



Community Newsletter January 2025

Greetings CCCS Community Members,

Thanks for taking the time to read this newsletter each month or so. Staff spend a lot of time getting this all put together, and there is a ton of information here. Please let the office know if you'd like a printed copy.

Lots of things are going on at CCCS these days. We have mostly completed winter assessments and are preparing for report cards, our 3rd intervention session is just getting started, this year's kindness challenge will be announced by Mrs. Chase very soon, our Sluggo reading program is underway, and 'lots of good stuff' is going on in our individual classrooms.

In the office we have started the annual enrollment processes for next year and are already putting together curriculum orders. On Monday the Board approved next year's calendar, and in the next month or two the Board will be approving next year's budget. I am happy to say that the anticipated budget and 3 year projections show stability and sustainability for CCCS, contrary to what you are seeing in many districts around the state we are not anticipating cuts in staffing/programs.

Please remember to regularly check the lost and found, the busy calendar to the right, and as always please feel free to contact me directly at director@coburgcharter.org.

Dave Wallace

Important Links/Reminders

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

Upcoming Dates:

- Jan. 29: Sibling and New Student Lottery opens**
- Jan. 29: PBIS Assembly**
- Jan. 31: No School - Grading Day**
- Feb. 3: No School - Professional Develop. Day**
- Feb. 4: Start of 2nd Semester**
- Feb. 5: Returning Student Re-enrollment Forms due by 3:30**
- Feb. 7: Reports Cards sent home with Students**
- Feb. 11: CCCS Information Night for prospective families**
- Feb. 17: No School—President's Day**
- Feb. 24: Sibling and New Student Lottery Applications due by 3:30**
- Feb. 25-28: Lottery run, families notified**
- Feb. 27: Human Growth and Development Parent Info. Night—5th and 6th grades**

GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS!

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05
17
25

SAVE
THE
DATE

for our annual fundraiser

THE BRONCO BASH
SATURDAY, MAY 17, 2025
SHADOW HILLS COUNTRY CLUB

formal invitation to follow

GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS!

(click for link to pdf)



Coburg Community Charter School 2025/26 Calendar

July	M	T	W	TH	F		Jan.	M	T	W	TH	F	<ul style="list-style-type: none">1 New Year's Day5 Return19 MLK Jr. Day30 PD Day29 Semester Ends Teacher days 19/98 Student days 18/98
		1	2	3	4						1	2	
	7	8	9	10	11			5	6	7	8	9	
	14	15	16	17	18			12	13	14	15	16	
	21	22	23	24	25			19	20	21	22	23	
	28	29	30	31				26	27	28	29	30	
Aug.	M	T	W	TH	F	<ul style="list-style-type: none">26 Teachers report Teacher days: 4/4 Student days: 0/0	Feb.	M	T	W	TH	F	<ul style="list-style-type: none">2 Grading Day3 Start of 2nd semester16 Presidents Day Teacher days 19/117 Student days 18/106
					1			2	3	4	5	6	
	4	5	6	7	8			9	10	11	12	13	
	11	12	13	14	15			16	17	18	19	20	
	18	19	20	21	22			23	24	25	26	27	
	25	26	27	28	29								
Sept	M	T	W	TH	F	<ul style="list-style-type: none">1 Labor Day3 First Day 1-8, half day K4 Full Day 1-8, half day K5 First full day K Teacher days 21/25 Student days 20/20	Mar.	M	T	W	TH	F	<ul style="list-style-type: none">23-27 Spring Break30 PD Day Teacher days 16/133 Student days 15/121
	1	2	3	4	5			2	3	4	5	6	
	8	9	10	11	12			9	10	11	12	13	
	15	16	17	18	19			16	17	18	19	20	
	22	23	24	25	26			23	24	25	26	27	
	29	30						30	31				
Oct.	M	T	W	TH	F	<ul style="list-style-type: none">10 Professional Development Day Teacher days 23/48 Student days 22/42	Apr.	M	T	W	TH	F	<ul style="list-style-type: none">17 PD Day Teacher days 22/155 Student days 21/142
			1	2	3					1	2	3	
	6	7	8	9	10			6	7	8	9	10	
	13	14	15	16	17			13	14	15	16	17	
	20	21	22	23	24			20	21	22	23	24	
	27	28	29	30	31			27	28	29	30		
Nov.	M	T	W	TH	F	<ul style="list-style-type: none">10 PD Day11 Veterans Day24 & 25 Parent/teacher conferences26-28 T- break Teacher days 16/64 Student days 13/55	May	M	T	W	TH	F	<ul style="list-style-type: none">25 Memorial Day Teacher days 20/175 Student days 20/162
	3	4	5	6	7							1	
	10	11	12	13	14			4	5	6	7	8	
	17	18	19	20	21			11	12	13	14	15	
	24	25	26	27	28			18	19	20	21	22	
								25	26	27	28	29	
Dec.	M	T	W	TH	F	<ul style="list-style-type: none">22-2 Winter Break Teacher days 15/79 Student days 15/70	June	M	T	W	TH	F	<ul style="list-style-type: none">11 Last 1/2 day for students12 Teacher grading day Teacher days 10/185" (186 if count Flex day) Student days 9/171
	1	2	3	4	5			1	2	3	4	5	
	8	9	10	11	12			8	9	10	11	12	
	15	16	17	18	19			15	16	17	18	19	
	22	23	24	25	26			22	23	24	25	26	
	29	30	31					29	30				
186 Teacher days							171 Student days						

School not in session	First/Last day of school	Parent/Teacher Conferences Preparation Flex day
No School: Professional Development Day	No School: Grading Day	Parent/Teacher Conferences

After 3 Inclement Weather Days, the days will be made up in this order, schedule permitting: February 2, April 17, June 12

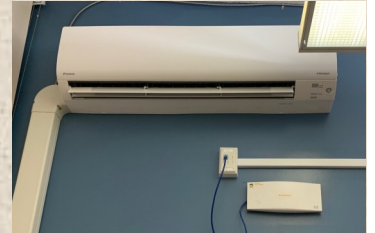
CCCS Beautification and Improvement Projects

Students, staff, families, and community members all benefit from having well maintained and well cared for facilities and grounds here at 92714 N. Coburg Rd. Staff spend a good deal of time making sure their spaces are fully prepared for the best learning environment possible, and dedicate additional time to improve the school in general - in too many ways to list here. Additionally, we are quite privileged to have parents and families provide some extra hands throughout the year that helps keep the ball rolling - you'd be surprised the importance and value of a few people picking up for a bit while their kiddo is practicing basketball - even seemingly small helps add up. Below are a few recent and upcoming projects that we are working on around the school (and some requests for help)



:Recent:

- New Sign Board—Thanks PCS!
- Installation of AC/Heat mini-split units in classrooms and office
 - Safety/security cages coming soon
- Fresh gravel on pick-up/drop-off line driveway
- Gym floor repair - (squeezing a few extra years out of a 45 year old floor)



Some that are Upcoming:

- Front flower bed plantings (hopefully this spring)
 - Please contact Dave with contacts for discounted plant ordering—we already have a plan and list (thanks Nikki)
- Gym parking lot—small extension and fresh gravel before tee-ball season
- Fields:
 - Tee-ball field clean up (needs volunteers to help till, clean up and re-rake infield)
 - Big field - need help flattening/leveling - anyone have a grader that won't make a mud pit?
 - Soccer Field - looking for thoughts on how to help with this one
- 4J is replacing the roof this summer - I expect lots of activity here in July and August

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; 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](#)

REQUEST—Yearbook Pictures

If you have any school event-related photos that could be used for the CCCS Yearbook this school year, please email a copy of each photograph file to Jordyn Lowen, CCCS Yearbook Adviser, at j.lowen@coburgcharter.org. We would love to begin collecting photos from the first half of the school year including events such as First Day of School, Bronco Dash, Outdoor School, classroom field trips, Community Days, Christmas in Coburg, and Winter Concert.

Student of the Month Display Case



New Portal for State School Report Card Data

The new [Online Report Card](#) provides a wide array of school, district, and state accountability data, including graphs for regular attendance, the percentage of 9th Graders On-Track to graduate from high school, and other key indicators.

One Newly Reported Piece to Consider—School Funding

One of the key factors and new information that is shared in this portal is a [comparison of how much is spent per student at CCCS as compared to the state and district](#).

We often share that we receive just 80% of the state funding, but here you can really see the difference in what is spent per student in our school. It is true that CCCS is not able to serve the students that require the very significant costs that thankfully 4J is able to provide to those kiddos who need it. It is also true that this difference in funding requires some sacrifice and extra effort on the part of our staff and families. CCCS so appreciates the extra support we receive from our community - fundraising, volunteering and the simple trust and support you give to each other truly make the difference around here, and are the reason this is working so well.

Per-Pupil Expenditures

Download as Spreadsheet			
Level	Federal Per Pupil Expenditures	State and Local Per Pupil Expenditures	Total Per Pupil Expenditures
School	\$1,000.84	\$10,751.27	\$11,752.11
District	\$1,447.56	\$18,291.66	\$19,739.22
State	\$1,401.87	\$16,860.73	\$18,262.60

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.



Board members needed:

The CCCS Board of Directors is now accepting applications to serve on the board beginning with the 2025/26 school year. Additional information and the formal application can be found in the attached or [online](#). **Applications are due by March 14, 2025.**

The ability for CCCS to govern its own affairs through a dedicated board of directors is one of the key characteristics of being a public charter school under Oregon law. It sets our school apart from other public schools. This is a significant responsibility for which we are all grateful. Please consider serving our school by joining the board! If you have any questions, please get in touch with [Mercia Petewon](#), Board President, or [John Barry](#), Governance Committee Chair.

Budget:

The 2025/26 budget presentation was brought to the Board, after review and approval by the Financial Oversight Committee (FOC), at Monday’s Board Meeting for review and discussion. Feedback was received, will be addressed at the next FOC meeting in February. The proposed budget and FTE grid will come back to the Board for discussion and potential approval in March.

Activity Busses/Vans:

One topic of discussion in which the Strategic Planning Committee is looking into is the potential to acquire 2 activity busses (14 passenger) to facilitate safer and more efficient transportation of students on field trips and learning events in the community. This is an ongoing conversation, will be a collaborative effort, and will likely require some community support. The ODE requirements for school transportation equipment and services are quite robust, and expensive especially on the front end, so this will be necessarily thorough and long decision process.

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



Kindergarten — Ms. Dunmire

Welcome to the new year, everyone! We've been working hard in Kindergarten to get back in the swing of things and lots of learning.

This month, we've been focusing on subtraction with specific vocabulary about "taking away," and using manipulatives and word problems to help us grow. For reading, we're completing our alphabet and having the "Marriage of Q & U" to celebrate! All of our kinder kiddos have been working hard at small group time and have been enjoying their time on iReady and working with Ms. Dunmire and our lovely EA's. Kinders have also spent time learning about how animals adapt for the winter, including fun art projects about bears and how they hibernate. Big shoutout to seeing Sluggo as well!

Next month, look forward to 100's day, Valentine's Day, learning long vowels, learning new strategies for addition and subtraction, Black History Month, continuing animal adaptation to learn about beavers and how they change their environment, and even more buddy time.





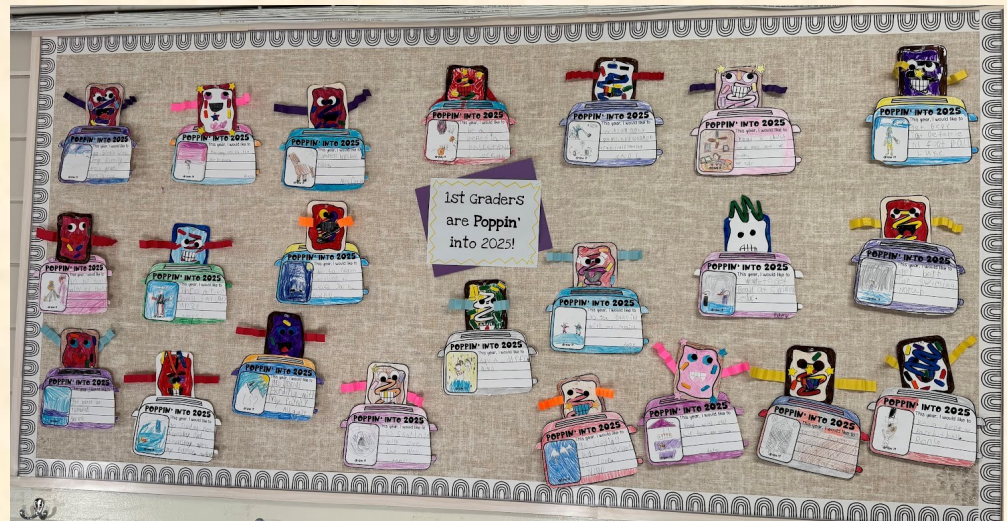
First Grade — Mrs. Boyum

We are off to a great start in the new year in first grade! Before break, we finished up our unit about holidays around the world. We traveled to Sweden and Israel to learn about their holiday traditions, customs, and gift givers. We made beautiful art which included Tomtens, St. Lucia crowns and Menorahs. We even learned how to play Dreidel too! The chocolate gold coins were a smashing hit!

As soon as we returned from winter break, we jumped right into our classroom routines and learning. In math, we became addition experts learning all about doubles and doubles plus one strategies. In language arts, we learned about the long /ee/ and /ea/ vowel teams followed up with the sneaky /y/ that often makes the long /e/ and /i/ sounds at the end of a word. Our genre focus was fairy tales this month. The kiddos soaked up every fairy tale story and were able to identify the problem, tricky character, and moral of each story. The Three Little Super Pigs series was the collective favorite!

In social studies, we focused on the great Dr. Martin Luther King Jr. and his incredible life and legacy. Our class had wonderful and meaningful conversations about his life and the impact he left. We made banners about Martin Luther King Jr. that are on display in the hallway.

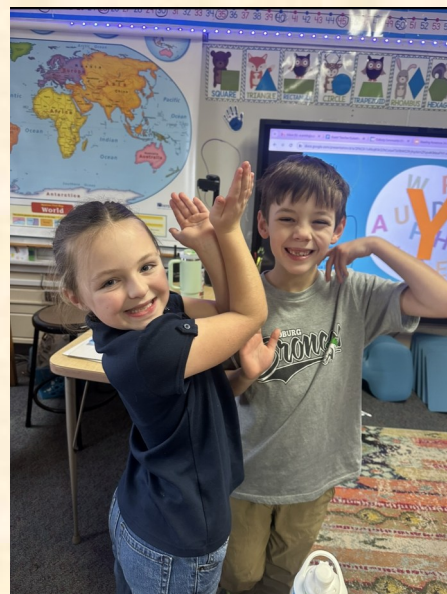
Our character strong focus has been all about perseverance this month. Each morning, we sang our perseverance song to start each day. Our class is such an incredible group of kind, respectful, and hardworking students. I can't wait to see all that we will continue to accomplish together this school year.





Second grade

Ms. Smith



Math:

Last month 2nd grade had a lot of testing to get through which means we are continuing the end of January math concepts into the beginning of this new month. Our primary focus is on money values, adding/subtracting money with decimals, and then working again with the measurement of time. Both skills of being able to tell time and understanding money values directly relate to everyday lives. They are also challenging to learn, making practice at school and at home very important!

ELA:

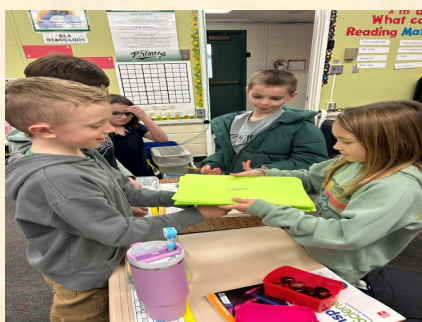
This month, we are reading Realistic Fiction/Procedural Texts in our MyView textbooks. There are a few stories in their text we plan to read/work through together using the margin text features. These margin features give us tasks to do after reading a page or two that get us thinking deeper about what the text is helping us learn. Comprehension is the main focus for our reading groups and being able to cite where we got the information from in our novels.

Perseverance was the Social Emotional focus of January schoolwide, this month we are all working **Empathy and Kindness!**



Third grade — Mrs. Rutter

Happy new year and lunar new year! We jumped right into things after winter break with our winter benchmark tests and reading projects, which was great as we focused on the character trait of perseverance. The class had fun with the winter music concert and it was great to watch. In math we wrapped up our multiplication and division unit, and are now looking at area. Our next unit will be jumping into fractions. We started reading a new novel about Jackie Robinson to learn about historical fiction. In writing we are finishing our fictional narratives about being trapped in a snowglobe and will be writing information text next for Black History month. In science we finished our electric and magnetism unit by making a closing gate. We will be looking at plant and animal life cycles next. We have learned about food groups and healthy portions, and will learn how to read a nutrition label next. We have finished up lower case cursive letters and will start capital letters next. The students have been working on how to code on computers and working on typing skills.



Fourth Grade - Mrs. Sepulveda

I feel like January has flown by! In fourth grade, this has been the month of starting new projects. The students have started writing opinion papers and have some awesome opinions. Some of these include “we need to take better care of the animals on our earth” and “why a cruise is the best kind of vacation.” I’m excited to see the finished product! We have also started our Medieval Europe unit. We learn all about how Europe changed after the fall of the Roman Empire. Students presented their country projects this month and then created a piece of art to represent their country. They did an AMAZING job!! If you are in the school, make your way down to fourth grade. It looks like an art gallery. In January we worked on mastering the art of double digit by double digit multiplication and are now knee deep in long division. Working with fractions is on the horizon. Lastly, we have just started our beloved Winter Olympics STEM unit, which will continue into February. Students will work together to engineer what they’ll need to compete in five different events. These events include bobsledding, ski jumping, snowboarding, curling, and hockey. It is one of the highlights of fourth grade. We’ll also be learning about Lunar New Year and even perform some reader’s theater to teach other classes about Lunar New



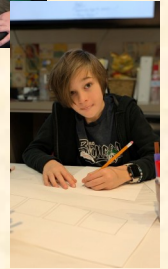


Fifth Grade - Ms. Schneider

5th grade has had a great transition back from winter break. These rock stars did an amazing job at the winter performance, crushed winter benchmark testing, celebrated MLK Jr. with curiosity, and designed their own prototype for their business team.

In February, we will dive into poetry, learn about the Black is Beautiful movement of the 60's and 70's, work with clay to build coil pots and prep for our job applications/interviews for Biz Town!





Sixth Grade—Mrs. Young

We are having a wonderful winter in 6th grade! Winter holidays are a fun time to learn about other cultures and share in some special experiences. 6th grade had a great time playing Dreidel with their 1st grade buddies. With 50 kids anteing up and testing their fortunes with a spin of the dreidel, it felt like a casino in class! The buddies also worked together to create some beautiful winter pin art that we hung in the windows. :)

In December, our class took a field trip to the Jordan Schnitzer Museum of Art to explore the Calvin and Hobbes exhibit as part of our ELA unit on Childhood. Our tour concluded with an activity around students creating their own comics. We then launched our new ELA unit on Exploration. For one of our class projects, students worked in pairs to create slideshows about a famous explorer of their choice. I learned a lot about Leif Erickson, Marco Polo, Sacagawea, and Amelia Earhart, among others.

We began the new year by reflecting on our own strengths and areas where we'd like to grow, and each student came up with a word that will be their focus for the year. Words like "create," "explore," "capable," "focus," and "patience." The students created a poster of their word so they can keep it firmly in their mind as we move forward into 2025.

In science, we are continuing our unit on Light. Students have been learning to use light meters to measure light output, and have been exploring the concepts of transmission, reflection, and scattering of light. We will wrap up our unit by learning about why and how we see color, and the power of light as an energy source. We also learned about how the Aurora Borealis occurs and students created some very cool art using oil pastels and chalk.

In math, we are concluding our unit on Measurement Conversion and moving right into Understanding and Using Percentages. We also wrapped up all of our winter assessments. These kids have been working hard!

Coming up soon we will be moving on to learning about the ancient civilizations of Mesoamerica: the Olmecs, Maya, Aztecs, and Incas. We are also beginning a new novel that is a bit of a spooky mystery about the Underground Railroad that we are all very excited about. We have so much learning to do in 2025!



Seventh Grade - Mrs. Epperson

Mrs. Epperson has been very open with her students about a needed medical procedure, so this month she is off the hook for her newsletter entry.

Mrs. Epperson would probably tell us, and her students would agree, she is *off the hook* all the time.

(Is that still a phrase people use)

Eighth Grade - Ms. Monterrosa

What a busy start to the 2025 year! Usually I focus on sharing about what is going on in the Humanities classrooms. Yes, we are writing, reading, finishing projects, all the academic 'fun stuff'.

What I wanted to share with you this time is the other aspect of our vision and mission: "Community and Character". I have had a rough start to this new year. Besides getting sick, I lost my sweet dog too early due to cancer. The love, compassion, and sweet words by the 8th grade and their families have really helped me through this time.

Mrs. Epperson had to have surgery this month and the 7th graders have gone above and beyond with their kindness and helpfulness in the classroom in her absence.

In the Leadership elective I led this semester, the class had to build castles out of notecards. What was the coolest, is when they had to start the second part of this activity, building bridges to their group castles, they all worked together and even took pieces off their castles to connect to one another. These are the little things that are so important and make a difference in the classroom community. We truly have an amazing group of young humans. Here's to the future!



Coburg Community
Charter School
K-5 Winter Concert



Jan. 16th, 2025 6 p.m.
CCCS Gymnasium

Music - Ms. Vreim

K-5 worked hard this month in music class on preparing for our winter concert! Our concert was on January 16th and was an absolute blast. All grades got the chance to display their singing, dancing, and instrument playing abilities for family and friends. Some highlights from the concert include K-1 singing classroom favorite "Hot Chocolate", 2nd grade singing and dancing to "You're a Mean One, Mr. Grinch", 3rd grade performing Russian folk-dance "Sasha", 4th grade singing and rapping to "Sing" by Pentatonix, and 5th grade playing bucket drums.



Huge thanks to all parents for supporting your little musicians, and all CCCS staff who helped make the concert possible. Also, please send any concert pictures to myself, Ms. Vreim (m.vreim@coburgcharter.org) or Ms. Lowen (j.lowen@coburgcharter.org) so that we can put them in the year-book :)

PE - Ms. Sanchez

This month in the PE world! Our kiddos focused on sharpening up their basketball skills along with their earned free days at the end of the week. Up next is volleyball! Super excited to see their serving skills!



8th Grade Families—Transition to High School Page (repeat)

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



COBURG COMMUNITY CHARTER SCHOOL
LUNCH MENU FOR FEBRUARY 2025, GRADE: 6-8

NAME:

GRADE:

TEACHER:

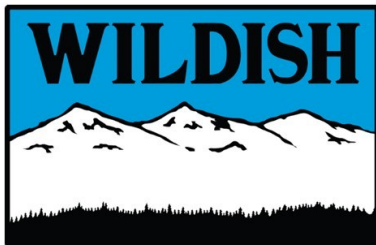
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3 NO SCHOOL- PROFESSIONAL DEVELOPMENT	4 FRIED RICE \$4.75	5 MALIBU CHICKEN SANDWICH \$4.75	6 MAC N CHEESE \$4.75	7
10 SWEDISH MEATBALLS \$4.75	11 CHICKEN SOFT TACO \$4.75	12 YUMM STYLE BOWLS \$4.75	13 SLOPPY JOES \$4.75	14
17 NO SCHOOL- PRESIDENTS' DAY	18 BISCUITS AND GRAVY \$4.75	19 BBQ CHICKEN SANDWICH \$4.75	20 3 CHEESE PIZZA \$4.75	21
24 CHICKEN NOODLE SOUP \$4.75	25 BAKED PESTO PASTA \$4.75	26 CHICKEN VEGGIE WRAP \$4.75	27 BAKED FRENCH TOAST \$4.75	28

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



What makes the Awesome Zone so, well awesome??

Clearly the dedicated, caring and talented staff in the awesome zone are what makes it so special, but what happens in the Awesome Zone instructionally reflect the **CCCS Academic Intervention** program that we have developed here at CCCS. This program is a critical piece in what we do to meet the needs of our students, and one in which I (Dave) may not have explained as well as I would have liked in the past.

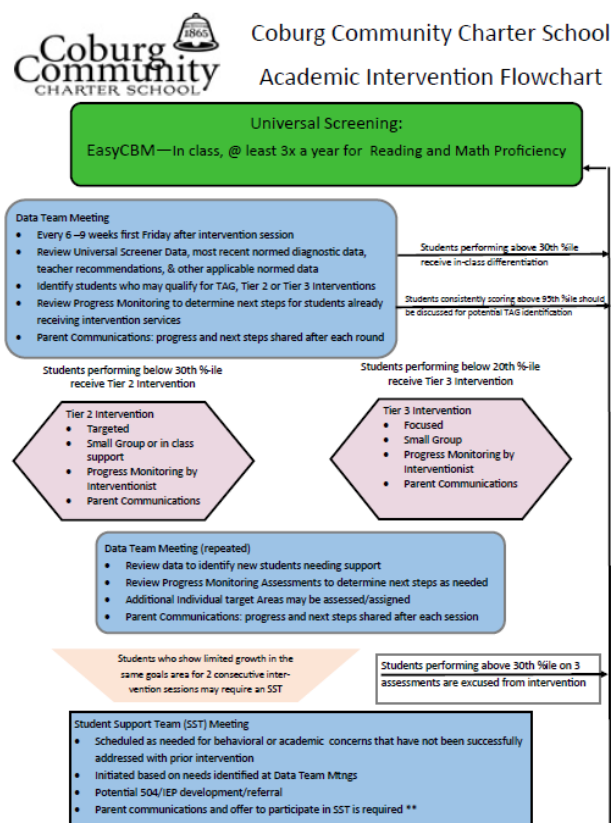
The basic idea is that we systematically look at student data and make decisions about how best to meet the needs of those who may need a little extra. Students who are excelling may be referred to TAG; regardless of the label students at CCCS receive the in class differentiation the TAG label requires. Every 6-9 weeks staff meet to review data, make recommendations, figure out a brand new schedule for services, and communicate with families.

Students who need a little extra help in reading or math are provided either a tier 2 or tier 3 support based on their needs. Tier 2 supports may look like in class support in the area, focused small group in class, or perhaps some pre-teaching before a lesson. Tier 3 interventions are small group lessons outside of the class designed to teach specific skills/concepts which may be lagging. In each case staff progress monitor, assessing the student's progress in the defined area, every couple of weeks and use this (and other) data at the next data team meeting to determine appropriate next steps for the individual student. Students who continue to struggle to show growth even with interventions may receive a referral for a 504 or IEP.

Because of our size and intentional allocations we are able to "cast our intervention net" much wider than what may be found in a traditional neighborhood school in our area. As such, we strive to offer additional support to any students who consistently score below the 30th nationally normed percentile. Parents of course have the option to deny this extra help - this partnership is a foundational tenant of the CCCS Mission.

All too often students may resist getting the extra help - who of us adults want to do extra work in areas in which we struggle - but our staff here at CCCS are particularly adept at making the help helpful and the Awesome Zone a place they enjoy.

If your student currently receives an intervention you will see progress report coming home on Monday the 27th. This is a more formalized process than we have done in the past, and yet another example of how we strive to continuously improve services for our kids and our families.



* Unfortunately, funding/staffing limitations exist such that sometimes we must prioritize those students most at-risk. Our 20th %ile and 30th %ile targets are flexible based on need and availability.

** Typical RTI systems use 5th and 20th %ile benchmarks respectively **



CCCS TAG IDENTIFICATION PROCESS

Academic (Reading and Math) & Intellectually Gifted

Referrals:

Parent, school personnel, or student (self-referral)

Universal Screener:

The CogAT is used to screen all 2nd Graders for Intellectual giftedness

*CCCS start date TBD by 4J SD

School TAG Coordinator receives referral and/or screener results and starts a student file (Orange TAG Folder created and Student Tab added in Data Teams Sheet)

Classroom teacher and TAG Coordinator gather **QUALITATIVE** and **QUANTITATIVE** Data in the following areas to add to Identification Checklist:

- ☐ EasyCBM 95%ile or above
- ☐ iReady Diagnostic 95%ile or above
- ☐ IXL Diagnostic 95%ile or above
- ☐ OSAS 95%ile or above *using 2018/2019 percentile chart
- ☐ Teacher observations/Qualitative data
- ☐ Classroom Based Evidence Work samples/Assessments
- ☐ Gifted Rating Scales/Checklists

Building Team Determines that Data **SUPPORTS** Further TAG Eval./Assessment (using multiple pieces of evidence)

Fall/Spring Evaluation Requested
Parent has Signed consent for TAG Testing

Academic Talent in Reading/Math
Student is assessed using TerraNova (K-8) and scores 95%ile or above

Intellectual Giftedness
Student is assessed using NNAT (K-8) and scores 95%ile or above

Building Team Determines that Data **DOES NOT STRONGLY SUPPORT** TAG Eligibility at this time

Student is not TAG eligible at this time
If parent referred, they are notified by letter. TAG Coordinator maintains a working File in Orange TAG Folder and Tab in Data Teams Sheet

Student is TAG Eligible, Building Team meets for Determination
School TAG Coordinator meets with Building Team to review data and determine TAG identification.

Student Identified TAG

Parent is notified by Letter and TAG plan is drafted by classroom teacher to be signed by Parent

Student NOT Identified TAG

Parent is notified by Letter and student will continue to be monitored under their Tab in Data Teams Sheet and Orange TAG folder



Reminders - just one new emphasis in Jan. 2025

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.

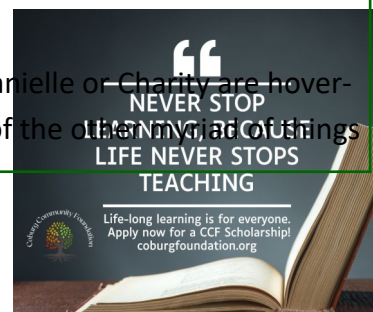
****Please remember that drop off is a time for staff to greet the children, and perhaps a very brief conversation with a parent. If you need more than a quick sentence of three please schedule a different time with the teacher, start an email conversation, or come to the office and we can relay a message when the kids aren't the direct focus. Right after school can be a really good time to chat instead.**

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 daily stuffings









Popcorn Fridays!!!



PLEASE KEEP STUDENTS WITH SYMPTOMS OUT OF SCHOOL

This list is school instructions, not medical advice. Please contact your health care provider with health concerns.

SYMPTOMS OF ILLNESS	THE STUDENT MAY RETURN AFTER... *The list below tells the shortest time to stay home. A student may need to stay home longer for some illnesses.
 Fever: temperature of 100.4°F (38°C) or greater	*Fever-free for 24 hours without taking fever-reducing medicine.
 New cough illness	* Symptoms improving for 24 hours (no cough or cough is well-controlled).
 New difficulty breathing	* Symptoms improving for 24 hours (breathing comfortably). <i>Urgent medical care may be needed.</i>
 Diarrhea: 3 loose or watery stools in a day OR not able to control bowel movements	*Symptoms improving for 24 hours (no more than two bowel movements more than normal and no longer having accidents) OR with orders from doctor to school nurse.
 Vomiting: one or more episode that is unexplained	*Symptom-free for 24 hours OR with orders from doctor to school nurse.
 Headache with stiff neck and fever	*Symptom-free OR with orders from doctor to school nurse. Follow fever instructions above. <i>Urgent medical care may be needed.</i>
Skin rash or open sores	*Symptom free, which means rash is gone OR sores are dry or can be completely covered by a bandage OR with orders from doctor to school nurse.
Red eyes with colored drainage	*Symptom-free, which means redness and drainage are gone OR with orders from doctor to school nurse.
Jaundice: new yellow color in eyes or skin	*After the school has orders from doctor or local public health authority to school nurse.
Acting differently without a reason: unusually sleepy, grumpy, or confused.	*Symptom-free, which means return to normal behavior OR with orders from doctor to school nurse.
Major health event, like an illness lasting 2 or more weeks OR a hospital stay, OR health condition requires more care than school staff can safely provide.	*After the school has orders from doctor to school nurse AND after measures are in place for the student's safety. Please work with school staff to address special health-care needs so the student may attend safely.



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.

Drinking Water Sampling Report- required posting

Every so many years the school is required to completed testing for lead levels in our drinking water and completed remediation as necessary. Since our last testing the benchmark levels are 25% mor stringent, which is a good thing. Also worth noting is that we sample all the water sources, not just the drinking fountains.

This cycle we have had 2 faucets identified that require remediation. This project is in the works and we are simply waiting for the pieces to arrive. After that we will re-test and of course do additional remediation if necessary.

Also worth noted—the drinking fountains have ND designations, which means those sources have no lead detected.

Included below are the two reports, which will also be posted on our website and we will have a hardcopy available in the office. Please click them to link to a full page version.

Fixture Location/Description	Fixture ID #	Initial Test Date	Initial Test Result
Southeast Boy's Restroom, South	20820400-008BF25A	11/20/2024	5.37
Southeast Boy's Restroom, North	20820400-009BF25A	11/20/2024	5.35
Southeast Girl's Restroom, North	20820400-013BF25A	11/20/2024	3.72
Classroom 4 Faucet	20820400-014CF25A	11/20/2024	7.57
Classroom 4 Drinking Fountain	20820400-015DW25A	11/20/2024	7.34
IMC	20820400-010SF25A	11/20/2024	10.7
Classroom 5 Faucet	20820400-015CF25A	11/20/2024	8.54
Classroom 5 Drinking Fountain	20820400-054DW25A	11/20/2024	7.27
Staff Restroom Across from Classroom 5	20820400-062BF25A	11/20/2024	3.75
Classroom 6 Faucet	20820400-019CF25A	11/20/2024	9.18
Classroom 6 Drinking Fountain	20820400-055DW25A	11/20/2024	5.22
Central Boy's Restroom, South	20820400-016BF25A	11/20/2024	1.33
Central Boy's Restroom, North	20820400-017BF25A	11/20/2024	2.06
Central Girl's Restroom, South	20820400-020BF25A	11/20/2024	5.4
Central Girl's Restroom, North	20820400-021BF25A	11/20/2024	2.29
Center East Hallway Drinking Fountain	20820400-018DW25A	11/20/2024	ND
Center East Hallway Water Bottle Filler	20820400-063WB25A	11/20/2024	ND
Classroom 7 Faucet	20820400-022CF25A	11/20/2024	14
Classroom 7 Drinking Fountain	20820400-056DW25A	11/20/2024	3.82
Classroom 8 Faucet	20820400-025CF25A	11/20/2024	10.5
Classroom 8 Drinking Fountain	20820400-057DW25A	11/20/2024	1.05
Classroom 9	20820400-027CF25A	11/20/2024	3.74
Library Faucet	20820400-039CF25A	11/20/2024	2.99
Library Drinking Fountain	20820400-060DW25A	11/20/2024	4.59
Office Restroom	20820400-037BF25A	11/20/2024	3.34
Office Breakroom	20820400-038NS25A	11/20/2024	9.68
Northwest Hallway	20820400-042DW25A	11/20/2024	ND
Northwest Boy's Restroom	20820400-040BF25A	11/20/2024	2.57
Northwest Girl's Restroom	20820400-044BF25A	11/20/2024	3.01
Classroom 10 Faucet	20820400-046CF25A	11/20/2024	4.26
Classroom 10 Drinking Fountain	20820400-058DW25A	11/20/2024	0.487
Classroom 11 Faucet	20820400-048CF25A	11/20/2024	19.3
Classroom 11 Drinking Fountain	20820400-059DW25A	11/20/2024	0.657
Gym Restroom Hall, South	20820400-034DW25A	11/20/2024	5.48
Gym Restroom Hall, North	20820400-067DW25A	11/20/2024	3.32
Gym Girl's Restroom	20820400-032BF25A	11/20/2024	4.11
Gym Boy's Restroom	20820400-033BF25A	11/20/2024	23.6
Classroom 3 Faucet	20820400-013CF25A	11/20/2024	5.64
Classroom 3 Drinking Fountain	20820400-052DW25A	11/20/2024	0.813
Classroom 2 Faucet	20820400-007CF25A	11/20/2024	4.97
Classroom 2 Drinking Fountain	20820400-051DW25A	11/20/2024	3.12
Classroom 1 Faucet	20820400-006CF25A	11/20/2024	10.9
Classroom 1 Drinking Fountain	20820400-050DW25A	11/20/2024	4.26
Cafeteria Water Bottle Filler	20820400-065WB25A	11/20/2024	ND
Cafeteria Drining Fountain	20820400-064DW25A	11/20/2024	ND
Kitchen Faucet	20820400-003KF25A	11/20/2024	4.5
Kitchen Handwash Sink	20820400-001KF25A	11/20/2024	6.55



January 17, 2025

Daniel Lyons
Lew County School District 4J
200 North Morrow Street
Eugene, Oregon 97402

Via email: lyons_da@4j.lenc.edu

Regarding: Drinking Water Sampling Report
Coburg Charter School
91274 North Coburg Road
Eugene, Oregon
PBS Project 24010600

Dear Mr. Lyons:

On November 19 and 20, 2024, PBS Engineering and Environmental LLC (PBS) performed drinking water sampling at Coburg Charter School in Eugene, Oregon. The testing was requested by Lew County School District 4J as part of their efforts to ensure that concentrations of lead in drinking water at the school remain below the Oregon Department of Education (ODE) action level of 15 parts per billion (ppb).

Sampling methodology and the interpretation of laboratory results were based on the Environmental Protection Agency guidance document titled *3Ts for Reducing Lead in Drinking Water in Schools*. Following this guideline, PBS collected first draw samples from each test location. First draw samples consist of the first 250 milliliters (mL) of water drawn from a fixture after the water has been sitting stagnant for at least 8 hours. The 3Ts' sampling protocol specifying 250-mL samples is designed to maximize the likelihood that the highest concentrations of lead in water used for consumption are identified.

This sampling event included a total of 47 plumbing fixtures located throughout the school. The samples were delivered under chain of custody to Apex Laboratories (ORLAP ID: OR100062) in Tigard, Oregon, for lead analysis. The lead concentration of the samples ranged from non-detectable levels to 23.6 ppb.

The following table lists all samples where lead concentrations were found to be at or above 15 ppb. Laboratory analysis indicates all other first draw samples were below the EPA/ODE standard.

Lead Concentrations at or above 15 ppb		
Sample Number	Sample Location	Lead Concentration (ppb)
20820400-048CF25A	Classroom 11 Faucet	19.3
20820400-033BF25A	Gym Boy's Restroom	23.6

Please refer to the attached Chain of Custody form and Laboratory analytical report for additional details. Note that lead concentrations are reported in micrograms per liter (µg/L) in the lab report, which is equivalent to ppb. Quality control (QC) sample results are included at the end of the laboratory report. The QC samples are both laboratory blanks and spiked samples used internally by the laboratory to assess accuracy. The EPA protocol

Lew County School District 4J
Drinking Water Sampling Report – Coburg Charter School
January 17, 2025
Page 2 of 2

recommends that follow-up flush sampling be conducted at fixture locations where first draw samples contain lead concentrations of greater than 15 ppb. Hence, PBS recommends collection of follow-up flush samples from the fixtures listed above.

I can be reached at 541.255.6182 or kennedy.potts@pbssusa.com with any questions or comments.

Sincerely,

Kennedy Potts
Date: 2025.01.17
11:08:34 AM PST

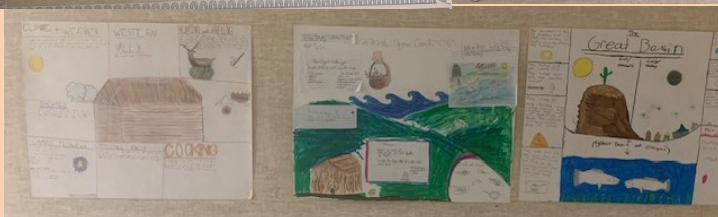
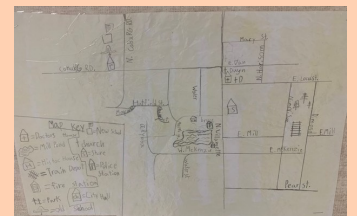
Industrial Hygienist

Reviewed by: JH

Attachments: Laboratory Analytical Report
Sample Chain of Custody
Building Diagram

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~



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)