

Revisions:

Original: 2/19/20 (Year 1)

Revision 1: 9/1/20 (Year 1)

Revision 2: 6/14/21 (Year 2)

STUDENT INVESTMENT ACCOUNT AGREEMENT
NORTH CLACKAMAS SCHOOL DISTRICT
CASCADE HEIGHTS PUBLIC CHARTER SCHOOL

AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”). North Clackamas School District (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

PURPOSE

The purpose of the programs under which this Grant is issued is to provide Cascade Heights Public Charter School (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (the “Executed Date”), this Grant shall be effective and have a Grant funding start date that is the same as the District’s effective date with the Oregon Department of Education (the “Department”) (the “Effective Date”), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with ODE (the “Expiration Date”).

PROJECT ACTIVITIES

Grantee shall perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the “Performance Period”). [Exhibit B applies to the 2021-2022 school year. Exhibit C will apply to the 2022-2023 school year and will be drafted prior to the end of the 2021-2022 school year.](#)

GRANT FUNDS AND EXCHANGE OF SERVICES

Grantee Allocation. In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% less an indirect rate of 2.5% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations

report for the purposes described in Exhibits A, B, and C. District shall pay the Grantee from monies available through its District SIA Grant Allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds") may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

Indirect Rate. Indirect costs shall not exceed 5 percent (5%) of the total District's Allocation and expenditures or \$500,000, whichever is less. District will retain 2.5 percent (2.5%) of the Grantee's allocation for indirect costs. Grantee may use up to 2.5 percent (2.5%) of the Grantee's allocation for indirect costs. Any indirect costs incurred by the Grantee must be accounted for within the District's limit of 5 percent or \$500,000, whichever is less.

The Grantee must establish a separate account for all funds received as part of the Grant.

DISBURSEMENT GENERALLY

Disbursement. By September 10, 2020 and annually on September 10 thereafter, District will provide Grantee with a written timeline for Grantee expenditure documentation to be submitted to District and a written schedule of disbursements. Grantee will be required to provide expenditure documentation to District at least ten (10) business days prior to District's required submission dates to any agency of the State of Oregon.

District shall disburse Grant Funds by either check or Electronic Funds Transfer within twenty (20) business days of District receiving an SIA allocation from ODE.

If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District.

All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

Conditions Precedent to Disbursement. District's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.
- No default has occurred.
- Grantee's representations and warranties set forth in this agreement are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

Recovery of Grant Funds. Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all

Misexpended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 calendar days after the District's written demand.

Duplicate Payment. Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

REPRESENTATIONS AND WARRANTIES

Organization/Authority. Grantee represents and warrants to District that:

- Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;
- The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;
- This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035; The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Clackamas County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or

otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

PERFORMANCE TARGETS

Grantee will identify longitudinal performance growth targets (the "Targets") in accordance to the guidance published by the Department. Targets will be included with the Grantee's Project in Exhibit A and identified for each year of the Performance Period. Targets must minimally include the Targets included in Section 12, subparagraph 3 of the Act for which the Grantee serves students. Targets must be disaggregated according to Section 12, subparagraph 1 of the Act.

Grantee shall use the same Targets as the District's Targets in each Target for which the Grantee serves students and has accountability data. In addition to those Targets required by the Act, Grantee may identify local Targets.

Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report as per ORS 338.095 or as mutually agreed upon by both Parties.

INDEMNIFICATION

Grantee shall defend, save, hold harmless, and indemnify the District and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

Limitation. Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

DEFAULT

Grantee. Grantee will be in default under this Grant upon the occurrence of any of the following events:

- Grantee fails to perform, observe or discharge any of its financial accounting or reporting requirements under this Grant.
- Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

District. District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

REMEDIES

District Remedies. In the event Grantee is in default, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) exercise of its right of recovery of overpayments under this agreement or setoff, or both, or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

Grantee Remedies. In the event District is in default and whether or not Grantee elects to exercise its right to terminate this Grant, or in the event District terminates this Grant, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee, Grantee shall promptly pay any excess to District.

RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

TERMINATION

Mutual. This Grant may be terminated at any time by mutual written consent of the Parties.

By District. District may terminate this Grant as follows:

- Upon 30 calendar days advance written notice to Grantee;
- Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;
- Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;
- Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 calendar days after written notice thereof to Grantee; or
- As otherwise expressly provided in this Grant.

By Grantee. Grantee may terminate this Grant as follows:

- Upon 30 calendar days advance written notice to District;
- Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 calendar days after written notice thereof to District; or
- As otherwise expressly provided in this Grant.

Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project.

NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to the school district's superintendent or charter school's lead administrator. Any notice so addressed and mailed becomes effective five (5) calendar days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

COUNTERPARTS

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local law.

INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: this Grant less all exhibit Exhibit A (the "Project").

SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

NORTH CLACKAMAS SCHOOL DISTRICT

By: Matthew Utterback 2/18/2020
School District Representative Date

MATTHEW UTTERBACK, SUPERINTENDENT
Printed Name, Title

CASCADE HEIGHTS PUBLIC CHARTER SCHOOL

By: Kristin Macy 2/16/2020
Charter School Representative Date

Kristin Macy Principal/Director
Printed Name, Title

Revision for Year 2: Acknowledgment of the establishment of a separate Exhibit for each school year:

By: Matthew Utterback 6/14/2021
School District Representative Date

By: Kristin Macy 6/15/21
Charter School Representative Date



EXHIBIT A
THE PROJECT - YEAR 1 (2020-2021)

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a three-year (3 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The three-year plan must include a budget, strategies, activities, and longitudinal performance growth targets.

SECTION II – DISTRICT APPROVAL

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District at least forty-five (45) calendar days before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

The District will review and approve the Grantee's Project within twenty-five (25) calendar days of receipt. If the District determines Grantee budget does not align to the allowed uses of Funds according to Section 10, subparagraph 4 of the Act, District may provide detailed written notice to the Grantee and require Grantee revise Project within twenty (20) calendar days.

District school board approval does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget.

The Project	
Project Years: 2020-21, 2021-22, 2022-23	
Brief Description of Charter School (include enrollment number and demographic information from last State Report Card)	<u>School Description</u> Cascade Heights Public Charter School is a K-8 school actively operating in partnership and under a charter contract with the North Clackamas School District. The current charter contract was entered into in July of 2017 and extends until 2022. Cascade Heights currently occupies a building owned by the North Clackamas Parks and Recreation District at 15301 SE 92nd Avenue, Clackamas OR 97015. Current

	<p>enrollment is 226 with a cap of 229 set by the North Clackamas School District.</p> <p><u>Mission</u></p> <p>The mission of Cascade Heights Public Charter School is to inspire the social, emotional, academic, physical, personal and ethical growth of children and partner with parents who share the same mission to prepare them to be members of a global society.</p> <p><u>Declaration of Principles</u></p> <ol style="list-style-type: none"> 1. Children yearn for meaning and require a basis of solid contextual common knowledge for the development of mature literacy and critical thinking, for growth and communication in a diverse society.
	<ol style="list-style-type: none"> 2. The educational "playing field" between students of differing backgrounds should be leveled to provide all students a basis to the greatest degree practicable, upon which they can build further knowledge and to develop the skills necessary to communicate and succeed. 3. The skills of learning--reading, writing, speaking, calculating, and thinking -- are most meaningfully learned from the knowledge or content of the curriculum, modeling, coaching, and sensible practice. 4. To thrive in work, citizenship, and personal growth, children must be taught the values of a democratic society. These values include: Respect for others - their property and rights; Responsibility for actions, honesty and social justice; Resourcefulness - being ready to learn, to serve, and to share. 5. Inclusiveness is fundamental in responding to the diverse needs of children and raising academic standards. All parents, regardless of economic status, should be free to choose this educational program for their children.

	<p>6. Teachers are professionals; which implies considerable autonomy, mastery and independence. Having accepted the academic and philosophic mission of a school, the teacher needs to be free to exercise informed judgment in order to fulfill the primary role as an educator.</p> <p>7. The main determinants of individual academic success are individual ability and effort. The policies of the school (grading, discipline, homework, pedagogy) must support the student's adoption of a personal quest for academic growth using the clearly marked path of expectations in knowledge, skill, and character. The guiding philosophy of the school acknowledges that children can and should be held accountable for their own schoolwork and behavior with the support of teachers and parents and that all children are talented and gifted in their own ways.</p>
	<p><u>Student Demographics</u></p> <p>Economically Disadvantaged: 14%</p> <p>Students with Disabilities: 13%</p> <p>English Language Learners: 10%</p> <p>Languages Spoken: 11%</p> <p><u>Student Ethnicity</u></p> <p>American Indian/Alaska Native Students <1%</p> <p>Asian Students 12%</p> <p>Black/African American Students 1%</p> <p>Hispanic/Latino Students 6%</p> <p>Multiracial Students 7%</p> <p>Native Hawaiian/Pacific Islander Students 0%</p>

	White Students 74%
Needs Assessment Sources Reviewed (including methods of community engagement)	<p><u>Methods of community engagement</u></p> <p>Staff and families participated in a CHPCS Needs Assessment Survey in December of 2019 and January of 2020. We also discussed at a December Coffee in the Library event, board meetings and staff meetings.</p> <p>Staff have reviewed all student achievement data available including OAKS Science, MAP NWEA, Smarter Balanced testing and kindergarten assessment, and NNAT3 scores.</p> <p>Staff and Board have all participated in vision development discussions on 4 occasions to discuss future achievement and expectations based on key indicators.</p>
Strengths Identified in Needs Assessment	<p><u>In the Parent Perception Survey the strengths were:</u></p> <ul style="list-style-type: none"> - I feel welcome at the school - I am informed of academic progress - Academic expectations are clear - The school environment is safe - Teachers show respect for students - The school meets the academic needs of students - The school has an excellent learning environment - I partner with my child's teacher to support their education - My child's teacher works hard - Dedicated school staff - Effective school staff - Passionate school staff - The school has a positive public image <p><u>Additional strengths identified in other measures of data:</u></p> <ul style="list-style-type: none"> - Low mobility rate of students - Students benefit from our educational model over a nine year period with little attrition

	<ul style="list-style-type: none"> - Our multisensory model is an effective intervention for students with disabilities, economically disadvantaged and historically underserved individuals - Curriculum supports students with disabilities, economically disadvantaged students and historically underserved individuals
Challenges Identified in Needs Assessment	<p><u>In the Parent Perception Survey the weaknesses identified were:</u></p> <ul style="list-style-type: none"> - The amount of homework assigned to my child is appropriate - The amount of homework assigned to my child supports their academic needs - Students treat each other appropriately <p><u>In the Needs Assessment the weaknesses identified were:</u></p> <ul style="list-style-type: none"> - Social Emotional Learning - Mental Health needs of students are met - Trauma Informed Practices <p><u>Additional weaknesses identified in other measures of data:</u></p> <ul style="list-style-type: none"> - Professional development and institutionalized leadership development model - Multi-tiered systems of support for students

Activities of Grantee		Allowable Uses Category	Budget
Strategy 1: Mental Health and Social Services			
2020/21	Add and subsequently maintain a mental health professional/ counselor/ specialist- expand scope of role to include trainings for entire staff on SEL	Health & Safety	74,000
2021/22			
2022/23		2020-21	0
2020/21	Training for staff and parents: Trauma informed practices and the implications of trauma on learning and development	Health & Safety	4813.05
2021/22			
2022/23		2020-21	4813.05
Strategy 2: Academic Support			
2020/21	Instructional Aids in each K-8 classroom. Time assigned to classrooms based on student academic needs. Will conduct small group and one-on-one small group instruction in literacy and math.	Class Size	45,000
2021/22			
2022/23		2020-21	41,845.75
2020/21	Summer learning program provided for students with high risk academic indicators. Students selected for participation based on data review. Approximately ten days in August taught by a certified teacher.	Well Rounded Education	4,000
2021/22			
2022/23		2020-21	0
2020/21	Writing curriculum training- delivery model as early intervention strategy to increase 3rd-grade literacy results.	Well Rounded Education	5,000
2021/22		2020-21	0

2022/23			
2020/21	Substitute coverage to provide release time for a teacher leader to coach other teachers on early intervention strategies in literacy and math	Well Rounded Education 2020-21	5,000
2021/22			
2022/23			0
Strategy 3: Retention/Recruitment of a Diverse Staff			
2020/21	Professional Development for targeted staff members in the areas of equity and anti-racism with a focus on school leaders in the first year	Well Rounded Education 2020-21	5,000
2021/22			
2022/23			0
Sub Total:			142,813.05
			2020-21 Year 1 46,658.80
Cascade Heights Public Charter School Indirect (2.5%)			3,758.24
			2020-21 Year 1 1227.86
North Clackamas School District Indirect (2.5%)			3,758.24
			2020-21 Year 1 1227.86
Total:			150,329.53
			2020-21 Year 1 49114.52

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) calendar days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall report annually on the longitudinal performance growth targets below in the charter school annual report.



Longitudinal Performance Growth Target Description (including relevant student groups, if applicable). When possible, use data from most recent State Report Card as a baseline.		Target
2020-2021	Same as school district targets at relevant grade levels	N/A
2021-2022	Same as school district targets at relevant grade levels	N/A
2022-2023	Same as school district targets at relevant grade levels	N/A
[year]	Other, if applicable	
[year]	Other, if applicable	

SECTION VI – FINANCIAL REPORTING

The Grantee shall report all expenses paid with Grant Funds to District within 180 calendar days of disbursement. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) calendar days at any time during the Performance Period.

EXHIBIT A amended on 8/31/2020 to reflect planned activities responsive to Student Investment Account revised funding notification from Oregon Department of Education.

SIGNATURES

Matt Utterback
 Matt Utterback
 Superintendent
 North Clackamas School District

9-1-2020
 DATE

Kristin Macy
 Kristin Macy
 Director
 Cascade Heights Public Charter School

9/1/2020
 DATE



EXHIBIT B THE PROJECT - YEAR 2 (2021-2022)

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a three-year (3 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The three-year plan must include a budget, strategies, activities, and longitudinal performance growth targets.

SECTION II – DISTRICT APPROVAL

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District school board approval does not necessarily mean endorsement or agreement with the Grantee's Project. [The Grantee will submit required documentation to the Oregon Department of Education as required by the state's grant guidelines.](#)

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget.

The Project	
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	<p>enrollment is 226 with a cap of 229 set by the North Clackamas School District.</p> <p><u>Mission</u></p> <p>The mission of Cascade Heights Public Charter School is to inspire the social, emotional, academic, physical, personal and ethical growth of children and partner with parents who share the same mission to prepare them to be members of a global society.</p> <p><u>Declaration of Principles</u></p> <ol style="list-style-type: none"> 1. Children yearn for meaning and require a basis of solid contextual common knowledge for the development of mature literacy and critical thinking, for growth and communication in a diverse society.
	<ol style="list-style-type: none"> 2. The educational "playing field" between students of differing backgrounds should be leveled to provide all students a basis to the greatest degree practicable, upon which they can build further knowledge and to develop the skills necessary to communicate and succeed. 3. The skills of learning--reading, writing, speaking, calculating, and thinking -- are most meaningfully learned from the knowledge or content of the curriculum, modeling, coaching, and sensible practice. 4. To thrive in work, citizenship, and personal growth, children must be taught the values of a democratic society. These values include: Respect for others - their property and rights; Responsibility for actions, honesty and social justice; Resourcefulness - being ready to learn, to serve, and to share. 5. Inclusiveness is fundamental in responding to the diverse needs of children and raising academic standards. All parents, regardless of economic status, should be free to choose this educational program for their children.

	<p>6. Teachers are professionals; which implies considerable autonomy, mastery and independence. Having accepted the academic and philosophic mission of a school, the teacher needs to be free to exercise informed judgment in order to fulfill the primary role as an educator.</p> <p>7. The main determinants of individual academic success are individual ability and effort. The policies of the school (grading, discipline, homework, pedagogy) must support the student's adoption of a personal quest for academic growth using the clearly marked path of expectations in knowledge, skill, and character. The guiding philosophy of the school acknowledges that children can and should be held accountable for their own schoolwork and behavior with the support of teachers and parents and that all children are talented and gifted in their own ways.</p>
	<p><u>Student Demographics</u></p> <p>Economically Disadvantaged: 14%</p> <p>Students with Disabilities: 13%</p> <p>English Language Learners: 10%</p> <p>Languages Spoken: 11%</p> <p><u>Student Ethnicity</u></p> <p>American Indian/Alaska Native Students <1%</p> <p>Asian Students 12%</p> <p>Black/African American Students 1%</p> <p>Hispanic/Latino Students 6%</p> <p>Multiracial Students 7%</p> <p>Native Hawaiian/Pacific Islander Students 0%</p>

	White Students 74%
Needs Assessment Sources Reviewed (including methods of community engagement)	<p><u>Methods of community engagement</u></p> <p>Staff and families participated in a CHPCS Needs Assessment Survey in December of 2019 and January of 2020. We also discussed at a December Coffee in the Library event, board meetings and staff meetings.</p> <p>Staff have reviewed all student achievement data available including OAKS Science, MAP NWEA, Smarter Balanced testing and kindergarten assessment, and NNAT3 scores.</p> <p>Staff and Board have all participated in vision development discussions on 4 occasions to discuss future achievement and expectations based on key indicators.</p>
Strengths Identified in Needs Assessment	<p><u>In the Parent Perception Survey the strengths were:</u></p> <ul style="list-style-type: none"> - I feel welcome at the school - I am informed of academic progress - Academic expectations are clear - The school environment is safe - Teachers show respect for students - The school meets the academic needs of students - The school has an excellent learning environment - I partner with my child's teacher to support their education - My child's teacher works hard - Dedicated school staff - Effective school staff - Passionate school staff - The school has a positive public image <p><u>Additional strengths identified in other measures of data:</u></p> <ul style="list-style-type: none"> - Low mobility rate of students - Students benefit from our educational model over a nine year period with little attrition

	<ul style="list-style-type: none"> - Our multisensory model is an effective intervention for students with disabilities, economically disadvantaged and historically underserved individuals - Curriculum supports students with disabilities, economically disadvantaged students and historically underserved individuals
Challenges Identified in Needs Assessment	<p><u>In the Parent Perception Survey the weaknesses identified were:</u></p> <ul style="list-style-type: none"> - The amount of homework assigned to my child is appropriate - The amount of homework assigned to my child supports their academic needs - Students treat each other appropriately
	<p><u>In the Needs Assessment the weaknesses identified were:</u></p> <ul style="list-style-type: none"> - Social Emotional Learning - Mental Health needs of students are met - Trauma Informed Practices <p><u>Additional weaknesses identified in other measures of data:</u></p> <ul style="list-style-type: none"> - Professional development and institutionalized leadership development model - Multi-tiered systems of support for students



Cascade Heights Outcomes and Strategies

<div style="background-color: #e67e22; color: white; padding: 5px; text-align: center; font-weight: bold;">Student Investment Account</div>		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Increased student engagement as a result of mental health support being offered and taught.	X				
Outcome	Staff and students have consistent access to high level Trauma Informed Practices training resulting in improved educational output for students and increased health and wellness for CHPCS students.	X				
Outcome	Improved academic results for students K-8 as a result of increased instructional aids in classrooms. Aids will conduct small groups, support classroom teachers and help with one on one needs.		X			
Outcome	Students will have access to a well-rounded education through high level, culturally responsive and inclusive content and instruction. This will be achieved through training of staff and leadership.			X		
Outcome	Students will have access to a well-rounded education through high level, culturally responsive and inclusive content and instruction. This will be increased through improvement in the areas of curriculum and instruction.			X		

Strategy #1	Mental Health and Social Services: -Add and subsequently maintain a mental health professional counselor/specialist. Expand the scope and role to include trainings for staff on SEL. -Training for staff and parents: Trauma informed practices and the implications of trauma on learning and development.
Strategy #2	Academic Support: -Provide increased small group and one on one instruction for all students through the use of Instructional Aids in all gen-ed classrooms. -Summer learning programs will be increased in rigor and offering. -Writing Curriculum will be reviewed, and replaced. New delivery model as early intervention strategy to increase 3rd-grade literacy results. -Provide substitute coverage for the teacher leader to coach other teachers on early intervention strategies in literacy and math.
Strategy #3	Retention/Recruitment of Diverse Staff: -Professional Development for targeted staff members in the areas of equity and anti-racism with a focus on school leaders in the first year. -Targeted work done in the area of History and Literature to increase cultural perspective and decrease white washing. Overhaul of all grades.



Oregon Dept. of Education Budget Tool - CHPCS Submission - June 2021

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	\$ Amount
Total Allocation				\$ 124,942.45	
Total Expenditures:				\$ 118,695.33	
Total Administrative Costs				\$6,247.12	
Unbudgeted Funds:				\$0.00	
Proposed Activity					
1		ADMIN	ADMIN	Admin support for SIA funds and programs	\$ 6,247.12
2	1.0	H&S	112	Mental health professional counselor/specialist. Expand the scope and role to include trainings for staff on SEL. (strategy 1)	\$ 45,000.00
2		H&S	2xx	Benefits for mental health professional	\$ 25,000.00
3		RCS	112	Provide increased small group and one on one instruction for all students through the use of Instructional Aids in all gen-ed classrooms. (strate	\$ 45,000.00
4		WRE	31x	Professional Development for targeted staff members in the areas of equity and anti-racism with a focus on school leaders in the first year. (st	\$ 1,500.00
4		WRE	34x	Equity/Anti-Racism conference (Strategy 3)	\$ 2,195.33



SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) calendar days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

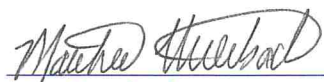
If the Grantee is not able to actualize components of this Project, a shift to the actions listed below will be implemented in alignment with the District's Tiered Project Implementation. The Grantee's proactive plan to anticipate and consider modifications to SIA plan activities and expenditures as a result of workforce shortages or other scenarios where initial plans and priorities may require the following adjustments:

- Temporary classified staff including instructional assistants to support academic or physical/mental health needs (Class Size and Caseloads)
- Purchase technology, curriculum and supplies in English Language Arts, math, and science to meet the needs of the additional teachers. Any unused funds in the salary/benefits of licensed educators will be reallocated to purchase curriculum and technology. (Well Rounded Education)
- Financial supports for planning teams or groups to design future work. (Well Rounded)
- Maintain community school programs at existing sites. (Well Rounded Education)
- Provide targeted core academic "jumpstart" in middle school afterschool programs. (Well Rounded Education)
- Purchase instructional materials and technology to support World Languages or the Arts. (Well Rounded Education)

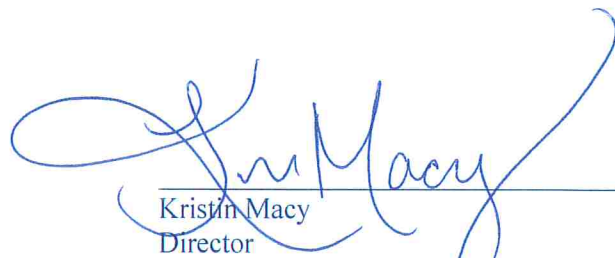
SECTION V - FINANCIAL REPORTING

The Grantee shall report all expenses paid with Grant Funds to the District within 180 calendar days of disbursement. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) calendar days at any time during the Performance Period.

Signatures


Matt Utterback
Superintendent
North Clackamas Schools District

6/14/21


Kristin Macy
Director
Cascade Heights Public Charter School