



The Washington State  
**BOARD OF EDUCATION**

August 22, 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 spring 2023, which is for the 2021-2022 school year, with instructions for completing and submitting the form.

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

Viktoria Bobyleva  
Basic Education Manager  
State Board of Education  
[Viktoria.Bobyleva@k12.wa.us](mailto:Viktoria.Bobyleva@k12.wa.us)

Dr. Andrew Parr  
Research Director  
State Board of Education  
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## 2022 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: **Kristin Whiteaker, Director, Charter Schools & Spokane Virtual Learning Partnerships**

Telephone Number: **(509) 879-1188**

Email Address: **KristinW@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: **Kristin Whiteaker, Director, Charter Schools & Spokane Virtual Learning Partnerships**

Telephone Number: **(509) 879-1188**

Email Address: **KristinW@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 2021-2022 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 2021-2022 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 School Improvement Framework.
  - ii. Academic growth, for continuously enrolled students, as reported in the Washington School Improvement Framework.
  - iii. Achievement gaps, for continuously enrolled students, as reported in the Washington School Improvement Framework.
  - iv. Attendance
  - v. Recurrent enrollment from the prior school year to the year before.
  - vi. Graduation rates, as reported in the Washington School Improvement Framework.
  - vii. Postsecondary readiness, at such time as it is reported in the Washington School Improvement Framework.
- 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).

8. As **Exhibit B**, please provide information on the financial performance of each charter school operated during the 2021-2022 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).

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 2021-2022. 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).

10. Please provide as an attachment a presentation of operating costs incurred and expenditures made during the 2021-2022 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 2021-2022 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**

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.**

## **Spokane Public Schools. Q4**

During the 2021-2021 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, so given the remote learning due to COVID, the 2021-22 school year was their first year of year-round in-person instruction. During this year, SPS worked with Lumen on how to best measure effectiveness considering their unique mission of serving students who are or are become parents. The school created strong community partnerships in support of students and built up social and emotional learning strategies to keep students engaged and attending school.

Pride Prep continued to have challenges meeting financial performance indicators. Corrective action plans and increased monitoring continued throughout 2021-2022, which was their first year of a three-year conditional renewal. 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, the 2021-22 Washington School Improvement Framework (WSIF) data is not complete. Therefore, SPS has asked for NWEA Measure of Academic Performance (MAP) data to monitor improvements in academic progress.

<b>Date</b>	<b>Tasks, Events &amp; Milestones</b>
Ongoing	Regular 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 and academic areas of improvement, significant communication with external auditors, technical assistance to schools and business services providers.
November 2021	Jennifer Grogan retired from her position as the SPS Charter Authorizer Staff Accountant. Erich Hahn was assigned to the role.
January 2022	Preparation and submission of State Board of Education Charter Authorizer Annual Report
February 2022	Pride Audit Check-in Meeting.
March 2022	SPS staff attend WASBO session for Charter Schools.
May 2022	Annual Charter School Report to SPS Board.
July 2022	Debra De-Witt resigned from her position of Charter Authorizer Coordinator. Kristin Whiteaker was assigned as the Charter Authorizer Director.

## **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.

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 2021-2022.

- 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 2021		
Grade:		
6	86	
7	101	
8	110	
9	116	1
10	81	13
11	77	9
12	75	11

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	315	47.5%	31	79.5%
Gender X	7	1.1%	0	0%
Male	341	51.4%	8	20.5%
<b>Race/Ethnicity (Percent of October Enrollment)</b>				
American Indian/Alaskan Native	18	2.7%	3	7.7%
Asian	9	1.4%	1	2.6%
Black/African American	26	3.9%	3	7.7%
Hispanic/Latino of any race (s)	92	13.9%	3	7.7%
Native Hawaiian / Other Pacific Islander	2	0.3%	1	2.6%
Two or More Races	61	9.2%	6	15.4%
White	455	68.6%	22	56.4%
<b>Special Programs (Percent of October Enrollment)</b>				
English Learners	0	0%	0	0%
Low Income	391	59.0%	37	94.9%
Homeless	3	0.5%	3	7.7%
Migrant	0	0%	0	0%
Military Parent	1	0.2%	0	0%
Mobile	62	9.4%	10	25.6%
Section 504	49	7.4%	2	5.1%
Students with Disabilities	115	17.3%	7	17.9%

v. If charter has been renewed during the last year, please indicate, with date of renewal.

NA

vi. If charter has been transferred to another authorizer within the last year, please indicate, with date of transfer. NA

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 sixth year of operation. Pride Prep is serving grades 6-12, while Lumen finished its second 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, 2020-21 or 2021-22 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, 2020-2021, or 2021-2022)

# WSIF

Summary

Details

Support

Trend

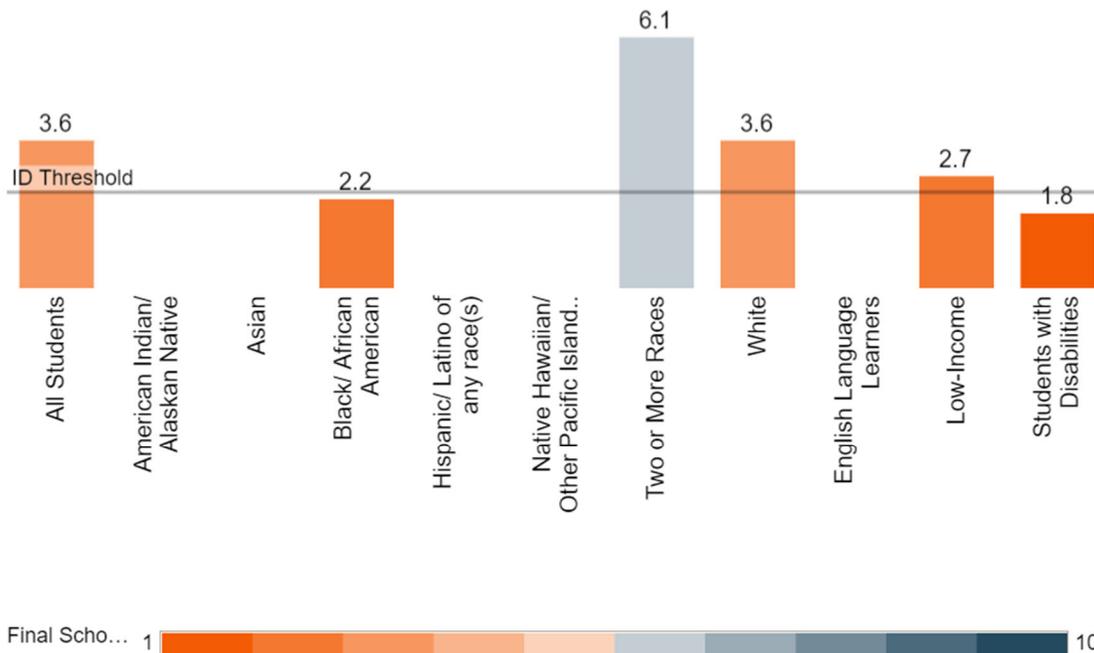
Detailed Trend

## 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 WSIF data.)

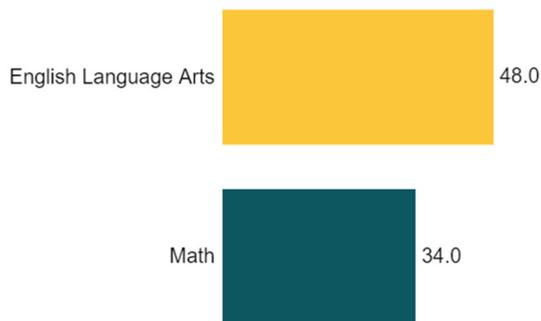
ii. Academic growth (data is not available for school year 2019-2020, 2020-2021, or 2021-22)

## 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 student growth data to present.)

iii. Achievement Gaps

# Assessment

## What percent of students met grade level standards?

### PRIDE Prep Charter School District

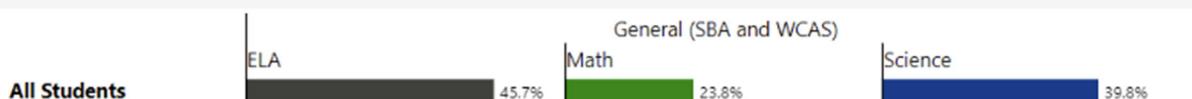
2021-22

Smarter Balanced Assessments (SBA): grades 3–8 and 10

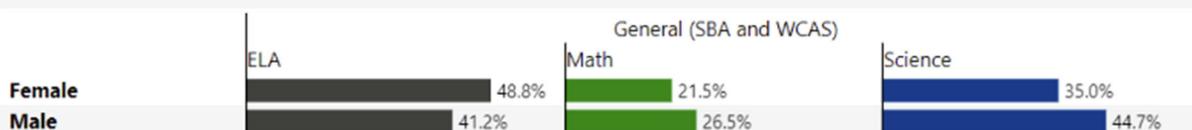
Washington Comprehensive Assessment of Science (WCAS): grades 5, 8, and 11

Washington - Access to Instruction and Measurement (WA-AIM): for students in grades 3–11 with significant cognitive disabilities

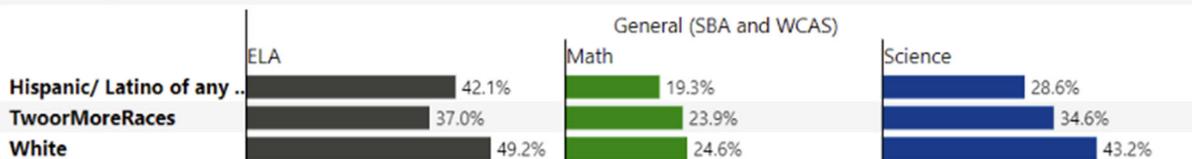
#### All Students



#### Gender



#### Ethnicity



# Assessment

What percent of students met grade level standards?

## Lumen High School

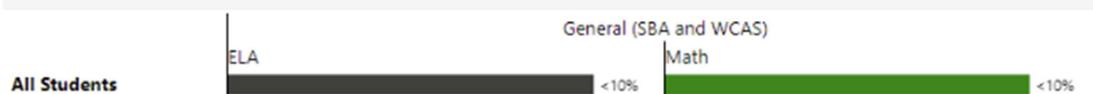
2021-22

Smarter Balanced Assessments (SBA): grades 3–8 and 10

Washington Comprehensive Assessment of Science (WCAS): grades 5, 8, and 11

Washington - Access to Instruction and Measurement (WA-AIM): for students in grades 3–11 with significant cognitive disabilities

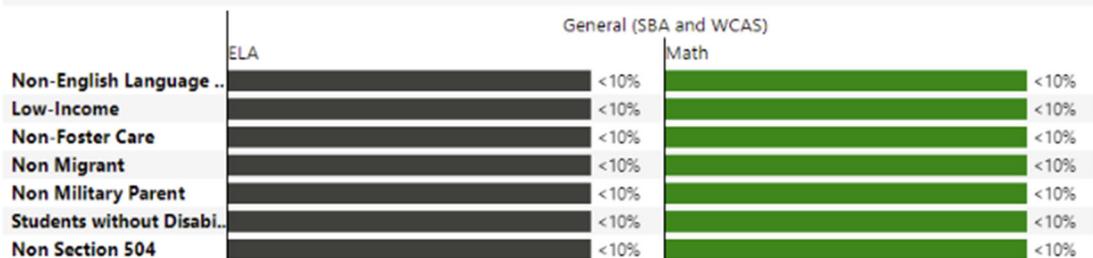
### All Students



### None

### Ethnicity

### Programs and Characteristics



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.

(2021-22 Data is not available, 2020-21 is presented below.)

# Regular Attendance

Choose a school year

Summary

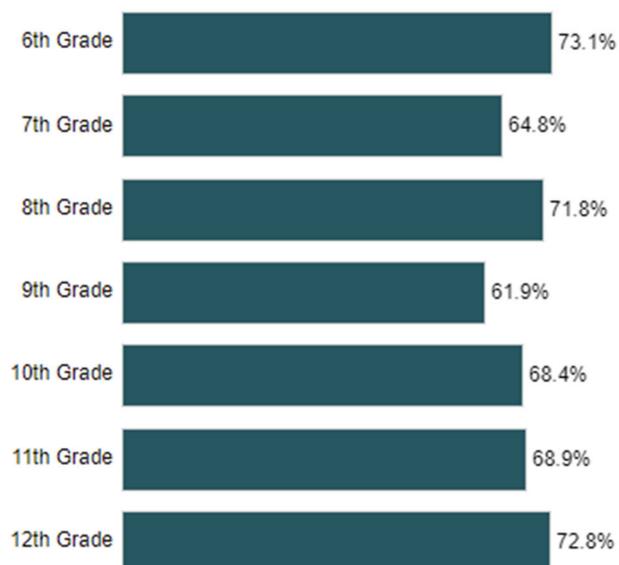
**By Grade**

Trend

Trend: Program

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

## PRIDE Prep Charter School District 2020-21



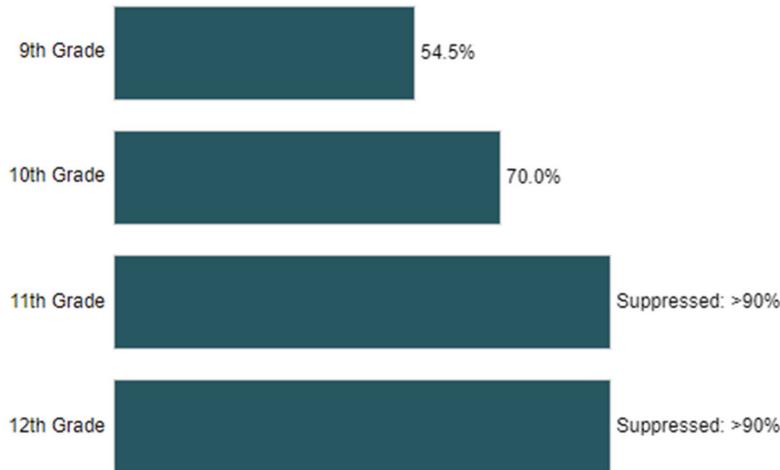
# Regular Attendance

Choose a school year

Summary **By Grade** Trend Trend: Program

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

## Lumen Public School 2020-21



v. Recurrent Enrollment Percentages

Pride Prep – 73.46%  
Lumen – 62.96%.

vi. Graduation Rate (data is not available for school year 2021-2022)

vii. Postsecondary Readiness (data is not available for school year 2021-2022)

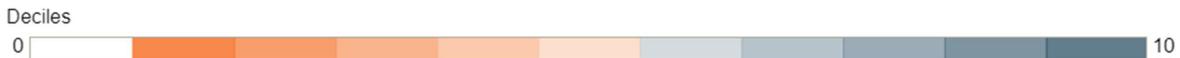
## How did each student group perform on the Washington School Improvement Framework?

### 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 – 2021-22

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%	

Geographic Comparisons	2a.1 Proficiency comparison to district	D	38	2.5%	.95
	2a.2 Subgroup Proficiency	D	50	2.5%	1.25
	2b.1 Growth comparison to district (K-8)				
	2b.2 Subgroup growth comparison to district (K-8)				
	2c.1 Graduation Rate comparison to district	D	50	1.25%	.625
	2c.2 Subgroup Graduation Rate comparison to district	D	56	1.25%	.7
	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			1.25%	
	2e.2 Subgroup Regular Attendance comparison to district			1.25%	
	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%	

ued)

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

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



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

2g.1 Dual Credit Comparison to district			2.5%	
2g.2 Subgroup Dual Credit Comparison to district			2.5%	

Comparison to Schools Serving Similar Students (Regression)	3a Proficiency comparison to schools statewide serving similar students	D	50	7.5%	3.75
	3b Graduation Rate comparison to schools statewide serving similar students	E	100	7.5%	7.5

(11.25 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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Lumen High School – 2021-22

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	F	25	2.5%	.625
	2a.2 Subgroup Proficiency	F	25	2.5%	.625
	2b.1 Growth comparison to district (K-8)				
	2b.2 Subgroup growth comparison to district (K-8)				
	2c.1 Graduation Rate comparison to district	F	25	1.25%	.313
	2c.2 Subgroup Graduation Rate comparison to distr	F	25	1.25%	.313
	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			1.25%	
	2e.2 Subgroup Regular Attendance comparison to district			1.25%	
	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			2.5%	
2g.2 Subgroup Dual Credit Comparison to district			2.5%	

Comparison to Schools Serving Similar Students (Regression)	3a Proficiency comparison to schools statewide serving similar students	D	50	7.5%	3.75
	3b Graduation Rate comparison to schools statewide serving similar students	D	50	7.5%	3.75

*(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 08/31/2022 F-196)

Measure	Target Rating	Actual Rating	Difference	Result
Current Ratio	Greater than or equal to 1.1	3.76	+2.66	Meets Standard
Unrestricted Days Cash	60 Days Cash	63 days	+3 days	Meets Standard
Enrollment Variance	Equals or Exceeds 95%	88%	-7%	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	14.48% - Current 0.55% - 3 Year	Positive Positive	Meets Standard
Debt to Asset Ratio	Less than 0.90	3.11	+2.21	Does Not Meet Standard
Cash Flow	Annual Cash Flow and 3-Year CF are Positive	+\$1,213,179.31 +\$2,877,214.31	Positive Positive	Meets Standard
Debt Service Coverage Ratio	DSC Ratio is equal to or exceeds 1.1	1.68	+0.58	Meets Standard

### Lumen (Data Pulled from 08/31/2022 F-196)

Measure	Target Rating	Actual Rating	Difference	Result
Current Ratio	Greater than or equal to 1.1	9.71	+8.61	Meets Standard
Unrestricted Days Cash	60 Days Cash	175 days	+115 days	Meets Standard
Enrollment Variance	Equals or Exceeds 95%	61%	-34%	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	12.81% - Current NA - 3 Year	Positive NA	Meets Standard
Debt to Asset Ratio	Less than 0.9	2.28	+1.38	Does Not Meet Standard
Cash Flow	Annual Cash Flow and 3-Year CF are Positive	\$443,899.05 NA	Positive NA	Meets Standard
Debt Service Coverage Ratio	DSC Ratio is equal to or exceeds 1.1	1.39	+0.28	Meets 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 one Financial Performance Framework indicator (debt to asset ratio) has not been realized by PRIDE or Lumen in the final 2021-22 financial performance reviews, compliance with submitting fiscal reports has been maintained as required. Independent financial audit for 2021-22 is not yet available for either school.

### PRIDE Prep

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

## 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>		
6a. Compliance with all other obligations	X	

\*The new accounting standard, GASB 87, directly affected both districts on the debt to asset ratio financial benchmark. This new accounting standard for 2021-22 requires the capitalization of the net present value of each school's facilities lease, and for that amount to be presented as long-term debt on the F-196. The capitalization of each district's facilities lease caused both district's debt to asset ratios to be higher than the ratio specified in the benchmark.

## Spokane Public Schools. Q10

Revenue Source	Expenditure Description	Cost
Charter Authorizer Fees	Administration salaries	\$98,305
Charter Authorizer Fees	Online software annual fee, Supplies, Audit fees, Legal services, Indirect costs	\$57,210
Charter Authorizer Fees	Assessment Contractor - Academic Achievement Data	\$5,000
Charter Authorizer Fees	Fiscal staff support salaries and fiscal consultant services	\$49,793
Charter Authorizer Fees	Application Review salaries and contracts (no applications received)	\$0
Charter Authorizer Fees	Professional Development	\$5,576
	<b>Total Expenditures</b>	<b>\$215,884</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 2021-22 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.

Both charters we authorize had previously reported their facilities lease as an operating lease. With the introduction of GASB 87, each charter school was required to capitalize their operating lease. This has greatly affected the long-term debt reported by each charter school. As a result, both Pride and Lumen are not meeting their debt to asset ratio financial performance benchmarks. We would recommend additional funding for school facility construction or acquisition, as this would greatly assist with charter school fiscal stability.