights with individual classroom meetings
Oct 9	Community Service walk-a-thon (student event)
Oct 23	Title sponsored Math Night
Oct 29	Halloween Hike (student event)

Oct 30-31	Parent/Teacher Conferences
Nov 5	Dia de los Muertos (family event)
Dec 11	Winter Concert
Feb 3	Parent/Teacher Conferences K-5
Feb 20	Grandfriends Day
Feb 21	Heart of the Village - a Parent Council fundraiser fair
Mar 12	Title I sponsored Author's Night for grades 1-5 and families
May 1	May Day Celebration (student event)
TBD	Spring Concert

GOALS FOR 2025-2026

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. After learning more about the connection between trauma and executive function skills, we shifted our DEI goals toward addressing equity and inclusion by focusing on executive function skills. Executive function instruction advances equity and inclusion by providing essential cognitive and self-regulation supports that help all students engage fully, particularly those disproportionately impacted by opportunity gaps.
    a. This year so far our professional development has been focused on executive function skill building for teachers and assistants.
    b. Our DEI lens includes neurodiversity, recognizing that differences in attention, processing, and regulation are part of human variation, and that inclusive practices must support a full range of neurological strengths and challenges.
3. Our Parent Council is soliciting input from staff and parents on parent trainings to support DEI priorities. Direction is being sought on best to reach parents and improve participation.

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 2025-2026

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 2025-26 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.

- **Teaching and Learning TL 4.3** All instructional staff at the school engage 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 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.

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 support students and staff to embrace family diversity, prevent bias-based bullying, strengthen executive function 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 provide 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,

- Kari Johnson, local artist, has completed a 130' x 20' mural on the walls of our gym and Commons. The mural features highlights from the K-8 Village School experience.
- Our 3rd graders & parents installed a new climbing structure on our playground.
- Nest Egg Development has installed a new breezeway roof and lighting in our courtyard.
- Beauville Construction has replaced and widened our main exterior stairway from 35th Ave.
- Advanced Heat completed work on installing heat pumps for the portion of the site that was still using gas boilers.
- Civil West Construction finished their work on upgrading the fencing and gates around campus. We have replaced their gate controls with Unifi AI systems that allow for detailed tracking of people entering campus and communication with the office
- Advanced Energy Systems installed 27KW of solar power on the roof of our cafeteria.

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.

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR INFORMATION

Date of Meeting:
March 4, 2026

Title:
Receive Monthly Finance Report

Presenter:
Matt Brown, Director of Financial Services

Background:
The Board will receive monthly financial reports from the Finance Director throughout the 2025-26 School Year. The intention is to keep the Board informed of where the district is financially throughout the year. Staff want to ensure board members have the opportunity to ask questions as we go through the year and begin our budget process for the 2026/27 year.

Eugene School District 4J

Financial Update

March 4, 2025 - Early Financial Update

Forecast



	22/23 Actual	23/24 Actual	24/25 Actual	25/26 PROJECTED	26/27 FORECAST	27/28 FORECAST	28/29 FORECAST	29/30 FORECAST	30/31 FORECAST
Ending Fund Balance	75,217,020	75,212,701	44,878,566	22,744,000	23,080,000	10,820,000	(1,389,000)	(16,647,000)	(29,002,000)
Revenue	217,131,000	236,666,000	239,230,756	248,077,000	253,420,000	254,539,000	262,949,000	265,309,000	273,756,000
Expenses	213,324,000	235,215,000	269,564,891	269,905,000	253,084,000	266,799,000	275,158,000	280,567,000	286,111,000
Reserve Policy 5%	10,666,200	11,322,050	20,197,935	13,234,450	12,419,200	13,093,200	13,498,300	13,754,650	14,016,450

Upcoming 4 Months

March 2026

- Begin implementation of Tyler School ERP Pro (new Finance/HR software)
  - Go-Live Jan 2027
- Preparation of budget document
- Staffing work with level directors, HR, and Finance
- Budget Committee Meeting - 3/31 @ 6 PM
  - Public Comment
  - Review of budget planning process
  - Presentation on Funds: Debt Service, Facilities, Insurance, and Other

Upcoming 4 Months

Eugene School District 4J

April 2026

- Budget Committee Meeting - 4/8 @ 6 PM
  - Public Comment
  - Presentation on Funds: Special Revenue and General Fund

- Budget Committee Meeting - 4/22/26
  - Public Comment
  - Approval of Budget

- Interim Audit

May 2026

- School Board Meeting - Public Hearing - 5/13
  - Shortened budget presentation
  - Public Comment

- School Board Meeting - Budget Adoption - 5/27