



The Washington State  
**BOARD OF EDUCATION**

January 10, 2022

Dear Charter School Authorizer:

RCW 28A.710.100 provides that each charter authorizer must submit an annual report to the State Board of Education, according to a timeline, content and format specified by the Board, and states the information that must be included in the report.

WAC 180-19-210 provides that each authorizer must submit an annual report meeting the requirements of RCW 28A.710.100, and requires SBE to provide a standard form for the report.

Attached is the standard form for submission of the authorizer annual report for 2021, which is for the 2020-2021 school year, with instructions for completing and submitting the form.

For any questions concerning the annual authorizer report, please contact:

Parker Teed  
Basic Education Manager  
State Board of Education  
360-725-6047  
[parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)

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Research Director  
State Board of Education  
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## 2021 Charter Authorizer Annual Report

Please complete the following report and submit via electronic mail to [sbe@k12.wa.us](mailto:sbe@k12.wa.us). If the information requested for any part of the report is not available, please enter NA in the space provided. Please identify by item number below any attachments provided for purposes of this report.

Authorizer Name:

**Spokane Public Schools**

Authorizer Address:

**200 N Bernard Street, Spokane WA 99201**

Contact for Additional Information:

Name: **Debra De Witt, Coordinator, Teaching & Learning, Charter School Support**

Telephone Number: **(509) 354-5931**

Email Address: **debrade@spokaneschools.org**

Mailing Address: **200 N Bernard Street, Spokane WA 99201**

1. If a school district, date of approval as an authorizer by the SBE.

**9/11/2013**

2. Names and job titles of personnel having principal authorizing responsibilities, with contact information for each.

Name: **Dr. Debra J. De Witt, Coordinator, Charter School Support**

Telephone Number: **(509) 354-5931**

Email Address: **debrade@spokaneschools.org**

Mailing Address: **200 N Bernard Street, Spokane WA 99201**

3. Names and job titles of any employees or contractors to whom the district has delegated responsibility for the duties of an authorizer as set forth in RCW 28A.710.100, with contact information for each.

Name: **Erich Hahn, Staff Accountant**

Telephone Number: **(509) 354-5690**

Email Address: **ErichH@spokaneschools.org**

Mailing Address: **200 N Bernard Street, Spokane WA 99201**

4. Please provide as an attachment an executive summary of authorizing activity over the 2020-2021 school/fiscal year, including but not limited to the status [RCW 28A.710.100(4)(c)], as well as the academic and financial performance of all charter schools operating under your jurisdiction.

**Please title the attachment: Name of Authorizer.Q4**

**For example: State Board of Education.Q4**

5. Please provide as an attachment your strategic vision for chartering, and an assessment of the progress made in achieving that vision since becoming an authorizer.

**Please title the attachment: Name of Authorizer.Q5**

6. Please provide as an attachment information on the status of your charter school portfolio, identifying each charter school authorized in each of the following categories:

**Please title the attachment: Name of Authorizer.Q6**

- a) Approved but not yet operating, including, for each for each charter school:
  - i. The targeted student population and the community the school proposes to serve.
  - ii. The proposed location of the school or geographic area in which it will be located.
  - iii. The projected enrollment at capacity.
  - iv. The grades to be operated in each year of the charter contract.
  - v. Names and contact information for each member of the governing board.
  - vi. Date approved for opening.
- b) Operating, including, for each charter school:
  - i. Location (street address if available).
  - ii. Grades operated.
  - iii. Enrollment, total and by grade.
  - iv. Enrollment, by grade, for each student subgroup as defined in RCW 28A.300.042, in totals and as percentages of enrollment.
  - v. If charter has been renewed during the last year, please indicate, with date of renewal.
  - vi. If charter has been transferred to another authorizer within the last year, please indicate, with date of transfer.
  - vii. If charter was revoked during the last year, please indicate, with date and reasons for revocation.
  - viii. If the school delayed its opening by more than one year by a grant of extension by the authorizer, please indicate, with date of approval of request for extension.
  - ix. If the school voluntarily closed, please indicate, with date of closing.

- x. If the school never opened, with no planned date for opening, please indicate.

7. As **Exhibit A**, please provide information on the academic performance of each charter school operated during the 2020-2021 school/fiscal year. The information must include:

- a) Student achievement, as applicable by grade, on each of the required indicators enumerated in **RCW 28A.710.170**, as applicable by grade:
  - i. Academic proficiency, for continuously enrolled students, as reported in the Washington Achievement Index.
  - ii. Academic growth, for continuously enrolled students, as reported in the Washington Achievement Index.
  - iii. Achievement gaps, for continuously enrolled students, as reported in the Washington Achievement Index.
  - iv. Attendance
  - v. Recurrent enrollment from the prior school year to the year before.
  - vi. Graduation rates, as reported in the Washington Achievement Index.
  - vii. Postsecondary readiness, at such time as it is reported in the Washington Achievement Index.

- b) Student achievement, as applicable by grade, on each additional indicator, if any, the authorizer has included in its academic performance framework.

- For each indicator of academic performance, data must be reported as:
  - 1) Absolute values, and
  - 2) The computed differences between actual performance and the annual performance targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).
- For each indicator of academic performance, data must be disaggregated by major student subgroup as enumerated in RCW 28A.710.170(5).

[Click here to enter text.](#)

8. As **Exhibit B**, please provide information on the financial performance of each charter school operated during the 2020-2021 school/fiscal year. The information must include performance on each of the indicators and measures of financial performance and sustainability included in the authorizer's performance framework under RCW 28A.710.170(2)(g).

- For each indicator of financial performance, data must be reported as:
  - (1) Absolute values, and

- (2) The computed differences between actual performance and the annual performance targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).

Click here to enter text.

9. As **Exhibit C**, please create a table that provides information on the organizational performance of the governing board of each charter school operated in 2020-2021. Performance reported must be based on the indicators and measures of organizational performance in the authorizer’s performance framework, including but not limited to compliance with all applicable laws, rules and terms of the charter contract.
  - Where applicable, please compute and report the differences between actual performance on the indicators and the annual targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).

Click here to enter text.

10. Please provide as an attachment a presentation of operating costs incurred and expenditures made during the 2020-2021 school/fiscal year that are specifically attributable to fulfilling the responsibilities of a charter authorizer under RCW 28A.710.100, as reported in annual financial statements that conform with Generally Accepted Accounting Principles and under any applicable reporting and accounting requirements of the Office of the Superintendent of Public Instruction.

**Please label the attachment: Name of Authorizer.Q10**

11. Please provide as an attachment a list of any contracted, fee-based services purchased during the 2020-2021 school/fiscal year by the charter schools in the authorizer’s portfolio. Please include for each:
  - a) An itemized accounting of the revenue received from the schools from the services provided;
  - b) An estimate of the actual costs to the provider of providing these services.

**Please label the attachment: Name of Authorizer.Q11**

Click here to enter text.

12. Please provide any additional information you believe would assist the SBE in its *“assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter (RCW 28A.710), including the board’s assessment of the sufficiency of funding for charter schools,*

*the efficacy of the formula for authorizer funding, and any suggested changes in state law or policy necessary to strengthen the state’s charter schools.” (RCW28A.710.250(2))*

**Please label the attachment: Additional Information. Q12.**

Click here to enter text.

**Spokane Public Schools. Q4**

Date	Tasks, Events & Milestones
Ongoing	Multiple site visits, attendance at charter board meetings, benchmark monitoring with frequent communication on benchmark documentation, monthly financial reviews with follow-up communication, communication and analysis on corrective action plans, significant communication with external auditors, technical assistance to schools and business services providers.
August 2020	Lumen Charter High School opened.
September 2020	Spokane International Academy fully transitioned from SPS Authorization to WA Charter Commission.
November 2020	SPS staff attend the NACSA virtual conference.
November 2020	Charter RFP issued – no applications were received.
November 2020	Pride Charter Renewal Inspection site visits (virtual and in-person)
February 2021	Preparation and submission of State Board of Education Charter Authorizer Annual Report
March 2021	SPS staff attend WASBO session for Charter Schools.
April 2021	Pride Prep Renewal Timeline shared with SBE.
May 2021	Annual Charter School Report to SPS Board.
June 2021	Pride Renewal Report submitted to SPS Board.
June 2021	Pride Prep Charter Renewed for a 3-year term with conditions.

During the 2020-2021 school year, two district-authorized charter schools were in operation. These schools were subject to oversight from the district and the Office of Superintendent of Public Instruction (OSPI). SPS is committed to providing accurate and complete data on charter schools.

Lumen Charter High School opened in the fall of 2020-2021. Given the 2020-2021 year is the first year of operations, there is limited information that will be provided throughout this report.

Pride Prep continued to have challenges meeting financial performance indicators. Corrective action plans and increased monitoring continued throughout 2020-2021. Pride Prep has taken specific steps toward addressing areas of concern and is currently working closely with the SPS Authorizer to improve areas of academic and financial concern.

Because of COVID 19, state assessments were cancelled, so both the 2019-20 and 2020-21 Washington School Improvement Framework (WSIF) data is not available.

## **Spokane Public Schools. Q5**

According to Article IX, section 1 of the state constitution, “it is the paramount duty of the state to make ample provisions for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.” And RCW28A.710.005 (Findings for Initiative Measure No. 1240) declared that all students deserve excellent educational opportunities and the highest quality standard of public education available. With these as the backdrop, Washington State voters passed Initiative Measure 1240 to approve charter schools as options for the State of Washington.

Once voters approved this as a viable option, our superintendent was clear that Spokane should use this as an option to help move Spokane Public Schools forward on our academic mission. Additionally, our board of directors unanimously passed a resolution approving our school district to move forward with a charter school authorization application.

Spokane and the statutory language in RCW 28A.710.005 have similar views about the potential of charter schools. The promise of charter schools for Spokane, therefore, is to help serve as a catalyst for school improvement, to provide new techniques and strategies to reach at-risk students, and to add choices to the portfolio of options available in Spokane Public Schools (all explicitly mentioned in RCW 28A.710.005). Spokane Public Schools applied to be a charter school authorizer as it aligns with our mission and vision. By being an authorizer and ensuring that we actively cultivate the types of charters that align our district to our vision statement of Excellence for Everyone, we strive to close the achievement gap and ensure that all students are prepared for a variety of post-secondary pursuits. As part of our strategic planning efforts, Spokane Public Schools has identified the following as its education mission:

***“The mission of Spokane Public Schools is to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships.”***

Towards this end, we have examined a range of data from across our school system to track school progress and performance. For example, using the Washington State Achievement Index, it is possible to see a number of schools that are underperforming and/or are falling short in one or more areas of academic performance. It is clear that there are particular region(s) of our city in which underserved students reside. Consequently, we have worked diligently to recruit charter schools that meet our academic and citizenship goals and that are targeted towards at-risk students, particularly in the Northeast and Northwest sections of the school district.

In addition to our comprehensive review of our data, we also conducted a large number of surveys and focus groups as part of our strategic planning initiatives. The community feedback showed that they want additional choice and options for their students. We have been researching, proposing and implementing new school program options within our district schools, and have been thoughtful about authorizing charters that fit with community demand and that add to our current portfolio of options.

### **Serving At-Risk Students**

Spokane Public Schools gives priority to charter schools that serve at-risk students as defined in RCW 28A.710.010 (2) in a number of ways. First and foremost, we explicitly have this in our charter school application materials. All charter school applicants must address recruitment of at-risk students in their application and this is part of our consideration in the authorization process.

Secondly, we have published a specific request for proposals and applications that outlines the types of schools and locations of the schools where we find the greatest need (based on at-risk student data). Our intent is that through our request for proposal process that we will provide tremendous clarity about regions of the city we are most interested in serving; types of schools and curriculum programs we are interested in offering; and our clear intent of providing priority for at-risk students.

### **Respecting and Protecting Charter School Autonomy**

Spokane Public Schools is committed to following the charter school renewal, revocation, and non-renewal process. Successful charter school applicants enter up to a five-year agreement with Spokane Public Schools to run the school as outlined in their charter application. As the charter authorizer, we engage with charter operators in our regular review and evaluation process. In all other respects, the charter will have autonomy unless specific agreements have been established in the charter contract. Since charter schools' authorization is part of our strategic plan and vision, Spokane Public Schools is interested in offering a number of unique ways to provide fee-based services.

### **Promoting and Ensuring Charter School Accountability**

Along with a commitment to ensuring charter school accountability, we also have a plan for ensuring that charter schools authorized by Spokane Public Schools will be held accountable for their performance. Spokane will follow all of the criteria outlined in RCW28A.710.170. In addition, we have invested in and use a web-based tool which assists both our district and the charter schools that we authorize in meeting targeted benchmarks and compliance deadlines.

Spokane views charters as one potential tool to assist us with our overall academic mission. Consequently, if a charter school is underperforming and is not meeting expectations as outlined in our performance agreements, then it will be imperative that we use the revocation, non-renewal, or conditional/limited renewal-process accordingly as part of our accountability efforts. Although we anticipate that this process would be tremendously difficult, we also view this as a strength of charter schools. With increased autonomy comes an increased level of accountability. Both of these tools (autonomy and accountability) are part of the package that comes with charters, and they continue to be embraced.

### **Progress Made Toward Achieving the Vision**

As far as creating additional education choices, we have added a handful of new programs (dedicated Montessori school, school expansions to include K-8 and 7-12 school models, a New Tech Network high school model, Summit learning schools, a Spanish language immersion program and inclusion of two charter schools) to offer a portfolio of options to the families of Spokane. We've strengthened our understanding of quality charter authorizing by participating in professional development trainings, and by partnering with NACSA and the Washington Charter Schools Association (WA Charters) to create a collaborative spirit with charter operators. We have invested in the Charter Tools monitoring system as a method for monitoring the progress of each of our charter schools. Our district has utilized grant and statutory authorizer fee to support the authorization process and will continue to do so as we fulfill our responsibilities for oversight.



In summary, we believe that we have made great progress toward our goals in a relatively short period of time. While we still have much to learn about high quality charter authorizing, we are committed to learning and leading the state as a district authorizer. We are committed to only authorizing schools which we believe will uphold our vision for excellence and have every intention of following proven and best practices for quality authorizing.

## Spokane Public Schools. Q6

a) Charter schools approved but not yet operating under the authorization of SPS

- i. The targeted student population and the community the school proposes to serve: NA
- ii. The proposed location of the school or geographic area in which it will be located: NA
- iii. The projected enrollment at capacity: NA
- iv. The grades to be operated in each year of the charter contract: NA
- v. Names and contact information for each member of the governing board: NA
- vi. Date approved for opening: NA

b) Charter schools operating under the authorization of SPS in 2020-2021.

- i. Location (see table below)
- ii. Grades operated (see table below)
- iii. Enrollment, total and by grade (see table below)

	Pride Prep 811 E Sprague, Spokane WA 99202 Grades Served: 6-12	Lumen 718 W Riverside Ave, Spokane, WA 99201 Grades Served: 9-12
October 2020		
Grade:		
6	90	
7	118	
8	138	
9	113	4
10	95	7
11	90	14
12	78	6

iv. Enrollment by grade for each student subgroup as defined in RCW 28A.300.042, in totals and percentages of enrollment

Subgroup	Pride Prep		Lumen	
	Enrollment	% of Total Enrollment	Enrollment	% of Total Enrollment
<b>Gender (Percent of October Enrollment)</b>				
Female	323	44.7%	30	96.8%
Gender X	11	1.5%	0	0%
Male	388	53.7%	1	3.2%
<b>Race/Ethnicity (Percent of October Enrollment)</b>				
American Indian/Alaskan Native	26	3.6%	0	0%
Asian	11	1.5%	0	0%
Black/African American	39	5.4%	2	6.9%
Hispanic/Latino of any race (s)	85	11.8%	0	0%
Native Hawaiian / Other Pacific Islander	3	0.4%	1	3.4%
Two or More Races	59	8.2%	3	10.3%
White	499	69.1%	23	79.3%
<b>Special Programs (Percent of October Enrollment)</b>				
English Learners	0	0%	0	0%
Low Income	420	58.2%	23	74.2%
Homeless	0	0%	0	0%
Migrant	0	0%	0	0%
Military Parent	0	0%	0	0%
Mobile	3	0.4%	3	9.7%
Section 504	36	5%	0	0%
Students with Disabilities	127	17.6%	7	22.6%

v. If charter has been renewed during the last year, please indicate, with date of renewal. Pride Prep’s charter contract was renewed with conditions, with an effective date of July 1, 2021, and will terminate on June 30, 2024, allowing for a term of three operating years.

**Conditions for Reauthorization:**

**Term:**

- Pride Prep is requesting a 3-year term based on the following conditions

**Academic Action Plan (Must be achieved by year 1 – measurement date of 8/31/22)**

- PRIDE will submit an assessment plan at the beginning of the school year, which includes, but is not limited to use of MAP testing 2-3 times per year, trimester Interim State Assessment, and Classroom based assessments aligned to IB (International Baccalaureate).
- PRIDE will submit student assessment results from the assessment plan along with an intervention plan for any areas where students are lagging behind.
- PRIDE will provide supplemental mathematics support for all middle school students using Teach to One.

**Financial Action Plan (Must be achieved by year 2 – measurement date of 8/31/23)**

PRIDE projects to meet all financial metrics as of 8/31/2021 and moving forward. As part of renewal, we are committed to the following metrics.

- PRIDE will incur no new debt in FY22 and will continue to pay down all debt in accordance with existing terms.
- PRIDE will prepare an FY22 budget and financial plan to achieve a significant positive net margin (at least 5%) to further increase the organization’s cash position and overall financial standing.
- PRIDE and Joule Growth Partners, will continue to meet monthly or quarterly (as determined by Spokane Schools) with the CFO of Spokane Schools, or other designee, to discuss financial metrics.
- A new payroll management system, instituting new time-off policies and reimbursement controls, and updating financial systems was implemented in 2020 and will continue to be used.
- A business management team, inclusive of multiple staff and external partners reports on internal controls to the Board.

<u>Metric</u>	<u>Target</u>	<u>8/31/2020</u>	<u>8/31/2021</u>	<u>8/31/2022</u>	<u>All future years</u>
Current Ratio	>1.1	0.9	>1.1	>1.1	>1.1
Days Cash on Hand	>60	30	60	>60	>60
Enrollment Variance	>95%	94%	>95%	>95%	>95%
Total Margin CY	Positive	-6.52%	>5%	>3%	Positive
Three Year Margin	Positive	-2.53%	Positive	Positive	Positive
Debt to Asset Ratio	<.9	2.18	<.9	<.9	<.9
Cash Flow CY	Positive	\$ (306,000)	>\$500,000	>\$250,000	Positive
Cash Flow 3 Years	Positive	\$ 383,000	>\$750,000	>\$1,000,000	Positive
<i>Metrics Met</i>		<i>1/8</i>	<i>8/8</i>	<i>8/8</i>	<i>8/8</i>

**Organizational Accountability Action Plan**

- PRIDE will continue to build a budget based on enrollment projections and historic enrollment data.
- PRIDE will continue to monitor student attendance. A truancy board is in place at PRIDE Schools. An attendance committee will continue to monitor attendance on a monthly basis.
- An audit team, consisting of the Business Manager, Board Treasurer, and Joule Growth Partners, will oversee the SAO audit and other financial audits.
- PRIDE is now at full enrollment and staffing capacity. Operations teams for business management and human resources, inclusive of multiple staff and external partners, were created in the fall of 2020. These teams will continue to review internal controls and procedures and provide regular reports to the Board.

**Internal Control/Audit Action Plan (Must be achieved by Year 2 – measurement date of 8/31/23)**

- Perform an operational review of the basic business functions with refinements to process and assignment of tasks to strengthen internal controls. Revise/adopt policies and procedures to address specific audit concerns utilizing WSSDA model policies.
- Develop and post publicly on the school’s website a standard School Board agenda that includes and ensures all materials are complete, approved timely and documented in minutes (for example minutes, accounts payable payments and monthly financial update). Establish an annual calendar of materials to be approved by the School Board.

**Leadership & Transparency (Must be achieved by year 1 – measurement date of 8/31/22)**

- Contract with an external consultant to assist with the development, implementation, and monitoring of a plan of improvement for the school administrative team.
- Develop and implement a strategic plan with measurable goals and monitor leadership progress toward goals on a regular basis.
- Provide the charter performance status based on the frameworks to families annually and publish the performance reports on the school website.
- Implement an entrance and exit survey to better understand student and family choices that will be shared as part of data for the annual report process.
- Provide an annual staffing report on template provided by authorizer. Report should include, but is not limited to, count of certificated staff, count of classified staff, average years of experience for teachers, number of new staff (certificated and classified), number of staff leaving and an explanation of class sizes and changes in staffing levels.

vi. If charter has been transferred to another authorizer within the last year, please indicate, with date of transfer. In order to sustain capacity, SIA (Spokane International Academy) transferred to a site out of district and is currently authorized by the Washington State Charter School Commission, effective September 2020.

vii. If charter was revoked during the last year, please indicate, with date and reasons for revocation. NA

viii. If the school delayed its opening by more than one year by a grant of extension by the authorizer, please indicate, with date of approval of request for extension. NA

ix. If the school voluntarily closed, please indicate, with date of closing. NA

x. If the school never opened, with no planned date for opening, please indicate. NA

## **Spokane Public Schools. Q7 Exhibit A**

### Status and Performance of Charter Schools Authorized by Spokane Public Schools

SPS authorized charter schools completed their fifth year of operation. Pride Prep added its 12<sup>th</sup> grade level this year, reaching full capacity in serving grades 6-12, while Lumen finished its first year of operations, and is serving grades 9-12.

Spokane Public Schools utilizes an Academic Performance Framework to reflect the evolving status of school accountability both within the state of Washington and nationally, and in accordance with RCW 28A.710.170.

OSPI cancelled spring 2020 and 2021 summative statewide assessment administration after the Education Department approved the OSPI waiver request in March 2020 and April 2021 respectively. Neither the percent of students meeting standard on the statewide assessments, nor the reporting of scale scores can be reported on the Washington State Report Card. The student growth percentiles cannot be computed for the 2019-20, or 2020-21 school years.

Due to Pride Prep's academic performance falling in the bottom quartile of schools on the Washington School Improvement Framework, Pride Prep did not meet the Washington State academic performance requirements in 2018-2019. They were notified in their Renewal Report (issued May 1, 2020) of their ineligibility for renewal status under RCW 28A.710.200(2), unless they were able to demonstrate exceptional circumstances that the Authorizer finds justifiable. Pride Prep did submit a response to demonstrate exceptional circumstances on June 15, 2020, as well as a renewal application on July 1, 2020. It was determined that Pride Prep demonstrated exceptional circumstances that were deemed to be justifiable, and the Pride Prep charter contract was renewed on July 1, 2021. *RCW 28A.710.200(2) Except as provided otherwise by this subsection (2), an authorizer may not renew a charter contract if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the Washington achievement index developed by the state board of education under RCW 28A.657.110. A contract may be renewed without violating this subsection (2), however, if the charter school demonstrates exceptional circumstances that the authorizer finds justifiable.*

a) Student achievement, as applicable by grade, on each of the required indicators enumerated in **RCW 28A.710.170**, as applicable by grade:

i. Academic proficiency 2017-2019 (data is not available for school year 2019-2020 or 2020-2021)

# WSIF

Summary

Details

Support

Trend

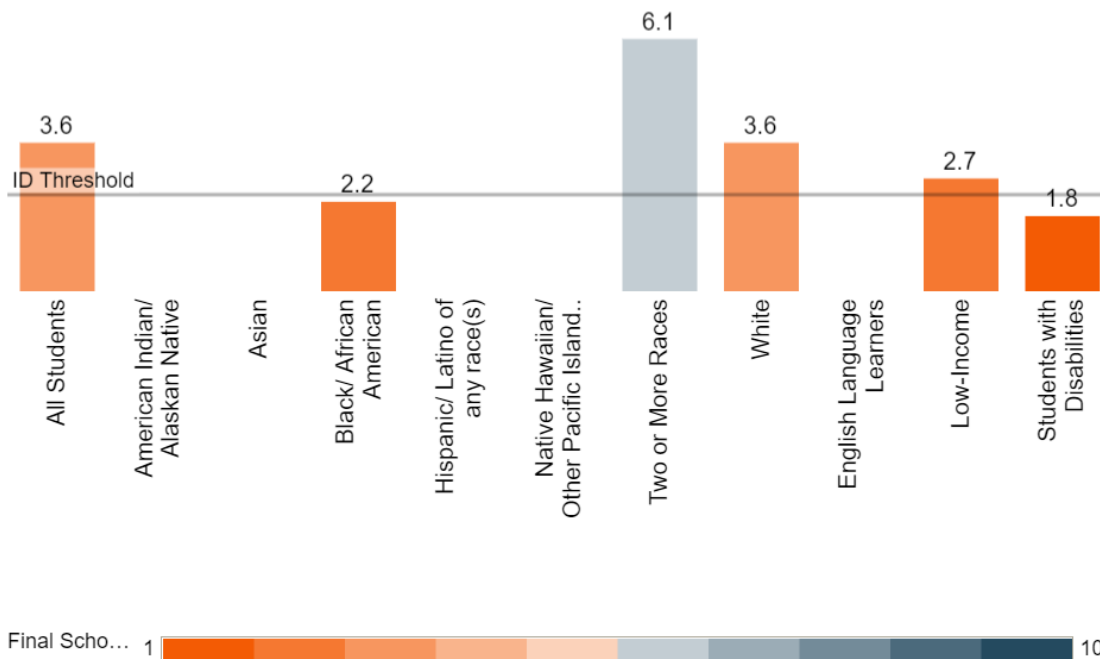
Detailed Trend

## How did each student group perform on the Washington School Improvement Framework?

### PRIDE Prep School

2017-2019

#### Overall Framework Score by Student Group



Initially released in March 2018 (and last updated in February of 2020), the Washington School Improvement Framework identifies how schools can improve the education of all students. The Framework combines as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts) into a 1-10 score. The school's score then determines the state supports for the school to improve.

(Given the 2020-2021 year is the first year of operation for Lumen High School, there is no historical data.)

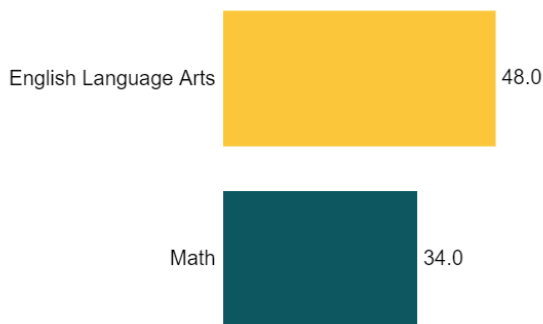
ii. Academic growth (data is not available for school year 2019-2020 or 2020-2021)

## Student Growth

Summary Trend By Grade Details

How has student learning grown?

### PRIDE Prep School 2018-19



Washington uses student growth percentiles (SGPs) to measure growth in students' Math and English Language Arts skills from one grade to the next. Student growth percentiles compare students in the same grade level with similar scores in previous years and measures their performance relative to those students. A student with a 60 SGP had growth greater than 60% of students with a similar test score in an earlier grade. For a school, the middle or median SGP in a specific subject and grade level is the school's score for the measure.

(Given the 2020-2021 year is the first year of operation for Lumen High School, there is no historical data.)

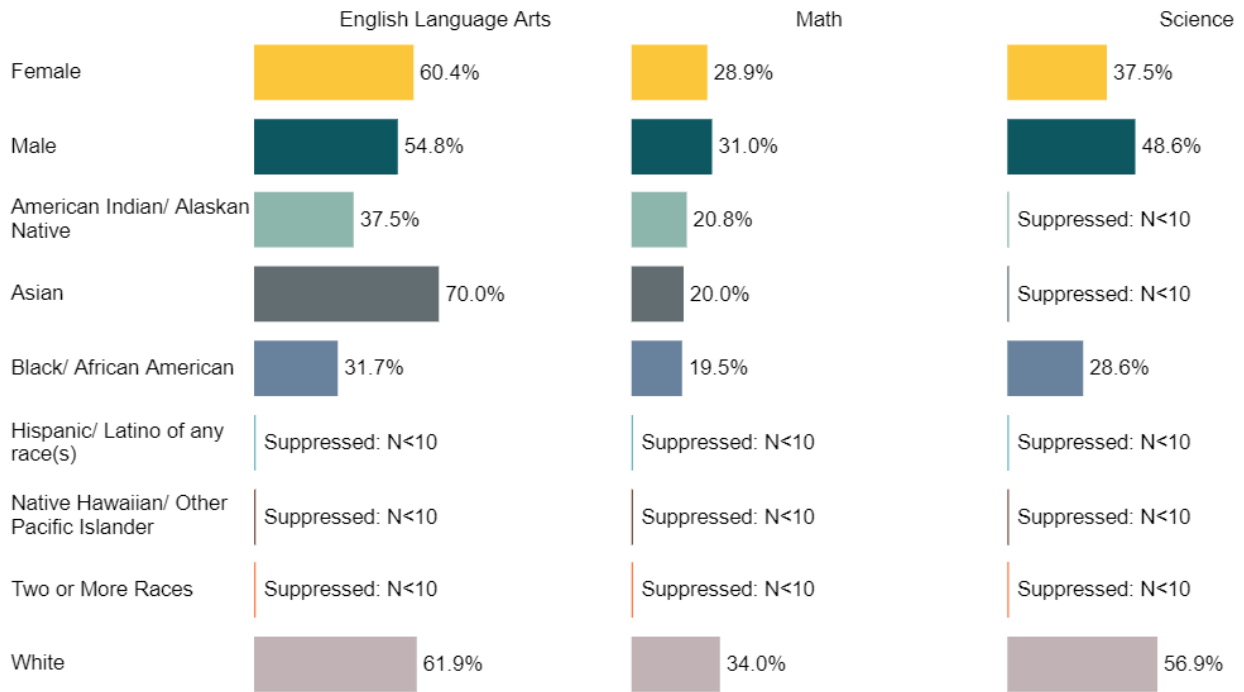
iii. Achievement Gaps (data is not available for school year 2019-2020 or 2020-2021)

## Assessment by Student Demographics

Summary Trend

What percent of students met standards, by student demographics?

# PRIDE Prep School 2018-19



(Given the 2020-2021 year is the first year of operation for Lumen High School, there is no historical data.)

Every spring students in specific grades are assessed in Math, English Language Arts and Science. Student performance in each subject is scored as a level one, two, three or four. Level 3 or 4 scores mean that students demonstrate the skills expected for that grade. Level 3 or 4 scores are counted as meeting standard in that subject area. Level 1 and 2 scores are counted as not meeting standard in that subject area. Some students are assessed using the Washington Access to Instruction and Measurement (WA-AIM). Science testing with WCAS started in 2017-18, and will be included in the trend in September 2020 after we have collected 3 years of data.

#### iv. Attendance

Regular attendance is defined as having, on average, less than two absences per month. It does not matter if the absences are excused or unexcused. An absence is defined as missing more than half the school day. This measure includes students that were enrolled for at least 90 days at any given school.

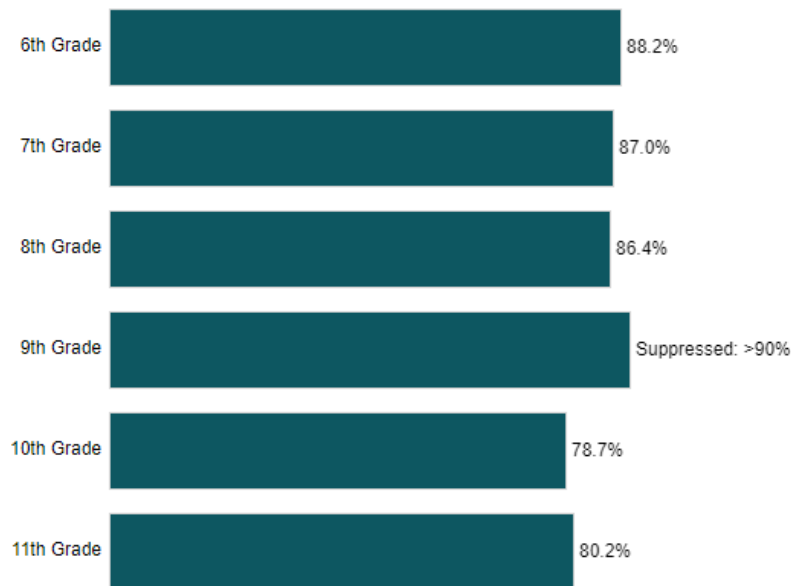


# Regular Attendance

Summary Trend **By Grade** Covid-19

What percent of students had fewer than two absences per month, on average, by grade level?

## PRIDE Prep School 2020



(Given the 2020-2021 year is the first year of operation for Lumen High School, there is no historical data.)

### v. Recurrent Enrollment Percentages

Pride Prep – 82.70%  
Data For Lumen High School is not available.

### vi. Graduation Rate (data is not available for school year 2020-2021)

### vii. Postsecondary Readiness (data is not available for school year 2020-2021)

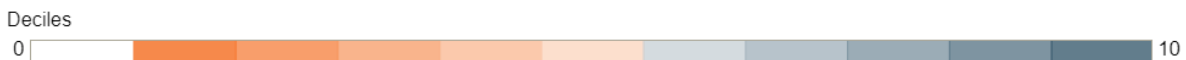
## How did each student group perform on the Washington School Improvement Framework?

### PRIDE Prep School

#### 2017-2019 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	57.9%	50.0%		30.0%		42.9%	48.7%		24.8%	51.3%	62.5%
Math Proficiency Rate	35.6%	26.1%		21.5%		14.3%	29.3%		16.3%	33.3%	39.2%
ELA Median SGP	48	49		49.5			48		46	56.5	47
Math Median SGP	34	34		37			33		36	60	34
Graduation Rate											
EL Progress Rate*											
Regular Attendance Rate	74.3%	74.2%	65.2%	71.4%		86.8%	69.0%		77.1%	60.0%	75.6%
Ninth Grade On Track Rate	64.9%			65.4%			55.4%		70.0%		69.5%
Dual Credit Rate											

\*The EL Progress measure only applies to students who are English Learners



(Data for Lumen High School is not available)

Initially released in March 2018 (and last updated in February of 2020), the Washington School Improvement Framework identifies how schools can improve the education of all students. The Framework combines as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts) into a 1-10 score. The school's score then determines the state supports for the school to improve.

b) Student achievement, as applicable by grade, on each additional indicator, if any, the authorizer has included in its academic performance framework.

This section provides an overview of the school’s performance in the year reviewed on a variety of academic measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

**PRIDE Prep Rating – 2020-21**

Indicator	Measure	Charter School Rating	Points Earned	Weight	Weighted Points
State and Federal Accountability	1a.1. All student Framework score			30%	
	1a.2 Subgroup Framework score			20%	

**Indicator Rating (Points)**  
(N/A of 50 possible points)

Geographic Comparisons	2a.1 Proficiency comparison to district	D	38	2.5%	.95
	2a.2 Subgroup Proficiency	F	36	2.5%	.9
	2b.1 Growth comparison to district (K-8)				
	2b.2 Subgroup growth comparison to district (K-8)				
	2c.1 Graduation Rate comparison to district			1.25%	
	2c.2 Subgroup Graduation Rate comparison to distr			1.25%	
	2d.1 EL Progress Comparison to district			1.25%	
	2d.2 Subgroup EL Progress Comparison to district			1.25%	
	2e.1 Regular Attendance comparison to district	F	25	1.25%	.63
	2e.2 Subgroup Regular Attendance comparison to district	F	33	1.25%	.54
	2f.1 9 <sup>th</sup> Graders on Track Comparison to district	M	75	1.25%	.938
	2f.2 Subgroup 9 <sup>th</sup> Graders on Track Comparison to district	E	89	1.25%	1.11

(N/A of 20 possible points)  
Missing 2 measures

**Tier \_**  
(N/A of 100 possible points)

2g.1 Dual Credit Comparison to district	F	25	2.5%	.625
2g.2 Subgroup Dual Credit Comparison to district	F	31	2.5%	.775

Comparison to Schools Serving Similar Students (Regression)	3a Proficiency comparison to schools statewide serving similar students	D	38	15%	5.7
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*(5.7 of 15 possible points)*

School-Specific Goals	E	100	15%	15
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*(15 of 15 possible points)*

<b>E</b>	Exceeds Standards	<b>M</b>	Meets Standards	<b>D</b>	Does Not Meet Standard	<b>F</b>	Falls Far Below Standard
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Lumen High School – 2020-21

Indicator	Measure	Charter School Rating	Points Earned	Weight	Weighted Points
State and Federal Accountability	1a.1. All student Framework score			30%	
	1a.2 Subgroup Framework score			20%	

Indicator Rating (Points)

N/A of 50 possible points

Geographic Comparisons	2a.1 Proficiency comparison to district	D	38	2.5%	.95
	2a.2 Subgroup Proficiency			2.5%	
	2b.1 Growth comparison to district (K-8)				
	2b.2 Subgroup growth comparison to district (K-8)				
	2c.1 Graduation Rate comparison to district			1.25%	
	2c.2 Subgroup Graduation Rate comparison to distr			1.25%	
	2d.1 EL Progress Comparison to district			1.25%	
	2d.2 Subgroup EL Progress Comparison to district			1.25%	
	2e.1 Regular Attendance comparison to district	D	50	1.25%	.63
	2e.2 Subgroup Regular Attendance comparison to district	D	58	1.25%	.73
	2f.1 9 <sup>th</sup> Graders on Track Comparison to district			1.25%	
	2f.2 Subgroup 9 <sup>th</sup> Graders on Track Comparison to district			1.25%	

(N/A of 20 possible points)  
Missing 2 measures

Tier \_  
(N/A of 100 possible points)

2g.1 Dual Credit Comparison to district	F	25	2.5%	.625
2g.2 Subgroup Dual Credit Comparison to district	F	25	2.5%	.775

Comparison to Schools Serving Similar Students (Regression)	3a Proficiency comparison to schools statewide serving similar students	D	38	15%	5.7
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*(5.7 of 15 possible points)*

School-Specific Goals	E	100	15%	15
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*(15 of 15 possible points)*

E	Exceeds Standards	M	Meets Standards	D	Does Not Meet Standard	F	Falls Far Below Standard
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## Spokane Public Schools. Q8 Exhibit B

### PRIDE Prep (Data Pulled from 08/31/2021 F-196)

Measure	Target Rating	Actual Rating	Difference	Result
Current Ratio	Greater than or equal to 1.1	2.75	+1.65	Meets Standard
Unrestricted Days Cash	60 Days Cash	73 days	+13 days	Meets Standard
Enrollment Variance	Equals or Exceeds 95%	101%	+6%	Meets Standard
Default	No evidence of default of loan covenant(s) or delinquent with debt services exists			
Total Margin	Current Total Margin and 3-Year Margin is Positive	-1.63% - Current 0.50% - 3 Year	Negative Positive	Does Not Meet Standard
Debt to Asset Ratio	Less than 0.90	0.80	-.10	Meets Standard
Cash Flow	Annual Cash Flow and Multi-Year CF are Positive	+\$1,093,077.33 +\$1,238,091.66	Positive Positive	Meets Standard

### Lumen (Data Pulled from 08/31/2021 F-196)

Measure	Target Rating	Actual Rating	Difference	Result
Current Ratio	Greater than or equal to 1.1	8.89	+7.79	Meets Standard
Unrestricted Days Cash	60 Days Cash	107 days	+47 days	Meets Standard
Enrollment Variance	Equals or Exceeds 95%	82%	-13%	Does Not Meet Standard
Default	No evidence of default of loan covenant(s) or delinquent with debt services exists			
Total Margin	Current Total Margin and 3-Year Margin is Positive	12.89% - Current NA - 3 Year	Positive NA	Meets Standard
Debt to Asset Ratio	Less than 0.9	0.11	-0.79	Meets Standard
Cash Flow	Annual Cash Flow and Multi-Year CF are Positive	-\$12,852.06 NA	Negative NA	Does Not Meet Standard

## Spokane Public Schools. Q9 Exhibit C

We have a monitoring tool that requires appropriate financial and operational policies to be submitted and approved by district staff. Although specific Financial Performance Framework

indicators have not been realized by PRIDE throughout the 2020-21 monthly financial performance reviews, compliance at the end of the fiscal reports has been met the benchmarks as required. Independent financial audit for 2020-21 is not yet available for either Pride Prep or Lumen High School. Lumen has not yet completed their first accountability audit.

### PRIDE Prep

Measure	Meets Standard	Does Not Meet Standard
<b>1. EDUCATION PROGRAM</b>		
1a. Implementation of material terms of the education program as defined in the current charter contract	X	
1b. Compliance with applicable education requirements	X	
1c. Rights of students with disabilities protected	X	
1d. Rights of English Language Learner (ELL) students protected	X	
<b>2. FINANCIAL MANAGEMENT AND OVERSIGHT</b>		
2a. Financial reporting and compliance requirements met	X*	
2b. Generally Accepted Accounting Principles (GAAP) are followed	X	
<b>3. GOVERNANCE AND REPORTING</b>		
3a. Compliance with governance requirements by the school governing board	X	
3b. Accountability of the school management team held by the school governing board	X	
3c. Compliance with reporting requirements	X	
<b>4. STUDENTS, PARENTS, AND EMPLOYEES</b>		
4a. Rights of all students are protected	X	
4b. Recurrent enrollment rate indicates equitable access	X	
4c. Teacher and other staff credentialing requirements are met	X	
4d. Employee rights are respected	X	
4e. Required background checks completed	X	
<b>5. SCHOOL ENVIRONMENT</b>		
5a. Compliance with facilities and transportation requirements	X	
5b. Compliance with health and safety requirements	X	
5c. Appropriate handling and maintaining of information	X	
<b>6. ADDITIONAL OBLIGATIONS</b>		
6a. Compliance with all other obligations	X	



\* 19-20 Accountability Audit was received late; however, this is largely due to external factors stemming from the pandemic, including but not limited to increased number of single audits performed by the SAO, staffing issues, and overall hardships incurred during this time. Due to these unprecedented external factors, this performance indicator was marked as meets standard, and PRIDE is working closely with the SAO to ensure that their future accountability audits are completed in a timely manner.

### Lumen High School

Measure	Meets Standard	Does Not Meet Standard
<b>1. EDUCATION PROGRAM</b>		
1a. Implementation of material terms of the education program as defined in the current charter contract	X	
1b. Compliance with applicable education requirements	X	
1c. Rights of students with disabilities protected	X	
1d. Rights of English Language Learner (ELL) students protected	X	
<b>2. FINANCIAL MANAGEMENT AND OVERSIGHT</b>		
2a. Financial reporting and compliance requirements met	X	
2b. Generally Accepted Accounting Principles (GAAP) are followed	X	
<b>3. GOVERNANCE AND REPORTING</b>		
3a. Compliance with governance requirements by the school governing board	X	
3b. Accountability of the school management team held by the school governing board	X	
3c. Compliance with reporting requirements	X	
<b>4. STUDENTS, PARENTS, AND EMPLOYEES</b>		
4a. Rights of all students are protected	X	
4b. Recurrent enrollment rate indicates equitable access	X	
4c. Teacher and other staff credentialing requirements are met	X	
4d. Employee rights are respected	X	
4e. Required background checks completed	X	
<b>5. SCHOOL ENVIRONMENT</b>		
5a. Compliance with facilities and transportation requirements	X	
5b. Compliance with health and safety requirements	X	
5c. Appropriate handling and maintaining of information	X	

<b>6. ADDITIONAL OBLIGATIONS</b>		
<b>6a. Compliance with all other obligations</b>	<b>X</b>	

### **Spokane Public Schools. Q10**

Spokane Public Schools had previously received a grant from the Bill and Melinda Gates Foundation and NACSA to conduct the work of authorizing charter schools and adopting the Portfolio Strategy model for district/charter collaboration. This grant continues to support professional development on performance framework standards in addition to the charter authorizer fees collected in the 2020-21 school year.

<b>Revenue Source</b>	<b>Expenditure Description</b>	<b>Cost</b>
Charter Authorizer Fees	Administration salaries	\$66,534
Charter Authorizer Fees	Online monitoring software annual fee, Supplies, Audit fees, Indirect costs, Legal services	\$45,595
Charter Authorizer Fees	Assessment Staff - Academic Achievement Data	\$877
Charter Authorizer Fees	Fiscal staff support salaries and fiscal consultant services	\$102,916
Charter Authorizer Fees	Application Review salaries and contracts (no applications received)	\$0
Charter Authorizer Fees	Professional Development	\$450
Gates Foundation/NACSA	Professional Development - Performance framework and charter collaboration	\$7,217
	<b>Total Expenditures</b>	<b>\$223,589</b>

### **Spokane Public Schools. Q11**

Spokane Public Schools did not contract any fee-based services with either PRIDE Prep or Lumen Charter High School during the 2020-21 school year.

## **Spokane Public Schools Q12**

The following provides additional information regarding potential changes to RCW 28A.710 that the district believes would strengthen the state's charter schools and authorizing practices.

28A.710.110(4): Increase the flexibility in the allowable use of the authorizer fee to enable the authorizer to assist the charter schools in areas of mutual benefit to both the authorizer and the school.

The timing of school district apportionment has lower payments in the months that levy dollars are received by traditional districts. Given charter schools do not receive levy dollars this creates cash flow challenges in those months. We would recommend evaluation of the payment schedule and make an adjustment to the payment schedule.