

# Public Charter School Equity Grant 2024-2025

Annual Report to the Oregon  
Legislature

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OREGON  
DEPARTMENT OF  
**EDUCATION**  
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## Executive Summary

The Public Charter School Equity Grant, created under the Statewide Education Initiatives (SEIA) in the Student Success Act, aims to close funding gaps for charter schools. Its purpose is to increase academic achievement by addressing the disparity between the funding districts receive for charter school students and the pass-through dollars that charter schools receive to serve those students.

The Public Charter School Equity Grant was established by HB 2166 in 2021 and is now codified in [ORS 327.362](#). Eligible charter schools use grants to fund activities to increase academic achievement.

Each grant cycle the Department of Education publishes a list of public charter schools that meet the eligibility requirements of [ORS 327.362](#). For public charter schools that have been in operation for one or more years, eligibility is determined based on the most recent finalized Spring membership report. In January 2022, a rule change was initiated to allow eligible public charter schools in their first year of operation during a grant cycle year to be eligible using the most recent finalized Fall Membership report and the December Special Education Child Count report. This change provided new eligible charter schools with critical funds in their 2<sup>nd</sup> year of operation rather than waiting for another grant cycle to determine eligibility.

In the first year of the grant (2022-2023), the Oregon Department of Education (ODE) awarded grants to seven eligible charter schools that serve approximately 1,800 students across Oregon. To support this initial implementation, \$2 million was allocated from the second year of the 2021-2023 biennium budget.

For the 2023-2025 biennium the legislature provided funding for both years totaling \$4.168 million which represents a slight increase to maintain service levels. In the second year of the grant funding (2023-2024), the Department awarded grants to eight eligible charter schools serving approximately 1,900 students across Oregon.

Looking ahead to the 2025–2027 biennium, legislative funding was reduced by 50.19%, resulting in a total biennial allocation of \$2.141 million, which will continue to serve approximately 1,900 students.

Eligible charter schools implemented a wide variety of strategies to support students' academic achievement. Some strategies used for the 2024-2025 school year include:

- Increasing students' mental and physical well-being to increase attendance and academic achievement.
- Coaching and professional development for teachers on restorative practices and conflict resolution.
- Counseling services to meet students' mental and behavioral needs.
- Providing core academic instruction and enrichment opportunities during summers and breaks.
- Using multi-tiered systems of support for all students.
- Providing additional instructional aides to support small group learning.

- Providing additional behavior support over extended breaks including 1:1 work with students most in need.
- Providing additional Career and Technical Education (CTE) programs to boost student attendance and help them meet the necessary academic requirements to participate in these programs.
- Focusing on implementing best practices in Transformative Social and Emotional learning (TSEL), providing lessons to resolve conflict, and engaging in social justice work. This approach aims to enhance students' emotional well-being, improve their ability to attend school, and foster increases in academic achievement.

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## Background

During the 2021 regular legislative session, HB 2166, now [ORS 327.362](#), became law. HB 2166 (2021) includes a wide variety of high-priority education initiatives for Oregon. Sections 15-18 of the bill established the Public Charter School Equity Grant and authorized ODE to award grants from the Statewide Education Initiatives Account (SEIA) to certain eligible public charter schools.

## Purpose

The purpose of this grant is to enhance academic achievement by addressing inequities in funding between school districts and charter schools. Many districts face challenges in providing equitable resources to charter schools, which can lead to gaps in educational opportunities and student outcomes. By reducing these disparities, the grant seeks to ensure that all students—regardless of the type of school they attend—have access to high-quality instruction, materials, and support services. Ultimately, this initiative aims to create a more balanced and fair educational environment that promotes success for every learner.

## Alignment with Student Investment Account (SIA)

This grant is intentionally aligned with the Student Investment Account (SIA) to streamline processes and minimize administrative burden for charter schools. Alignment includes consistency with SIA program requirements, activities, progress markers, locally selected optional metrics, and Performance Growth Targets (PGTs). To measure progress, charter schools may select from the following options:

- PGTs or progress markers identified in their SIA Grant Agreement or Amendment.
- Local optional metrics or targets identified in their contract with the sponsoring district.
- New PGTs identified in collaboration with the Oregon Department of Education during the grant agreement phase.

The statute specifically requires the last two options to use reliable sources of progress markers and must include third grade reading proficiency and regular attendance rates as defined in [ORS 327.190](#). Other metrics identified in collaboration may be used.

During the 2021–2023 biennium, schools were not required to establish PGTs, called Longitudinal Performance Growth Targets at that time due to delays associated with the COVID-19 pandemic. In the 2023–2025 biennium, six eligible charter schools set PGTs through their Integrated Application. One school established PGTs in collaboration with the Oregon Department of Education (ODE) as part of the Public Charter School Equity Grant agreement process. Consistent with Student Investment Account (SIA) requirements, the eighth and most recently eligible school is exempt from setting PGTs until it has at least five years of data available.

For the 2024–2025 school year, schools are responsible for the five years of PGTs metrics that were set in the 23-25 Integrated Application and cannot change or add to their PGTs. These targets cover the span of 2023-2029. This approach ensures continuity in performance expectations while accommodating recent adjustments to application processes.

### Eligibility Requirements and Grant Funding

This is a formula grant. To be eligible, charter schools must not operate as virtual charter schools and must serve a student population that primarily includes learners who face significant academic challenges, such as students with Individualized Education Programs (IEPs).

The grant was originally written to determine eligibility based on the most recently finalized Spring Membership report which the State Board of Education (SBE) added to [OAR 581-017-0768\(2\)\(a\)](#). The eligibility rules were updated to include schools in their first year of operation by utilizing fall membership data and special education child count data to determine eligibility<sup>1</sup>. This change was adopted into rule by the SBE and allowed a newly eligible charter school to access grant funds in their 2<sup>nd</sup> year of operation instead of waiting for three to four years into the next grant cycle to apply.

Public Charter School Equity Grants are funded through the Statewide Education Initiatives Account of the Student Success Act. For the initial biennium (2021-23)<sup>2</sup> \$2 million was appropriated. This grant was first available in the fall of 2022, the second year of the biennium. Grant awards are calculated based on the ADMw<sup>3</sup> for each charter school and the difference between the State School Fund allocation a district receives on behalf of the charter school and the amount the charter school receives under its contractual agreement. For the 2023-25 biennium, the Department received an allocation of \$4,168,000 representing a slight increase in funding to maintain the current service level. However, in the 2025-27 biennium the allocation decreased to \$2,141,084, a reduction of approximately 50% compared to the previous biennium.

### Biennium Funding Summary

Biennium	Allocation Amount	Percentage Change
2021-2023	\$2,000,000	N/A Initial
2023-2025	\$4,168,000	+108.4%
2025-2027	\$2,141,084	-50.19%

<sup>1</sup> [OAR 581-017-0768\(2\)\(b\)](#)

<sup>2</sup> 1<sup>st</sup> Biennium 2021-2023: 2021-22 implementation year, 2022-23 first year of funded grant; 2<sup>nd</sup> Biennium 2023-2025: 2023-24 2<sup>nd</sup> year of funded grant, 2024-25 3<sup>rd</sup> year of funded grant.

<sup>3</sup> [OAR 581-017-0765\(1\)](#) The ADMw is taken from the previous year's Fall Membership derived from the 1st period cumulative average daily membership collection, the Spring Membership report derived from the 3rd period cumulative average daily membership collection, and the December Special Education Child Count Data Report.

## Grant Program Funding Updates

If the formula allocation exceeds the total available funds, the statute allows the Department to apply a prorate to determine primary and secondary ADMw amounts. In year one of the grant, the eligible charter schools allocation was \$2,201,301, exceeding the available \$2 million in funding. A 90% adjusted prorate was applied for charter schools. In the 2023-2025 biennium, the eligible charter schools allocation was \$5,248,151 which exceeded the available \$4,168,000 in funding. This required a 79% adjusted prorate to be applied to eligible charter schools further reducing their 2023-25 allocations. In the 2025-27 biennium, the charter schools allocation for Year 1 was \$3,106,124.76 which exceeded the \$1,049,131 in funding, requiring a 34% prorate.

## Allocation and Proration of Funding

Biennium	Formula Allocation	Available Funds	Prorate Applied
2021-2023 (Year 1)	\$2.2 million	\$2 million	90%
2023-2025	\$5.2 million	\$4.2 million	79%
2025-2027 (Year 1)	\$3.1 million	\$1 million	33.77%

Charter schools typically begin with only 80–90% of the funding they generate based on their weighted ADMw calculation because school districts are allowed to retain portions of the funding. As more schools become eligible for the Public Charter School Equity Grant, the available funding pool is divided among a larger number of schools, resulting in smaller allocations per school. These grant reductions significantly impact the ability of charter schools to maintain essential programs and supports for students facing academic challenges and students with IEPs. Limited grant funding restricts access to instructional resources, specialized staff, and intervention programs that are critical for improving student outcomes. Over time, these constraints diminish educational quality and hinder efforts to close achievement gaps, making it increasingly difficult for charter schools to sustain progress toward equity and academic achievement.

## Grantees

For the 2023-25 biennium, ODE awarded grants to eight eligible charter schools as indicated in the table below.

## 2024-25 Eligible Charter Schools

Charter School	24-25 Student Population	24-25 Grades Served	24-25 Grant Award	Combined Percentage of students with academic challenges and students with disabilities (based on 2023 Spring Membership)
Four Rivers Community School - Ontario, OR	364	K-12	\$ 268,617.04	85%
HOLLA School – Portland, OR	98	K-4	\$ 120,843.33	100%
Kairos PDX - Portland, OR	205	K-5	\$ 96,215.01	80%
Kids Unlimited Academy -Medford, OR	475	K-5	\$ 653,715.97	87%
Nixyaawii Community School - Pendleton, OR	80	9-12	\$ 30,719.12	94%
Rockwood Preparatory Academy - Portland, OR	373	K-5	\$ 313,359.33	79%
Siletz Valley School - Siletz, OR	219	K-12	\$ 354,695.27	69%
Woodburn Arthur Academy - Woodburn, OR	156	K-5	\$ 287,514.93	81%

## Accomplishments

Though our education systems are stabilizing, communities, students, families, organizations, educators, and staff continue to navigate the complex challenges that emerged after COVID-19 disruptions. While statewide assessments results show a decline in academic achievement immediately following the pandemic, there is strong momentum toward recovery and growth. Across all grantee schools, dedicated efforts are underway to boost attendance, remove barriers for students facing significant academic challenges and students with IEPs, elevate academic performance, and reduce funding inequities.

As part of the grant requirements, each school submitted its annual report to ODE by August 30, 2025. These reports highlight inspiring strategies, activities, and accomplishments from the eligible charter schools—demonstrating resilience, innovation, and a shared commitment to student success.

#### [Four Rivers Community School Summary 24-25 Grant Funding: \\$268,617.04](#)

Four Rivers Community School, located in Ontario, is a Dual Language Spanish Immersion K-12 school serving approximately 360 students across two main campuses: Elementary and Jr./Sr. Prep. In its annual report, Four Rivers highlighted the following key accomplishments:

1. Strategic Use of Grant Funds
  - Additional bilingual instructional assistants
  - Athletic Director
  - Community Engagement Specialist/Community Outreach
  - Physical Activity Opportunities
2. Improved Outcomes
  - Attendance
    - i. 2021-22: 74% Regular Attenders
    - ii. 2022-23: 82% Regular Attenders
    - iii. 2023-24: 92% Regular Attenders
    - iv. 2024-25: 95% Regular Attenders
  - Five-Year Completion Rate
    - i. 2024-25: 100%, a 7% increase from the previous year (compared to Oregon's average of 87%).
  - Athletics and Student Engagement
    - i. A grant-funded athletic director has fostered inclusivity by creating opportunities for all students to participate in sports.
    - ii. The school now offers 23 athletic teams, with 67% participation.
    - iii. Removing pay-to-play fees has eliminated some financial barriers, contributing to improved attendance and academic performance.
    - iv. The school's OSAA Cup (academics) ranking has soared from 86<sup>th</sup> to 18<sup>th</sup> place in just four years.
  - Academic Achievement
    - i. Dual Language schools show significant progress in English Language Arts (ELA) after 5th grade.
    - ii. By 11th grade, Four Rivers students achieved an 82.6% ELA passing rate, far exceeding the state average of 42%.
    - iii. The school achieved an on-track graduation rate of over 95% in 2023-24, improving to 100% in 2024-25.

#### [HOLLA School Summary 24-25 Grant Funding: \\$120,843.33](#)

HOLLA School, located in Portland, is in its third year of operation and continues to expand by adding one grade level each year until reaching 5<sup>th</sup> grade (2022-23: K-2, 2023-24: K-3, 2024-25:

K-4). The school currently serves approximately 100 students. In its annual report, HOPA School highlighted several significant accomplishments and key grant-supported strategies:

1. Strategic Use of Grant Funds
  - Added staffing to deliver professional development and leadership support.
  - Dedicated staff for curriculum planning and professional development.
  - Implemented classroom mentor program to strengthen instructional practices.
2. Improved Outcomes
  - Student retention: Maintained an impressive 99% retention rate in 2024-25.
  - Attendance: 62% of students attended 90-100% of the time, with regular attenders slightly more than above the state average of 68%.
  - Academic Achievement:
    - i. Reading: 70% of K-3 students met or exceeded reading standards in Spring 2024.
    - ii. Math: 66% of K-3 students met or exceeded math standards in Spring 2024.
    - iii. The school used a Quick Phonics Screener, standards-based scoring rubrics, teacher created grade level performance tasks based on Oregon State standards, formative assessment practices and summative assessments, and student work samples/portfolios to track data.
  - Instructional Quality: Staff received extensive training and coaching in research-based literacy strategies, leading to stronger instruction, improved attendance, and high academic performance.
  - Special Education Support: HOPA serves a disproportionately high percentage of students with IEPs (30%) compared to 15% at the district and state level. Staff implemented enhanced services and inclusive practices to ensure equitable support for all learners.

#### [Kairos PDX Summary 24-25 Grant Funding: \\$96,215.01](#)

Kairos PDX, located in Portland, is a K-5 school dedicated to transforming education through a model rooted in love and inclusion. The school amplifies the voices of historically marginalized children, their families, and communities, serving approximately 210 students. In its annual report Kairos PDX celebrated several accomplishments made possible through grant support:

1. Strategic Use of Grant Funds
  - Hired a K-5 Counselor to strengthen mental health and student support services.
  - Provided professional development and coaching for classroom teachers in culturally responsive and trauma-informed strategies to enhance social/emotional learning.
  - Added behavioral support staff to improve student well-being and classroom environments.

## 2. Improved Outcomes

- Mental Health Program: Launched a comprehensive program offering counseling, staff consultation, and on-site crisis response at no cost to families.
- Attendance: Overall attendance improved by 6% compared to last school year, with Regular Attenders moving closer to the PGT target.
- Academic Supports: Introduced small-group academic plans to accelerate progress in math and language arts.
- Tier 2 Supports: Strengthened academic and behavioral interventions through a partnership with Portland State University (PSU), hosting interns and practicum students to expand services.
- Family Engagement: Implemented strong outreach efforts and attendance incentives for classes and students.

### [Kid's Unlimited Academy Summary 24-25 Grant Funding: \\$653,715.97](#)

Kids Unlimited Academy (KUA), located in Medford, serves approximately 480 students and is deeply committed to meeting the needs of its diverse learners. With more than 95% of students experiencing poverty and a high proportion of Ever English Learners (Ever ELs), KUA has focused on targeted initiatives designed to promote equity and academic success. In its annual report, KUA shared that these efforts have led to notable progress in supporting its economically disadvantaged and multilingual student population, emphasizing academic excellence, family engagement, and a strong sense of community.

## 1. Strategic Use of Grant Funds

- Added instructional aides to provide individualized classroom support.
- Hired an Instructional Coach to strengthen teaching practices and curriculum delivery.
- Expanded behavior systems staff to promote positive school culture.
- Added an English Language Development (ELD) teacher to support multilingual learners.
- Provided extended learning staff for summer sessions to reinforce academic achievement.

## 2. Improved Outcomes

- Additional staffing, including math and ELA instructional coaches, supported curriculum development and improved instruction, resulting in a 1-2% increase in math and ELPA state scores.
- ELA state testing scores have remained steady at about 30% with consistent incremental gains each year.
- Tier 2 and 3 support delivered by classroom teachers have led to measurable growth in literacy and math for 3<sup>rd</sup> and 5<sup>th</sup> graders.
- Increased instructional staff in classrooms has strengthened interventions and accelerated student progress.
- Staff completed Science of Reading training through Southern Oregon ESD enhancing literacy instruction.

- A strong focus on family engagement, including school activities and requiring parent involvement hours, has fostered a deeper school-community connection.
- Extended school hours have been dedicated to target interventions and enrichment activities, closing learning gaps while challenging students to engage in deeper learning experiences.

### [Nixyaawii Community School Summary 24-25 Grant Funding: \\$30,719.12](#)

Nixyaawii Community School, located in Pendleton on the Confederated Tribes of the Umatilla Indian Reservation, serves approximately 80 students in grades 9-12 through a culturally enriched and supportive educational approach. The school prioritizes credit recovery, cultural preservation, and mental health, ensuring students receive both academic and behavioral support.

#### 1. Strategic Use of Grant Funds

- Extended hours for a Behavior support specialist, including summer support.
- Credit recovery opportunities through extended classroom sessions.
- Friday enrichment activities to keep students engaged and connected.
- Cultural programming to celebrate and preserve Native traditions.

#### 2. Improved Outcomes

- Culturally Integrated Learning: Project-based credit recovery programs offered during summer and winter breaks combine academics with cultural arts and values. Activities include Alaskan Outdoor Adventure, beading, dressmaking, and traditional arts. Students present their learning to the School Board and publish reflections in the local tribal newspaper, building confidence and communication skills.
- Cultural Pride and Engagement: These programs provide meaningful opportunities for students to develop skills rooted in Native traditions, fostering pride, belonging, and motivation among students experiencing poverty.
- Behavioral Support: A dedicated Behavior Specialist meets with students daily, tracking attendance and encouraging persistence toward graduation. School leaders identified this role as a top priority for student success.
- Attendance Progress: While attendance remains a challenge, progress is evident. Regular Attenders improved from 38% in 2022-23 to 57% in 2023-24, before adjusting to 44% in 2024-25.
- Graduation Success: On-time graduation rates increased by 14% in 2024-25, reaching 87% - a significant milestone for the school and its students.

### [Rockwood Preparatory Academy Summary 24-25 Grant Funding: \\$313,359.33](#)

Rockwood Preparatory Academy, located in Portland, is dedicated to improving academic outcomes for its K-5 students through a focused, evidence-based approach. Serving approximately 370 students, 53% of whom are Ever English Learners, the school implements the Direct Instruction (DI) model to deliver high-quality teaching and curriculum tailored to

meet diverse learning needs. This commitment ensures that every student has the opportunity to thrive academically and build a strong foundation for future success.

### 1. Strategic Use of Grant Funds

- Added a K-5 Small Group Coordinator to strengthen individualized learning.
- Increased instructional assistants to support small-group instruction.
- Provided scholarships for before and after school programs, promoting positive behaviors and improving attendance.

### 2. Improved Outcomes

- Expanded small-group academic support and 1:1 interventions in classrooms, helping students close learning gaps and reduce disparities.
- The after-school program teaches self-discipline and decision-making skills, contributing to improved attendance and safer choices.
  - i. Schoolwide attendance rose from 54% to 88% and the Regular Attenders rate increased by 8 points to 69% since the start of the grant.
  - ii. Positive behavior rates climbed dramatically from 31% to 82%.
- Academic achievement continues to grow, with a 5% increase in ELA and a 4% increase in Math for 2024-25.
- The Instructional Coordinator provides individualized instruction based on student data, driving measurable gains in early literacy and foundational skills.
  - i. Quick identification of gaps in phonemic segmentation has led to significant improvement within one semester.
- Teachers receive professional development in evidence-based strategies, skill-gap targeting, and culturally responsive practices to better serve diverse learners.
- While new students with significant skill deficits impact overall ELA state scores, the school's focused interventions and supports are making a clear difference in student growth and engagement.

### [Siletz Valley School Summary 24-25 Grant Funding: \\$354,695.27](#)

Siletz Valley School, located in Siletz, serves approximately 220 students in grades K-12 and is proud to provide a supportive, inclusive learning environment. The school has a significant population of students with IEPs and students from The Confederated Tribes of the Siletz Indians, and it is deeply committed to honoring cultural heritage while fostering academic success. Through its holistic approach, Siletz Valley School continues to create opportunities that empower every student to thrive.

### 1. Strategic Use of Grant Funds

- Expansion of CTE programming, equipment, and course materials for Culinary and Woodshop programs
- Culinary instructors
- Health/PE instructor

- Academic support staff
- Youth survey

2. Improved Outcomes

- Grant Impact: The Equity Grant funded the launch of a Culinary Arts program, expanding real-world learning opportunities for students. Last year, every student who participated in Culinary Arts or Woodshop graduated on time, a powerful testament to the impact of these programs.
- The Culinary Arts Integration: The program is fully integrated with the school's Food Service Program, providing high-quality breakfasts and lunches prepared on-site by students. Culinary students also cater district and community events, strengthening family engagement and community connections.
- Farm-to-Table Partnership: Leveraging fresh, locally sourced ingredients from the Tribal Farm, the program emphasizes sustainability and cultural traditions.
- Cultural Mentorship: Tribal Elders mentor students in sustainable farming practices, traditional food preparation and cultural values, instilling lessons of sharing, caring for Elders, and understanding the interconnectedness of food and community.
- Career Readiness: Students gain employable skills, opening pathways to jobs while still in high school and fostering teamwork, leadership, and entrepreneurial abilities.
- Resilience Amid Change: Despite three leadership transitions this year, the Culinary Arts and Woodshop programs remained strong and continued to deliver meaningful learning experiences.
- Community Healing and Pride: The Equity Grant has been a catalyst for success, pride, and community healing, bringing to life programs that families deeply wanted and needed. These initiatives have strengthened trust and relationships with parents, reinforcing the belief that when families are engaged, students thrive.

#### Woodburn Arthur Academy Summary 24-25 Grant Funding: \$287,514.93

Woodburn Arthur Academy (WAA), located in Woodburn, serves approximately 160 students in grades K-5 and is committed to personalized, high-quality instruction. Using a Direct Instruction (DI) model, WAA places students in small instructional groups tailored to their skill levels in math and English Language Arts. This approach ensures that every child receives targeted support to build strong academic foundations. With a high population of English Language Learners and Spanish-speaking students, WAA's individualized model is making a meaningful difference, helping students thrive and reach their full potential.

1. Strategic Use of Grant Funds

- Added a K-5 Small Group Teacher to create smaller, more focused instructional groups.

- Hired a Social Emotional Learning (SEL) Specialist to strengthen student well-being and classroom environments.

2. Improved Outcomes

- Academic Achievement: The most notable achievement is the improvement in 3<sup>rd</sup> grade OSAS ELA scores, which rose from 8.3% to 21.4% in 2024-25, with an average percentage of 39% across all grades tested at the school, a strong indicator of successful implementation.
- Attendance Gains: Improving attendance has been a major priority. A new Attendance and Missing Work Policy introduced in 2024-25 helped boost Regular Attenders by 10 percentage points to 70%.
- Behavioral and Emotional Support: The full-time SEL Specialist has been instrumental in reducing behavior referrals and improving emotional regulation resulting in fewer disruptions and more consistent learning time.
- Personalized Instruction: Teachers and leadership remain committed to meeting students at their current reading levels and accelerating growth through level-based instruction, ensuring progress in both language and academics.
- Direct Instruction Model: By using DI and providing targeted support for Spanish-speaking students, the school is helping learners strengthen language skills while advancing academically.
- Professional Development: Teachers receive ongoing training in evidence-based strategies, skill-gap targeting, and culturally responsive practices to better serve a highly migratory student population.
- Challenges and Commitment: While new students with limited English proficiency present challenges for rapid progress on state assessments, the school's personalized approach and dedicated staff are driving steady improvement and building a strong foundation for future success.

## Accountability

Accountability for grant funds is maintained through a monitoring process by ODE. Each biennium, grantees participate in quarterly meetings to review progress and address challenges. ODE conducts a biennial site visit to review grant expenditures, program activities, and overall progress toward objectives and progress markers. Additionally, state and school-level data are reviewed annually to review progress towards performance goals. At the close of each year, grantees must submit a desk audit and a detailed programmatic report, providing transparency and documentation of outcomes and compliance.

## Looking Forward to the 2025-2027 Biennium

### Grant Selection and Extension

During the 2023 legislative session, \$4.168 million was appropriated for the Charter School Equity grant 2023-25 biennium. In spring 2023, ODE published a list of eligible schools and those same eight schools will continue to qualify for the upcoming 2025-27 biennium. The 2025-27 grantees are:

- Four Rivers Community School, Ontario, OR
- HOLA School, Portland, OR
- Kairos PDX, Portland, OR
- Kids Unlimited Academy, Medford, OR
- Nixyaawii Community School, Pendleton, OR
- Rockwood Preparatory Academy, Portland, OR
- Siletz Valley School, Siletz, OR
- Woodburn Arthur Academy, Woodburn, OR

In the spring of 2025, ODE published the list of eligible schools for the Charter School Equity Grant. Following the conclusion of the legislative session, the grant allocation for the 2025-27 biennium was reduced by 50.19%, a significant decrease that will greatly impact the programming these schools have successfully implemented over the past three years.

Despite this challenge, schools remain committed to sustaining core initiatives and finding innovative ways to continue supporting students and families. This resilience reflects their dedication to equity and excellence, even with reduced resources.

### **Summary**

The Charter School Equity grant provided critical resources to charter schools serving a student population that faces significant academic challenges, including students with IEPs. These funds have enabled schools to implement programs that promote equity and improve outcomes for learners.

As a result of this investment, the grant funded charter schools have demonstrated growth in on-time graduation rates, improved attendance, stronger community and student engagement, and gains in key academic measures. To track progress, ODE has established a baseline of performance data that will be used for comparison in the 2025-27 biennium.

All participating charter schools, except for the newest, set Longitudinal Progress Growth Targets (PGTs) as part of their 2023-25 Integrated Application and Plan. These targets will continue to serve as benchmarks for measuring progress in future years, ensuring accountability and continuous improvement. The Equity Grant plays a vital role in bridging the funding gap between what districts receive for charter students and what charter schools receive in pass-through dollars, enabling schools to better serve students and close opportunity gaps.