



Community Newsletter December 2024

Greetings CCCS Community Members,

Thanks for taking the time to read this newsletter each month or so. The staff here spend a good deal of collective time getting this all together and really count on our families reading this to stay informed and to come back to it as a resource.

This month I want to highlight that Eugene 4J School District is looking for it's next superintendent and is looking for feedback. I encourage everyone to take a few minutes to complete their [input survey](#); the next superintendent will likely be leading the district when next our charter comes up for renewal.

After we return from break we really get to the "meat and potatoes" of the school year's learning. I don't have any statistics in my back pocket, yet I am confident there are studies out there somewhere showing that some of the biggest learning gains happen between winter and spring break. As such, please keep in touch with staff if you have any questions, and keep up the good work getting our students here to school with tummies full and a smile on their face - we will try to return them similarly (although with less full tummies).

As always, please feel free to contact me directly at

director@coburgcharter.org if you have questions, comments, or simply want to 'talk education'.

Dave Wallace

Important Links/Reminders

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

Upcoming Dates:

- | | |
|--------------------------|---|
| Dec. 8: | Winter Parade |
| Dec. 10: | 7th to Green Island |
| Dec. 11: | 2nd & 7th to Release Salmon |
| Dec. 13: | PCS Meeting |
| | Middle School Winter Social |
| Dec. 16: | Board Meeting |
| Dec. 19: | PBIS Assembly |
| Dec. 23 - Jan. 3: | Winter Break—No School |
| | School Work Zone - HVAC upgrades |
| Jan. 6: | School Resumes |
| Jan. 10: | End of 2nd Intervention Session |
| Jan. 14: | 7th to Green Island |
| Jan. 16: | Elementary Winter Concert |
| Jan. 17: | Sluggo Assembly—Reading |
| | Returning Student Re-enrollment form opens |

Long Term Projects Nearing/At Completion

New CCCS Sign: Thanks to a lot of hard work and sponsorship by PCS, we have a new sign board for our school. The new board has an updated design, display board for our Bronco Believer sponsors, and a locking covering for our messages. Special thanks to Kelsey for her continued advocacy with me (since about day 1 when I arrived here) and others to get us approved and a great deal on something that will last us for many years to come.



HVAC - air conditioning and redundant heat: This has been a project I have been working on since I came to CCCS two and half years ago (and yes, Ms. Schneider was on me about it day 1) as a way to address a problem here with lost learning due to heat and an aging heating system that unfortunately can take a while to get fixed.

When staff and students return from winter break they are going to find new “mini-split” systems mounted in their classrooms. Simply put, having a safe and comfortable environment in which to grow helps with learning. We expect this improvement will shift 3-4 weeks of reduced learning to regular, and over the course of time, 9 years here at CCCS, that really adds up.

While most of this work did come from my desk, we would not have been able to accomplish this if I did not have such a trusting and supportive, Board, staff and community. The partnerships we have here at CCCS truly make it a great place to be.

OSAS State Assessment and optional opt-out notice

State Assessments are not the only measure of a CCCS student’s success, but they are an important measure for the student as well as our school. Last year we were able to get results back in time to share with families before the school year let out. This year we hope to do the same, and have our Educational Excellence Committee and Leadership Team use the scores to help drive the annual school improvement plan.

We strongly encourage all our students to take the state assessments in Spring, as it supports our message to students that *yes, you can do hard things*. Also, lack of participation reflects badly on the state school report card and at our annual charter review meetings with 4J. Click the link below for the form

[Families that choose to opt their student\(s\) out of state testing need to complete and return the form, also included on the back of this newsletter, prior to Spring Break.](#)

Free Lunch Program hiccup

Please read if you:

- Receive free/reduced lunch
- Have noticed an unexpected \$0 balance or lunch cost on your MealManage account
- And/or receive SNAP, Medicaid for the kiddos, Foster Care services, or qualify on the [Family Income Survey](#)

Due to some conflicting information we have received in the last month or so, we have overidentified a number of families for free lunch here at CCCS. As we work through this we will be sending a direct communication to any families to which this applies and can use some support and a more complete explanation.

That being said, we are going to do a “hard reset” on the free lunch program here at CCCS starting this January.

If you don't qualify for free lunches, you don't have anything to do.

If you qualify for free lunches and completed the [Family Income Survey](#) this fall then you have nothing more to do.

If you recently noticed a \$0 costing on your account for student meals this will affect you:

- ⇒ If you don't qualify for free lunches, please anticipate the standard cost returning to the meal manage program starting in January; we will not be going back to assess previous lunches purchases
- ⇒ If you do qualify or think you may qualify, please complete the [Family Income Survey](#) and return it to school as soon as possible. Please use attached link, the pages at the end of this newsletter, or a paper hard copy available in the office.

I do apologize for any confusion this causes; while we chose to error on the side of providing better services to families who we were informed as qualifying for support, it is clear there is more I needed to know before making this change.

Please let me know if you have any questions,
Dave



Reminders and Requests

Cell phones: Currently many school districts are banning cell phones at school and are seeing positive results. Word is that there may even be a bill presented in this legislative cycle to address the issue from the state level. At CCCS we ask that students put away their cell phones and devices during the school day. These devices are simply a distraction to the learning environment. One thing we have noticed, particularly at our middle grades, is that students are using the devices during the day to communicate with each other and even to communicate with home. Our request is to contact the office to get messages to your student, save family texts until the school day is complete, and/or require your student to have their phone off during the school day—when they turn it back on at the end of the day messages are delivered and class interruption is avoided.

Dress Code: One the founding practices here at CCCS is our dress code. While the specifics have changed a bit over time, the benefits of the dress code have been a hallmark of our school, is a Board level discussion and policy, and is one of the expectations when families choose to attend CCCS. Teacher time taken to reinforce dress code expectations takes away from instruction time, so we ask that families *please please please* support the school and teacher time by ensuring students are following the expectations before coming to school each day. A full explanation is in the [Student/Family Handbook](#), page 20&21.

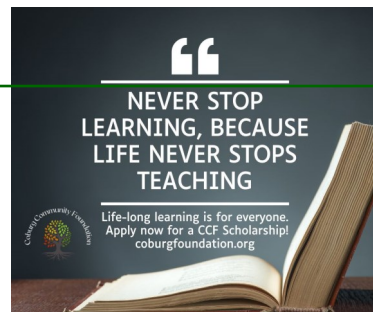
Morning Drop Off: Please know that our cafeteria is open at 7:45 each morning for early drop. We usually have staffing that allows students the choice of playground time or hanging out in the cafeteria.

At 8:10 we really want to have students in their class, listening to announcements, and the halls clear of students and parents so we can get started right away. Parents: if you are chatting with another parent please come down to the office area to avoid disruption in our tiny hallway (sounds carry), and if you need to catch a teacher please help them by concluding your discussion before that bell - even better, if at all possible arrange a meeting ahead of time so teachers are focused on students and student greetings and/or know you are stopping by.

Typically Dave is at the front door, Alissa is roaming and helping students, and Danielle or Charity are hovering near the office to be available for lunch monies, medication drop off, or any of the other myriad of things they manage for our school. Please catch us if we can be of any help.



Popcorn Fridays are Back!!



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

Each year CCCS creates and approves a budget for the following year. As most folks know, CCCS get 80% of the state per pupil funding than that of a traditional neighborhood school. This is the statutory minimum—4J could provide us a higher percentage but choose not to do so. 4J is generous enough to also provide our portion of the Local Option Levy, which they aren’t statutorily required to do—hence our significant encouragement for our community to vote positively for this when renewal comes around.

Every two years the state legislature passes a biennial budget which dictates the funding and informs us generally of our expected revenue and in turn we develop our budget. However, the state budget isn’t fully passed until June, and the legislature usually waits until the May economic reports to really finalize their plans.

That all being said, our executive director keeps a rather close eye on the current and future budgets based on the best available projections, and is ready to start working with the Finance Oversight Committee (FOC) on next year’s budget this month or in early January. The Board will review the FOC recommended budget, likely in February and generally completes the budget approval process in March.

Odds and Ends:

The Board in November reviewed policy updates and heard committee reports. If folks are interested we always have our agendas and minutes posted on the website.

The Board was also presented with the preliminary 25/26 Calendar information and will be working to review and approve next years calendar in the upcoming months.

Attendance Rate to date (12/7): 95.5% - this is great—keep it up!

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

It is also a key piece used to determine our ADM (Average Daily membership) which ultimately links to our funding and what we are able to provide here at CCCS.

8th Grade Families—Transition to High School Page

On this page we will be including any information we receive from the local high school in which our students may attend. Please know that improving the information transfer process is something we are hoping to continually approve, and as we develop those connections and partnerships we are confident we will see improved cooperation. Once we get information we will send that out to families promptly—not wait for another newsletter—so please keep an eye on the weekly email updates.

We encourage families to watch closely the website of the schools/districts in which they are considering attending.



Eugene International High School (Eugene IHS) is a choice school for students in grades 9-12 offering a 4-year interdisciplinary humanities curriculum focused on international studies. Students are dual enrolled in both Eugene IHS and their host school.

ANY student can enroll. They must go through the online 4J School Choice Lottery, regardless of attendance area: 4j.lane.edu/schoolchoice. The in-district deadline is **January 31, 2025**.

IMPORTANT DATES for the 2025-2026 School Year:

January 1.....Online application period for 4J School Choice Lottery opens for **in-district** students

January 31.....Deadline to submit **in-district** 4J School Choice Lottery Applications

March 1.....Online application period for 4J School Choice Lottery opens for **out-of-district** students

March 31.....Deadline to submit **out-of-district** 4J School Choice Lottery Applications

Spanish and French Immersion students from Monroe and Roosevelt will be enrolled in Eugene IHS *without* the lottery process because they entered immersion through the lottery in elementary or middle school. However, immersion students **do need** to submit the Eugene IHS Enrollment Form to the Eugene IHS office at South or Sheldon by the **January 31st** deadline. This form will be included in a special mailing to immersion families.

We hope you will consider becoming a part of our Eugene IHS community!

For more information contact one of the Eugene IHS offices below, or visit the Eugene IHS website at ihs.4j.lane.edu

Eugene IHS @ Churchill: 541-790-5225

Eugene IHS @ Sheldon: 541-790-6636

Eugene IHS @ South Eugene: 541-790-8030



Kindergarten — Ms. Dunmire

Wow! Time flies! For November, our Kindergarteners learned all about gratitude and did several projects relating to it, went on a nature walk, did art projects about turkeys, and practiced being thankful in everything we do. The Kinders also spent a lot of time practicing small groups, learning new alphabet letters, sounding out words, counting as high as we can, learning 2D shapes, as well as starting addition. We also started learning about ice and snow for the month of December and built snowflakes with our buddies!

Coming up for the rest of December and January, students will be learning more about weather, hibernation, winter animals, blending sounds to form words, continuing addition, and Holidays Around the World to celebrate our community and those around us.

Looking forward to seeing everyone grow!

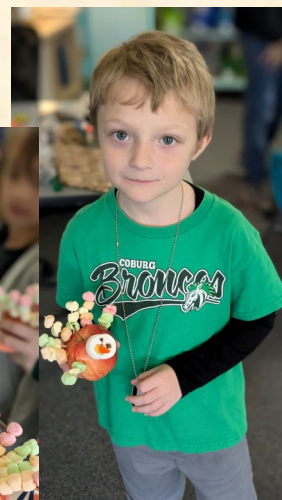




First Grade — Mrs. Boyum

November was a wonderful month in first grade focused on gratitude. We have so much to be thankful for! In circle time, we shared things that we are thankful for and created several beautiful writing projects focused on gratitude. We sprinkled in some holiday magic by making apple turkeys with our 6th grade buddies. All students agreed that we are thankful for marshmallows too. It was such a treat to take a real life bus to the Eugene Public Library with our 6th grade buddies! The kiddos got the chance to go behind the scenes of the library and see the sorting machine- it was amazing! We also shared a storytime together and explored the different sections of the library.

In social studies, we learned all about the Wampanoag Native Americans and the Pilgrims for the month of November. This was a cross-curricular unit and we explored and compared our lives to the lives of the Wampanoag and Pilgrims. From book making and basket weaving it was a blast! The kiddos were enthralled and learned so much. We put the finishing touches on November with an earned flashlight party. Needless to say, it was a smashing success!





Second grade — Ms. Smith

November was a busy month and we learned a lot about measurement, salmon's life cycle, and developing stronger writing skills!

Math: We continue working with both 2D and 3D shapes and recording the number of faces, vertices, edges they have. Then we are working through single digit multiplication and some groups will begin double/triple digit multiplication by stacking their problems.

ELA: In our MyView textbooks, we are focusing on Traditional Tales, which includes Fables, Legends, and Folktales. We will discuss and break down what an author's purpose may be from the various stories read this month.

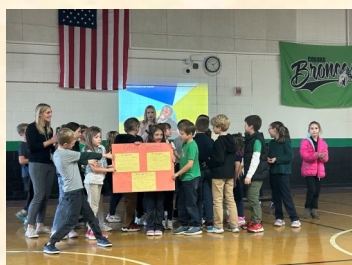
Science: This month, we will be going to Alton Baker Park with our 7th grade buddies to release the salmon they raised into the river! 2nd grade will be learning more about our solar system and the Milky Way.

Social Studies: Holidays Around the World! 2nd grade is learning about holiday traditions in multiple countries including Mexico, China, India, and more!



Third grade — Mrs. Rutter

It was so great meeting with families for conferences, thank you to everyone that was able to make it during a busy holiday week. We have started looking at patterns in multiplication and division, and we will be jumping into multiplication and division with harder numbers soon. In reading, students have been more independent when finding text evidence in different stories. We finished our personal narrative and now we are writing a fictional narrative about snow globes. In science, we are looking at static electricity and how to mix the best soil for plants to grow in. In social studies we just started labeling a map of Oregon, where we are looking at counties, geographical features, main industries, and interstates. We finished our artwork based on M.C. Escher, and are working on snowglobe art next to go with our writing. We have a busy couple of weeks coming up where we are doing activities to learn about Christmas, Hanukkah, Kwanzaa, and Winter Solstice, as well as partnering with Bags of Love to make blankets to donate as we learn about the 'spirit of giving'. This is such a fun time of year in the classroom!



Fourth Grade - Mrs. Sepulveda

One of the best parts of November is that I get a chance to chat with everyone at conferences. Fourth grade has been working so hard and I love to be able to share their wins with parents! In November we finished up our personal narrative, which was our first big writing piece of the year. We also really focused on our character trait of gratitude. The kids even had the idea of turning one of our bulletin boards into a gratitude wall and it turned out amazing. Fourth grade also worked on their country project which is the culminating project at the end of our maps unit. They are diving in to learn about their country and then creating a google slides project that they will share with the class when we get back from winter break. December is a busy time in fourth grade. We are learning about many different religious holidays as well as how different countries celebrate the holiday season. We focus on giving and kindness by working on a lights of kindness project. This project focuses on giving kindness to others or recognizing the kindness of others. Lastly, the kids will get a chance to "Elf Themselves" in a fun writing activity. Looking forward to a fun and festive December!





Fifth Grade - Ms. Schneider

5th grade just wrapped up our second unit focusing on:

- What can we learn through observations?
- How can we protect wildlife in a changing environment?
- Financial services; earning, spending, and saving money; payment types
- Methods for multiplying multi-digit whole numbers
- Energy in ecosystems

This weekend we are excited to be selling our crafts, baked goods and hot chocolate at the Coburg Holiday Market. All funds raised go to help pay for our Junior Achievement BizTown experience in Portland.





Sixth Grade—Mrs. Young

What a fabulous fall we've been having in 6th grade!

In class, we concluded our first novel of the year: A Wrinkle in Time. As a final activity, students planned and executed the construction of their own model of a tesseract (picture a cube suspended within a cube), using a variety of materials provided. The STEM project was a crossover with our science unit, where students have been learning about making and utilizing models to visualize concepts more concretely.

We have really been having a wonderful time with our buddies this last month! 1st and 6th graders have been working together to create projects around gratitude. They also made apple turkeys with candy, and went on a joint field trip to the Eugene Public Library on a bus!

In ELA, students collaborated in literacy circles to reinforce understanding and tackled their final writing project of the unit: a nonfiction narrative about a person who overcame a challenge to experience success. They also wrapped up a very challenging math unit and final unit assessment. I am so proud of their hard work!

Coming up, we are beginning a new class novel, Maniac Magee, launching a new ELA unit around Exploration, and beginning our next math unit on Ratios. We are also embarking on a field trip to the Jordan Schnitzer Museum of Art at the U of O to check out their specialty exhibit on Calvin and Hobbes, and focusing on the spirit of giving to others. We are so excited for these last few weeks together in 2024!



Seventh Grade - Mrs. Epperson

November had fewer school days and you would never know it because 7th has been busy! We went to Parker Learning Gardens and helped harvest gourds. Well, we actually had a bit of a competition to see who could harvest and gather the most gourds. It was a hoot! We also had a class visit by Sarah Wheeler from the McKenzie River Trust to share Green Island's land history, restoration project goals, and emphasized the importance of the work that the students do out there to protect and preserve our local watershed. Charlie from 2nd grade earned a special reward and chose to join 7th for a science lab. We were creating stomachs in a beaker with digestive enzymes and hydrochloric acid and massing some hard boiled egg whites to see if our stomach can break down proteins. Charlie helped mass the egg cube and helped to add it to the beaker. It was super fun having a 2nd grade buddy helping with a lab, and Charlie is an excellent lab assistant. The garden crew had fun raking leaves and defying gravity! We are so fortunate to have such enthusiastic students. I love teaching and learning with these kiddos.



Eighth Grade - Ms. Monterrosa

November was a busy month in the 7th/8th grade Humanities classroom.

7th grade was full of finding connections with other generations to help answer the essential question in language arts, *What can one generation learn from another?* The highlight was listening to their end of month assignment, interviewing someone from a different generation. We listened to students' interviews of not only a parent but grandparents and even a younger sibling. These were heartwarming and funny!

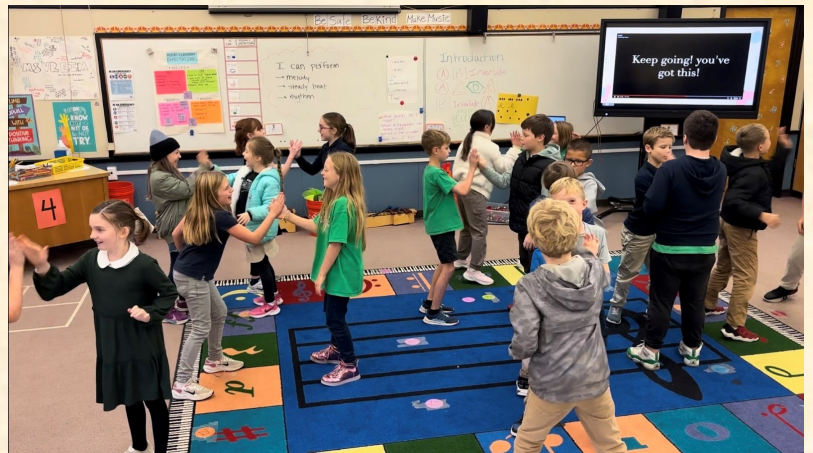
8th grade started their unit on the Cold War. They created 'chess pieces' representing different countries and how they played a part in the Cold War. Pieces were so creative and unique! We also had plenty of Kindergarten Buddy time! 8th graders helped their younger buddy earlier in the month with an Autumn nature hunt, had some reading time, and even helped to create 'snowflakes' with marshmallows and toothpicks. I don't know who had more fun with that one! I also had to throw in a picture with the Leadership elective because when you see a rainbow, you have to capture it with such fun smiles!



Music - Ms. Vreim

K-5 in music have been working hard at learning lots of new musical concepts. K-2 have been rocking it at keeping a steady beat, and 3-5 have been blowing me away with their abilities to understand and create rhythms! We've also been learning and performing lots of songs from different genres in preparation for our winter concert on January 16th. Just this week some highlights include 5th grade working hard at bucket drumming and 2nd grade learning lots of new lyrics to their song "You're a Mean One, Mr. Grinch."

One of the favorite activities this past month has been learning the Russian folk dance "Sasha". Attached are some photos of 3rd and 4th graders having lots of fun with this high energy dance.



PE - Ms. Sanchez

PE has been full of fun in the month of November! We have been dancing our time into the month of December!

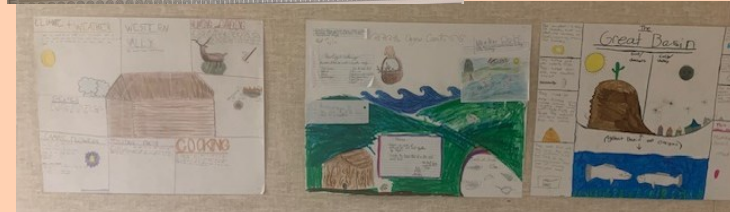
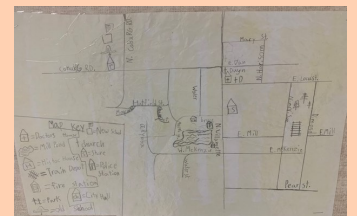
Our students have been working so hard at learning their dances and preparing for their performance. It has been so fun teaching them these routines and watching them enjoy something new.

We will be headed into some basketball and volleyball after winter break!



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~





COBURG COMMUNITY CHARTER SCHOOL

LUNCH MENU FOR DECEMBER 2024, GRADE: KG,1,2,3,4,5

NAME:

GRADE:

TEACHER:

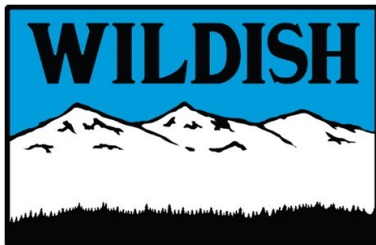
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2 CREAMY PESTO CHEESE TORTELLINI \$4.25	3 JAMBALAYA \$4.25	4 CHICKEN FRIED RICE \$4.25	5 BAKED FRENCH TOAST \$4.25	6
9 CRISPY CHICKEN SANDWICH \$4.25	10 CARNITAS STREET TACOS \$4.25	11 BEAN AND RICE BOWLS \$4.25	12 GRILLED CUBANO SANDWICH \$4.25	13
16 COCONUT CURRY CHICKEN \$4.25	17 EGG AND SAUSAGE BISCUIT \$4.25	18 PENNE ALFREDO \$4.25	19 3 CHEESE PIZZA \$4.25	20
23	24	25	26	27

Meal Manage Resources

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



THANKS TO ALL OUR SPONSORS!!



chvatalorthodontics





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
04/01/2025 — 06/13/2025	02/04/2025 — 06/13/2025

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 (2024-25)

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.

2024-25 Family Income Survey – CCCS

Dear Parent/Guardian:

Schools receive certain federal and state funding (learning assistance programs, teacher incentives, etc.) when you complete this *Family Income Survey*. Your children may qualify if your household income falls at or below the limits on this chart. This is a modified form to fit the unique situation of CCCS, who does not participate in the reimbursed school lunch program, but does receive additional funding for students that qualify for free or reduced lunch. CCCS provides lunch at no charge for any families qualifying for free or reduced lunch, therefore there is just one family income chart.

It is important that you complete this survey. Please complete and return this form to Melodi Jayne, CCCS Business Manager, at the office or you can email it to melodi.jayne@coburgcharter.org

Part 1. ELIGIBILITY:

There are two ways to qualify: Program Participation or Household income Survey

1. Program Participation - please check off if your family participates in any of the programs below:

- ☐ SNAP
☐ Foster Care Program
☐ Medicaid

2. Household Income

Figure out your total household income. Then look at the income chart below. Find your household size. If your total household income is equal to or less than the amount listed for your household size, check the box.

Federal Reduced Price Meals Income Chart
Effective from July 1, 2024 through June 30, 2025

Check box that applies	Household Size	How Often Payment is Received				
		Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
<input type="checkbox"/>	1	27,861	2,322	1,161	1,072	536
<input type="checkbox"/>	2	37,814	3,152	1,576	1,455	728
<input type="checkbox"/>	3	47,767	3,981	1,991	1,838	919
<input type="checkbox"/>	4	57,720	4,810	2,405	2,220	1,110
<input type="checkbox"/>	5	67,673	5,640	2,820	2,603	1,302
<input type="checkbox"/>	6	77,626	6,469	3,235	2,986	1,493
<input type="checkbox"/>	7	87,579	7,299	3,650	3,369	1,685
<input type="checkbox"/>	8	97,532	8,128	4,064	3,752	1,876
<input type="checkbox"/>	Each add'l household member add	9,953	830	415	383	192
<input type="checkbox"/>		Household does not qualify				

HOUSEHOLD is defined as all persons, including parents, children, grandparents, and all people related or unrelated who live in your home and share living expenses. If you are applying for a household with a foster child, you may include the foster child in the total household size.

2024-25 Family Income Survey – CCCS

HOUSEHOLD INCOME is considered to be any taxable income each household member received before taxes. This includes wages, social security, pension, unemployment, welfare, child support, alimony, and any other cash income. If including a foster child as part of the household, you must also include the foster child's personal income. Do not count foster payments as income.

Part 2. STUDENTS: Please fill in the following information for all children living with you that are attending school.

Student's Last Name	Student's First Name	MI	Date of Birth	School	Grade

Part 3. SIGNATURE: I certify (promise) that all information on this application is true and that all income is reported. I understand that the school will get state and federal funds based on the information I give. I understand that school officials may verify (check) this information.

Signature: _____ Print Name: _____

Date: _____ Phone: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

There's a **health coverage** option for you!



OREGON
HEALTHCARE.GOV
855-268-3767 (toll-free)



Find coverage for you and your family.

- **Oregon Health Plan (OHP) Plus** is available to low income kids and adults regardless of immigration status. Coverage is free and includes mental health, routine dental, and physical health.
- **OHP Bridge** is now available to adults with income above OHP Plus income limits. Coverage is free and similar to OHP Plus.
- **Marketplace health coverage** is available - often with financial help. Your cost depends on your income, age, where you live, and the plan you choose.

See what coverage you can get at OregonHealthCare.gov.

Coverage you can count on.

No matter what coverage option is available to you, you can count on coverage that will be there when you need it. All plans available through OHP Plus, OHP Bridge, and the Marketplace cover:

- Immunizations
- Wellness check-ups and preventive care
- Maternity and newborn care
- Mental health care and substance abuse treatment
- Prescription drug coverage
- Reproductive health services

All care through OHP Plus and OHP Bridge is free. Cost sharing may apply to Marketplace plans.

Free local help is available.

Want help getting started and applying for coverage? Not sure how to apply or what plan is best for you?

Local help is available from health coverage experts near you - and all help is free!

Find a local expert at OregonHealthCare.gov.

Contact us

OregonHealthCare.gov || info.marketplace@oha.oregon.gov
855-268-3767 (all relay calls accepted)