

CHARTER SCHOOL RENEWAL APPLICATION GUIDELINES

Renewal Application Cover

Section A: School Information			
Name of School:	PRIDE Schools; PRIDE Prep Middle School, Innovation High School		
Current Grades Enrolled:	6-12	Proposed Grades Service for Next Charter Term:	6-12
School District:	PRIDE Prep Charter School	Neighborhood/Community:	East Central
Phone Number:	day 509.309.7680	evening	509.309.7680
Email:	info@prideschools.org or paige@prideschools.org		
Website Address:	prideschools.org		
Street Address:	811 E Sprague Ave		
Name of Non-Profit that holds the charter:	PRIDE Prep Charter School District		
School's Initial Open Date:	2015	Contracted Education Service Provider (EMO, CMO, Other):	

Section B: Primary Contact Person			
Name:	Paige Albrecht	Position:	CEO
Address	5721 N Hemlock St		
Mobile Phone:	509-386-9260	Alternate Phone:	509-309-7680 ext. 1046
Email:	paige@prideschools.org	Current Employer:	PRIDE Schools

Section C: Dates			
Date this Application approved by school's governing board	October 5, 2023	Date Application submitted to authorizer	October 6, 2023

Ashley Erickson
Ashley Erickson (Oct 6, 2023 10:53 PDT)

Board Chair's Signature

Paige Albrecht

School Director's Signature

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I. ENROLLMENT AND DEMOGRAPHIC INFORMATION (TABLE A)

Table A – Current Year Enrollment and Demographic Information

Enrollment	
# of Students Enrolled	454
# of Students on Waiting List	0
Sex	
# Male	229
# Female	225
Ethnicity/Race	
# American Indian/Alaskan Native	8
# Asian	5
# Black	12
# Hispanic	7
# Native Hawaiian/Other Pacific Islander	0
# White	360
# Two or More Races	62
Special Populations	
# Students with Disabilities	96
# English Language Learners	0
# Eligible for Free/Reduced Lunch	All students--CEP Program
# Highly Capable Students	25

II. EXECUTIVE SUMMARY

PRIDE Schools consist of two schools, Innovation High School and PRIDE Prep Middle School that share a mission and vision to honor the diversity and capacity of people through innovative education design. Our students are inspired to create, innovate, and challenge the status quo in a world that demands better designed systems, new solutions and increased communication. We have four educational program terms: project based learning, global citizenship, relationship-based learning, and interdisciplinary units. We believe that project based learning is a pathway to authentic audiences and allows our students to engage in meaningful assessment and reflection. At PRIDE Schools, we believe that helping our students become global citizens to ensure that they engage in forward thinking and allow conversations about multiple perspectives. This opens the door for our students to take action in our direct community, state, country and world. Our teachers are relational and work diligently on becoming the best mentor to students that they can be. Our advisory periods allow staff to provide meaningful relationships and focus on social-emotional learning goals. Restorative practices are used to ensure that we are building a community with one another. Staff members use interdisciplinary instruction and projects to support weaving multiple content areas into student learning experiences. Students are engaged in several content areas at a time depending on what course they are enrolled in.

PRIDE Schools is continuing to grow our connections in the community. Several of our biggest connections would be Pacific Education Institute (PEI). We are connected through several of our vocational/CTE courses and field experiences that our students participate in. We partner with several non-profit organizations in our community, which allow our students to experience different avenues of education and careers. Our students are connected to surrounding colleges and universities, and are represented in over seven different states after graduation.

There have been several changes to our leadership and governance team within the last year. During the 22-23 school year, Ashley Erickson was promoted to Board Chair, while Ian Field moved to become an advisor to the board. The Founder and Superintendent stepped down during the Summer of 2023, and the Board of Directors hired Paige Albrecht, previously the Chief Operations Manager during the 22-23 school year, to become the CEO. The Board of Directors and CEO hired a 6-12 certificated Principal that brought over 15 years of educational experience. As a collective, the board and administration will continue to grow in the coming years and identify areas of needed improvement. The original staff members set a phenomenal foundation for alternative learning that the current administration and board are pleased to continue and add improvements to the work.

III. LOOKING BACK: The Record of Performance

PRIDE Schools has previously discussed and addressed the impact that indicator one (State Accountability System) and two (Geographic Comparisons) have on our academic performance framework report. If there is any additional information needed, we are happy to provide that. PRIDE made reporting mistakes back in the 2018-19 school year regarding the graduating year of the then current freshman. The WISF report will continue to reflect this error for the next three years. PRIDE has worked diligently with the state to ensure the corrections that were within the correction time window were made. Until we get our correct graduation rate reported for the coming years, our incorrect WISF score will continue to impact our academic frameworks results. The authorization team is aware and partnering with us to find the correct calculation that will accurately depict what is current.

Referencing measure 2e.1, our attendance rate has gone up, to 82% district wide. This is an area of improvement for PRIDE and we will continue to add measures to monitor the continued growth. Within the 2022-23 school year PRIDE implemented an attendance committee that meets twice a month, after school activities to promote and encourage attendance in school and advisory competitions. These efforts have been carried to the 23-24 school year, and will continue to be monitored to ensure success rates and adequate attendance rates.

Since the 2021-22 school year, PRIDE Schools Special Education Department has implemented a yearly calendar for compliance reporting which ensures timely reports to OSPI. In the FY 2022 report provided by SPS, Organizational frameworks 1.c. PRIDE fell into the “did not meet standard” category, due to late reporting. This has since been addressed and will continue to be monitored.

Discussed later in the application, PRIDE Schools enrollment has decreased each year following COVID-19. This is something that is monitored closely and will continue to largely impact our staffing and budget awareness, until we are able to maintain enrollment numbers and continue to improve systems for students.

IV. LOOKING BACK: Academic Performance

As mentioned previously, PRIDE's state reporting was inaccurate and though efforts were made to correct errors, only a portion of the errors were corrected. The PRIDE team worked with the state to change the errors but there was a portion that was out of the correction time window; these errors will continue to affect our WISF report score. This has caused our 2021-22 academic performance to fall into the "far below standard" category, and will continue to impact our WISF score for the next three years. As we progress forward with accurate reporting, this score will continue to be monitored for accuracy and will continue to improve over time with the correct submissions.

After reviewing PRIDE's 2021-22 data, administration decided to implement additional math and reading interventions to increase learning and see positive test score growth. During the 2022-23 school year, the efforts of PRIDE staff are showing through SBAC data and NWEA MAP data. One example used from SBAC results would be the 6th grade class statistics shows: Low-income students outperformed their state peers in ELA with a proficiency rate of 39.3% compared to 30.5% statewide. Low-income students outperformed their state peers in Math with a proficiency rate of 28.6% compared to 21% statewide. Another statistic that is referenced in our response to the Performance Report from August 2023, is the improvements that were made from Fall 2022 to Spring 2023 in MAP testing results (See images 1 & 2).

Moving forward into the 23-24 school year, PRIDE Prep Middle School has implemented a daily class, Power Hour. During this time students are spending time setting SMART Goals based on their MAP testing results, working with Dreambox for Math intervention, and working with Lexia for ELA intervention. This class period is in addition to their regular math and ELA courses. While most of our students are working with these two platforms, our highly capable students are engaged in acceleration work during this time. In addition to our Middle School schedule adjustments for intervention, the 9th and 10th graders who are performing below grade level are also receiving additional math and reading support, through Lexia and Dreambox, twice per week during their advisory class.

While we will continue interventions for Math and English Language Arts, we are happy to see the positive results of the implementation that was put into place during the 22-23 school year. While working with our authorizing team, we have established more clear performance targets that are focused on student growth as a district. There is plenty of room for improvement, which we will continue to set goals and monitor.

V. LOOKING BACK: Financial Performance

Pride assures that all liabilities are current - all loans are current, all taxes have been paid, all invoices for employee benefits have been paid, all vendors are current and all rent payments have been made.

Pride also has confidence that all future liabilities will be met as we strive to keep 90days of cash on hand when budgeting (minimum cash on hand will always remain 60 days). Pride has committed to cutting costs if enrollment does not recover.

According to the Financial Performance report from FY 22, the one section that fell into the “does not meet standard” was 1.c Enrollment Variance. As we navigate post pandemic, this is one of the most important topics of every budget conversation. As Spokane County sees declining enrollment percentages in Middle and High Schools, we are monitoring the statistics and outcomes regularly. Enrollment is the main driver of our revenue and will continue to be a topic of conversation and adjustment.

All other areas of analysis did meet standard and we foresee that continuing as we monitor and adjust our annual and 5 year projected budgets.

VI. LOOKING BACK: Organizational Performance

As referenced above, PRIDE Schools Special Education Department has implemented a yearly calendar for compliance reporting which ensures timely reports to OSPI to ensure we are protecting the rights of students with disabilities . In the FY 2022 report provided by SPS, Organizational frameworks 1.c. classified as “did not meet standard,” due to late reporting. This has since been addressed and will continue to be monitored by the Special Education Director, Principal, and CEO.

In reference to the Organizational Framework 4.b., PRIDE has lower enrollment than previously expected. Again, this is a category that receives ample attention from the CEO, CFO team, and the Board of Directors. This is an ongoing conversation and will continue to be reflected in financial choices as the school continues to see enrollment variance. We have adjusted our projected enrollment numbers to fit a more realistic view in the coming years, and we will continue to monitor enrollment closely.

VII. LOOKING TO THE FUTURE

PRIDE Schools will continue to undergo developmental changes in the next two to four years. With the change in administration during the Summer of 2023, there were areas identified that were in progress of improvement and areas that will have continued improvement efforts. To begin, operationally, we have implemented regular internal audits and internal controls with our governing board. This has allowed the board to assure the correct operational tasks are being completed correctly each year. Operational staff have received additional training and guidance since the 2021-22 school year.

As previously discussed, reporting has been an area of needed improvement for PRIDE Schools. This has been addressed, and corrected internally. As we progress through the next three years, we will still continue to be affected by the incorrectly reported numbers that appear in the WISF report, however, all steps to ensure that does not happen again have been taken. This will continue to affect our score for 1a.1 and 1a.2 in our academic performance framework.

Additionally, both PRIDE Prep and Innovation have implemented after school programs that encourage engagement and improved attendance. During the 22-23 school year, our weighted district attendance rate was 82%, which was a large increase from the previous year that was recorded at 38.2%. PRIDE's attendance committee meets bi weekly and has implemented different steps along the way to try and best support our students that are suffering from truancy.

Implemented in the 2023-24 school year, grades 6-10 moved away from the International Baccalaureate Middle Years Program (IB MYP), while we are continuing to offer the IB Diploma Programme (IB DP) to our 11th and 12th graders. This allowed for additional curriculum adoption to occur in grades 6-10. Our staff are now using SpringBoard, Carolina, OpenUp Resources, Illustrative Math and Dreambox and Lexia for Intervention. Dreambox was initially adopted in the 22-23 school year and used throughout the year to support our math intervention in the Middle School. According to our NWEA Map test results found in images 1 and 2 below, we decided to move the intervention from 6-8, to 6-10 as we continue to see positive results from ongoing use of DreamBox.

In addition to our curriculum changes, we are closely monitoring our students that receive accommodations and modifications during their school day. As of September 2023, we currently have over 30% of our students that are either served by an IEP or 504. As we look at running a full inclusion program, this does begin to present challenges for our general education teachers. We are working closely with our staff to best support our students and teachers with a push in model provided by Special Education Staff and Instructional Assistants.

The Board of Directors is working on several areas of implementation within the next few years. One area is the continued growth within the board, the hope is that we begin to have an

application process and fill certain positions prior to people rolling off after their term has concluded. In addition to the growth plan, the board will begin implementing committees that meet to ensure each area of our framework and strategic plan are discussed and improved on a regular basis.

As we approach the ESSER cliff, lower county kindergarten enrollment and lower incoming 6th grade sizes, the administration and Board of Directors are dedicated to ensuring the progression of the overall district budget to ensure those changes are taken into account.

VIII. SUMMARY OF CHANGES IN EACH CATEGORY

Education Plan

Substantial changes occurred prior to the 23-24 school year beginning regarding curriculum adoption, bell schedule changes and intervention periods added. Moving forward we plan to research new options for Project Based Learning and continue to grow out our elective programs to ensure we offer high level instruction while offering a hands on approach to learning. During the 23-24 school year, staff will continue to become invested in the new curriculum and work together to properly implement the changes.

Organizational Plan

Student Recruitment and Enrollment--The financial team is preparing different scenarios of how PRIDE may operate on a smaller budget due to the decline in enrollment. This is an ongoing analysis that will have regular updates and solutions.

Staffing and Human Resources--This will continue to change based on enrollment numbers and student/staff needs.

Management and Operation --After the large leadership movement that occurred prior to the 23-24 school year, there will be no planned movement in the management and operations of PRIDE Schools for several years.

Governance Plan

Governing Board Composition--The board plans to add at least 3 additional voting members during the 23-24 school year, and grow our non-voting member pool from zero to 1-2 during the 23-24 school year.

Business and Financial Services

Budget--Budget discussions are ongoing and will depend on our overall revenue based on apportionment and possible levy equalization funds.

Financial Management--At this time there is no plan to make any substantial changes to our financial management team.

Facilities--*The PRIDE team plans to market the GL Hall space to allow for the facilities to be rented out on a more regular basis, to bring in supplemental revenue to counteract the lower enrollment rates. Marketing the space will begin in October of 2023 and continue throughout the years to come.*

Transportation--*PRIDE's current contract with Harlow's bussing company is up in 2024. The team is exploring other options and taking bids to the board of directors early 2024 to ensure the correct decision is made for the 24-25 school year.*

Food Service--*PRIDE qualified for the CEP Program beginning in the 23-24 school year. This is a several year program that our students will continue to benefit from. Our participation in school lunch programs has vastly increased since being in the CEP program, and we will continue to provide documentation to ensure that program can continue.*

Education Service Providers--*As our Special Education population continues to rise, the administration at PRIDE is looking into different options for contracted services and in person services. This will begin being a conversation between administration and the budget team, during the early months of 2024, with possible action taken for the 24-25 school year.*

Exhibit A Turnover Information

Student Enrollment and Turnover

Please complete the Student Turnover table below. List the following information for each year of the current charter period: the number of students and the number of departures of students during and at the end of each school year. Provide a brief explanation of student departures.

	2022 - 2023	2021 - 2022	2020 - 2021	2019 - 2020
Enrollment (Oct. 1 st)	492	646	702	550
Number of Departures	106	231	15	104
Departures during school year	65	114	15	41
Departures at end of school year	41	117	0	63

Explanation of Student Turnover
<p>Student turnover has been affected by several different things, one large impact was COVID-19. After COVID, PRIDE has gone back towards our roots of how to best support students in an alternative setting to allow for a unique approach to learning.</p> <p>After returning to school with a hybrid model for the 2020-21 school year, students were able to spend some time in the building, which drew a large number of students to enroll and stay during that year. Once our building was back to complete in person, students who had enrolled during COVID decided that they wanted to go back to their home school, their parents moved out of the town, or they enrolled in online or homeschool programs. Which caused a large exit during the 21-22 school year.</p> <p>At the beginning of every year, new students take between 1-3 months to really understand if this is the best fit for their learning style. During that time, we have students enroll and withdraw. One data point that we have identified is that our High School stays steady with consistent enrollment, while our middle school fluctuates more throughout the year. We have identified several contributing factors, but the one main factor was programming. Now that we have implemented the current curriculum and programming, this should improve that data point.</p>

Staffing and Staff Turnover

Please Complete the Staffing and Staff Turnover table below. List the following information for each year of the current charter period: the number of administrators, teachers, and other staff (actual number and FTE) and the number of departures of administrators, teachers, and other staff during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

	2022 - 2023	2021 - 2022	2020 - 2021	2019 - 2020
Administrators				
Number and FTEs	4	4	5	5
Departures during school year	0	0	0	0
Departures at end of school year	2	1	1	1
Teachers				
Number and FTEs	33.8	40	40	39
Departures during school year	3	1	3	3
Departures at end of school year	8	9	15	6
Other Staff				
Number and FTEs	15 (14 FTE)	15	15	18
Departures during school year	3	1	1	0
Departures at end of school year	4	3	5	3

Explanation of Staff Turnover
<p>Staff turnover has been largely related to two things:</p> <ol style="list-style-type: none"> 1. Programming changes related to IB and classroom curriculum 2. Staff relocating to a new area and finding work in closer districts after COVID-19 3. Career changes for teachers following COVID-19 4. Necessary Budget cuts due to enrollment <p>Moving into the 23-24 school year, we have less staff and projection for turnover rate that is going to continue to drop. Staff are involved in productive professional development teams and are able to get continuous support regarding staff classroom needs. We are projecting that the staff turnover rate for the 23-24 school year will be much lower than historically depending on enrollment movements.</p>

Governing Board Membership and Turnover

Please complete the Governing Board Turnover table below. List the number of board members joining and leaving the board in each school year of the current charter period.

School Year	Total Membership	Members Joining	Members Departing
2022 - 2023	5	3	2
2021 - 2022	6	0	1
2020 - 2021	6	2	1
2019 - 2020	6	1	2

Explanation of Board Member Turnover
Board member turnover was due to outside obligations for each member, not allowing them to participate in board activities and meetings. Board chair movement was due to a term ending. The previous Chair is an active advisor to the board. Board recruitment is always one of the top priorities of the trustees. This is an ongoing discussion item.

**Exhibit B
Renewal Budget**

Please see attached spreadsheet

Exhibit C ESSER Analysis

Please complete the table and narrative below to describe how ESSER funding was used and what ESSER funded activities will be discontinued or continued with another funding source. What is the plan to continue to serve students with activities that were previously funded with ESSER dollars?

ESSER Funded Activities	2020 – 2023 Prior Years Total <i>Actual</i>	2023 – 2024 <i>Planned</i>	2024 – 2025 Funding Source or Discontinued
Staffing costs	\$1.2M	\$550k	General funds / Discontinued
Tech software & hardware & internet	\$303k	\$150k	General funds / Discontinued
Janitorial & cleaning expenses	\$49k	\$40k	General funds / Discontinued
Furniture	\$48k	\$40k	General funds / Discontinued
Instructional software	\$64k	\$40k	General funds / Discontinued
Classroom supplies	\$96k	\$60k	General funds / Discontinued

Explanation of continuation of previously funded ESSER Activities for 2024-25 and beyond
<p>We've done our best to utilize ESSER funds smoothly across the applicable period to create as small a cliff as possible. Additionally, after receiving levy supplemental funds in each of the last two fiscal years, we are cautiously optimistic that this funding will continue and further reduce the size of the ESSER cliff.</p> <p>ESSER funds were utilized at least partially to allow maintenance of all historical school programming (to the best of our ability) during the challenging COVID. The next step for Pride is to begin scaling the overall program to a reduced size to match current enrollment, while also maintaining a strong foundation from which to increase in future years as feasible.</p> <p>Pride intends to evaluate all lines of spending across the budget, as well as all budgeted positions, to scale operations to the size afforded by the combination of reduced enrollment and (ideally) additional levy supplements.</p>










SPS Renewal Application.docx (1)

Final Audit Report

2023-10-06

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