



The Washington State
BOARD OF EDUCATION

December 14, 2023

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 2024, which is for the 2022-2023 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

Dr. Andrew Parr
Research Director
State Board of Education
Andrew.parr@k12.wa.us

2023 Charter Authorizer Annual Report

Please complete the following report and submit via electronic mail to 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 North 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 North 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 North 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 North Bernard Street, Spokane WA 99201**

4. Please provide as an attachment an executive summary of authorizing activity over the 2022-2023 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. Please, provide as an attachment a list of non-certificated instructional staff employed by the charter school. The list should not include staff names but should list Instructor 1, Instructor 2, Instructor 3, etc. **Please title the attachment: Name of Authorizer. Q7**
8. As **Exhibit A**, please provide information on the academic performance of each charter school operated during the 2022-2023 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).

[Click here to enter text.](#)

9. As **Exhibit B**, please provide information on the financial performance of each charter school operated during the 2022-2023 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.](#)

10. As **Exhibit C**, please create a table that provides information on the organizational performance of the governing board of each charter school operated in 2022-2023. 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.](#)

11. Please provide as an attachment a presentation of operating costs incurred and expenditures made during the 2022-2023 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

12. Please provide as an attachment a list of any contracted, fee-based services purchased during the 2022-2023 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.

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Spokane Public Schools Executive Summary Q4

During the 2022-23 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). Spokane Public Schools is committed to providing accurate and complete data on charter schools. SPS provides oversight, technical assistance, and measures accountability for each charter school using three performance frameworks as well as monitoring for compliance with state and federal laws in collaboration with the Office of Superintendent of Public Institution and the State Auditor’s Office.

Lumen High School opened in the fall of 2020-21, so given the remote learning due to COVID, the 2022-23 school year was their second year of year-round, in-person instruction. Lumen High School has created strong community partnerships in support of their mission to “offer educational pathways for teen parents leading to high school graduation, positive parenting, and future life success.” Lumen continues to support social and emotional learning strategies with therapeutic supports to keep students engaged and attending school. A tiered intervention system of support to improve attendance was implemented and improved. In addition to Early Childhood Education classes, students participate in internships and are assisted in pursuing post-secondary opportunities. Lumen has a social worker who supports student’s needs and refers vulnerable students to counseling and other services. Lumen’s small schools funding and grant awards continue to support a solid financial performance.

With Lumen up for renewal during the 2024-25 school, SPS began discussions with Lumen in the spring of 2023 on reevaluating how to best measure academic performance framework effectiveness considering the very high needs student population they are serving. Lumen has a small number of students serving a special population comprised of teen mothers and fathers. Students at Lumen HS are testing well below grade level, with one third 5-6 years behind and one third testing 2-3 years behind, and with the additional responsibility of giving birth and raising a child. Since its inception in 2020, Lumen HS has served a maximum of 37 students on average, which is too small for many of the current Charter School Academic Performance Framework accountability measures, leading to a lack of data for SPS’s role as charter authorizer for this framework. To provide additional measures, the school has fully implemented NWEA Measure of Academic Progress (MAP) assessment and SPS provided technical assistance to train teachers in how to use MAP data to better measure and monitor student academic growth. MAP is now a student entrance requirement and Lumen HS will continue to work with SPS to examine additional ways to measure academic performance framework indicators.

Pride Prep (dba Pride Schools) had an emphasis on internal processes and controls to strengthen organizational effectiveness with a transition to a new operations manager during 2022-23. SPS

provided technical assistance in the form of teacher professional development focused on reading and math intervention, with was coupled with the addition of Lexia Powerup and Dreambox adaptive online tools for reading and math intervention and acceleration. Positive academic growth on NWEA Measure of Academic Progress (MAP) assessment data for the year translated to growth in Washington State Proficiency data from the Smarter Balance Assessment (SBA), for two years of academic improvement for 2021-22 and 2022-23. Pride has now fully implemented MAP assessment, including student goal setting and interim assessments for struggling students.

Pride continued to work towards aligning budget to enrollment and met financial performance indicators with the assistance of federal ESSER funding. Corrective action plans and increased monitoring continued throughout 2022-23, which was their second year of a three-year conditional renewal. Pride has taken specific steps to address conditional renewal areas of concern and has worked with the SPS charter authorizer staff to improve in all areas. Pride Schools is applying for renewal during the 2023-24 school year.

Date	Events & Milestones
Ongoing	Regular site visits, attendance of charter board meetings, benchmark monitoring with frequent communication on performance framework documentation, monthly financial reviews with follow-up communication, communication and analysis on corrective action plans and academic areas of improvement, communication with external auditors, technical assistance to charter schools and business services providers.
July 2022	Debra DeWitt resigns her position as Charter School Coordinator and is replaced by Kristin Whiteaker, Director, Charter Schools & Spokane Virtual Learning Partnerships. Erich Hahn continues in the role as Staff Accountant for Charter Schools.
Fall 2022	Pride Check-in Meeting with a focus on renewal conditions and required notifications. SPS staff attend NACSA Conference.
January 2023	Preparation and submission of State Board of Education Charter Authorizer Annual Report.
February 2023	Pride Check-in Meeting with a comprehensive review of required notifications and academic interventions. Lumen HS Mid-year Check-in Meeting.
April 2023	Pride Check-in Meeting with a review of the 2023-24 Charter Renewal Process Timeline and renewal factors for upcoming renewal cycle.
May 2023	SPS staff attend Washington Association of School Business Officials (WASBO) Conference.
June 2023	Lumen Check-in Meeting to review national SPS analysis of Academic Performance Frameworks for “small schools serving special populations” in light of the updated NACSA Academic Performance Framework guidance and the need for additional academic measures for Lumen’s small school population.
July 2023	Annual Charter School Report to SPS Board.

Spokane Public Schools Strategic Vision for Chartering 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 School Improvement Framework, 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 an option 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 Charter School Portfolio. 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 2022-2023:

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

SPS Charter Schools October 2022	Pride Schools 811 E Sprague, Spokane WA 99202 Grades Served: 6-12	Lumen High School 718 W Riverside Ave, Spokane, WA 99201 Grades Served: 9-12
Grade		
6	60	
7	73	
8	82	
9	64	6
10	85	7
11	61	12
12	68	11
Total	493	36

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

SPS Charter Schools Subgroups <i>(% of October Enrollment)</i>	Pride Schools		Lumen High School	
	Enrollment	% of Total Enrollment	Enrollment	% of Total Enrollment
<i>Gender</i>				
Female	241	47.0%	29	80.6%
Gender X	4	0.8%	0	0%
Male	268	52.2%	7	19.4%
<i>Race/Ethnicity</i>				
American Indian/Alaskan Native	4	0.8%	2	5.6%
Asian	5	1.0%	0	0.0%
Black/African American	10	1.9%	2	5.6%
Hispanic/Latino of any race (s)	85	16.6%	5	13.9%
Native Hawaiian / Other Pacific Islander	2	0.4%	0	0.0%
Two or More Races	65	12.7%	8	22.2%

White	342	66.7%	19	52.8%
<i>Special Programs</i>				
English Learners	0	0%	0	0%
Low Income	312	60.8%	33	91.7%
Homeless	10	1.9%	13	36.1%
Migrant	0	0%	1	2.8%
Military Parent	2	0.4%	0	0%
Mobile	28	5.5%	7	19.4%
Section 504	57	11.1%	0	0.0%
Students with Disabilities	119	23.2%	10	27.8%

- 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 Non-Certificated Instructors. Q7

Neither Pride nor Lumen had non-certificated instructional staff employed during 2022-23.

Spokane Public Schools Academic Performance. Q8 Exhibit A

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. SPS authorized charter schools during 2022-23 included Pride Schools, who completed their seventh year of operation and is serving grades 6-12, and Lumen High School, who finished its third year of operations and is serving grades 9-12. Both schools were impacted heavily by the COVID years.

2022-23 was the second year of Pride Schools' conditional renewal due, in part, to academic performance falling in the bottom quartile of schools on the Washington School Improvement Framework. Pride's charter contract was renewed on July 1, 2021 and since this time the charter school has consistently improved their academic performance. Lumen High School has a small number of students serving a special population comprised of teen mothers and fathers. Since its inception in 2020, Lumen HS has served a maximum of 37 students on average, which has been too small for many of the current Charter School Academic Performance Framework accountability measures.

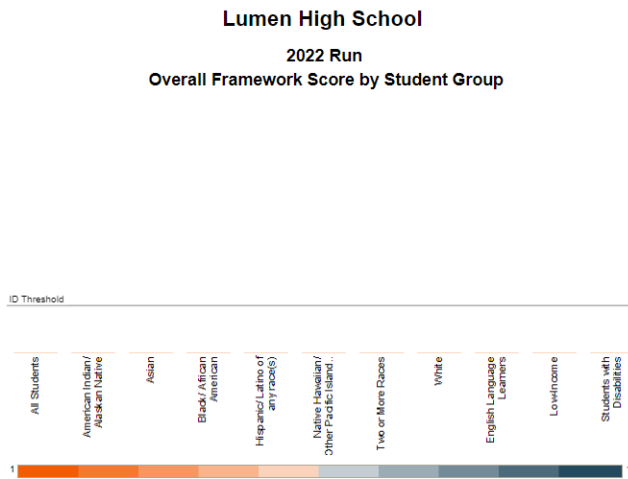
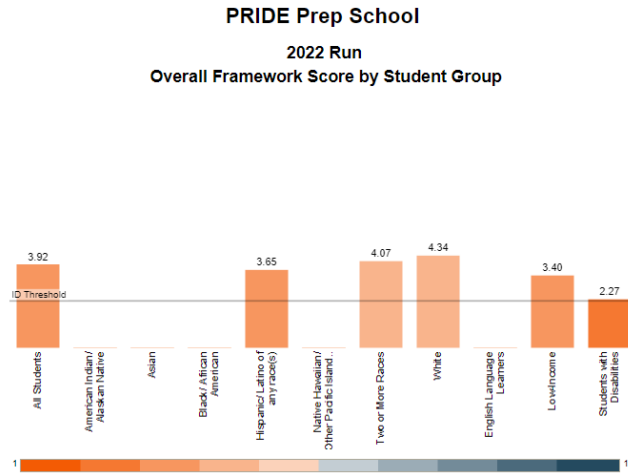
a) Student achievement, as applicable by grade, on each of the required indicators enumerated in **RCW 28A.710.170**, as applicable by grade:

i. Academic proficiency 2021-22 (Pride’s data is not yet available for school year 2022-23. A WSIF score for Lumen is not published due to a low student population.)

WSIF

Summary Details Support Trend Detailed Trend

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

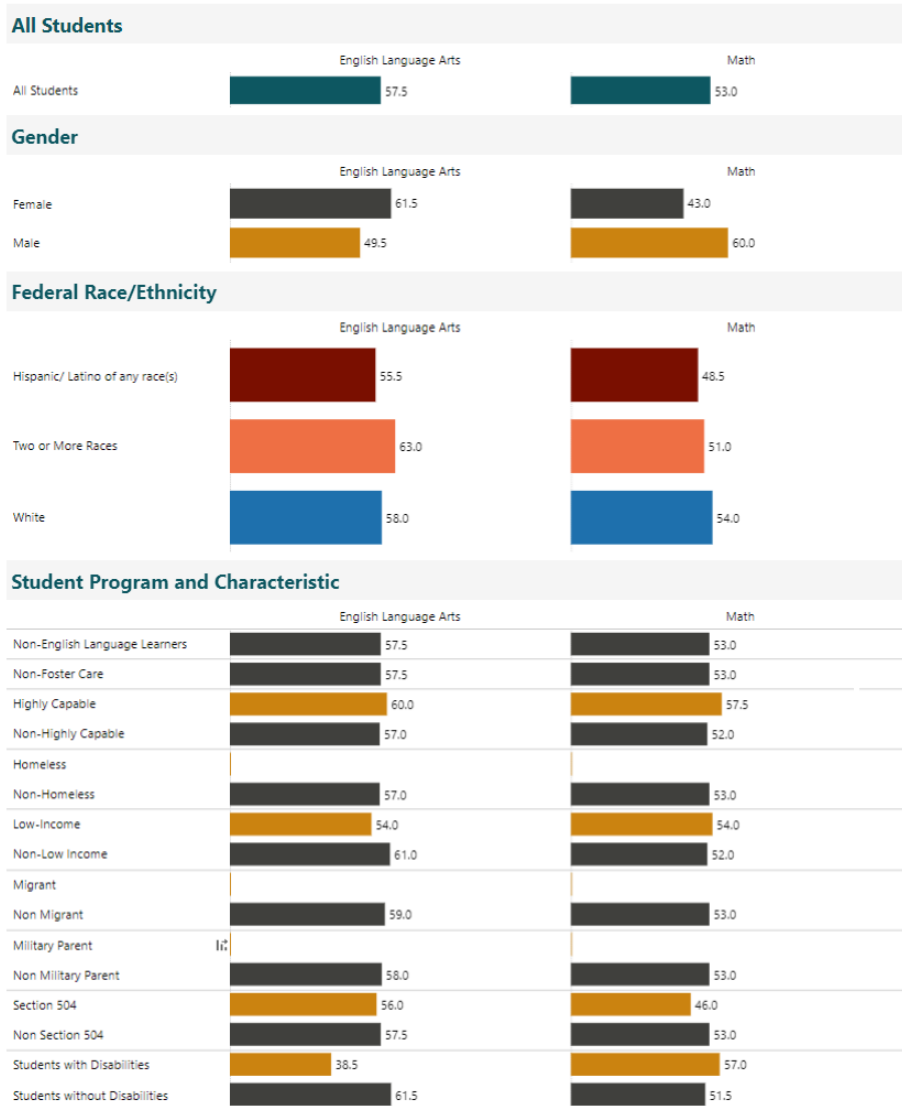


Initially released in March 2018, the Washington School Improvement Framework identifies how schools can improve the education of all students. The Framework combines as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts) into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

ii. Academic growth (Student growth data for Lumen is not available for 2022-23, likely due to low enrollment levels, and no longer available for 2021-22.)

How has student learning grown?

PRIDE Prep School
2022-23



iii. Achievement Gaps (Student assessment data for Lumen ELA and Math is not available for 2022-23, due to low enrollment levels.)

Assessment

What percent of students met grade level standards?

PRIDE Prep School

2022-23

Smarter Balanced Assessments (SBA): English Language Arts (ELA) and math for 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

	General (SBA and WCAS)			Alternate (WA-AIM)		
	ELA	Math	Science	ELA	Math	Science
All Students	54.6%	25.0%	38.1%	N<10	N<10	N<10

Gender

	General (SBA and WCAS)			Alternate (WA-AIM)		
	ELA	Math	Science	ELA	Math	Science
Female	62.9%	23.6%	34.3%			
Gender X	N<10	N<10	N<10			
Male	46.1%	26.2%	42.6%	N<10	N<10	N<10

Ethnicity

	General (SBA and WCAS)			Alternate (WA-AIM)		
	ELA	Math	Science	ELA	Math	Science
American Indian/ Alaska	N<10	N<10				
Asian	N<10	N<10	N<10			
Black/ African American	N<10	N<10	N<10			
Hispanic/ Latino of any ..	51.0%	19.6%	25.9%			
Native Hawaiian/ Other..	N<10	N<10				
TwoorMoreRaces	51.7%	20.7%	26.7%			
White	56.8%	27.6%	46.6%	N<10	N<10	N<10

Programs and Characteristics

	General (SBA and WCAS)			Alternate (WA-AIM)		
	ELA	Math	Science	ELA	Math	Science
English Language Learn..						
Non-English Language ..	54.6%	25.0%	38.1%	N<10	N<10	N<10
Low-Income	48.3%	16.7%	34.8%			
Non-Low Income	64.5%	38.2%	44.7%	N<10	N<10	N<10
Foster Care						
Non-Foster Care	54.6%	25.0%	38.1%	N<10	N<10	N<10
Migrant						
Non Migrant	54.6%	25.0%	38.1%	N<10	N<10	N<10
Military Parent	N<10	N<10				
Non Military Parent	54.3%	24.8%	38.1%	N<10	N<10	N<10
Students with Disabilities	16.7%	<5%	21.9%	N<10	N<10	N<10
Students without Disabi..	64.7%	30.8%	43.0%			
Homeless	N<10	N<10	N<10			
Non-Homeless	55.0%	25.4%	38.0%	N<10	N<10	N<10

Lumen High School

2022-23

Smarter Balanced Assessments (SBA): English Language Arts (ELA) and math for 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

	General (SBA and WCAS)		
	ELA	Math	Science
All Students	N<10	N<10	<20%

Gender

	General (SBA and WCAS)		
	ELA	Math	Science
Female	N<10	N<10	<21%
Gender X			
Male			N<10

Ethnicity	General (SBA and WCAS)		
	ELA	Math	Science
American Indian/ Alaskan	N<10	N<10	N<10
Asian			N<10
Black/ African American	N<10	N<10	N<10
Hispanic/ Latino of any race	N<10	N<10	N<10
Native Hawaiian/ Other Pacific Islander			
Two or More Races	N<10	N<10	N<10
White	N<10	N<10	N<10

Programs and Characteristics	General (SBA and WCAS)		
	ELA	Math	Science
English Language Learners			
Non-English Language Learners	N<10	N<10	<20%
Low-Income	N<10	N<10	<23%
Non-Low Income	N<10	N<10	N<10
Foster Care	N<10	N<10	N<10
Non-Foster Care	N<10	N<10	<21%
Migrant			
Non Migrant	N<10	N<10	<20%
Military Parent			
Non Military Parent	N<10	N<10	<20%
Students with Disabilities	N<10	N<10	N<10
Students without Disabilities	N<10	N<10	<21%
Homeless	N<10	N<10	N<10
Non-Homeless	N<10	N<10	N<10

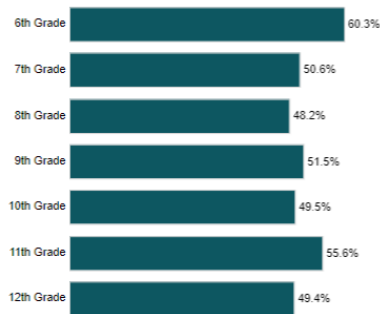
Washington State Proficiency data is determined by the Smarter Balance Assessment (SBA) grades 6-8 and 10. Every spring students in specific grades are assessed in Math, English Language Arts and Science.

iv. Attendance

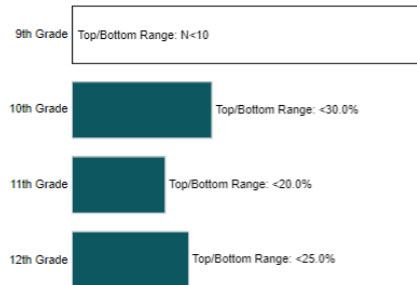
Regular Attendance

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

PRIDE Prep Charter School District 2022-23



Lumen Public School 2022-23

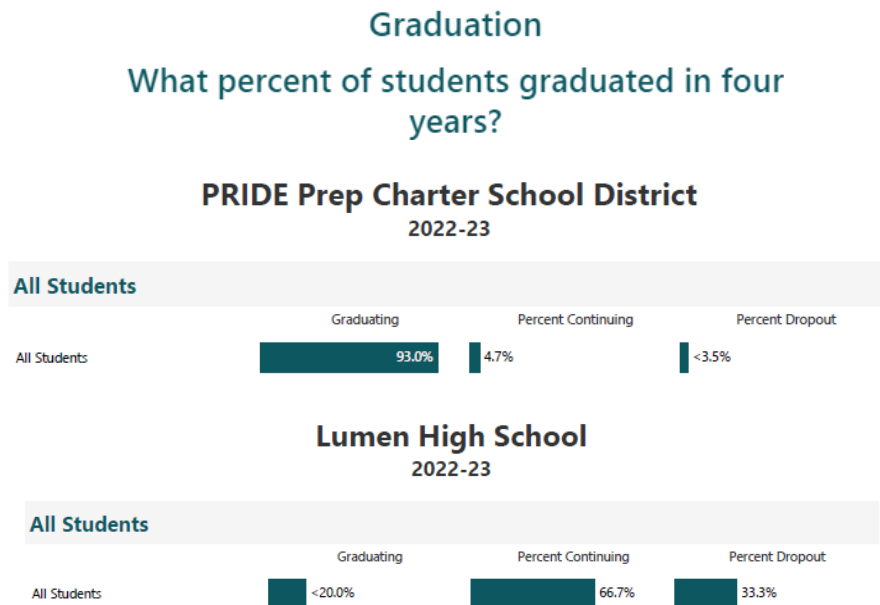


Regular attendance is defined as having, on average, less than two absences per month. It does not matter if the absences are excused or unexcused. An absence is defined as missing more than half the school day. This measure includes students that were enrolled for at least 90 days at any given school.

v. Recurrent Enrollment Percentages

Pride Prep – 61.76%
Lumen – 53.13%.

vi. Graduation Rate:



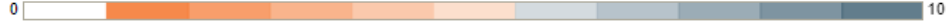
vii. Postsecondary Readiness (data is not yet available for school year 2022-2023)

WSIF

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

**PRIDE Prep School
2022 Run
Measures by Student Group**

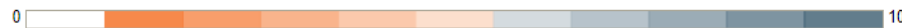
	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	56.0%	47.5%		31.7%		47.5%	47.5%		24.1%	43.3%	60.4%
Math Proficiency Rate	31.0%	27.5%		15.9%		19.7%	24.6%		9.7%	28.3%	34.1%
ELA Median SGP	46	39	31.5	51			48		46	57	46
AL ELA Average	2.5					2.5	2.4		1.7	2.4	2.6
Math Median SGP	30	37	14.5	37			28		29	23	31
AL Math Average	2.0					1.8	1.8		1.3	2.0	2.0
Graduation Rate	14.2%						13.4%		9.7%		15.3%
EL Progress Rate											
Regular Attendance Rate	62.7%	68.5%	64.3%	62.9%		52.1%	57.4%		61.8%	44.6%	65.4%
Ninth Grade On Track Rate	83.1%					81.3%	79.6%		82.5%	79.2%	83.8%
Dual Credit Rate	23.5%	23.1%		14.3%		23.1%	21.6%		6.7%	27.6%	24.6%



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

**Lumen High School
2022 Run
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											
Math Proficiency Rate											
ELA Median SGP											
AL ELA Average											
Math Median SGP											
AL Math Average											
Graduation Rate	25.7%						25.7%				25.0%
EL Progress Rate											
Regular Attendance Rate	46.2%						47.2%				45.5%
Ninth Grade On Track Rate											
Dual Credit Rate											



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

Initially released in March 2018, 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 SCHOOLS - ACADEMIC PERFORMANCE FRAMEWORK 2022-23

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. See [Academic Performance Framework](#) for rubric details.

INDICATORS AND MEASURES	MEETS STANDARD? (Measure Weight %, Weighted Score)	INDICATOR RATING
STATE AND FEDERAL ACCOUNTABILITY		
1a.1. All Students Framework score The Washington School Improvement Framework (WSIF) combines as many as nine indicators (such as 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.	Not Available 2022-2023 (30%, Data has not yet published)	Not Available of 50 possible points
1a.2. Subgroup Framework score The Washington School Improvement Framework (WSIF) scores for each applicable subgroup applied to the charter methodology rubric and averaged for a final rubric score.	Not Available 2022-2023 (20%, Data has not yet published)	
GEOGRAPHIC COMPARISONS		
2a.1. Proficiency comparison to district Charter proficiency is compared to the resident district and applied to the charter methodology rubric (carried out separately for ELA and Math). The ELA and Math scores are then averaged for a final rubric score. Charter Average Proficiency: 39.8% Comparison Average Proficiency: 41.25%	DOES NOT MEET STANDARD (2.5%, 1.25)	12.14 of 20 possible points
2a.2. Subgroup Proficiency Proficiency scores for each applicable subgroup are compared to the resident district and applied to the charter methodology rubric (carried out separately for ELA and Math). Rubric scores are then averaged for a final rubric score. Charter Subgroup Average Proficiency: 36% Comparison Subgroup Average Proficiency: 35.69%	MEETS STANDARD (2.5%, 1.625)	
2c.1. Graduation Rate comparison to district Graduation rate is based on a cohort of students. The cohort is made up of all students who start 9th grade together. Students who transfer into or out of a school are added or removed from the cohort. If students stop attending school, they are counted as 'drop outs'. If students have met graduation requirements, they are counted as 'graduates'. If students don't graduate but are still attending, they are considered 'continuing'. The graduation rate is compared against the resident district and applied to the charter methodology rubric. Charter Grad Rate: 93% Comparison Grad Rate: 90.5%	MEETS STANDARD (1.25%, 0.938)	
2c.2. Subgroup Graduation Rate	DOES NOT MEET STANDARD (1.25%, 0.763)	

INDICATORS AND MEASURES	MEETS STANDARD? (Measure Weight %, Weighted Score)	INDICATOR RATING
<p>Graduation rates for each applicable subgroup are compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score.</p> <p>Charter Subgroup Average Grad Rate: 86.6% Comparison Subgroup Average Grad Rate: 87.5%</p>		
<p>2d.1. EL Progress comparison to district Students who are learning to speak English can receive services to help them learn English. Students who receive services take an annual test, the WIDAACC. This test measures how well students are doing in 4 areas: speaking, listening, reading, and writing. A student must be proficient in all four areas in order to leave services. A student is making progress if they are on track to leave services within 6 years. The EL Progress is compared against the resident district and applied to the charter methodology rubric. (No English learners reported in charter student population).</p>	<p>Not Available 2022-2023 (1.25%, Not Sufficient EL Students for measurement)</p>	
<p>2d.2. Subgroup EL Progress comparison to district EL Progress (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score. (No English learners reported in charter student population).</p>	<p>Not Available 2022-2023 (1.25%, Not Sufficient EL Students for measurement)</p>	
<p>2e.1. Regular Attendance comparison to district Regular attendance is defined as having, on average, less than two absences per month. It doesn't 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. The regular attendance rate is compared against the resident district and applied to the charter methodology rubric.</p> <p>Charter Average Regular Attendance: 51.7% Comparison Average Regular Attendance: 71.3%</p>	<p>FALLS FAR BELOW STANDARD (1.25%, 0.313)</p>	
<p>2e.2. Subgroup Regular Attendance comparison to district Regular attendance (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score.</p> <p>Charter Subgroup Average Regular Attendance: 49.6% Comparison Subgroup Average Regular Attendance: 68.28%</p>	<p>FALLS FAR BELOW STANDARD (1.25%, 0.313)</p>	
<p>2f.1. 9th Graders on Track Comparison to district Ninth graders are considered on track if they passed all credits they attempted in 9th grade. This does not include withdrawals. This includes first time 9th graders only. The 9th grade on track rate is compared against the resident district and applied to the charter methodology rubric.</p> <p>Charter 9TH Grade On Track Rate: 77.6% Comparison 9th Grade On Track Rate: 72.2%</p>	<p>MEETS STANDARD (1.25%, 0.938)</p>	
<p>2f.2. Subgroup 9th Graders on Track Ninth Graders on track (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score.</p> <p>Charter Subgroup 9TH Grade On Track Rate: 78.8% Comparison Subgroup 9th Grade On Track Rate: 69.96%</p>	<p>MEETS STANDARD (1.25%, 1.0)</p>	
<p>2g.1. Dual Credit Comparison to district The Dual Credit rate is the percent of students completing at least one Dual Credit Program. This includes, Running Start, CTE Dual Credit</p>	<p>EXCEEDS STANDARD (2.5%, 2.5)</p>	

INDICATORS AND MEASURES	MEETS STANDARD? (Measure Weight %, Weighted Score)	INDICATOR RATING
<p>(formerly Tech Prep), College in High School, Advanced Placement, International Baccalaureate, and Cambridge International. Students can enroll in more than one type of dual credit course. The Dual Credit rate is compared against the resident district and applied to the charter methodology rubric.</p> <p>Charter Dual Credit Enrollment: 71% Comparison Dual Credit Enrollment: 47.6%</p>		
<p>2g.2. Subgroup Dual Credit Comparison to district The Dual Credit rate (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score.</p> <p>Charter Subgroup Average Dual Credit Enrollment: 70.4% Comparison Subgroup Average Dual Credit Enrollment: 41.66%</p>	<p>EXCEEDS STANDARD (2.5%, 2.500)</p>	
COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS		
<p>3a. Proficiency comparison to schools statewide serving similar students (See Figure A below) Regression analysis used to compare each school's actual performance to its predicted performance, based on the enrollment of students eligible for free and reduced-price lunch (FRL) and students with disabilities (SWD). This is a method of statistical analysis that provides an estimate of expected performance based on different student and/or school characteristics. This approach allows the resident district to see whether charter schools are performing better, worse, or about the same as we would expect schools serving the same mix of students.</p> <p>Charter Average Proficiency: 39.8% Average Expected Proficiency: 38.63%</p>	<p>MEETS STANDARD (7.5%, 4.725)</p>	<p>12.225 of 15 possible points</p>
<p>3b. Graduation Rate comparison to schools statewide serving similar students (See Figure B below) Regression analysis used to compare each school's graduation rate compared to its predicted graduation rate, using the method of statistical analysis described above.</p> <p>Charter Average Proficiency: 89% Average Expected Proficiency: 75.8%</p>	<p>EXCEEDS STANDARD (7.5%, 7.5)</p>	
SCHOOL-SPECIFIC GOALS		
<p>4. Mission-Specific Academic Goal(s) (See Figure C below) School-specific goals must be measurable, based on valid and reliable sources, and should encompass performance outcomes. SPS will consider the appropriateness and feasibility of assessing school-specific measures before including them in the academic performance framework.</p>	<p>EXCEEDS STANDARD (15%, 15.0)</p>	<p>15 of 15 possible points</p>
OVERALL ACADEMIC FRAMEWORK SCORE		
<p>Tier Level = Not Available</p>	<p>Not Available 2022-2023 (WSIF data has not yet published)</p>	<p>Not Available</p>

Indicators 2b.1, 2b.2 are excluded as indicated in the methodology.

Figure A: Indicator 3a – Proficiency compared to similar FR and Students with Disabilities – 2022-2023

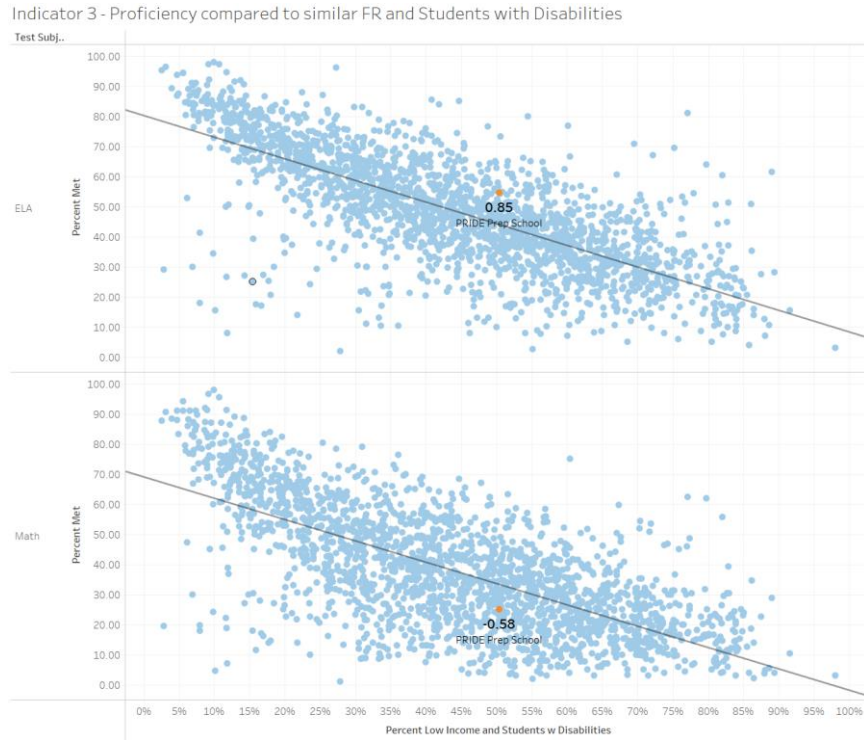


Figure B: Indicator 3b – Graduation Rate compared to similar FR and Students with Disabilities – 2022-2023

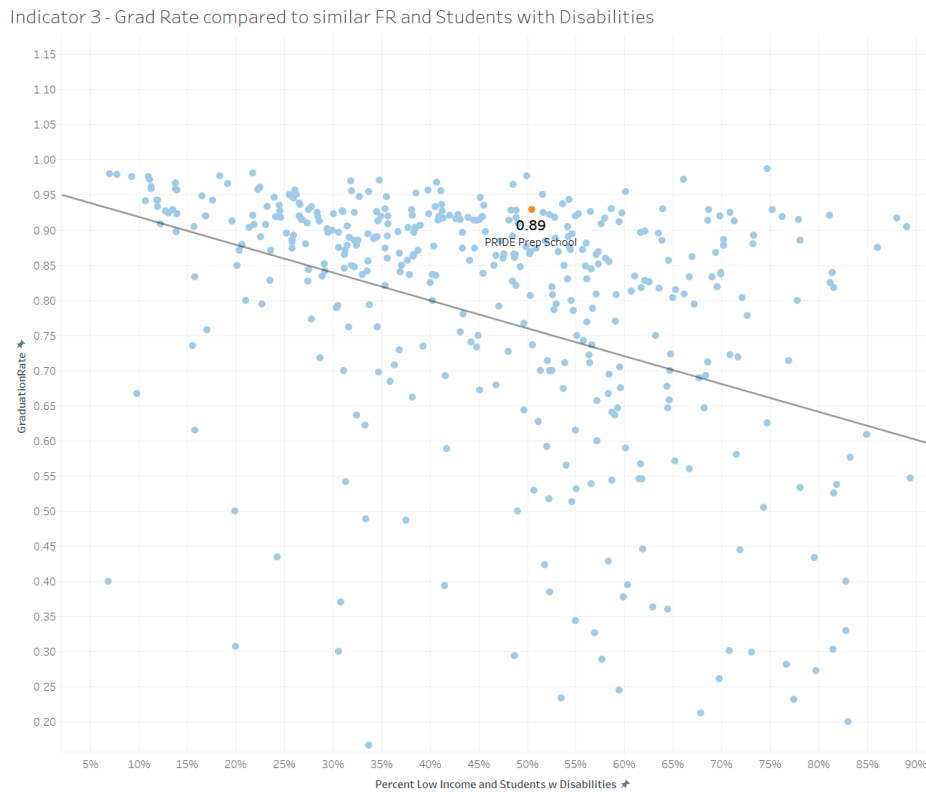


Figure C: Indicator 4 – Mission-Specific Goals

Goal: 50% of Special Education students meet or exceed their projected RIT growth target from Fall 2022 to Spring 2023 in Reading.
X Goal Accomplished

Goal: 50% of students in grades 6-9 meet or exceed their projected RIT growth target from Fall 2022 to Spring 2023 in Math.
X Goal Accomplished

LUMEN HIGH SCHOOL - ACADEMIC PERFORMANCE FRAMEWORK 2022-23

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. See [Academic Performance Framework](#) for rubric details.

<i>INDICATORS AND MEASURES</i>	<i>MEETS STANDARD? (Measure Weight %, Weighted Score)</i>	<i>INDICATOR RATING</i>
STATE AND FEDERAL ACCOUNTABILITY		
1a.1. All Students Framework score The Washington School Improvement Framework (WISF) combines as many as nine indicators (such as 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.	Not Available 2022-2023 (30%, Insufficient sample size)	Not Available of 50 possible points
1a.2. Subgroup Framework score The Washington School Improvement Framework (WISF) scores for each applicable subgroup applied to the charter methodology rubric and averaged for a final rubric score.	Not Available 2022-2023 (20%, Insufficient sample size)	
GEOGRAPHIC COMPARISONS		
2a.1. Proficiency comparison to district Charter proficiency is compared to the resident district and applied to the charter methodology rubric (carried out separately for ELA and Math). The ELA and Math scores are then averaged for a final rubric score.	Not Available 2022-2023 (2.5%, Insufficient sample size)	1.314 of 10 possible points
2a.2. Subgroup Proficiency Proficiency scores for each applicable subgroup are compared to the resident district and applied to the charter methodology rubric (carried out separately for ELA and Math). Rubric scores are then averaged for a final rubric score.	Not Available 2022-2023 (2.5%, Insufficient sample size)	
2c.1. Graduation Rate comparison to district Graduation rate is based on a cohort of students. The cohort is made up of all students who start 9th grade together. Students who transfer into or out of a school are added or removed from the cohort. If students stop attending school, they are counted as 'drop outs'. If students have met graduation requirements, they are counted as 'graduates'. If students don't graduate but are still attending, they are considered 'continuing'. The graduation rate is compared against the resident district and applied to the charter methodology rubric. Charter Grad Rate: 20% Comparison Grad Rate: 90.5%	FALLS FAR BELOW STANDARD (1.25%, 0.25)	

INDICATORS AND MEASURES	MEETS STANDARD? (Measure Weight %, Weighted Score)	INDICATOR RATING
<p>2c.2. Subgroup Graduation Rate Graduation rates for each applicable subgroup are compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score. Charter Subgroup Average Grad Rate: 22.5% Comparison Subgroup Average Grad Rate: 90%</p>	FALLS FAR BELOW STANDARD (1.25%, 0.281)	
<p>2d.1. EL Progress comparison to district Students who are learning to speak English can receive services to help them learn English. Students who receive services take an annual test, the WIDAACC. This test measures how well students are doing in 4 areas: speaking, listening, reading, and writing. A student must be proficient in all four areas in order to leave services. A student is making progress if they are on track to leave services within 6 years. The EL Progress is compared against the resident district and applied to the charter methodology rubric. (No English learners reported in charter student population).</p>	Not Available 2022-2023 (1.25%, Not Sufficient EL Students for measurement)	
<p>2d.2. Subgroup EL Progress comparison to district EL Progress (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score. (No English learners reported in charter student population).</p>	Not Available 2022-2023 (1.25%, Not Sufficient EL Students for measurement)	
<p>2e.1. Regular Attendance comparison to district Regular attendance is defined as having, on average, less than two absences per month. It doesn't 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. The regular attendance rate is compared against the resident district and applied to the charter methodology rubric. Charter Average Regular Attendance: 10% Comparison Average Regular Attendance: 71.3%</p>	FALLS FAR BELOW STANDARD (1.25%, 0.125)	
<p>2e.2. Subgroup Regular Attendance comparison to district Regular attendance (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score. Charter Subgroup Average Regular Attendance: 11.2% Comparison Subgroup Average Regular Attendance: 69.97%</p>	FALLS FAR BELOW STANDARD (1.25%, 0.14)	
<p>2f.1. 9th Graders on Track Comparison to district Ninth graders are considered on track if they passed all credits they attempted in 9th grade. This does not include withdrawals. This includes first time 9th graders only. The 9th grade on track rate is compared against the resident district and applied to the charter methodology rubric.</p>	Not Available 2022-2023 (1.25%, Insufficient sample size)	
<p>2f.2. Subgroup 9th Graders on Track Ninth Graders on track (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score.</p>	Not Available 2022-2023 (1.25%, Insufficient sample size)	
<p>2g.1. Dual Credit Comparison to district The Dual Credit rate is the percent of students completing at least one Dual Credit Program. This includes, Running Start, CTE Dual Credit (formerly Tech Prep), College in High School, Advanced Placement, International Baccalaureate, and Cambridge International. Students can enroll in more than one type of dual credit course. The Dual Credit rate</p>	FALLS FAR BELOW STANDARD (2.5%, 0.175)	

INDICATORS AND MEASURES	MEETS STANDARD? (Measure Weight %, Weighted Score)	INDICATOR RATING
<p>is compared against the resident district and applied to the charter methodology rubric.</p> <p>Charter Dual Credit Enrollment: 7% Comparison Dual Credit Enrollment: 47.6%</p>		
<p>2g.2. Subgroup Dual Credit Comparison to district</p> <p>The Dual Credit rate (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score.</p> <p>Charter Subgroup Average Dual Credit Enrollment: 13.7% Comparison Subgroup Average Dual Credit Enrollment: 40.33%</p>	<p>DOES NOT MEET STANDARD (2.5%, 0.3425)</p>	
COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS		
<p>3a. Proficiency comparison to schools statewide serving similar students (See Figure A below)</p> <p>Regression analysis used to compare each school's actual performance to its predicted performance, based on the enrollment of students eligible for free and reduced-price lunch (FRL) and students with disabilities (SWD). This is a method of statistical analysis that provides an estimate of expected performance based on different student and/or school characteristics. This approach allows the resident district to see whether charter schools are performing better, worse, or about the same as we would expect schools serving the same mix of students.</p>	<p>Not Available 2022-2023 (7.5%, Insufficient sample size)</p>	<p>Not Available of 15 possible points</p>
<p>3b. Graduation Rate comparison to schools statewide serving similar students (See Figure B below)</p> <p>Regression analysis used to compare each school's graduation rate compared to its predicted graduation rate, using the method of statistical analysis described above.</p>	<p>Not Available 2022-2023 (7.5%, Insufficient sample size)</p>	
SCHOOL-SPECIFIC GOALS		
<p>4. Mission-Specific Academic Goal(s) (See Figure C below)</p> <p>School-specific goals must be measurable, based on valid and reliable sources, and should encompass performance outcomes. SPS will consider the appropriateness and feasibility of assessing school-specific measures before including them in the academic performance framework.</p>	<p>EXCEEDS STANDARD (15%, 15.0)</p>	<p>15 of 15 possible points</p>
OVERALL ACADEMIC FRAMEWORK SCORE		
<p>Tier Level = Not Available</p>	<p>Not Available 2022-2023 (Insufficient data to evaluate)</p>	<p>Not Available</p>

Indicators 2b.1, 2b.2 are excluded as indicated in the methodology.

Figure C: Indicator 4 – Mission-Specific Goals

<p>Goal: 100% of graduating students each year will gain acceptance into a technical, 2- or 4-year college. LHS will measure this by reviewing college-going data on June 30th of each school year.</p>
<p>X Goal Accomplished</p>

Goal: Of Lumen Students with average daily attendance of 75% or greater, 85% will take and pass the Lumen Life Skills Attachment-based parenting course with a grade of 70% or higher each year.

X Goal Accomplished

Goal: Of Lumen Students with average daily attendance of 75% or greater, 90% will create and make progress on their academic, social, emotional, and parenting goals set in their Individual Graduation Plans (IGPs).

X Goal Accomplished

Goal: Of Lumen Students with average daily attendance of 75% or greater, 75% will pass 100% of core academic subjects.

X Goal Accomplished

Goal: Of Lumen Students with average daily attendance of 75% or greater, 50% of students will show growth from beginning of year to end of year on the NWEA MAP assessment.

X Goal Not Accomplished

Goal: Of Lumen Students with average daily attendance of 75% or greater, by the last student exhibition, students will have grown at least one area on the deeper learning rubric.

X Goal Accomplished

Spokane Public Schools Financial Performance Q9 Exhibit B

Pride Schools Financial Performance Framework

(from F-196 Report, 08/31/2023)

Measure	Target Rating	Actual Rating	Difference	Result
Current Ratio	Greater than or equal to 1.1	13.64	+12.54	Meets Standard
Unrestricted Days Cash	60 Days Cash	139 days	+79 days	Meets Standard
Enrollment Variance	Equals or Exceeds 95%	90%	-5%	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	3.69% - Current 9.13% - 3 Year	Positive Positive	Meets Standard
Debt to Asset Ratio	Less than 0.90	0.80	-0.10	Meets Standard
Cash Flow	Annual Cash Flow and 3-Year CF are Positive	+\$501,532.03 +\$1,714,712.03	Positive Positive	Meets Standard
Debt Service Coverage Ratio	DSC Ratio is equal to or exceeds 1.1	1.35	+0.25	Meets Standard

Lumen High School Financial Performance Framework
(from F-196 Report, 08/31/2023)

Measure	Target Rating	Actual Rating	Difference	Result
Current Ratio	Greater than or equal to 1.1	29.03	+27.93	Meets Standard
Unrestricted Days Cash	60 Days Cash	100 days	+40 days	Meets Standard
Enrollment Variance	Equals or Exceeds 95%	76%	-19%	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	10.92% - Current 13.04% - 3 Year	Positive Positive	Meets Standard
Debt to Asset Ratio	Less than 0.9	0.85	-0.05	Meets Standard
Cash Flow	Annual Cash Flow and 3-Year CF are Positive	+\$213,234.84 +\$657,134.25	Positive Positive	Meets Standard
Debt Service Coverage Ratio	DSC Ratio is equal to or exceeds 1.1	1.95	+0.85	Meets Standard

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 (enrollment variance) has not been realized by Pride or Lumen in the final 2022-23 financial performance reviews due to inaccurate enrollment projections, compliance with submitting fiscal reports has been maintained as required. F-196 data was used for this analysis since independent financial audits for 2022-23 were not yet available for both schools.

Spokane Public Schools Organizational Performance Q10 Exhibit C

Pride Schools Organizational Performance Framework

Measure	Meets Standard	Does Not Meet Standard
1. EDUCATION PROGRAM		
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	
2. FINANCIAL MANAGEMENT AND OVERSIGHT		
2a. Financial reporting and compliance requirements met	X	
2b. Generally Accepted Accounting Principles (GAAP) are followed	X	
3. GOVERNANCE AND REPORTING		
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	
4. STUDENTS, PARENTS, AND EMPLOYEES		
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	
5. SCHOOL ENVIRONMENT		
5a. Compliance with facilities and transportation requirements	X	
5b. Compliance with health and safety requirements	X	
5c. Appropriate handling and maintaining of information	X	
6. ADDITIONAL OBLIGATIONS		
6a. Compliance with all other obligations	X	

Lumen High School Organizational Performance Framework

Measure	Meets Standard	Does Not Meet Standard
1. EDUCATION PROGRAM		
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	
2. FINANCIAL MANAGEMENT AND OVERSIGHT		
2a. Financial reporting and compliance requirements met	X	
2b. Generally Accepted Accounting Principles (GAAP) are followed	X	
3. GOVERNANCE AND REPORTING		
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	
4. STUDENTS, PARENTS, AND EMPLOYEES		
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	
5. SCHOOL ENVIRONMENT		
5a. Compliance with facilities and transportation requirements	X	

5b. Compliance with health and safety requirements	X	
5c. Appropriate handling and maintaining of information	X	
6. ADDITIONAL OBLIGATIONS		
6a. Compliance with all other obligations	X	

Spokane Public Schools Operating Expenditures Q11

Revenue Source	Expenditure Description	Cost
Charter Authorizer Fees	Administration salaries	\$120,495
Charter Authorizer Fees	Online software annual fee, Supplies, Audit fees, Legal services, Indirect costs	\$34,690
Charter Authorizer Fees	Assessment Contractor - Academic Achievement Data	\$5,000
Charter Authorizer Fees	Fiscal staff support salaries and fiscal consultant services	\$58,525
Charter Authorizer Fees	Application Review salaries and contracts (no applications received)	\$0
Charter Authorizer Fees	Professional Development*	\$16,587
	Total Expenditures	\$235,297

Spokane Public Schools Contracted Services Q12

Spokane Public Schools did not contract any fee-based services with either Pride Schools or Lumen Charter High School during the 2022-23 school year.

Spokane Public Schools Additional Information Q13

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.

- SPS previously highlighted authorizer fee flexibility as follows:
 - [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.

- SPS has provided technical assistance to charter schools in areas requested and reported assistance via the SBE Annual Reports. With the adoption of HB 1744 last year, the duties of charter authorizers were expanded to include technical assistance ([28A.710.183](#)) and to “Hold charter school boards accountable for: Ensuring that students of charter public schools have opportunities for academic success; and exercising effective educational, operational, and financial oversight of charter public schools.” ([28A.710.070](#), [28A.710.190](#))
- 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. SPS recommends evaluation of the payment schedule and make an adjustment to the payment schedule.
- Both charters SPS authorizes 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 increased the long-term debt reported by each charter school. SPS recommends additional funding for school facility construction or acquisition, as this would greatly assist with charter school fiscal stability.
- Small charter schools often have no Washington School Improvement Framework (WISF) scores due to an insufficient number of students, leading to a sizable portion of the current Academic Performance Framework that is not applicable. The National Association of Charter School Authorizers (NACSA), the source of the current frameworks, “recommends that authorizers prioritize disaggregated student growth and mission-specific goals—especially those that focus on student accelerated growth and wellness—in their AF (academic framework) measures of school quality.” The [2023 NACSA Guide to Performance Frameworks](#) includes new approaches that could expand the Academic Performance Framework indicators and measures so they are applicable to all schools, including small charter schools.