



Spokane Public Schools  
*excellence for everyone*

LUMEN HIGH SCHOOL  
**CHARTER SCHOOL**  
**ANNUAL**  
**PERFORMANCE**  
**REPORT** 2021-22



**Lumen**  
HIGH SCHOOL

# ANNUAL PERFORMANCE REPORT FOR LUMEN CHARTER SCHOOL

## **Introduction**

Every year, Spokane Public Schools produces an Annual Performance Report for each charter school it oversees, for use by the school and other stakeholders. The report summarizes the school's academic performance, organizational performance (including legal compliance), and financial health and sustainability, according to the most recent data available for the year in review. The Annual Performance Report also provides an overview of the charter school's enrollment demographics for the year reviewed.

Spokane Public Schools is committed to promoting high-quality education for public school students in Spokane. This Annual Performance Report is produced in order to:

- Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
- Provide information that enables the community and the public to understand the school's performance, including its fulfillment of public obligations.

# LUMEN CHARTER SCHOOL PERFORMANCE SUMMARY 2021-22

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	The school is performing great and exceeding expectations for performance.
Meets Standard	The school is performing well and meeting expectations for performance.
Does Not Meet Standard	The school is performing at a level below the expectation for performance.
Falls Far Below Standard	The school is performing at a level far below the expectation for performance.

INDICATORS AND MEASURES	MEETS STANDARD?
<b>ACADEMIC PERFORMANCE 2021-22</b>	
State and Federal Accountability	N/A 2021-2022 (Incomplete assessment data)
Geographic Comparisons	N/A 2021-2022 (Incomplete assessment data)
Comparison to Schools Serving Similar Students	DOES NOT MEET STANDARD
School-Specific Goals	MEETS STANDARD
Overall Academic Performance Framework Score	N/A 2021-2022 (Insufficient data to evaluate)
<b>FINANCIAL PERFORMANCE 2021-22</b>	
Near-Term Financial Health	MEETS STANDARD
Financial Sustainability	MEETS STANDARD
<b>ORGANIZATIONAL PERFORMANCE 2021-22</b>	
Education Program Compliance (including services for special populations)	MEETS STANDARD
Financial Management and Oversight	MEETS STANDARD
Governance and Reporting	MEETS STANDARD
Students, Parents, and Employee Rights and Requirements	MEETS STANDARD
School Environment	MEETS STANDARD
Additional Obligations (if applicable)	N/A

## SCHOOL OVERVIEW

<i>SCHOOL NAME</i>	Lumen Charter School
<i>GRADES SERVED</i>	9,10,11, and 12
<i>SCHOOL ADDRESS</i>	718 W Riverside Ave Spokane, WA 99201
<i>SCHOOL CONTACT INFORMATION</i>	Shauna Edwards <a href="mailto:sedwards@lumenhighschool.org">sedwards@lumenhighschool.org</a> 509.606.7888
<i>SCHOOL WEBSITE</i>	<a href="http://www.lumenhighschool.org">www.lumenhighschool.org</a>
<i>NEIGHBORHOOD LOCATION</i>	Downtown Spokane
<i>AREAS SERVED</i>	Spokane and Vicinity
<i>LEADERSHIP 2021-22</i>	Board Chair: Jene Ray Executive Director: Shauna Edwards Principal: Melissa Pettey Director of Operations & Finance: Jared Schatz
<i>SCHOOL MISSION</i>	Lumen High School is a public charter school committed to elevating the lives of teen parents by providing high academic standards in conjunction with a specialized, onsite child development center. LHS parents are empowered by a passionate staff, as well as, a strategically designed curriculum in order to help them achieve their full potential. Students will gain essential skills needed in order to raise healthy children and receive appropriate coursework needed to graduate prepared for contribution to their community, as well as, advancement into higher education and future careers.
<i>TOTAL STUDENT ENROLLMENT IN 2021-22</i>	39

## Enrollment by Student Demographics

(Number of students enrolled at the beginning of the school year, sorted by demographics)

<b>Subgroup (October 2021)</b>	<b>Lumen</b>	
	<b>Enrollment</b>	<b>% of Total Enrollment</b>
<b><i>Gender</i></b>		
Female	31	79.5%
Gender X	0	0%
Male	8	20.5%
<b><i>Race/Ethnicity</i></b>		
American Indian/Alaskan Native	3	7.7%
Asian	1	2.6%
Black/African American	3	7.7%
Hispanic/Latino of any race (s)	3	7.7%
Native Hawaiian / Other Pacific Islander	1	2.6%
Two or More Races	6	15.4%
White	22	56.4%
<b><i>Special Programs</i></b>		
English Learners	0	0%
Low Income	37	94.9%
Homeless	3	7.7%
Migrant	0	0%
Military Parent	0	0%
Mobile	10	25.6%
Section 504	2	5.1%
Students with Disabilities	7	17.9%

## I. ACADEMIC PERFORMANCE

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?	INDICATOR RATING
<b>STATE AND FEDERAL ACCOUNTABILITY</b>		
<b>1a.1. All Students Framework score</b> 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.	<b>N/A 2021-2022</b> (Insufficient sample size)	<b>N/A of 50 possible points</b>
<b>1a.2. Subgroup Framework score</b> The Washington School Improvement Framework (WISF) scores for each applicable subgroup applied to the charter methodology rubric and averaged for a final rubric score.	<b>N/A 2021-2022</b> (Insufficient sample size)	
<b>GEOGRAPHIC COMPARISONS</b>		
<b>2a.1. Proficiency comparison to district</b> 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.  <b>Charter Average Proficiency: 10.0%</b> <b>Comparison Average Proficiency: 40.8%</b>	<b>FALLS FAR BELOW STANDARD</b>	<b>N/A of 20 possible points</b>
<b>2a.2. Subgroup Proficiency</b> 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.  <b>Charter Subgroup Average Proficiency: 10.0%</b> <b>Comparison Subgroup Average Proficiency: 28.0%</b>	<b>FALLS FAR BELOW STANDARD</b>	
<b>2c.1. Graduation Rate comparison to district</b> 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.  <b>Charter Grad Rate: 60.0%</b> <b>Comparison Grad Rate: 90.2%</b>	<b>FALLS FAR BELOW STANDARD</b>	
<b>2c.2. Subgroup Graduation Rate</b> 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.  <b>Charter Subgroup Average Grad Rate: 66.7%</b> <b>Comparison Subgroup Average Grad Rate: 90.6%</b>	<b>FALLS FAR BELOW STANDARD</b>	

<p><b>2d.1. EL Progress comparison to district</b>  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>N/A 2021-2022  (Insufficient sample size)</p>	
<p><b>2d.2. Subgroup EL Progress comparison to district</b>  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>N/A 2021-2022  (Insufficient sample size)</p>	
<p><b>2e.1. Regular Attendance comparison to district</b>  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;"><b>Charter Average Regular Attendance: 46.2%</b>  <b>Comparison Average Regular Attendance: 72.2%</b></p>	<p>FALLS FAR BELOW STANDARD</p>	
<p><b>2e.2. Subgroup Regular Attendance comparison to district</b>  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;"><b>Charter Subgroup Average Regular Attendance: 46.9%</b>  <b>Comparison Subgroup Average Regular Attendance: 70.9%</b></p>	<p>FALLS FAR BELOW STANDARD</p>	
<p><b>2f.1. 9th Graders on Track Comparison to district</b>  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 9<sup>th</sup> grade on track rate is compared against the resident district and applied to the charter methodology rubric.</p>	<p>N/A 2021-2022  (Insufficient sample size)</p>	
<p><b>2f.2. Subgroup 9th Graders on Track</b>  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>N/A 2021-2022  (Insufficient sample size)</p>	
<p><b>2g.1. Dual Credit Comparison to district</b>  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.</p> <p style="text-align: center;"><b>Charter Dual Credit Enrollment: 7%</b>  <b>Comparison Dual Credit Enrollment: 48%</b></p>	<p>FALLS FAR BELOW STANDARD</p>	

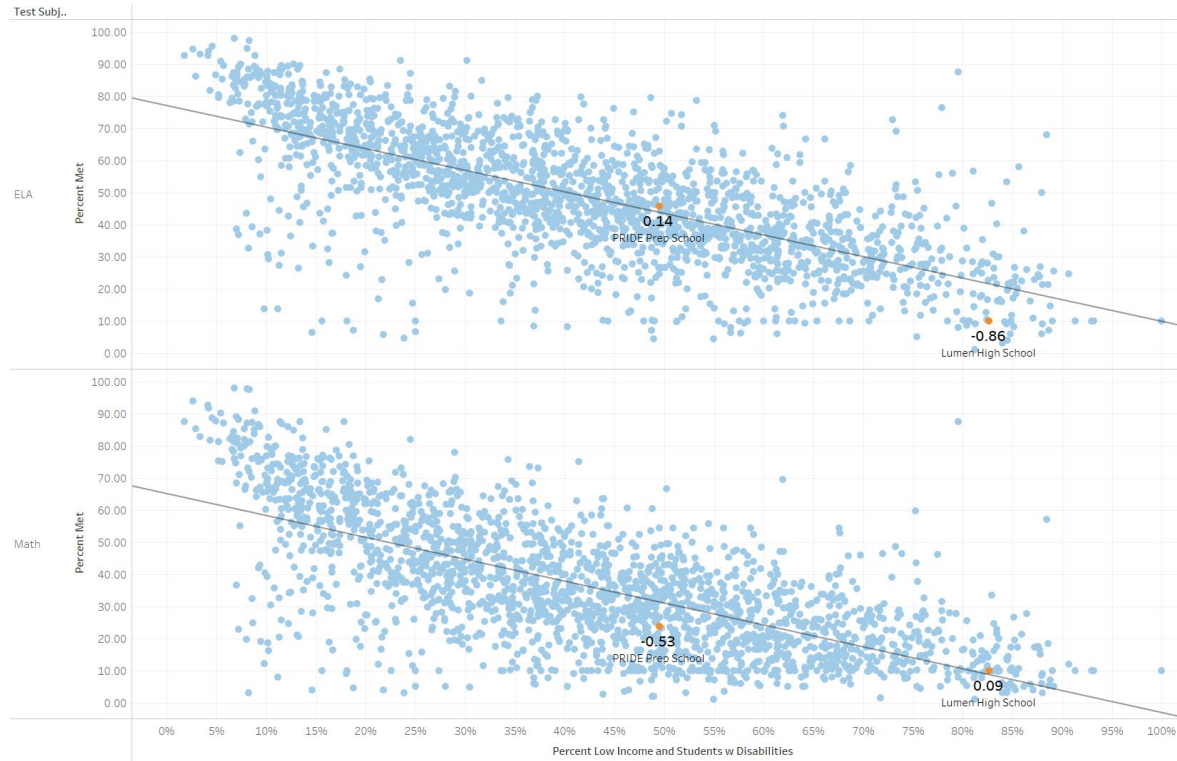
<p><b>2g.2. Subgroup Dual Credit Comparison to district</b>  The Dual Credit rate (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score.  <b>Charter Subgroup Average Dual Credit Enrollment: 9.5%</b>  <b>Comparison Subgroup Average Dual Credit Enrollment: 47%</b></p>	<b>FALLS FAR BELOW STANDARD</b>	
<b>COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS</b>		
<p><b>3a. Proficiency comparison to schools statewide serving similar students</b> <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.  <b>Charter Average Proficiency: 10%</b>  <b>Average Expected Proficiency: 15.8%</b></p>	<b>DOES NOT MEET STANDARD</b>	<b>7.5 of 15 possible points</b>
<p><b>3b. Graduation Rate comparison to schools statewide serving similar students</b> <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.  <b>Charter Average Proficiency: 60%</b>  <b>Average Expected Proficiency: 60.1%</b></p>	<b>DOES NOT MEET STANDARD</b>	
<b>SCHOOL-SPECIFIC GOALS</b>		
<p><b>4. Mission-Specific Academic Goal(s)</b> <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.</p>	<b>MEETS STANDARD</b>	<b>12.5 of 15 possible points</b>
<b>OVERALL ACADEMIC FRAMEWORK SCORE</b>		
<b>Tier Level = N/A</b>	<b>N/A 2021-2022</b> (Insufficient data to evaluate)	<b>N/A of 100 possible points</b>

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



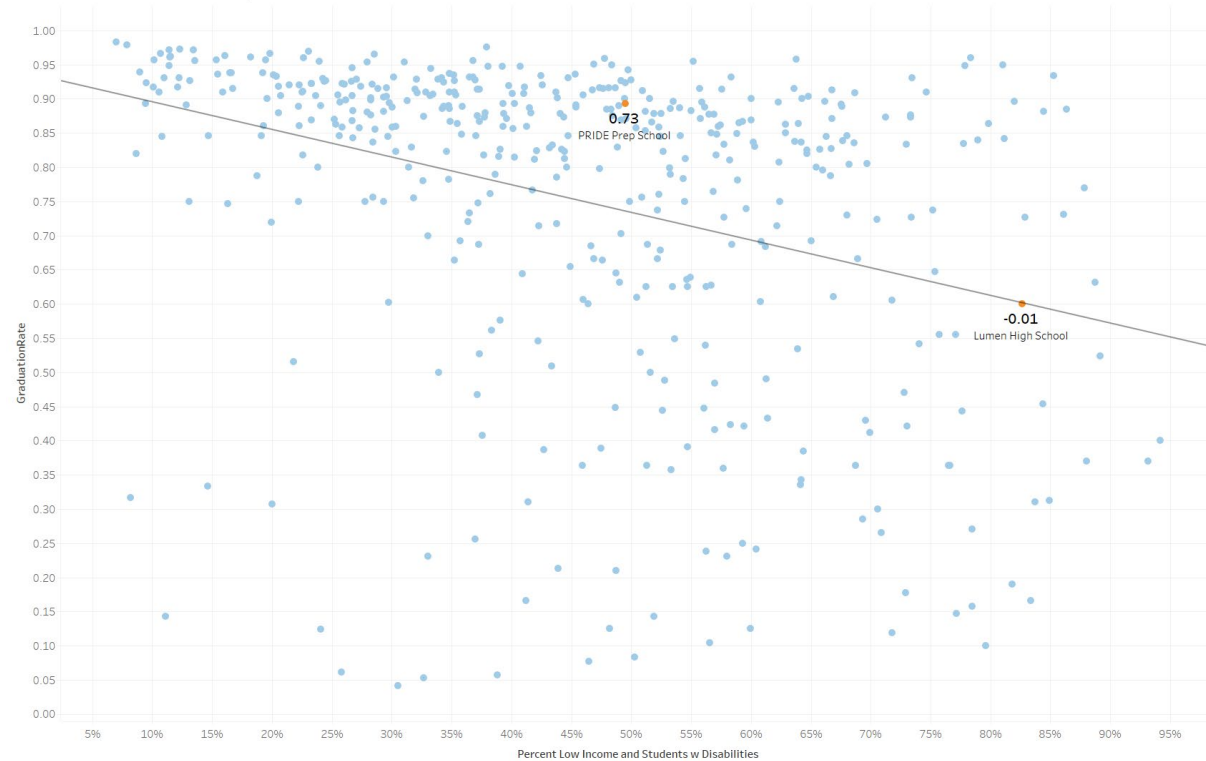
**Figure A:** Indicator 3a – Proficiency compared to similar FR and Students with Disabilities – 2021-2022

Indicator 3a - Proficiency compared to similar FR and Students with Disabilities



**Figure B:** Indicator 3b – Graduation Rate compared to similar FR and Students with Disabilities – 2021-2022

Indicator 3b - 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.

**X Goal Accomplished**

**Goal:** 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:** 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:** 75% will pass 100% of core academic subjects.

**X Goal Accomplished**

**Goal:** By the last student exhibition, students will have grown at least one area on the deeper learning rubric.

**X Goal Accomplished**

**Goal:** 50% of students will show growth from beginning of year to end of year on the NWEA MAP assessment.

**X Goal Not Accomplished**

## II. FINANCIAL PERFORMANCE

This section provides an overview of the school’s performance in the year reviewed, and a view of recent historical trends, on financial measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract. These measures provide information about the school’s financial health and sustainability. See [Financial Performance Framework](#) for rubric details.

### *Near-Term Measures*

- **Current Ratio** measures a school’s ability to pay its obligations over the next 12 months (calculated as the ratio of short-term assets to short-term liabilities).
- **Unrestricted Days Cash on Hand** indicates how many days the school could operate without receiving additional funding (calculated as the school’s total cash divided by the average daily cost to operate the school).
- **Enrollment Variance** shows how well the school is meeting its enrollment projections (calculated as actual enrollment divided by enrollment projection in the school’s board-approved budget).
- **Debt Default** indicates whether a school is meeting its debt obligations or covenants.

### Sustainability Measures

- **Total Margin** measures a school’s revenues compared to its expenses—i.e., did the school operate at a surplus or deficit in the given time period?
- **Debt to Asset Ratio** compares the school’s financial liabilities to its assets.
- **Cash Flow** indicates the trend in the school’s cash balance over a period of time (similar to Days Cash on Hand, but indicating long-term vs. near-term sustainability).
- **Debt Service Coverage Ratio** – measures whether a school generated sufficient net revenues to pay principal and interest due on debt and/or on lease obligations.

YEAR 2: 2021-22	FY 21-22 VALUE	MEETS STANDARD?	RATING STANDARD
<i>NEAR-TERM MEASURES</i>			
1.a. Current Ratio	6.18	MEETS STANDARD	Current Ratio is greater than or equal to 1.0
1.b. Unrestricted Days Cash on Hand	169	MEETS STANDARD	60 Days Cash
1.c. Enrollment Variance	61%	DOES NOT MEET STANDARD	Enrollment Variance equals or exceeds 95%
1.d. Debt Default	N/A	MEETS STANDARD	No evidence of default
<i>SUSTAINABILITY MEASURES</i>			
2.a. Total Margin	Current: 15.11% 3 Year: N/A	MEETS STANDARD	Total Margin and Most Recent Year is positive
2.b. Debt to Asset Ratio	0.66	MEETS STANDARD	Debt to Asset Ratio is less than .90
2.c. Cash Flow	\$443,899.41 N/A -	MEETS STANDARD	Each Year and Multi-Year Cash Flow is Positive
2.d. Debt Service Coverage Ratio	1.27	MEETS STANDARD	Debt Service Coverage Ratio is equal to or exceeds 1.1

### III. ORGANIZATIONAL PERFORMANCE

Charter schools are required to meet certain regulatory requirements and responsibilities as established by applicable state and federal law and their charter contracts. This section reports the school’s overall performance in the year reviewed in fulfilling legal requirements and fiduciary/public stewardship responsibilities, and other measures relevant to organizational health and performance. See [Organizational Performance Framework](#) for more details.

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	N/A	
<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	N/A	