



The Washington State
BOARD OF EDUCATION

January 21, 2026

Dear Washington State Charter School Authorizer:

RCW 28A.710.100 requires that each charter school authorizer submit an annual report to the State Board of Education (SBE) that includes:

- The authorizer's strategic vision
- The academic and financial performance of all charter schools
- The operating status of each charter school
- The authorizer's operating costs and expenses
- The services purchased from the authorizer by all charter schools

In addition, RCW 28A.710.040 requires charter school authorizers to report to the SBE the employment of all noncertificated instructional staff hired in accordance with RCW 28A.710.040(2)(d) during the current and preceding school year. This information is due on November 1 of each year by legislation and is also requested in the attached form.

RCW 28A.710.100 also authorizes the SBE to determine the timeline, content, and format for the report. Attached is the standard submission form and instructions for the 2024-2025 school year. **It is due January 21, 2026 as required by WAC 180-19-210.** Please note that the form is slightly different from previous versions but asks for the same information.

The SBE includes the information submitted by the charter school authorizers in an annual charter school performance report required by RCW 28A.710.250.

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

Gail Wootan
Director of System Health and Compliance
gail.wootan@k12.wa.us

2024-2025 Charter Authorizer Annual Report

Please complete the following form, including attachments, and email it to sbe@k12.wa.us by January 21, 2026. If the requested information is not available, please explain.

Authorizer Information

Authorizer Name:

Spokane Public Schools

Authorizer Address:

200 North Bernard Street, Spokane WA 99201

Staff Contact

Name: **Kristin Whiteaker**

Title: **Director - Charter Schools, Satellite Schools & Program Support**

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

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

Principal authorizer information

Name, job title, and contact information of all employees that have principal authorizing responsibilities.

Name: **Kristin Whiteaker**

Job Title: **Director - Charter Schools, Satellite Schools & Program Support**

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

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

Delegated responsibility information

Name, job title, and contact information of all employees or contractors to whom the authorizer has delegated its responsibilities under RCW 28A.710.100.

Name: **Erich Hahn**

Job Title: **Staff Accountant**

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

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

For school districts only:

Please enter the date of SBE authorizer approval.

[Click here to enter a date.](#)

Authorizer Report Questions

Please answer each of the following questions with a separate attachment. Please title the attachment: "Name of Authorizer.QX" where "X" is the question number. For example, Question 1's attachment would be titled: "State Board of Education.Q1."

- 1. Please provide an executive summary of authorizing activity over the 2024-2025 school/fiscal year including, but not limited to:**

- The operating status [RCW 28A.710.100(4)(c)] of all authorized charter schools and
- The academic and financial performance of all authorized charter schools.

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

3. Please provide the following 2024-25 operating status information about each authorized charter school:

- A. For each school that was **operating for all or part of 2024-25**, please include:
- a. Location (street address if available).
 - b. Grades operated.
 - c. Enrollment, total and by grade.
 - d. Enrollment, by grade, for each student subgroup as defined in RCW 28A.300.042 in totals and as percentages of enrollment.
 - e. Total noncertificated instructional staff members employed in the 2024-25 school year and the 2025-26 school year, separately. Include subjects and/or grades taught by each noncertificated staff member and percentage of total instructional staff.
- B. For each school that was **approved, but not yet operating in 2024-25**, please include:
- a. The targeted student population and the community the school proposes to serve.
 - b. The proposed location of the school or geographic area in which it will be located.
 - c. The projected enrollment at capacity.
 - d. The grades to be operated in each year of the charter contract.
 - e. Names and contact information for each member of the governing board.
 - f. Date approved for opening.
- C. Please indicate which schools fall in the following categories:
- a. Schools whose charter was renewed in 2024-25. Please include date of renewal.
 - b. Schools who applied for renewal in 2024-25, but the charter was not renewed. Please include date of renewal decision.
 - c. Schools that voluntarily closed in 2024-25 or plan to voluntarily close in 2025-26. Please include date of closing.
 - d. Schools whose charter was revoked during 2024-25 or will be revoked in 2025-26. Please include date and reasons for revocation.
 - e. Schools whose charter transferred to another authorizer in 2024-25. Please include date of transfer.

- f. Schools that were approved to open in 2024-25 but delayed their opening by more than one year with an authorizer-granted extension. Please include date of extension approval, date of original opening, and date of new opening.
- g. Schools that were approved to open in 2024-25 but never opened, with no planned date for opening.

4. Please provide the following academic performance information for each charter school operated during the 2024-2025 school/fiscal year.

For each academic performance indicator below, data must be:

- Reported as absolute values,
- Reported as 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), and
- Disaggregated by major student subgroup as described in RCW 28A.710.170(5).

Indicators to report:

- A. Student achievement, as applicable by grade, on each of the required indicators listed in RCW 28A.710.170:
 - a. Academic proficiency for continuously enrolled students, as reported in the Washington School Improvement Framework.
 - b. Academic growth for continuously enrolled students, as reported in the Washington Achievement Index.
 - c. Achievement gaps, for continuously enrolled students, as reported in the Washington Achievement Index.
 - d. Attendance
 - e. Recurrent enrollment from 2023-24 to 2024-25.
 - f. High school graduation rates as reported in the Washington Achievement Index.
 - g. Postsecondary readiness as reported in the Washington Achievement Index.
- B. Student achievement, as applicable by grade, on each additional indicator, if any, the authorizer has included in its academic performance framework.

5. Please provide financial performance information for each charter school operated during the 2024-2025 school/fiscal year.

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 financial performance indicator, data must be reported as:

- Absolute values, and

- 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).

6. Please create a table that provides the most recent publicly available information on the organizational performance and stewardship of the governing board of each charter school operated in 2024-2025.

Performance reported must be based on the indicators and measures of organizational performance and stewardship 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).

7. Please provide operating costs and expenses for the 2024-2025 school/fiscal year that were specifically attributable to fulfilling the responsibilities of a charter authorizer under RCW 28A.710.100.

Operating costs and expenses should:

- Be detailed in annual audited financial statements that conform with generally accepted accounting principles and
- Include any applicable reporting and accounting requirements of the Office of the Superintendent of Public Instruction.

8. Please provide a list of any contracted, fee-based services purchased during the 2024-2025 school/fiscal year by the authorized charter schools.

Please include for each charter school:

- An itemized accounting of the revenue received from the schools for the services provided and
- An estimate of the actual costs to the provider of providing these services.

9. 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 Chapter 28A.710 RCW.

This includes 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))

1. Please provide an executive summary of authorizing activity over the 2024-2025 school/fiscal year including, but not limited to:

- The operating status [RCW 28A.710.100(4)(c)] of all authorized charter schools and
- The academic and financial performance of all authorized charter schools.

Spokane Public Schools Executive Summary Q1

During the 2024-25 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 students’ 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. Lumen’s charter contract was renewed in 2024-25.

The 2024-25 school year is the first year in which Innovation Spokane Schools served only grades 9-12, compared to the 6-12 model that the district, as Pride Prep, had served in past years. Revenue has dropped significantly due to the reduced enrollments as a result of closing the middle school program and continued downward trends across each school year. Expenditures were not reduced relative to the revenue loss during the school year, and as a result, the district spent roughly half of its available fund balance in 2024-25. The majority of sustainability metrics on the financial performance framework have not been met as a result of this reduction in fund balance and declining enrollments. The district’s remaining fund balance will sustain the school in the near term, but quick action is needed to reduce expenditures relative to the revenue loss to ensure that the district is sustainable ongoing. As a result of the district’s financial and enrollment struggles, a Notice of Perceived Problem was issued by the Authorizer in January 2025 with Corrective Action Plan terms delivered in August 2025 for increased Authorizer oversight and district implementation during the 2025-26 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-August 2024	Review and submission of both charter's F-195 budget reports.
November 2024	Review and submission of both charter's F-196 financial reports.
November 2024	Site visit conducted at Lumen High School to Evaluate the district for contract renewal.
January-June 2025	Notice of Perceived Problem issued to Innovation Spokane Schools January 2025 with increased monitoring by Authorizer.
January 2025	Preparation and submission of State Board of Education Charter Authorizer Annual Report.
March 2025	Authorizer's Board of Directors adopted a resolution that approved Lumen's renewal application.
July 2025	Issued the renewal of Lumen High School's charter school contract.
July 2025	Annual Charter School Report submitted to SPS' Board.
August 2025	Authorizer delivered Corrective Action Plan terms to Innovation Spokane Schools for implementation during the 2025-26 school year.

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

Spokane Public Schools Strategic Vision for Chartering Q2

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, 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.

3. Please provide the following 2024-25 operating status information about each authorized charter school:

- A. For each school that was **operating for all or part of 2024-25**, please include:
- a. Location (street address if available). (see table below).
 - b. Grades operated. (see table below).
 - c. Enrollment, total and by grade. (see table below).

SPS Charter Schools	Innovation Spokane Schools 811 E Sprague, Spokane WA 99202	Lumen High School 718 W Riverside Ave, Spokane, WA 99201
October 2024	Grades Served: 9-12	Grades Served: 9-12
Grade		
9	56	3
10	55	8
11	47	11
12	77	11
Total	235	33

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

2024-25 Enrollment	Innovation Spokane Schools		Lumen High School	
SPS Charter Schools Subgroups <i>(% of October Enrollment)</i>	Enrollment	% of Total Enrollment	Enrollment	% of Total Enrollment
<i>Gender</i>				
Female	117	49.8%	26	78.8%
Gender X	2	0.9%	0	0%
Male	116	49.4%	7	21.2%
<i>Race/Ethnicity</i>				
American Indian/Alaskan Native	2	0.9%	3	9.1%
Asian	0	0%	0	0%
Black/African American	4	1.7%	3	9.1%
Hispanic/Latino of any race(s)	8	3.4%	6	18.2%
Native Hawaiian/Pacific Islander	0	0%	0	0%
Two or More Races	41	17.4%	4	12.1%
White	180	76.6%	17	51.5%
<i>Special Programs</i>				
English Learners	0	0%	1	3.0%
Low Income	98	41.7%	29	87.9%
Homeless	12	5.1%	21	63.6%
Migrant	1	0.4%	0	0%

Military Parent	0	0%	0	0%
Mobile	14	6.0%	8	24.2%
Section 504	33	14.0%	1	3.0%
Students with Disabilities	49	20.9%	4	12.1%

- e. Total noncertificated instructional staff members employed in the 2024-25 school year and the 2025-26 school year, separately. Include subjects and/or grades taught by each noncertificated staff member and percentage of total instructional staff.

Neither school has reported that they have employed noncertificated staff.

- B. For each school that was **approved, but not yet operating in 2024-25**, please include:
- The targeted student population and the community the school proposes to serve. (N/A)
 - The proposed location of the school or geographic area in which it will be located. (N/A)
 - The projected enrollment at capacity. (N/A)
 - The grades to be operated in each year of the charter contract. (N/A)
 - Names and contact information for each member of the governing board. (N/A)
 - Date approved for opening. (N/A)

- C. Please indicate which schools fall in the following categories:

- a. Schools whose charter was renewed in 2024-25. Please include date of renewal.

Lumen High School's charter contract was renewed on July 1, 2025.

- Schools who applied for renewal in 2024-25, but the charter was not renewed. Please include date of renewal decision. (N/A)
- Schools that voluntarily closed in 2024-25 or plan to voluntarily close in 2025-26. Please include date of closing. (N/A)
- Schools whose charter was revoked during 2024-25 or will be revoked in 2025-26. Please include date and reasons for revocation. (N/A)
- Schools whose charter transferred to another authorizer in 2024-25. Please include date of transfer. (N/A)
- Schools that were approved to open in 2024-25 but delayed their opening by more than one year with an authorizer-granted extension. Please include date of extension approval, date of original opening, and date of new opening. (N/A)
- Schools that were approved to open in 2024-25 but never opened, with no planned date for opening. (N/A)

4. Please provide the following academic performance information for each charter school operated during the 2024-2025 school/fiscal year.

For each academic performance indicator below, data must be:

- Reported as absolute values,
- Reported as 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), and
- Disaggregated by major student subgroup as described in RCW 28A.710.170(5).

Indicators to report:

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

- a. Academic proficiency for continuously enrolled students, as reported in the Washington School Improvement Framework.

(Data is not yet available for school year 2024-25.)

- b. Academic growth for continuously enrolled students, as reported in the Washington Achievement Index.

(Data is not yet available for school year 2024-25.)

- c. Achievement gaps, for continuously enrolled students, as reported in the Washington Achievement Index.

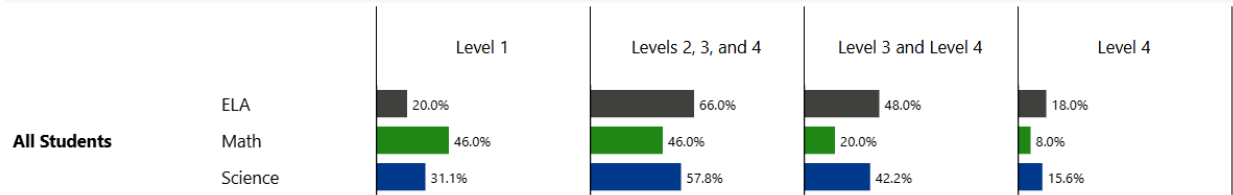
Innovation Spokane Schools

2024-25

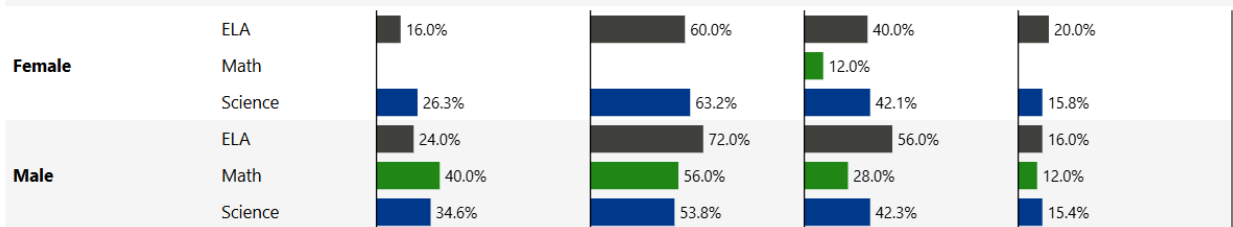
Smarter Balanced Assessments (SBA): English Language Arts (ELA) and Math state assessment for grades 3–8 and 10.

Washington Comprehensive Assessment of Science (WCAS): Science state assessment for grades 5, 8, and 11.

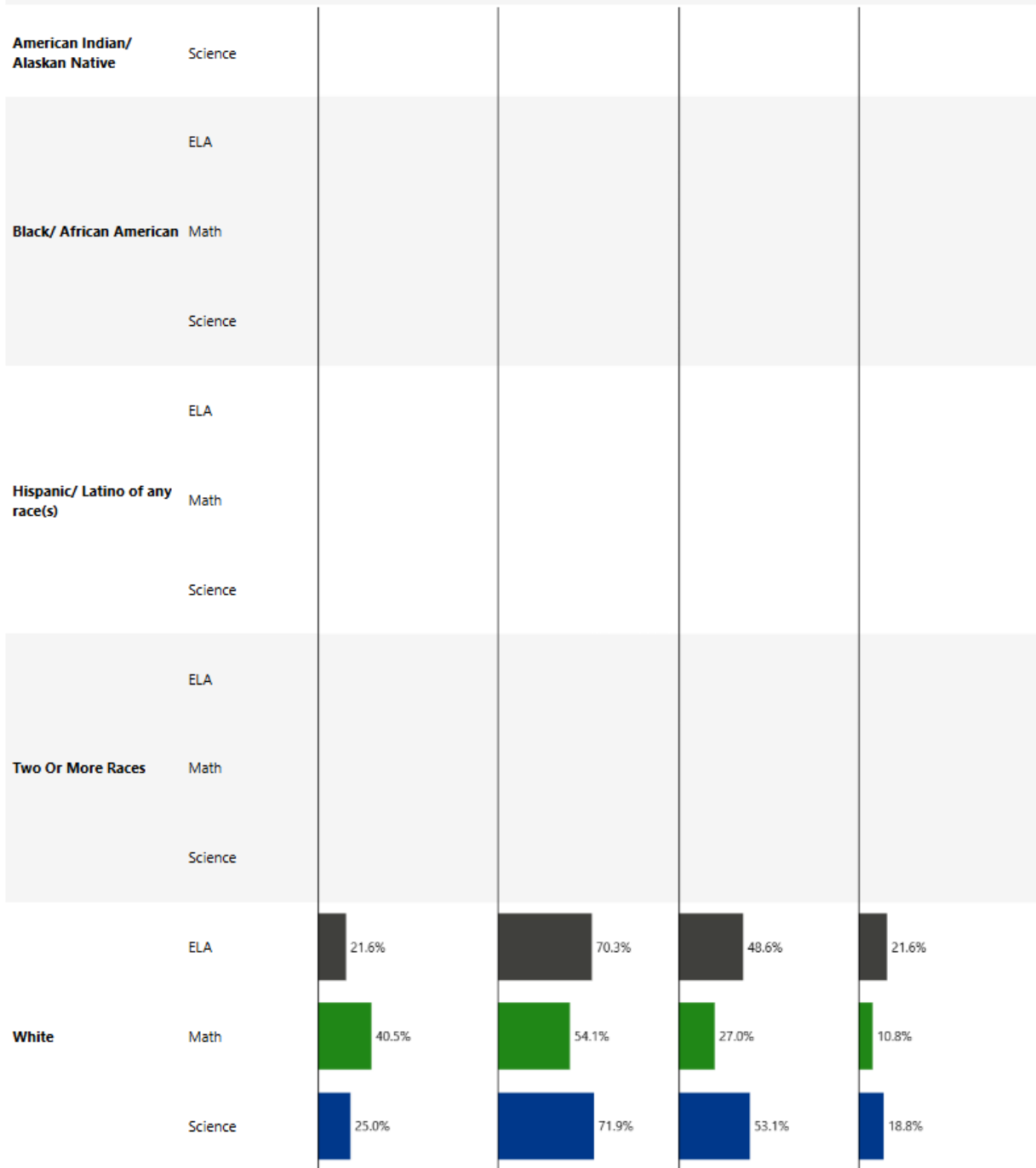
Achievement Levels



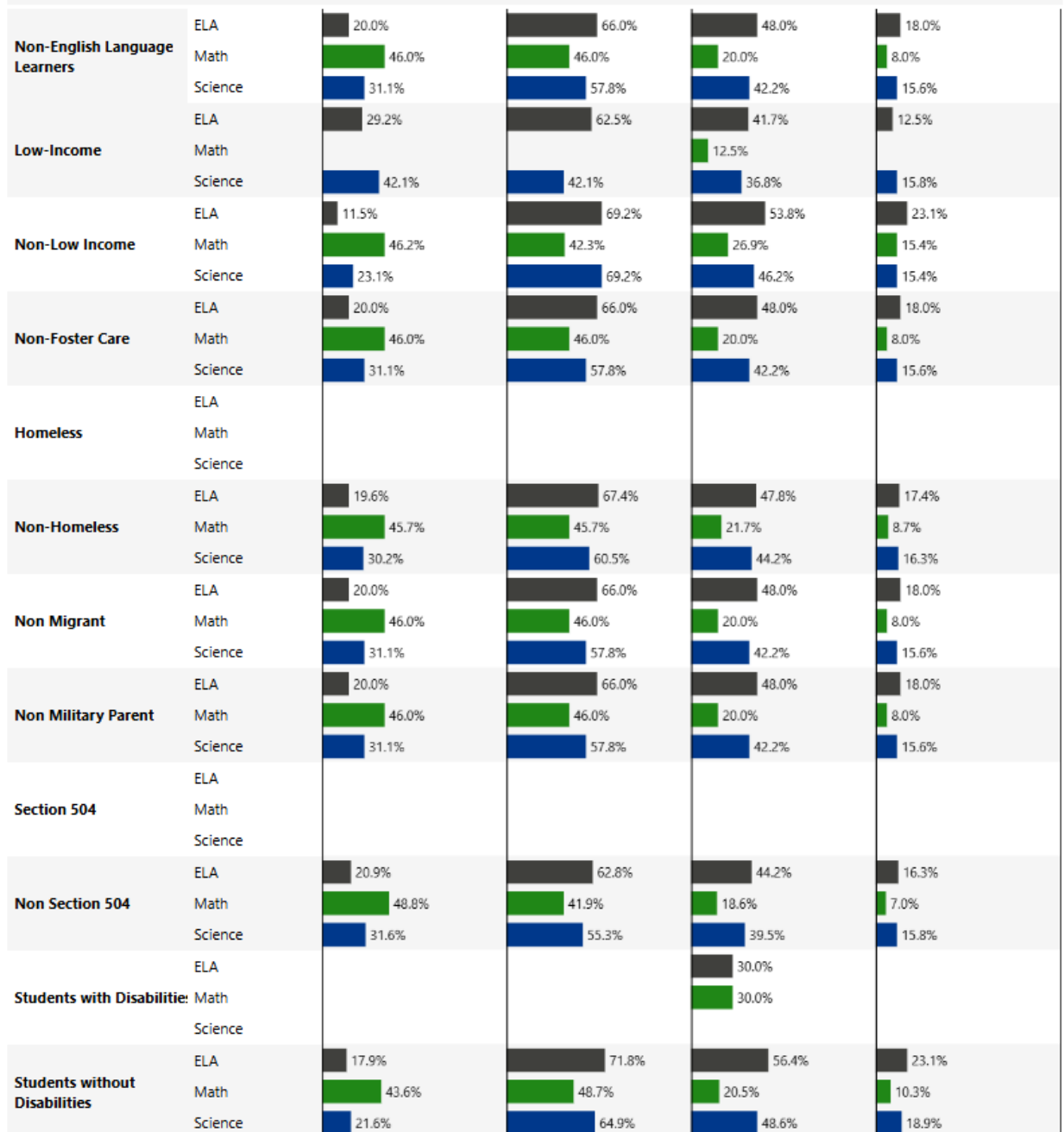
Gender



Race/Ethnicity



Programs and Characteristics



Lumen Public School

2024-25

Smarter Balanced Assessments (SBA): English Language Arts (ELA) and Math state assessment for grades 3–8 and 10.

Washington Comprehensive Assessment of Science (WCAS): Science state assessment for grades 5, 8, and 11.

Achievement Levels

		Level 1	Levels 2, 3, and 4	Level 3 and Level 4	Level 4
All Students	ELA				
	Math				
	Science				

Gender

Female	ELA				
	Math				
	Science				
Male	ELA				
	Math				
	Science				

Race/Ethnicity

**American Indian/
Alaskan Native**

Science

ELA

**Hispanic/ Latino of any
race(s)**

Math

Science

**Native Hawaiian/Pacific
Islander**

Science

Two Or More Races

Science

ELA

White

Math

Science

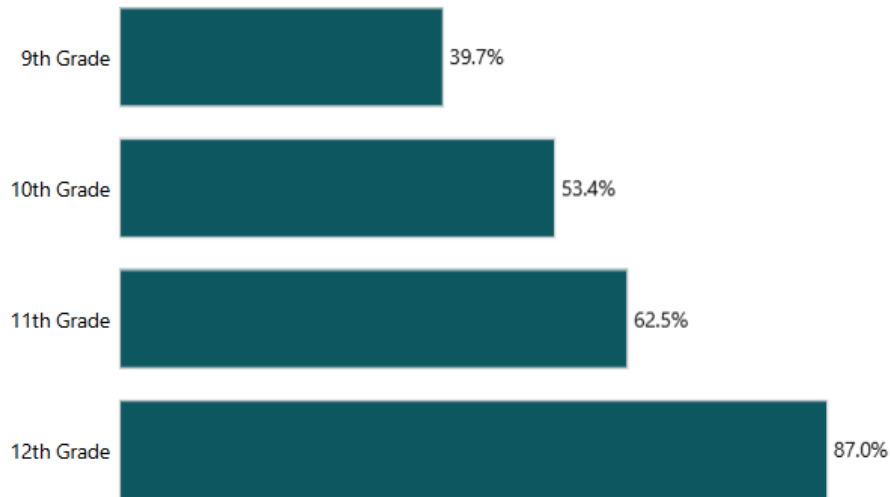
Programs and Characteristics

Non-English Language Learners	ELA				
	Math				
	Science			30.0%	
Low-Income	ELA				
	Math				
	Science				
Non-Low Income	ELA				
	Math				
	Science				
Non-Foster Care	ELA				
	Math				
	Science			30.0%	
Homeless	ELA				
	Math				
	Science				
Non-Homeless	ELA				
	Math				
	Science				
Non Migrant	ELA				
	Math				
	Science			30.0%	
Non Military Parent	ELA				
	Math				
	Science			30.0%	
Section 504	ELA				
	Math				
	Science				
Non Section 504	ELA				
	Math				
	Science				
Students with Disabilities:	Science				
Students without Disabilities	ELA				
	Math				
	Science				

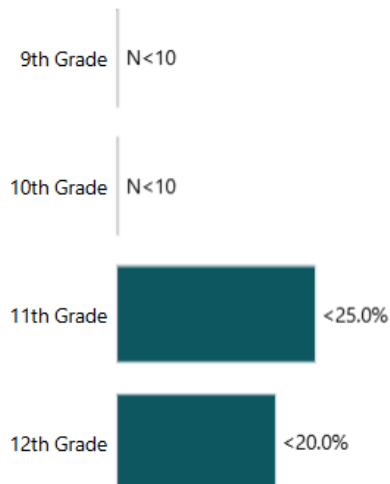
d. Attendance

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

Innovation Spokane Schools 2024-25



Lumen Public School 2024-25



e. Recurrent enrollment from 2023-24 to 2024-25.

Innovation Spokane Schools – 52.79%
Lumen – 47.37%.

f. High school graduation rates as reported in the Washington Achievement Index.

What percent of students graduated in four years?

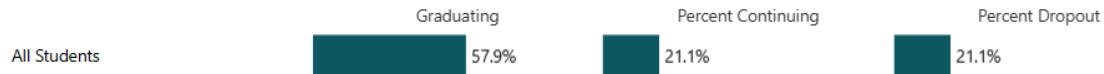
Innovation Spokane Schools 2024-25

All Students



Lumen Public School 2024-25

All Students



g. Postsecondary readiness as reported in the Washington Achievement Index.

(Data is not yet available for school year 2024-25.)

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

2024-25 Innovation Spokane Schools Academic Performance Framework

INDICATORS AND MEASURES	MEETS STANDARD? <i>(Measure Weight %, Weighted Score)</i>	INDICATOR RATING
STATE AND FEDERAL ACCOUNTABILITY		
<p>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. All Students Framework score: N/A</p>	<p>Not Yet Available 2024-2025 (12.5%, 0.0)</p>	<p>15.625 of 25 possible points</p>
<p>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. Subgroup Framework score: N/A</p>	<p>Not Yet Available 2024-2025 (12.5%, 0.0)</p>	
<p>1b.1. NWEA MAP Math score The NWEA MAP Student Growth assessment measures all Pride students from fall to spring to ensure they are obtaining academic success across each school year. This metric is an evaluation of student growth in Math. Charter Math Conditional Growth Percentile: 49.56</p>	<p>DOES NOT MEET STANDARD (12.5%, 6.25)</p>	
<p>1b.2. NWEA MAP Reading score The NWEA MAP Student Growth assessment measures all Pride students from fall to spring to ensure they are obtaining academic success across each school year. This metric is an evaluation of student growth in Reading. Charter Reading Conditional Growth Percentile: 61.85</p>	<p>MEETS STANDARD (12.5%, 9.375)</p>	
GEOGRAPHIC COMPARISONS		
<p>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: 34.0% Comparison Average Proficiency: 42.4%</p>	<p>DOES NOT MEET STANDARD (2.5%, 1.25)</p>	<p>10.313 of 17.5 possible points</p>
<p>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: 33.2% Comparison Subgroup Average Proficiency: 40.9%</p>	<p>DOES NOT MEET STANDARD (2.5%, 1.25)</p>	
<p>2b.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</p>	<p>DOES NOT MEET STANDARD (1.25%, 0.625)</p>	

<p>'continuing'. The graduation rate is compared against the resident district and applied to the charter methodology rubric.</p> <p style="text-align: center;">Charter Grad Rate: 90.0% Comparison Grad Rate: 90.36%</p>		
<p>2b.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.</p> <p style="text-align: center;">Charter Subgroup Average Grad Rate: 88.9% Comparison Subgroup Average Grad Rate: 90.06%</p>	<p>DOES NOT MEET STANDARD (1.25%, 0.625)</p>	
<p>2c.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 2024-2025 (1.25%, Insufficient sample size)</p>	
<p>2c.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 2024-2025 (1.25%, Insufficient sample size)</p>	
<p>2d.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 style="text-align: center;">Charter Average Regular Attendance: 62.66% Comparison Average Regular Attendance: 70.42%</p>	<p>DOES NOT MEET STANDARD (1.25%, 0.625)</p>	
<p>2d.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 style="text-align: center;">Charter Subgroup Average Regular Attendance: 55.26% Comparison Subgroup Average Regular Attendance: 66.66%</p>	<p>FALLS FAR BELOW STANDARD (1.25%, 0.313)</p>	
<p>2e.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 style="text-align: center;">Charter 9th Grade On Track Rate: 15.63% Comparison 9th Grade On Track Rate: 74.57%</p>	<p>FALLS FAR BELOW STANDARD (1.25%, 0.313)</p>	
<p>2e.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>FALLS FAR BELOW STANDARD (1.25%, 0.313)</p>	

Charter Subgroup 9TH Grade On Track Rate: 21.33% Comparison Subgroup 9th Grade On Track Rate: 73.62%		
2f.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 is compared against the resident district and applied to the charter methodology rubric. Charter Dual Credit Enrollment: 47.06% Comparison Dual Credit Enrollment: 52.02%	DOES NOT MEET STANDARD (2.5%, 2.5)	
2f.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. Charter Subgroup Average Dual Credit Enrollment: 43.60% Comparison Subgroup Average Dual Credit Enrollment: 45.19%	DOES NOT MEET STANDARD (2.5%, 2.500)	
COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS		
3a. Proficiency comparison to schools statewide serving similar students <i>(See Figure A below)</i> 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. Charter Average Proficiency: N/A Average Expected Proficiency: N/A	Not Available 2024-2025 (7.5%, Insufficient sample size)	7.5 of 7.5 possible points
3b. Graduation Rate comparison to schools statewide serving similar students <i>(See Figure B below)</i> Regression analysis used to compare each school's graduation rate compared to its predicted graduation rate, using the method of statistical analysis described above. Charter Average Proficiency: 0.42 Average Expected Proficiency: 0.00	EXCEEDS STANDARD (7.5%, 7.5)	
SCHOOL-SPECIFIC GOALS		
4. Mission-Specific Academic Goal(s) <i>(See Figure C below)</i> 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.	MEETS STANDARD (15%, 11.25)	11.25 of 15 possible points
OVERALL ACADEMIC FRAMEWORK SCORE		
Tier Level = 2	MEETS STANDARD (68.7%)	44.687 of 65 possible points

Figure A: Indicator 3a – Proficiency compared to similar FR and Students with Disabilities – 2024-2025

- N/A For 2024-25

Figure B: Indicator 3b – Graduation Rate compared to similar FR and Students with Disabilities – 2024-2025

Indicator 3 - Grad Rate compared to similar FR and Students with Disabilities

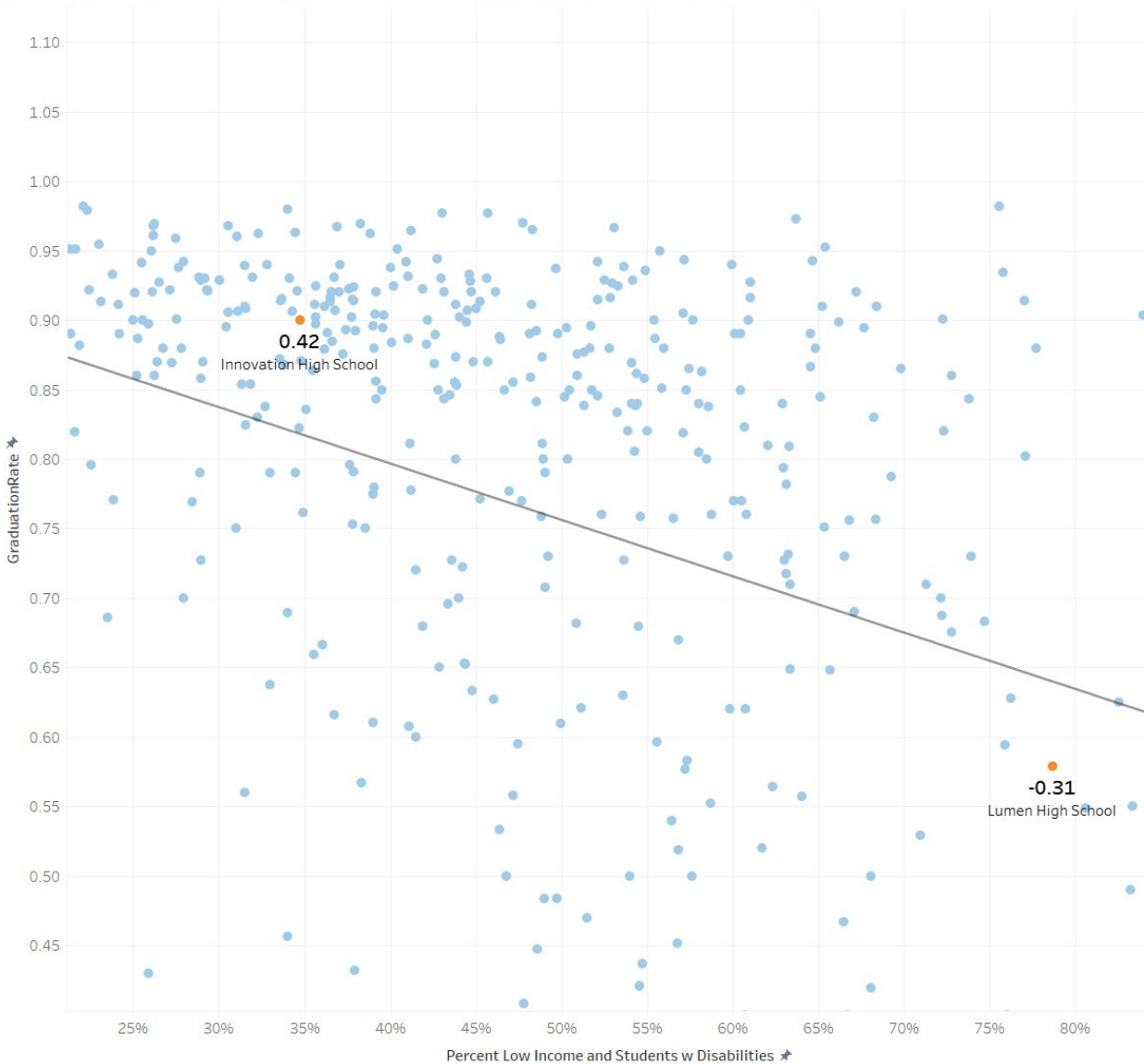


Figure C: Indicator 4 – Mission-Specific Goals

Goal: Increase the percentage of students attending school at least 90% of the time to 65% by implementing targeted support strategies, engaging parents and community resources, and addressing barriers to attendance for diverse student populations.
Y - Goal Accomplished
Goal: 50% of our Special Education students will meet or exceed their projected RIT Growth goal from Fall 2024 to Spring 2025 in math. The ASG Projection and Summary report will be used for monitoring and reporting purposes.
N - Goal Not Accomplished
Goal: 95% of 9th graders will complete goal setting in ELA and Math after completing the Fall MAP test.
Y - Goal Accomplished
Goal: 92% of district students are tested using NWEA MAP in Fall 2024 and Spring 2025
Y - Goal Accomplished
Goal: Innovation will achieve a weighted average of 55% growth on the School Conditional Growth Percentile from Fall 2024 Spring 2025 using NWEA MAP Student Growth Summary Report.
N - Goal Not Accomplished

2024-25 Lumen High School Academic Performance Framework

INDICATORS AND MEASURES	MEETS STANDARD? (Measure Weight %, Weighted Score)	INDICATOR RATING
STATE AND FEDERAL ACCOUNTABILITY & NWEA Student Growth		
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 2024-2025 (15%, Insufficient sample size)	15.875 of 25 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 2024-2025 (10%, Insufficient sample size)	
1b.1. NWEA MAP Math score The NWEA MAP Student Growth assessment measures all Lumen students from fall to spring to ensure they are obtaining academic success across each school year. This metric is an evaluation of student growth in Math. Charter Math Conditional Growth Percentile: 47.91% 84.62% of Students Tested	DOES NOT MEET STANDARD (12.5%, 6.5)	
1b.2. NWEA MAP Reading score The NWEA MAP Student Growth assessment measures all Lumen students from fall to spring to ensure they are obtaining academic success across each school year. This metric is an evaluation of student growth in Reading. Charter Reading Conditional Growth Percentile: 57.25%	MEETS STANDARD (12.5%, 9.375)	

92.0% of Students Tested		
SCHOOL ENGAGEMENT & POST-SECONDARY READINESS		
<p>2a.1. Average time to Graduate Each year, Lumen’s graduates will be examined to determine the length of time it took them to graduate. Because of the added complication of having and raising a child, most Lumen students need an extra year to graduate. Charter’s Graduate’s Average time to Graduate: <4.5 Years</p>	<p>EXCEEDS STANDARD (2.5%, 2.5)</p>	<p>15.625 of 20 possible points</p>
<p>2b.1. Climate Survey A climate survey provides a measure of student’s experience of the climate of a school. The Kelvin Climate Survey gathers data about student perceptions on rigorous expectations, fairness, diversity & inclusion, teacher-student relationships, cultural awareness & action, learning strategies, sense of belonging, school safety, and engagement. The climate survey overall score is compared to the New School Venture Fund cohort. Charter Climate Survey score: 74% Comparison Climate Survey score: 56%</p>	<p>EXCEEDS STANDARD (2.5%, 2.5)</p>	
<p>2c.1. Attendance Growth towards Income Comparable Rate 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 a cohort of low income schools and applied to the charter methodology rubric. Charter Regular Attendance growth (+) or loss (-): N/A Charter Current Year Regular Attendance: <8.3% Charter Prior Year Regular Attendance: <8.1%</p>	<p>FALLS FAR BELOW STANDARD (2.5%, 0.625)</p>	
<p>2d.1. Credits Earned The learning pace of students should average 6 credits per year for high school students. If the school has students earning credits at a faster pace, it may exceed this amount. This metric is evaluated based on the average number of credits that students earn per year for students enrolled at least 90% of the school year. Charter Student Average Credits Earned per year: 11.48 Credits</p>	<p>EXCEEDS STANDARD (2.5%, 2.5)</p>	
<p>2e.1. Post-Secondary Readiness The school provides many post-secondary opportunities for students, such as assistance with internship opportunities, completion of the FAFSA, and applying for the student’s post-secondary pathway (college, trade school, job, etc.). For this measure 100% of graduating seniors would receive acceptance into an apprenticeship, technical school, two or four year college. Did 100% of Charter Students receive an acceptance letter: Y Did 50% of Charter Students receive 2 or more acceptance letters: N</p>	<p>MEETS STANDARD (10%, 7.5)</p>	
COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS		
<p>3a. Proficiency comparison to schools statewide serving similar students 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</p>	<p>Not Available 2024-2025 (7.5%, Insufficient sample size)</p>	<p>1.875 of 7.5 possible points</p>

<p>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>3b. Graduation Rate comparison to schools statewide serving similar students Regression analysis used to compare each school's graduation rate compared to its predicted graduation rate, using the method of statistical analysis described above. Charter Average Proficiency: -0.31 Average Expected Proficiency: 0.00</p>	<p>FALLS FAR BELOW STANDARD (7.5%, 1.875)</p>	
SCHOOL-SPECIFIC GOALS		
<p>4. Mission-Specific Academic Goal(s) 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>MEETS STANDARD (15%, 11.25)</p>	<p>11.25 of 15 possible points</p>
OVERALL ACADEMIC FRAMEWORK SCORE		
<p>Tier Level = 2 Meets Standard</p>	<p>MEETS STANDARD (66.11%)</p>	<p>44.625 of 67.5 possible points</p>

Figure A: Indicator 3a – Proficiency compared to similar FR and Students with Disabilities – 2024-2025

- N/A For 2024-25

Figure B: Indicator 3b – Graduation Rate compared to similar FR and Students with Disabilities – 2024-2025

Indicator 3 - Grad Rate compared to similar FR and Students with Disabilities

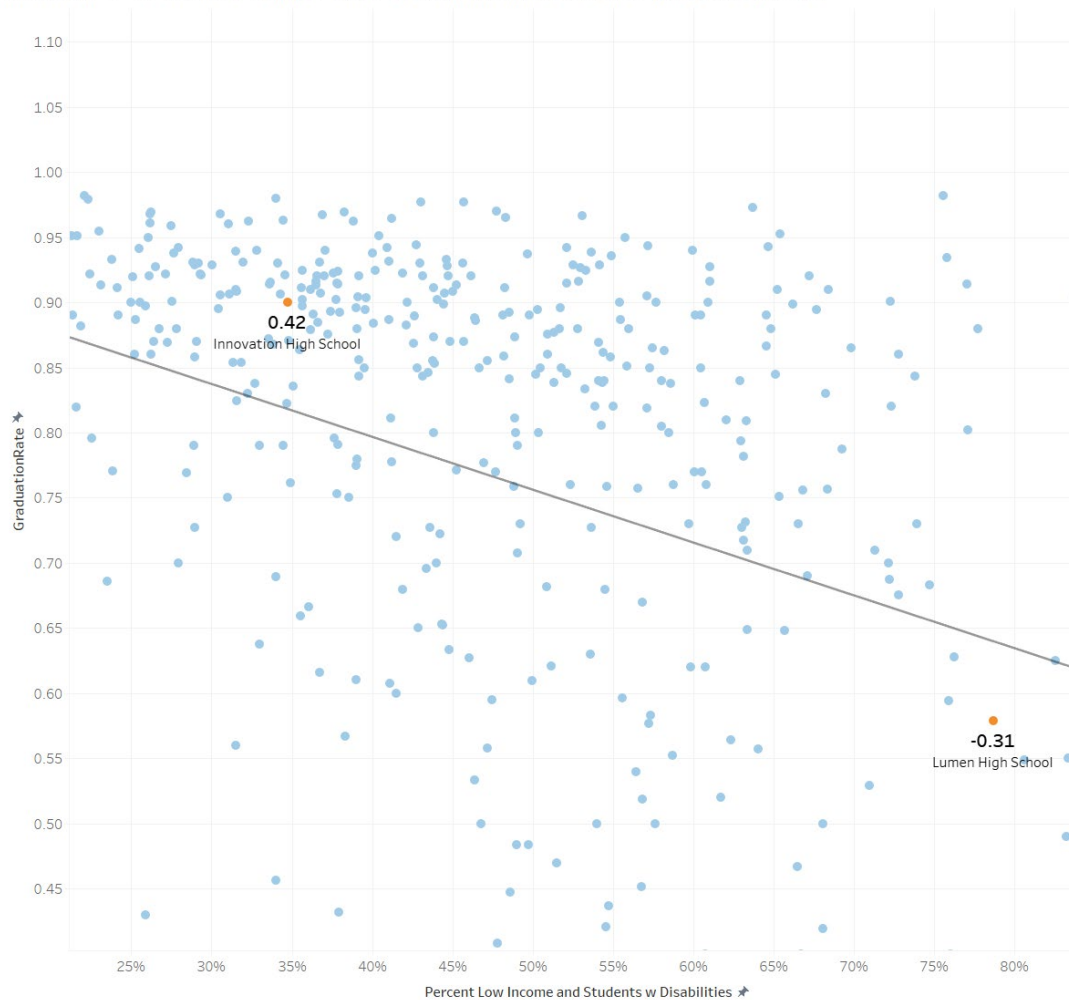


Figure C: Indicator 4 – Mission-Specific Goals

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.

Y - Goal Accomplished

Goal: All graduates will successfully complete 101, 201, 301 and 401 career readiness to teach the necessary skills to enter into career, college, and or community pathways upon graduation.

N - Goal Not Accomplished

Goal: Of Lumen Students with average daily attendance of 60% or greater, We will increase from 85% to 90% of students who will take and pass the Lumen Life Skills Attachment-based parenting course with a grade of 70% or higher each year.

N - Goal Not Accomplished

Goal: Of Lumen Students with average daily attendance of 60% or greater, 90% will create and make progress on their academic, social, emotional, and parenting goals set in their Individual Graduation Plans (IGPs).

Y - Goal Accomplished

Goal: Of Lumen Students with average daily attendance of 60% or greater, 75% will pass 100% of core academic subjects

N - Goal Not Accomplished

Goal: Of Lumen Students with average daily attendance of 60% or greater, 50% of all Lumen students will turn in final projects over all project cycles, compared to 25% the 23-24 school year.

Y – Goal Accomplished

Goal: Of Lumen Students with average daily attendance of 60% or greater, Students will grow one year (from fall to spring) or one semester (winter to spring) on the NWEA MAP assessment in reading and mathematics.

N/A – Outcome not specified

Goal: Lumen will provide Tier 1, Tier 2 and Tier 3 interventions to increase average daily attendance from 53% to 60%. We will see “chronically absent” students increase their daily attendance by 25% from the point in time of the community engagement board (CEB) to the point of time of the 10 week post CEB.

N - Goal Not Accomplished

Goal: 100% of students will have access to a high quality Early Learning Center with a Stars rating of 3 or higher.

Y – Goal Accomplished

Goal: Of the students who take the biannual SEL Kelvin survey 90% will report an average of 3.5 or higher in areas relating to sense of belonging.

Y – Goal Accomplished

Goal: Lumen will increase from 90% to 93% of students and parents surveyed in agreement that LHS is providing a high quality education to students, based on an annual survey administered to each stakeholder group.

Y – Goal Accomplished

Goal: The LHS board and staff will be committed to diversity, equity, and inclusion and at least a fourth of the Board and staff will reflect members from culturally diverse backgrounds.

Y – Goal Accomplished

5. Please provide financial performance information for each charter school operated during the 2024-2025 school/fiscal year.

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 financial performance indicator, data must be reported as:

- Absolute values, and
- 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).

Innovation Spokane Schools Financial Performance Framework
(from F-196 Report, 08/31/2025)

YEAR 9:	FY 24-25 VALUE	MEETS STANDARD?	RATING STANDARD
<i>NEAR-TERM MEASURES</i>			
1.a. Current Ratio	3.50	MEETS STANDARD	Current Ratio is greater than or equal to 1.1
1.b. Unrestricted Days Cash on Hand	119	MEETS STANDARD	60 Days Cash
1.c. Enrollment Variance	75.8%	DOES NOT MEET STANDARD	Enrollment Variance equals or exceeds 95%
1.d. Debt Default	Not Applicable	MEETS STANDARD	No evidence of default
<i>SUSTAINABILITY MEASURES</i>			
2.a. Total Margin	Current: -34.69% 3 Year: -3.52%	DOES NOT MEET STANDARD	Total Margin and Most Recent Year is positive
2.b. Debt to Asset Ratio	0.29	MEETS STANDARD	Debt to Asset Ratio is less than .90
2.c. Cash Flow	1 YR: -1,422,309 3 YR: -1,545,028	DOES NOT MEET STANDARD	Each Year and Multi-Year Cash Flow is Positive
2.d. Debt Service Coverage Ratio	-1.38	DOES NOT MEET STANDARD	Debt Service Coverage Ratio is equal to or exceeds 1.1

Lumen Public Schools Financial Performance Framework
(from F-196 Report, 08/31/2025)

YEAR 5:	FY 24-25 VALUE	MEETS STANDARD?	RATING STANDARD
<i>NEAR-TERM MEASURES</i>			
1.a. Current Ratio	38.61	MEETS STANDARD	Current Ratio is greater than or equal to 1.1
1.b. Unrestricted Days Cash on Hand	70	MEETS STANDARD	60 Days Cash
1.c. Enrollment Variance	102%	MEETS STANDARD	Enrollment Variance equals or exceeds 95%
1.d. Debt Default	Not Applicable	MEETS STANDARD	No evidence of default
<i>SUSTAINABILITY MEASURES</i>			
2.a. Total Margin	Current: -0.40% 3 Year: 6.11%	DOES NOT MEET STANDARD	Total Margin and Most Recent Year is positive
2.b. Debt to Asset Ratio	0.03	MEETS STANDARD	Debt to Asset Ratio is less than .90
2.c. Cash Flow	1 YR: -61,093 3 YR: 166,623	DOES NOT MEET STANDARD	Each Year and Multi-Year Cash Flow is Positive
2.d. Debt Service Coverage Ratio	0.91	DOES NOT MEET STANDARD	Debt Service Coverage Ratio is equal to or exceeds 1.1

6. Please create a table that provides the most recent publicly available information on the organizational performance and stewardship of the governing board of each charter school operated in 2024-2025.

Performance reported must be based on the indicators and measures of organizational performance and stewardship 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).

Innovation Spokane Schools Organizational Performance Framework

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
<i>EDUCATION PROGRAM</i>		
1.a. Implementing the material terms of the education program as defined in the current charter contract	MEETS STANDARD	
1.b. Complying with applicable education requirements	MEETS STANDARD	
1.c. Protecting the rights of students with disabilities	MEETS STANDARD	
1.d. Protecting the rights of English Language Learner (ELL) students	Not Sufficient EL Students for measurement	
<i>FINANCIAL MANAGEMENT AND OVERSIGHT</i>		
2.a. Meeting financial reporting and compliance requirements	DOES NOT MEET STANDARD	Issues compiling fund financial statements
2.b. Following Generally Accepted Accounting Principles (GAAP)	MEETS STANDARD	
<i>GOVERNANCE AND REPORTING</i>		
3.a. Compliance with governance requirement by the school governing board	MEETS STANDARD	
3.b. Accountability of the school management team held by the school governing board	MEETS STANDARD	
3.c. Compliance with reporting requirements	DOES NOT MEET STANDARD	Issues with special education reporting compliance
<i>STUDENT AND EMPLOYEE RIGHTS AND REQUIREMENTS</i>		

4.a. Protecting the rights of all students	MEETS STANDARD	
4.b. Meeting recurrent enrollment requirements	MEETS STANDARD	
4.c. Meeting teacher and other staff credentialing requirements	MEETS STANDARD	
4.d. Respecting employee rights	MEETS STANDARD	
4.e. Completing required background checks	MEETS STANDARD	
<i>SCHOOL ENVIRONMENT</i>		
5.a. Complying with facilities and transportation requirements	MEETS STANDARD	
5.b. Complying with health and safety requirements	MEETS STANDARD	
5.c. Handling information appropriately	MEETS STANDARD	
<i>ADDITIONAL OBLIGATIONS</i>		
6.a. Complying with all other obligations	Not Applicable	

Lumen Public Schools Organizational Performance Framework

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
<i>EDUCATION PROGRAM</i>		
1.a. Implementing the material terms of the education program as defined in the current charter contract	MEETS STANDARD	
1.b. Complying with applicable education requirements	MEETS STANDARD	
1.c. Protecting the rights of students with disabilities	MEETS STANDARD	
1.d. Protecting the rights of English Language Learner (ELL) students	Not Sufficient EL Students for measurement	
<i>FINANCIAL MANAGEMENT AND OVERSIGHT</i>		
2.a. Meeting financial reporting and compliance requirements	MEETS STANDARD	
2.b. Following Generally Accepted Accounting Principles (GAAP)	MEETS STANDARD	
<i>GOVERNANCE AND REPORTING</i>		

3.a. Compliance with governance requirement by the school governing board	MEETS STANDARD	
3.b. Accountability of the school management team held by the school governing board	MEETS STANDARD	
3.c. Compliance with reporting requirements	MEETS STANDARD	
<i>STUDENT AND EMPLOYEE RIGHTS AND REQUIREMENTS</i>		
4.a. Protecting the rights of all students	MEETS STANDARD	
4.b. Meeting recurrent enrollment requirements	MEETS STANDARD	
4.c. Meeting teacher and other staff credentialing requirements	MEETS STANDARD	
4.d. Respecting employee rights	MEETS STANDARD	
4.e. Completing required background checks	MEETS STANDARD	
<i>SCHOOL ENVIRONMENT</i>		
5.a. Complying with facilities and transportation requirements	MEETS STANDARD	
5.b. Complying with health and safety requirements	MEETS STANDARD	
5.c. Handling information appropriately	MEETS STANDARD	
<i>ADDITIONAL OBLIGATIONS</i>		
6.a. Complying with all other obligations	Not Applicable	

7. Please provide operating costs and expenses for the 2024-2025 school/fiscal year that were specifically attributable to fulfilling the responsibilities of a charter authorizer under RCW 28A.710.100.

Operating costs and expenses should:

- Be detailed in annual audited financial statements that conform with generally accepted accounting principles and
- Include any applicable reporting and accounting requirements of the Office of the Superintendent of Public Instruction.

Revenue Source	Expenditure Description	Cost
Charter Authorizer Fees	Administrator salary	\$116,766
Charter Authorizer Fees	Online software annual fee, Supplies, Legal services, Indirect costs	\$6,737
Charter Authorizer Fees	Fiscal staff salary	\$62,972
Charter Authorizer Fees	Professional Development and Dues*	\$5,143
	Total Expenditures	\$191,618

8. Please provide a list of any contracted, fee-based services purchased during the 2024-2025 school/fiscal year by the authorized charter schools.

Please include for each charter school:

- An itemized accounting of the revenue received from the schools for the services provided and
- An estimate of the actual costs to the provider of providing these services.

Spokane Public Schools did not contract any fee-based services with either Innovation Spokane Schools or Lumen Charter High School during the 2024-25 school year.

9. 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 Chapter 28A.710 RCW.

This includes 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))

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 (APF) that was not applicable. In addition, WISF data is not generally available until after the SBE report is due each January for both schools. The National Association of Charter School Authorizers (NACSA), the source of Washington's charter frameworks, has published [2023 NACSA Guide to Performance Frameworks](#) that includes new approaches for the APF indicators. SPS has updated the APF for both schools to include NWEA Measure of Academic Progress increasing Authorizer oversight metrics to include a student growth measure.