



Community Newsletter April 2024

Greetings CCCS Community Members,

Thanks for taking the time to review our monthly newsletter.

When we come back from Spring Break, we really are into the “home stretch” of the school year. This is the time where some of our most important work and celebrations occur.

This includes our annual state testing, currently called OSAS. I strongly encourage families to support their student(s) taking this assessment—with both my parent and my educator hats on. As a parent I think it is really important that my kids know they can ‘do hard things’, and have the experiences academically to take on a challenge, succeed, and get the feedback the tests provide. As an educator I know these tests are important markers for our school, for our future charter renewals, and as a benchmark we use here at CCCS for our continuous improvement plans. I encourage all our students to take the assessments seriously, but not too seriously — “Just do your best”

This I hope this finds you all well
— Dave Wallace

Important Links/Reminders

- ⇒ [Website and Calendar](#)
- ⇒ [Volunteer Form](#)
- ⇒ [Lunch Program](#)
- ⇒ [PCS webpage](#)
- ⇒ [CCCS Handbook](#)
- ⇒ [CCCS Facebook Page](#)
- ⇒ [CCCS Admissions Page](#)

Upcoming Dates:

- | | |
|------------------------|---|
| March 25 - 29: | Spring Break
All facilities closed for cleaning |
| April 1: | School resumes (not a joke) |
| April 3: | 3rd Grade trip to OMSI |
| April 6: | CCCS Spring Clean - noon to 3 |
| April 8: | Financial Oversight Committee Mtng |
| April 11: | FBI safety presentations |
| April 12: | Inclement Weather make-up day
Educational Excellence Committee |
| April 15-19: | OSAS ELA testing week |
| April 19: | Skills Day |
| April 22: | Board Mtng |
| April 22-26: | OSAS Math testing week |
| April 25: | PBIS Assembly |
| April 26: | Skills Day |
| April 29-May 3: | OSAS Science and make up testing week |
| May 3: | Skills Day |
| May 6: | Financial Oversight Committee Mtng |
| May 10: | Arts and Starts sale |
| May 10: | Educational Excellence Committee |

Inclement Weather Make Up Day — April 12

Students and Staff will have a regularly scheduled school day on Friday, April 12. Students will have the typical Friday half day schedule.

FBI Safety - Sextortion - Presentations April 11

On Thursday, April 11th, representatives from the FBI will be providing the CCCS community with 2 presentations. The topic is the rise and dangers of “sexortion”, which is targeting children in a pretty terrible way.

The first presentation will be for our middle school students in the afternoon.

The second presentation will be at 6:00 in the CCCS gym. This presentation will be designed for adults—all **parents, family members, community members are invited and encouraged to attend.**

Please contact Dave directly with questions and

[RSVP using this link.](#) Currently we only have a few folks attending, so please get the word out and commit the time to participate in this unique learning opportunity.



May 21 - Election Day

This spring's ballot will include a proposal to renew the local option levy. These funds come directly to our school, expected next year to be about \$225,000, or about 9% of our total revenue. This is not a new tax, but rather a continuation of the current levy.

We encourage everyone to learn more about this levy renewal and make the time to vote.

From the [Eugene elections website](#):

Caption: Renewal of current five-year local option tax for general operations

Question: Shall Eugene School District continue to levy \$1.50 per \$1,000 assessed value for general operations for five years beginning FY2025-26? This measure renews current local option taxes.

Some people like to know what is happening “behind the scenes” at the school, and others jump down to the pictures of the kiddos at the end—both are totally fine. In the interest of transparency and communication I’d like to share a couple key things each month with everyone. I encourage folks to join the [Board meetings](#), talk to a Board member, or contact me however suits you best if you have thoughts or questions.



School Funding/ Budget

The Board approved the 2024/2025 budget at the first March meeting, which is brought to the Board through the Financial Oversight Committee (FOC). Much work was done, and some tough decision were made, to get us steps closer to a sustainable budget, while keeping an eye towards maintaining the level of service and education we have come to expect here at CCCS. We currently project about a 2% deficit for each of the next few years, and have allocated resources such that we can weather that storm. Many schools and districts aren't so fortunate, and we are hopeful that there will be an increase in state school funding levels in this next biennium.

Teaching and Learning:

The math curriculum adoption process continued this month, with the curriculum committee meeting for a full Friday afternoon to review the stakeholder feedback and dive into this decision. The committee has decided that adopting McGraw Hill, Reveal, for all grades K-8 is the best decision for rigor, coherence, and usability. Curriculum adoptions are multi-year commitments and a significant financial investment. This recommendation will be brought to the Educational Excellence Committee (EEC) and then likely to the Board for approval.

Mission/Vision work:

On the evening of Tuesday the 19th, a collection of staff, board members, parents, and CCCS founders gathered at the fire station for a collaborative work session. Folks reviewed, considered, and provided feedback and discussion on the Mission, Vision and Values drafts that had been developed up to that point. The strategic planning committee will be meeting again on April 5th to continue the process.

Building & Grounds:

Basketball in the gym has mostly concluded, and this week Mr. Kyler is working on completing projects including replacing lights and patching holes in preparation for some touch up painting this summer. Kindergarten soccer and T-ball on the baseball field is happening this spring. Sheldon T-ball will be organizing some much needed attention for the field.

Attendance Rate to date: 94%

Attendance is a critical factor in the success of individual students, and our school as a



Vitamin B for Cognitive Energy

Vitamins B₆ and B₁₂ play a vital role in cognitive **development** and **energy** production. Encourage snacks like yogurt with berries, carrots sticks, dried mango, string cheese, or a turkey and cheese roll-up to ensure your child gets their dose of these brain-boosting vitamins.



Click on images for links to products and a turkey cheese roll-up recipe!



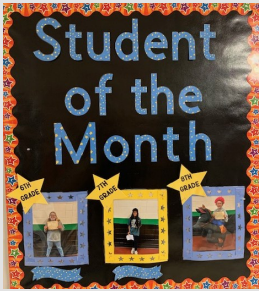
Meal Manage Resources

- [Access the Meal Manage Home Page for Parents Here](#)
- [Meal Manage Parent Guide](#)
- [Meal Manage FAQ](#)



Current Bulletin Board Montage

I regularly make a point to walk the main hall and take a moment of appreciation for all the beautifully done bulletin boards. As a parent I would look for my child's work and delight in their growth. As the executive director I really appreciate the environment this sets up for our kiddos, and also appreciate this as a reflection of the care and effort our educators put into the students as well as the school as a whole. I hope you enjoy these, in person or electronically, as much as I do! ~Dave~





Kindergarten — Ms. Dunmire

Welcome to Spring!

We've been keeping very busy in Kindergarten and have had a fantastic March and are all looking forward to what April will bring. At the end of February, we had a super fun spirit week that also included 100's day! This month, we've been focused on non-fiction writing and reading with an emphasis on animals. You may have seen all of our artwork on pigs, cows, and chickens! Part of our learning of animals has focused on learning about their environments and how their bodies work, so of course we had to experiment with mud - real and not - talk about cows' stomachs, theorize on why chickens peck, and much more! That doesn't even include all the writing we've done, the practice into number bonds and subtraction, reading CVC words, working on honesty, and of course, buddy time! In Kindergarten, we've been enjoying the sun and sharing parts of ourselves during show and tell, and learning all about how weather works and what exactly is a "lion day" or a "lamb day."

After Spring Break, we will be jumping right into plants and how they grow with our own pots and plenty of observations and hypotheses. We will also be continuing our number bonds, subtraction, counting on, and plenty of what comes before and after numbers. For reading, we'll be switching gears into more fictional texts and learning more about our community as well. When we have time, Kinder will spend time exploring STEM activities of learning shapes and how we can make them and connecting them to art. And of course, after April, we'll learn about bugs! So many exciting things are around the corner!





First Grade — Mrs. Young and Mrs. Boyum

It has been a Marvelous March in first grade! Every day of spirit week, students were cracking us up with their hilarious outfits. Way to bring the fun, families! On the 100th Day of School our little old ladies and men/parents made necklaces with 100 Froot Loops, decorated 100s glasses, and contemplated what they will look like when they're 100 years old. We also wrapped up our space unit with solar system mobiles and a special space day. Students played Space Bingo and got to try astronaut ice cream. Consensus: loved it!

This month we launched into spring by learning about Roy G. Biv and the colors of the rainbow. Students made some beautiful art and rainbow poetry for the walls. We also learned about leprechauns, created a giant class shamrock with our 8th grade buddies, and set some traps. Those mischievous wee folk visited our class and played some tricks on us, but we didn't catch one!

We wrapped up the month by planting some seeds in the beautiful sunshine that will hopefully be sprouting when we return from break, and created some new spring art for the hallways.

When we return in April, we will be launching our unit on plants. Students will learn about the life cycle of plants, the parts of a plant and seeds, and what plants need to grow. We will also make our own mini-greenhouses and plant the pumpkin seeds that will eventually create the Coburg Pumpkin Patch in the fall. We are looking forward to spending lots of time in the sunshine next month!



Second grade — Ms. Smith

2nd grade has been working hard while also squeezing in some fun this past month! After we arrive back from Spring Break, we will be looking at our next units of learning for the month of April. We have a seed starting kit that we will pop open and explore both indoors and outdoors with!

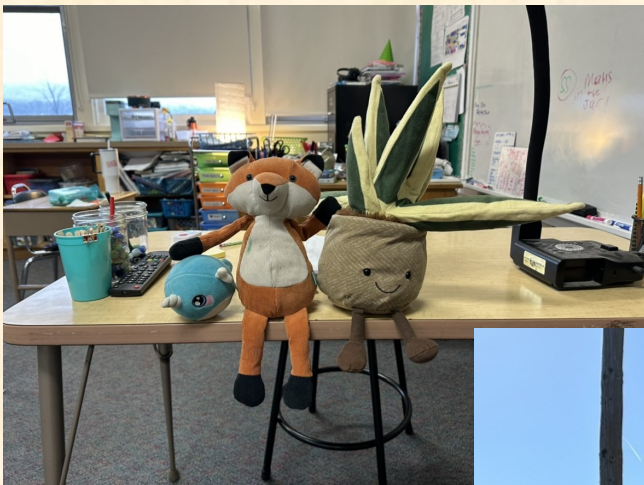
Math:

We have been doing so well solving and creating addition/subtraction word problems for the month of March. This month, we will be using line plots to record our measurement data as well as comparing the plots/graphs.

English:

2nd graders will continue to practice and then perform their “Readers Theater” scripts in April. Our class has been developing our collaboration skills and this activity has been a great tool.

The students' writing skills have greatly improved and they seem to thoroughly enjoy the creative writing process. We will continue to write creatively whilst learning about proper grammar and spelling.



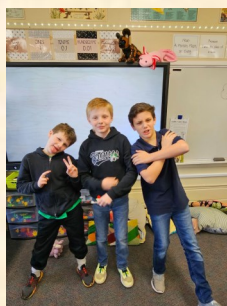
Third grade — Mrs. Rutter

Bring on Spring! We have been working on fractions, measurement, and time in math. We will be jumping into elapsed time and bar graphs. In writing we have been working on opinion writing and will be jumping into a five paragraph opinion paper soon. In reading we are looking at text evidence and learning about Sonia Sotomayor. We have been mixing soil, testing levels in our soil, and planting flowers with 7th grade buddies, and learning about environmental changes. We will also learn more about this at OMSI soon on our field trip. We are still learning about Ancient Rome, and will get to learn about Pompeii soon! In health we looked at what makes a balanced meal, and we will be working on art textures soon when we study Vincent van Gogh. We have been looking at practice tests for OSAS so that we know what to expect when testing starts, and learned the 'Cups' song. More hands on learning has been so much fun!



Fourth Grade - Mrs. Sepulveda

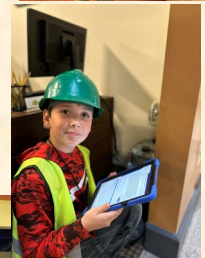
I can honestly say I don't know where the month of March has gone. Fourth grade practiced amazing flexibility with their teacher getting really sick and then most of the class getting really sick. It's hard to have your routine and schedule upended, and the kids just went with the flow. Once we were all back, they dove back in head first, ready to learn. During the month of March we finished up our Winter Olympics STEM unit. The kids had such fun each week trying to design the perfect ski jumper, or snowboarder. They learned how easy it can be to fail, and they did it with grace as they went back to the drawing board to try and find a better way. Students have been working hard on their informational papers and have enjoyed doing the research necessary to write their paper. We've wrapped up our two fractions units and continue to work our way through Medieval Europe. We have also started our rainforest unit and so far have learned about how to build shelter with limited materials, how to purify water, and all about a slew of rainforest animals. Coming back from Spring Break we will continue with our rainforest unit. We'll be starting in on our geometry unit in math and working to finish up our informational paper. We'll also be enjoying a farm school Friday where we'll be creating worm composting bins, learn all about water filtration, plant flowers, get beehives ready for occupancy, and just enjoy spending the whole school day outdoors. The biggest piece coming up in April is state testing, so we'll be working that into our daily schedule as well. Here's to a fantastic April!



Fifth Grade - Ms. Schneider

Job applications, interviews, paychecks, oh my!
Biztown 2024 was an absolute success. Thank you to everyone that helped make it happen.

Following spring break we will begin our fifth unit of study which includes:
Algebra, patterns, coordinate graphing
Geometry
Our Earth's Systems
Expository Writing
Informational text
State Test Practice and Prep
Stress management
Hiking the Ridgeline trail to study energy in ecosystems
Visiting the central recording station, Short Mountain Landfill, and
BRING recycling to explore
Lane County's waste management



Sixth Grade - Mrs. DeRosia

What an exciting March we have had in 6th grade!
In math, we have been learning all about statistical measures and how to analyze and interpret data. We got to conduct our own surveys to gather data and present our findings to the class! In April, we will be delving further into how to show data in different displays.
In ELA, we wrapped up our Exploration unit with some independent learning about different expeditions and our final argumentative writing assignment where we argued if kids should be encouraged to become explorers. After break, we will be starting a new novel that connects with our next social studies unit!
Speaking of social studies and science, we are finishing up our Earth Science unit with a project about our national parks. Our much anticipated Greek social studies unit will be up next!
We also went on a fantastic field trip to see the water filtration plant and hydroelectric facility with EWEB. This, along with some fun art projects and community building activities, made up a fantastic and busy month!





Seventh Grade - Mrs. Epperson

Time flies when you're having fun learning! This month Group A went to Green Island to propagate willow and learn how to recognize the signs of terrestrial wildlife. The weather alternated between rain, sun, showers, and more rain all day. We got wet, muddy, warmed up during the sun breaks, and managed to have a pretty good time. In social studies, we learned about some early union strikes and created strike signs with information about what workers were demanding, how the employers responded, and a slogan for the strike. Our Adopt-a-Farmer, Dick Severson, visited our class and taught the students all about soil. Then we created our own soil with all of the layers using snack foods inside of a plastic cup. A good time was had by all despite having maybe a little bit too much sugar. We also started a chemistry unit which is all about the properties of matter, how we distinguish between substances, and recognize when a chemical change has occurred. When we return from break students will begin sharing their projects for Genius Hour, a self directed learning project which is really about goal setting and reflection. I am excited to see their projects when we return. Happy Spring!

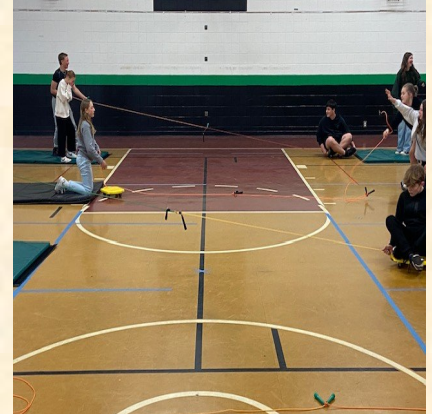
Eighth Grade - Ms. Monterrosa

Has it been another month already?! March has been busy in the classroom. 8th graders shared oral presentations this month in both social studies and language arts. In language Arts, students continue answering the essential question, *When is it right to take a stand? This connects to our Social Studies focus of learning about the events, people, and issues of the 1950s and 1960s: the civil rights movement.*

Students chose a civil rights figure to research and educate their classmates on. They created a slideshow and an oral presentation. In language arts, students developed and delivered a persuasive presentation. Besides practicing speaking in front of a group, 8th graders have been writing essays! I assigned four essays in 3 weeks. As I told the class, writing and speaking to others is not going to go away! I heard lots of moans, groans, and words associated with torture. Though they were not happy, 8th graders did such a GREAT JOB on all of these assignments. I did try to get pictures of students presenting in front of the class...the daggers thrown at me with their eyeballs was enough to spare them that form of torture!

A sweet reprieve was being asked to come watch some of *Horton Hears A Who!* with their 1st grade buddies. 8th graders were so into it, many stayed to watch the end during their own recess break.





PE & Health - Mr. Steve

We had a lot going on in PE this month!

We finished up our pickleball curriculum where we learned how to navigate the kitchen which is an area on the court in pickleball. We also worked on the appropriate times to volley and we finished up with scrimmages.

After that we started our volleyball curriculum. We worked on setting, bumping and serving. For the younger grades we used beach balls so it was easier for them to learn the different volleyball skills.

Finally we played a team building game called the floor is lava which encourages students to work together in groups to accomplish the goal of moving from one mat to another using only a scooter and jump rope. If the students step off the mat or fall off the scooter they have to start over because the floor is lava! The students really enjoyed it!





COBURG COMMUNITY CHARTER SCHOOL
LUNCH MENU FOR APRIL 2024, GRADE: KG,1,2,3,4,5

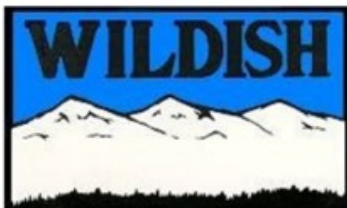
NAME:

GRADE:

TEACHER:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 ORANGE CHICKEN \$4.25 MILK SALAD BAR	2 SOFT TACOS \$4.25 MILK SALAD BAR	3 3RD GRADE FIELD TRIP \$0.00 BROCCOLI CHEDDAR SOUP (GF) \$4.25 MILK SALAD BAR	4 CHICKEN DRUM STICKS \$4.25 MILK SALAD BAR	5
8 COCONUT CURRY CHICKEN \$4.25 MILK SALAD BAR	9 WAFFLES AND SAUSAGE \$4.25 MILK SALAD BAR	10 TERIYAKI MEATBALLS \$4.25 MILK SALAD BAR	11 SLOPPY JOES \$4.25 MILK SALAD BAR	12
15 MAC N CHEESE \$4.25 MILK SALAD BAR	16 BBQ CHICKEN SANDWICH \$4.25 MILK SALAD BAR	17 BEAN AND CHEESE BURRITO \$4.25 MILK SALAD BAR	18 BAKED FRENCH TOAST \$4.25 MILK SALAD BAR	19
22 HAM AND CHEESE QUICHE \$4.25 MILK SALAD BAR	23 CHICKEN VEGGIE WRAP \$4.25 MILK SALAD BAR	24 BAKED ZITI \$4.25 MILK SALAD BAR	25 3 CHEESE PIZZA \$4.25 MILK SALAD BAR	26
29 CHICKEN PARM SANDWICH \$4.25 MILK SALAD BAR	30 YAKISOBA STIR FRY \$4.25 MILK SALAD BAR			

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Talented and Gifted (TAG) Spring Testing

Are you interested in knowing more about the TAG program at CCCS?

Any student in grades K-8 can be referred for Talented and Gifted (TAG). Most students who qualify for identification will fall into one of three categories: Intellectually Gifted, Academically Talented in Math, or Academically Talented in Reading. After identification the student's TAG team develops the TAG plan, and that plan is implemented by the classroom teacher.

CCCS students who are identified as TAG in any area, are provided differentiated instruction and learning activities that happen within the classroom, at their assessed level and rate of learning. Students are using depth and complexity to extend their understanding of a concept that is being taught within the classroom. Depending on the specific TAG plan, the student may also be assessed using differentiated tools aligned to their instruction.

To Qualify for Identification:

Per the 4J School District TAG policy aligned with updated ODE statutes: " In order to make decisions on TAG identification with confidence, we need a 'preponderance of evidence' - and that the standardized test score is not more heavily weighted than any other piece of evidence we take into consideration. School TAG teams use multiple pieces of evidence to determine TAG identification."

Evidence we will look at will be:

- We look at the whole child
 - The previous year's OSAS Scores at or above 95th percentile compared to other students in the 4J School District.
 - At or above the 95th percentile on testing scores from the TAG testing completed by the district.

- The TerraNova Assessment of Reading or Math
- Naglieri Nonverbal Ability Test (NNAT)
- The Wechsler Intelligence Scale for Children (WISC IV)
- Classroom work samples that demonstrate their exceptionality up towards the top 5-10% of their class.
- Other standardized measures like EasyCBM, SRI, IXL which show achievement at similar levels.
- Teacher anecdotal evidence/narratives that explain/illustrate the student's exceptionality.
- Qualitative data - observations.

Spring TAG Testing:

K-2 Students: Each elementary school will be offering one testing window for K-2 students recommended by parents, school personnel, or students (self). The Building TAG Coordinator will coordinate with the 4J School district for testing days in May. Both the Terra Nova (Academic) and NNAT (Intellectual) will be given at this time.

Grades 3-8: There will NOT be a spring testing window for students in grades 3-8. Students in grades 3-8 have the opportunity to qualify for TAG evaluation in Math or Reading by scoring in the 95%ile or higher OSAS in the spring.

If you feel your student would qualify using these guidelines and are interested in having your student referred for evaluation, please let your classroom teacher know **no later than Friday, April 5th**. If you have questions regarding the referral or identification process, please contact our TAG Coordinator, Kasey Rubash at k.rubash@coburgcharter.org.



30-Day Notice for Oregon's Statewide Assessment of English Language Arts and Mathematics

FOSTERING EQUITY AND EXCELLENCE FOR EVERY LEARNER

Oregon is committed to preparing every learner with academic knowledge and skills necessary for success beyond high school. Oregon's statewide summative assessment of English Language Arts (ELA) and Mathematics is fully aligned to Oregon's State Standards and provide students in grades 3-8 and 11, along with their families, one measure of academic achievement and growth.

OREGON'S STATEWIDE TESTS...

- ...are created by educators in Oregon and across several other states
- ...challenge your child to think critically and apply their knowledge across a variety of contexts
- ...go beyond multiple choice and ask your child to explain their answers
- ...act as a snapshot of your child's progress that may be considered along with other pieces of information to determine your child's academic success
- ...help schools and districts evaluate their systems of teaching and learning, as well as identify groups of students whose academic needs may not be adequately met
- ...help communities understand how well their public schools are performing

How long will it take my child to complete Oregon's statewide summative tests?

Most students complete their ELA test in 1.5 to 3 hours and their Mathematics test in 1 to 1.5 hours. Because there is no time limit on Oregon's statewide summative tests, your child can take as long as they need to fully demonstrate what they know and can do.

What do the results mean and where do I get my child's results?

Test results identify your child's strengths and areas for improvement in English Language Arts and Math. Each subject will be broken into categories and will show how well your child performed in each area. The tests measure student learning on a scale that allows for comparisons across time. The Oregon Department of Education has set four achievement levels along this scale that generally describe student academic performance. Your child's school will share your child's scores with you at the end of the current school year or the beginning of the next to help support your child's success as they move from grade to grade.

Why does my child's participation matter?

While no single test can give a complete picture of your child's progress, having your child take the statewide summative tests provides educators and administrators with one source of information about what educational approaches are working and where additional resources may be needed. Your child's participation is important to ensure schools and districts receive the targeted resources they need to help all students succeed.

When will my child take the test?

Your child's school will determine the specific dates your child takes the tests within the statewide testing window. The statewide testing windows for English Language Arts and Mathematics apply to the general and alternate statewide summative tests.

Grades 3-8	Grades 9-12
04/02/2024 — 06/14/2024	02/06/2024 — 06/14/2024

STAY INFORMED

Visit Oregon's Starting Smarter webpage (<https://or.startingsmarter.org>) to learn more about what your child should know and be able to do in English Language Arts and Math, to view sample test questions, and to read more about your child's test results. Contact your child's teacher or school principal with questions.



Annual OSAS Opt-Out Form (2023-24)

DESCRIPTION OF RIGHTS

Oregon law (ORS 329.479) permits parents/guardians and adult students* to annually opt-out of Oregon's statewide summative tests in English Language Arts (ELA) and/or Mathematics by submitting this form to the school the student attends. The school shall provide any student who is excused from a statewide ELA or mathematics test with supervised study time while other students are testing.

To opt-out of OSAS statewide summative tests in English Language Arts (ELA) and/or Mathematics, this section must be completed by the parent/guardian or adult student:

Student's Legal Last Name: _____

Student's Legal First Name: _____

Student's Enrolled Grade: _____

Student's School: _____

Please indicate the OSAS statewide summative tests you are opting out of:

☐ English Language Arts

☐ Math

To help your child's school efficiently plan for the administration of tests, please submit this form to your child's school at least a week prior to the first day of testing. For students who enroll after the statewide testing window begins, you are encouraged to submit the form within 2 weeks of enrollment. This form is only valid for the current school year.

I understand that by signing this form I am opting my child out of OSAS statewide summative tests indicated above for the current academic year only.

Parent/Guardian Signature**: _____ Date: _____

Parent/Guardian Printed Name**: _____

This form may be submitted any time prior to the close of the test window. If the student has already tested, the test will be invalidated; their test data will be removed from state data systems; and they will count as a non-participant for this year's testing. Requests submitted after the final day of the test window cannot be honored.

*Adult students (age 18 and older) may sign on their own behalf and do not require a signature by a parent or guardian.

**Typing your name into the signature box in the digital form indicates your official signature.