

APPENDICES

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APPENDIX A
RENEWAL CONDITIONS

Conditions for Reauthorization:

Term:

- Pride Prep is requesting a 3-year term based on the following conditions

Academic Action Plan (Must be achieved by year 1 – measurement date of 8/31/22)

- PRIDE will submit an assessment plan at the beginning of the school year, which includes, but is not limited to use of MAP testing 2-3 times per year, trimester Interim State Assessment, and Classroom based assessments aligned to IB.
- PRIDE will submit student assessment results from the assessment plan along with an intervention plan for any areas where students are lagging behind.
- PRIDE will provide supplemental mathematics support for all middle school students using Teach to One.

Financial Action Plan (Must be achieved by year 2 – measurement date of 8/31/23)

PRIDE projects to meet all financial metrics as of 8/31/2021 and moving forward. As part of renewal, we are committed to the following metrics.

- PRIDE will incur no new debt in FY22 and will continue to pay down all debt in accordance with existing terms.
- PRIDE will prepare an FY22 budget and financial plan to achieve a significant positive net margin (at least 5%) to further increase the organization’s cash position and overall financial standing.
- PRIDE and Joule Growth Partners, will continue to meet monthly or quarterly (as determined by Spokane Schools) with the CFO of Spokane Schools, or other designee, to discuss financial metrics.
- A new payroll management system, instituting new time-off policies and reimbursement controls, and updating financial systems was implemented in 2020 and will continue to be used.
- A business management team, inclusive of multiple staff and external partners reports on internal controls to the Board.

<u>Metric</u>	<u>Target</u>	<u>8/31/2020</u>	<u>8/31/2021</u>	<u>8/31/2022</u>	<u>All future years</u>
Current Ratio	>1.1	0.9	>1.1	>1.1	>1.1
Days Cash on Hand	>60	30	60	>60	>60
Enrollment Variance	>95%	94%	>95%	>95%	>95%
Total Margin CY	Positive	-6.52%	>5%	>3%	Positive
Three Year Margin	Positive	-2.53%	Positive	Positive	Positive
Debt to Asset Ratio	<.9	2.18	<.9	<.9	<.9
Cash Flow CY	Positive	\$ (306,000)	>\$500,000	>\$250,000	Positive
Cash Flow 3 Years	Positive	\$ 383,000	>\$750,000	>\$1,000,000	Positive
<i>Metrics Met</i>		<i>1/8</i>	<i>8/8</i>	<i>8/8</i>	<i>8/8</i>

Organizational Accountability Action Plan

- PRIDE will continue to build a budget based on enrollment projections and historic enrollment data.

- PRIDE will continue to monitor student attendance. A truancy board is in place at PRIDE Schools. An attendance committee will continue to monitor attendance on a monthly basis.
- An audit team, consisting of the Business Manager, Board Treasurer, and Joule Growth Partners, will oversee the SAO audit and other financial audits.
- PRIDE is now at full enrollment and staffing capacity. Operations teams for business management and human resources, inclusive of multiple staff and external partners, were created in the fall of 2020. These teams will continue to review internal controls and procedures and provide regular reports to the Board.

Internal Control/Audit Action Plan (Must be achieved by Year 2 – measurement date of 8/31/23)

- Perform an operational review of the basic business functions with refinements to process and assignment of tasks to strengthen internal controls. Revise/adopt policies and procedures to address specific audit concerns utilizing WSSDA model policies.
- Develop and post publicly on the school's website a standard School Board agenda that includes and ensures all materials are complete, approved timely and documented in minutes (for example minutes, accounts payable payments and monthly financial update). Establish an annual calendar of materials to be approved by the School Board.

Leadership & Transparency (Must be achieved by year 1 – measurement date of 8/31/22)

- Contract with an external consultant to assist with the development, implementation, and monitoring of a plan of improvement for the school administrative team.
- Develop and implement a strategic plan with measurable goals and monitor leadership progress toward goals on a regular basis.
- Provide the charter performance status based on the frameworks to families annually and publish the performance reports on the school website.
- Implement an entrance and exit survey to better understand student and family choices that will be shared as part of data for the annual report process.
- Provide an annual staffing report on template provided by authorizer. Report should include, but is not limited to, count of certificated staff, count of classified staff, average years of experience for teachers, number of new staff (certificated and classified), number of staff leaving and an explanation of class sizes and changes in staffing levels.

APPENDIX B
RENEWAL APPLICATION

CHARTER SCHOOL RENEWAL APPLICATION

PRIDE PREP SCHOOLS
Grades 6-12

Established 2015

CHARTER SCHOOL RENEWAL APPLICATION

Section A: School Information			
Name of School:	PRIDE Schools		
Current Grades Enrolled:	6-12 (2020-21)	Proposed Grades Service for Second Charter Term:	6-12
School District:	Spokane, WA 99202	Neighborhood/Community	Spokane
Phone Number:	day (509) 309-7681	evening	(509) 994-6234
Email:	Brenda@prideschools.org		
Website Address:	www.prideschools.org		
Street Address:	E. 811 Sprague		
Name of Non-Profit that holds the charter:	PRIDE Prep Schools		
School's Initial Open Date:	09/2015	Contracted Education Service Provider (EMO, CMO, Other):	None

Section B: Primary Contact Person			
Name:	Brenda McDonald	Position:	Superintendent
Address	E. 811 Sprague, Spokane, WA 99202		
Mobile Phone:	(509) 994-6234	Alternate Phone:	
Email:	Brenda@prideschools.org	Current Employer:	PRIDE Schools

Section C: Dates			
Date this Application approved by school's governing board	June 23, 2020	Date Application submitted to authorizer	July 1, 2020



 Board Chair's Signature



 School Director's Signature

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Table A – Current Year Enrollment and Demographic Information

Enrollment	
# of Students Enrolled	576
# of Students on Waiting List	266
Sex	
# Male	326
# Female	250
Ethnicity/Race	
# American Indian/Alaskan Native	28
# Asian	20
# Black	38
# Hispanic	54
# Native Hawaiian/Other Pacific Islander	4
# White	398
# Two or More Races	34
Special Populations	
# Students with Disabilities	95
# English Language Learners	3
# Eligible for Free/Reduced Lunch	346
# Highly Capable Students	15

Executive Summary

Pride Prep Schools was launched in 2015 and has since grown into a fully enrolled 6th – 12th grade charter school in Spokane, notable for the state’s first student waitlist and a reputation for successfully serving a significant population of students who qualify for special education supports and funding. PRIDE is one of six public schools in Washington State providing the International Baccalaureate (IB) Middle Years (MYP) and Diploma Programs (DP) and is fully authorized as an IB World School. PRIDE is the only public high school in Spokane offering the Diploma Program. IB is a strong, research based and proven model that provides strong professional development for staff, a scope and sequence with greater rigor and alignment to State Standards, assessment criteria that allows for feedback and growth within units of study, and clear performance and growth criteria.

PRIDE serves students from 13 school districts and over 35 individual schools. PRIDE has a highly diverse populous with about 30% of our students coming from underrepresented racial minority groups to include (American Indian, Hispanic, Asian, African American, Native Islander). PRIDE also serves a large percentage of special needs students averaging approximately 16% IEP students and approximately 10% 504 students. Students state a desire to attend Pride Schools because of five key areas: Relationship building, Innovation, Awareness, Partnerships in learning, and Community building. These five areas are the foundation of what makes Pride schools an attractive educational institution for students of color and it allows our students to challenge the status quo in a world that demands better-designed systems, new solutions, and increased communication.

Education Model

The education model at PRIDE Schools incorporates a blended-personalized learning model that integrates technology for differentiation and small group instruction with opportunities for project based collaborative learning. Students engage in learning experiences throughout the day focused on content mastery while working on authentic projects that link them to the community and greater global society. The core curriculum is designed using International Baccalaureate Frameworks for Middle Years (grades 6-10) and the Diploma Program (grades 11-12). An hour of personalized intervention in reading and mathematics at the middle level provides an opportunity for greater differentiation and small group tutoring. At the high school level, students have the opportunity to pursue personal areas of passion in a seventh period and individual project course or credit recovery for those students transferring to PRIDE off-track for graduation.

Beyond academics, PRIDE’s education model focuses on student agency, personal advocacy, service, and pursuit of personal interests. This is accomplished through a strong advisory program, personal and community projects, integration of the arts in core content areas, service learning requirements, portfolio defenses and exhibitions of learning.

A foundational component of PRIDE is a strong, coherent student culture. The culture inspires all students to strive for high levels of academic success and to pursue their interests in depth. We believe a balanced focus on achievement and the pursuit of passions will promote a positive academic environment. We embrace a warm and structured culture that allows students to learn, build relationships and solve problems. Accordingly, PRIDE has low instances of suspension and utilizes restorative practices and social-emotional learning strategies to support students.

Community Partnerships

PRIDE partners with the Washington State University School of Medicine. The School of Medicine provides critical support for public health compliance. Students at the School of Medicine act as mentors to PRIDE students and work collaboratively on projects and science labs. In addition, the College of Medicine provides a career fair for students at both the middle and high school levels.

A partnership with Crosswalk provides opportunities for PRIDE students to provide service to another non-profit while learning about and helping solve the problem of teen homelessness in Spokane. Crosswalk students attend PRIDE Schools without peer judgement and have a solid support structure as they seek more permanent housing.

Second Harvest Foods and Downriver Church provide a strong meal program for PRIDE students in need. During COVID closure, PRIDE staff delivered over 2000 meals each week to families in need. PRIDE students give back to Second Harvest by providing service time helping gather and pack food boxes.

Union Gospel Mission provides educational opportunities and housing for the homeless. PRIDE students have partnered with their pet housing unit to provide support to UGM workers that maintain the health care of the pets that are owned by the homeless.

Leadership and Governance

PRIDE has had consistent leadership and governance since opening in 2015. The current board of directors has five members, recently losing a member who was appointed to the WA State Charter Commission. Board members have been key advocates in on-going legislative matters related to charter schools and public education. Board members have expertise in finance, education, development and marketing, and business.

Dr. Brenda McDonald, founder and Superintendent, has provided leadership from the inception of PRIDE Schools. She holds a Doctorate in Education Leadership, a Masters Degree in School Administration, a Masters Degree in Curriculum and Instruction, and a BA in Elementary Education and Special Education. She holds a current Superintendent, Principal, and teaching credentials.

The leadership team at PRIDE Schools includes experts in the fields of special education, technology, enrollment, curriculum, human resources, International Baccalaureate programs, school climate and parent engagement. Each school has a Principal and Dean of Students that evaluates and provides support to a teaching staff of approximately 15 teachers at each school.

Looking Back: The Record of Performance

PRIDE Schools has made adjustments to its program as State Academic testing indicated that students were not meeting proficiency standards in the 2017-18 school year. In 2018, PRIDE leadership approached the Spokane School Board with a plan for shifting to an International Baccalaureate (IB) Middle Years (MYP) and Diploma Program (DP) to address concerns with curriculum changes associated with the Basecamp Platform. At that time, the organization indicated that it anticipated some performance gaps in achievement scores and anticipated that training, new curriculum frameworks, interim assessments, and new curriculum resources would support students' academic growth.

Academic Performance

Academic Performance Results

PRIDE Schools has met its school-specific goals each year. PRIDE Schools met academic performance measures fully in 2016-17. Performance expectations were not met in the 2017-18 and 2018-19 school years, although there was growth in many areas.

In 2017-18 a mid-year analysis of interim assessment data and MAP data showed that students were likely going to fall below standard on the State Assessment and the decision was made to move forward with pursuing International Baccalaureate (IB) authorization in the Middle Years and Diploma programs. The school engaged in 18 months of candidacy wherein teachers engaged in professional development and stakeholders throughout the school contributed to policies about curriculum and assessment, inclusion, and academic honesty. A final site audit from two IB educators verified the authenticity of the written application and confirmed that the school was upholding the necessary IB programs and standards. In September 2019, Pride Schools was given status as an International Baccalaureate (MYP) World School authorized to offer the Middle Years Program (MYP) to grades 6 through 10.

Then, in August 2020, the school began its candidacy for the IB Diploma Program (DP) for grades 11 and 12. High school staff engaged in professional development, designed the full DP curriculum, and participated in a verification visit with two IB educators. PRIDE was granted authorization to offer the DP in April 2020. The class of 2022 will be the first to participate in the DP.

PRIDE has carefully monitored academic progress in the 2019-20 school year, using both internal assessments and Interim State Assessments. Using these data points, PRIDE Schools would be on-track for having students meet State proficiency goals if COVID-19 closure had not required the cancellation of State Testing.

Evidence, supplemental data, or contextual information

The data in the 2018-19 school year reflects a significant year of transition with the school adopting new curriculum resources and teaching frameworks. In 2018-19 all staff participated in professional development with certified International Baccalaureate Instructors. The curriculum was audited in the spring of 2019 by the IB Organization. In the 2019-20 school year, PRIDE Schools fully implemented IB teaching frameworks for grades 6-11 while completing the process for becoming an authorized IB Diploma Program. PRIDE Schools is now an authorized IB World School for MYP and DP.

State and Federal Accountability

Interim State Assessments

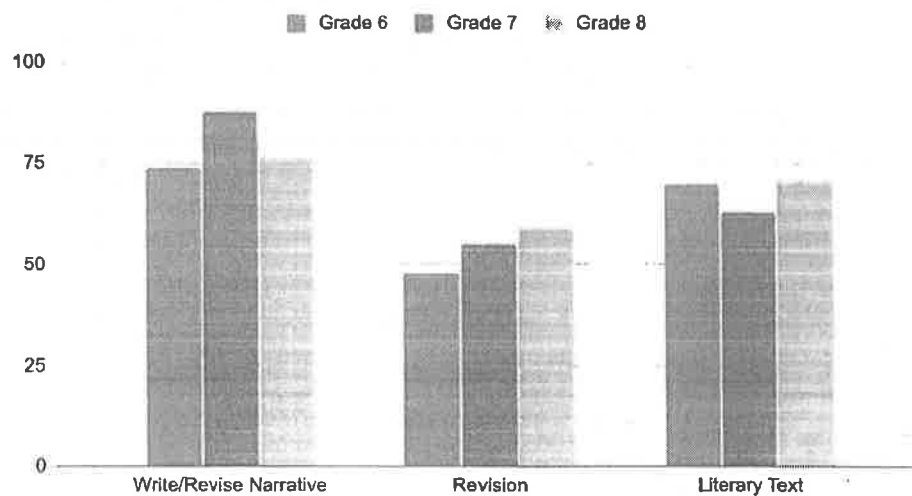
Throughout the 2019-2020 school year, PRIDE Schools administered selected interim assessments that are part of the Washington Comprehensive Assessment Program (WCAP). New curriculum for English language arts, mathematics, social studies, science, and Spanish and included interims in the assessment plan in order to,

- 1) determine fitness of the new curriculum to state standards and
- 2) ensure that teachers had the formative data they needed to prepare students for the WCAP's summative assessments, which contribute to indicator 1 on the Academic Performance Framework (APF), state and federal accountability.

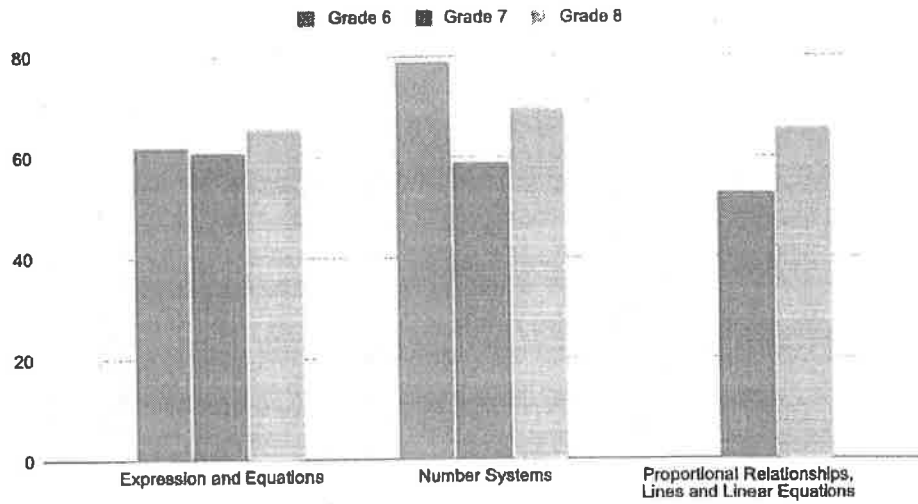
Due to the COVID-19 school closure and subsequent period of distance learning, the full range of assessments was not administered. However, what follows are the assessment results from this shortened school year:

All Students Interim Assessment Scores

ELA Interim Assessments 2019-20



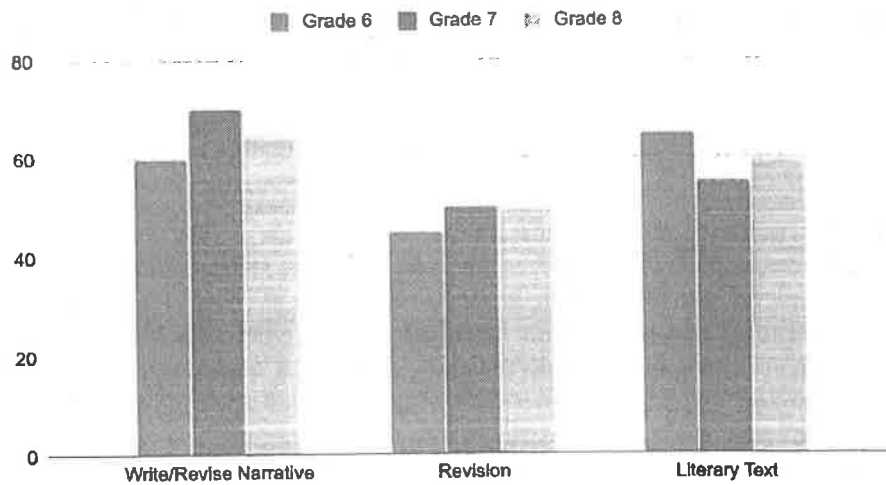
Math Interim Assessments 2019-20



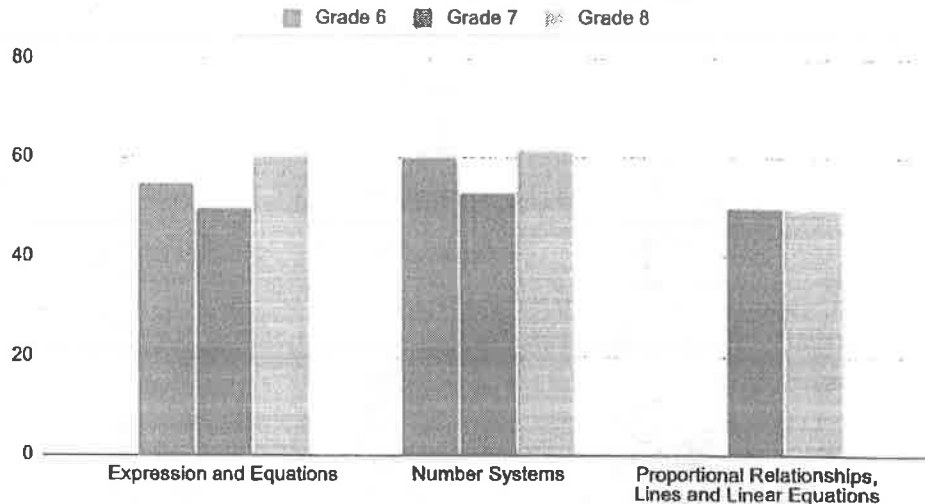
- 71% 9th and 10th grade students were at/near or above the Algebra and Functions I—Linear Functions, Equations, and Inequalities
- 58% 9th and 10th grade students were at/near or above the Geometry: Right Triangles and Trigonometry Math Interim.

Subgroup Interim Assessments

ELA Interim Assessments 2019-20 Special Education



Math Interim Assessment 2019-20 Special Education



- 55 % 9th and 10th grade students were at/near or above the Algebra and Functions I—Linear Functions, Equations, and Inequalities
- 40% 9th and 10th grade students were at/near or above the Geometry: Right Triangles and Trigonometry Math Interim.

AP Exams

Students in grade 11 took Advanced Placement exams in the 2019-20 school year in the following subjects: U.S. History, Psychology, Language and Composition, Biology, Physics: Mechanics, and 2-D and 3-D art. Though scores are not available until 15 July 2020, we are pleased that 26 students took 66 exams in an unprecedented situation: at home. 12 of the 26 students qualify for free and reduced lunch. This investment in AP exams demonstrates our commitment to APF measure 2g.1, dual credit in the high school.

Evidence

PSAT

PRIDE Schools provides the opportunity for students to take the PSAT. The first class of students eligible for SAT ended the year with COVID-19 closure. 8th and 9th grade students take the PSAT 8/9, and 10th and 11th graders take the PSAT/NMSQT. In our most recent year, 27% of 11th grade students met both benchmarks. This demonstrates growth from the previous year, when only 20% met both benchmarks, 53% met the ERW benchmark, and 21% met the math benchmark. Students in this class demonstrated a minimum of 5 percentage points of growth in both areas. In the 39-student cohort that has tested with us for the past three years, the mean ERW was consistently in the “meeting or exceeding the benchmark” band.

PRIDE School class of 2022 experienced significant growth in the mean ERW score, with 43% meeting the benchmark in 2019 and 58% meeting the same benchmark in 2020. The mean ERW score for students in the cohort was in the “meeting or exceeding the benchmark band” for two consecutive years and is predicted to carry over into the 11th grade PSAT in 2021.

IB Community and Personal Projects

As an authorized IB world school, Pride's 8th graders complete a Community Project and 10th graders complete a Personal Project. Both rely on the objectives and assessment criteria set forth by IB. During the 2019-2020 school year, 100% of our 8th grade class engaged with MYP Community Project. 95% of the community projects received passing scores. 100% of our 10th grade class engaged with MYP Personal Project, with 80% passing with the minimum score of 15/32. Personal project portfolios are part of external moderation by IB.

Attendance

In 2018-19 PRIDE was 5% below the district regular attendance comparison and 6% below in subgroup regular attendance compared to the district. This was due to an increase in the number of students we enrolled from the Juvenile Justice Truancy System and from other schools who had filed BECCA. These students are working on improving their attendance and we have counseling staff and administrators who monitor their attendance and have interventions in place to support them. In addition, PRIDE utilizes truancy boards for students who have exceeded the acceptable number of absences.

Financial Performance

Assurance

PRIDE is currently meeting its liabilities including payroll taxes, debt service payments, and employee benefits.

Evidence and Contextual Information

PRIDE has consistently met financial performance measures with the exception of 1.b, unrestricted days cash on hand.

Following years of financially sustainable operations, several adverse financial trends have eroded the organization's liquidity, including increased personnel expenses due to the loss of levy funds, State Employee Benefits Board, the loss of student FTE equivalents to the Running Start Program, and escalating facilities expenses. After the loss of levy funds in 2016, PRIDE had to increase enrollment, nearly doubling in both student and staff size. This required the organization to acquire more square footage within the building sooner than originally expected. PRIDE was originally expected to be fully built out in 2023-24. Full lease payments prior to full enrollment has contributed to depleted reserves.

PRIDE has hired Joule Growth Partners to help with fiscal forecasting and oversight as it continues moving toward having a stronger reserve. They will be working with the organization to restructure the lease to support greater liquidity. Joule Growth Partners is also working with the organization to address any material weaknesses presented by auditors.

Given those challenges, PRIDE Schools has continued to end the year in positive budget standing and have a balanced budget each year. Expenditures by program or and the carryover recovery tool that shows that PRIDE is fully spending categorical programs and not in a situation where OSPI is recapturing funds.

Finally, PRIDE has received a 0% interest loan from former funder Washington State Charter Schools Association. This loan is designed to boost short-term cash flow while providing time for the changes above to help re-strengthen PRIDE's liquidity and overall financial standing. Pending certain covenants, the final 17% of this loan converts to forgivable and PRIDE projects to meet required covenants.

Organizational Performance

Evidence

PRIDE has meet standard related to Organizational Performance, and has addressed the performance issue in financial management and oversight. PRIDE Schools contracts with Education Service District 101 for all matters related to finance and payroll services. To provide PRIDE Schools with more expertise regarding financial oversight and forecasting, PRIDE Schools signed a contract with Joule Growth Partners in June 2020 to,

- i) assist the Superintendent in making model adjustments to meet the terms of loan support provided while building back toward long-term financial sustainability
- ii) assist the Superintendent and Board in monitoring financial status month-to-month, helping ensure implementation of adjustments identified and financial health is maintained
- iii) serve as a continued point-of-contact and reference for the Superintendent and Board as they navigate any challenges presented by the current COVID-19 crisis
- iv) support Superintendent in exploring facilities refinance options that will improve overall financial health
- v) assist the organization in developing high quality financial oversight, planning, and management processes

Organizational Framework 2.b Following Generally Accepted Accounting Principles (GAAP)

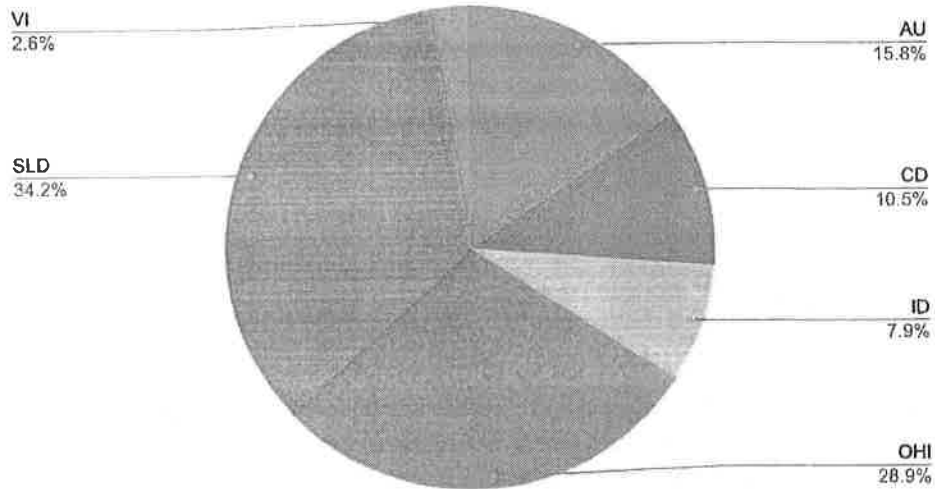
A new audit firm, based in Spokane, WA, provided an on-time audit for 2019-20. They listed three weaknesses that the organization should address. PRIDE has provided the following plan for addressing these matters.

1. The first was related to trial balances. In this circumstance, the organization has reviewed its policies and procedures to ensure appropriate adjustments are made prior to the audit.
2. The second was associated with having the organization provide a set of complete financial statements with related footnotes rather than having the audit firm complete this for the organization. According to the auditor, it is not unusual for an entity of our size to have auditors complete this work. PRIDE Schools has hired Joule Growth Partners to assist with this work.
3. Finally, the third was to recommend that we ensure journal entries are reviewed and approved by someone in addition to ESD 101. We have implemented new procedures to address having journal entries reviewed and approved by organization staff. New administrative support staff have been hired to address any concerns the authorizer had about staffing levels and/or expertise, including hiring an outside consultant Joule Growth Partners.

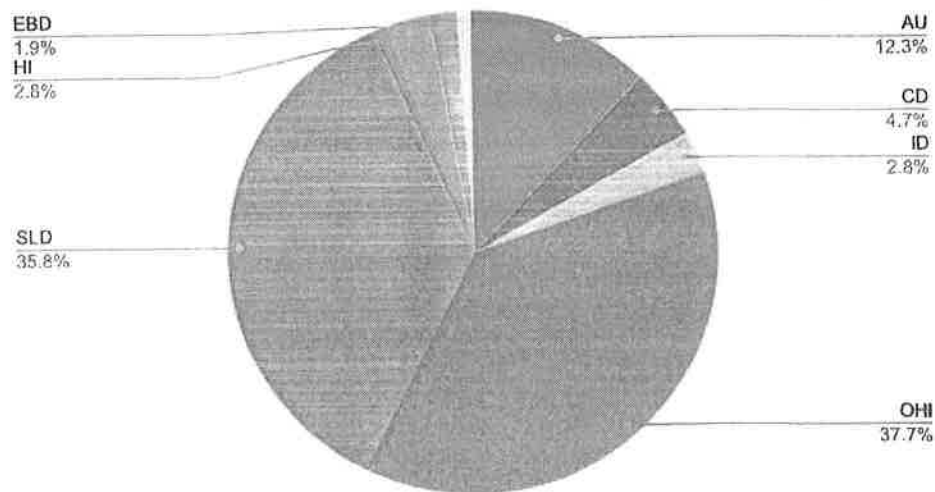
Goals

PRIDE Schools aims to serve a diverse population of students who have a number of unique need. PRIDE is currently serving a wide-range of special education students. Over the course of six year, PRIDE's special education population has grown to include more highly impacted students, including those with severe disabilities. Students are served in an inclusive setting with support for academics, behavior, social-emotional, and communication being provided in class to the greatest degree possible.

2016-17 Special Education Population by Category



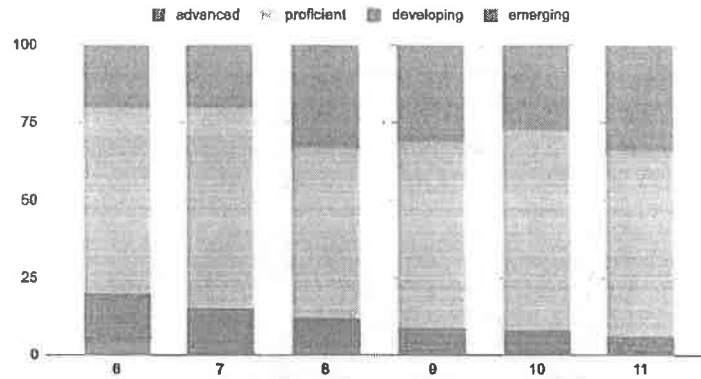
2019-20 Special Education Population by Category



Other

At PRIDE, students are required to engage in portfolio defenses twice per year. They must defend their body of student work using a rubric with a panel of staff and their guardians. PRIDE has 100% participation in portfolio defenses and over 80% pass their fall and spring portfolio defense with proficient or advanced scores. Students who do not pass in the fall are required to participate in a third portfolio progress meeting in March.

2018-19 Portfolio Defense Overall Score



PRIDE Schools remains committed to improving its practices in all areas as it receives feedback and finalizes its enrollment grow out. In 2020-21 PRIDE will graduate its first class of seniors. All 2021 graduates are on-track for on-time graduation with transcripts that will allow them to be accepted into four year universities should they choose that post-secondary option. A strong year in 2019-20 ending with distance learning provides challenges regarding State Assessment data needed by the authorizer to demonstrate academic proficiency growth. Engagement rates of PRIDE students during closure have been in the high 80s and low 90s. Students are continued to work directly with teachers throughout closure.

Looking to the Future

Adjustments to the Performance Frameworks

COVID-19 school closure in the State of Washington has brought some unique challenges. An adjustment due to absence of State Academic Testing Data will be required to the frameworks. Within the geographic comparison data, the organization would like comparisons to be with schools that have the same F/R population AND special education/504 population.

Changes to Current Model

The education plan for PRIDE Schools aligns with the current model. This update provides information about the PRIDE Schools program that was less certain at the original time of application.

Education Plan

Mission, Vision, Targeted Students

The mission of PRIDE Schools is 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.

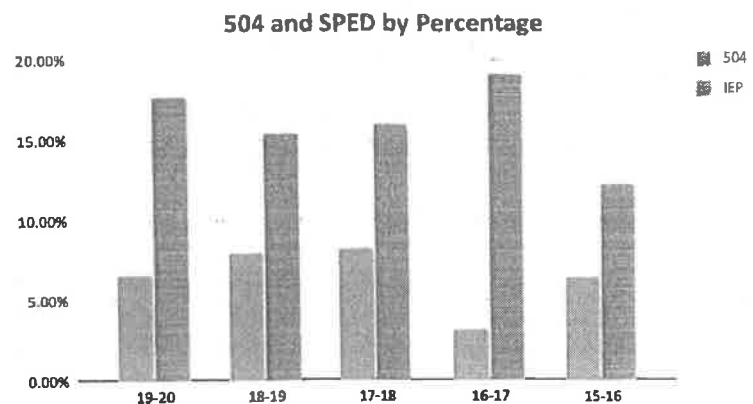
Academic Program

The academic program at PRIDE Schools continues to provide a personalized project-based program for students. Students utilize a learning platform that allows teachers to adapt for individual needs and interests. A standards-based IB rubric for feedback and progress reporting allows each individual student to show growth toward key concepts. An hour of personalized intervention in reading and math is provided to all students at the middle school level beginning in 2020-21.

PRIDE Schools rewrote the curriculum scope and sequence for grades 6-12 while becoming an authorized IB school. Units of study are completed at each grade level and content area. Assessment criteria are clearly outlined with no less than four assessments being given each semester in the areas of ELA and math.

Special Student Populations

PRIDE Schools has consistently served a diverse population of special needs students. When students are selected from the lottery, it is unknown whether or not they receive special services. IEPs generally come mid to late summer and the special education team at PRIDE Schools quickly determines the services needed for each student which can cause rapid changes to staffing, the school schedule or resources.



Assessment

The assessment plan does not have significant changes. The assessment plan for 2019 and beyond has students engaged in common assessments in ELA and math. The MAP assessment is given in the fall and spring for middle school students. As an IB school, exams are given in grades 6-10. Personal projects in tenth grade are scored by IB moderators. This provides the school with valuable information about how to best support students with personal projects moving forward.

In 2022, PRIDE Schools will have assessment data that can be compared to students around the world, as IB uses an internationally-normed assessment framework. As with AP exams, this demonstrates the school's commitment to increasing access to dual credit options in high school. Students in the diploma program take DP exams similar to an AP exams. Students at PRIDE can take DP high level or standard level exams in physics, mathematics, literature, history, Spanish, art, and biology. DP students are also required to complete an extended essay and theory of knowledge course along with their large creative-action-service (CAS) project.

School Climate and Discipline

There are no substantive changes to our program as it relates to school climate and discipline. All staff are trained in trauma-informed teaching practices and restorative discipline practices to support students. All students take part in an advisory program that provides strong social-emotional learning curriculum and our classroom teachers, who are advisors as well, provide opportunities for students to practice things they learn during advisory. Restorative practices have kept our students in school. There is not significant discipline at PRIDE Schools. Students work with one another to solve problems and the school climate is one of respect and appreciation for their peers and staff.

Organizational Plan

School Calendar and Daily Schedule

All students at PRIDE Schools start their day at 7:55am and end it at 3:30 pm. On Friday, students are released at 12:30 so staff can participate in professional development. The school calendar is similar to Spokane Schools because families wanted a school year calendar that had similar start and end dates for family daycare and vacation purposes.

Student Recruitment and Enrollment

There are no substantive changes to make to student recruitment and enrollment. Due to the changing populations that are drawn from the lottery the organization feels it may be in the best interest of our most vulnerable students to have a weighted lottery for low-income students. As the law currently reads, PRIDE must apply to the State Charter School Commission for approval of a weighted lottery. If the organization determines that this is necessary to maintain high-poverty student enrollment at PRIDE, it will notify the authorizer prior to submitting the application.

Staffing and Human Resources

There are no substantive changes to our staffing and human resources model. PRIDE contracts with ESD 101 for back-office services. The staffing model provides a strong special education department to support classroom teachers with inclusion. The staffing model also provides opportunity for new teacher mentors and instructional coaching. The increased teacher mentors and instruction coaching was in response to an assessment in the spring of the 2018 school year that showed teacher weakness with curriculum design, implementation and evaluation.

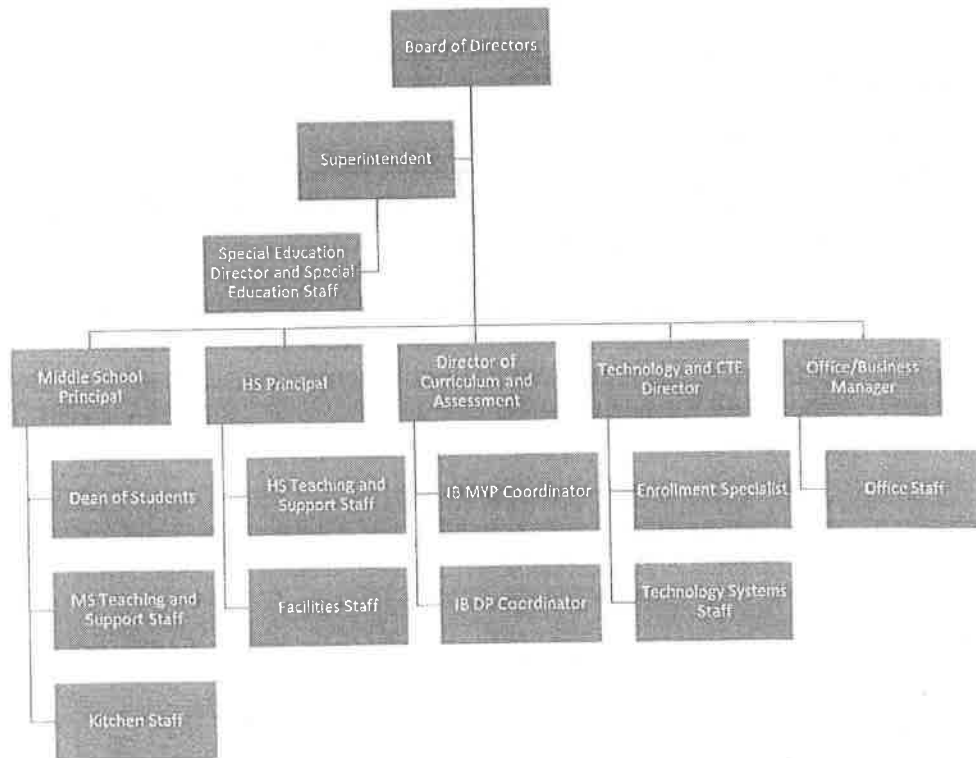
An on-site HR Specialist provides staff with support and maintains HR files. ESD 101 provides PRIDE with payroll services.

The organization continues to focus on hiring diverse candidates. To accomplish this, the organization recruits all over the country and world. A system for hiring support staff positions that allow individuals with a BA to earn their teaching credential while working full time at the school was created to increase staff diversity. For the 2020-21 school year, 15% of the staff are persons of color.

Management and Operation

Over the past five years greater expertise has been added to our staffing model to support finance and human resources. To provide PRIDE Schools with more expertise regarding financial oversight and forecasting, PRIDE Schools signed a contract with Joule Growth Partners in June 2020 to,

- a) assist the Superintendent in making model adjustments to meet the terms of loan support provided while building back toward long-term financial sustainability,
- b) assist the Superintendent and Board in monitoring financial status month-to-month, helping ensure implementation of adjustments identified and financial health is maintained,
- c) serve as a continued point-of-contact and reference for the Superintendent and Board as they navigate any challenges presented by the current COVID-19 crisis,
- d) support Superintendent in exploring facilities refinance options that will improve overall financial health.
- e) assist the organization in developing high quality financial oversight, planning, and management processes



Parent and Community Development

There are no substantive changes to the parent and community development plan. PRIDE Schools has a strong PTO and parent group that serves in an advisory role as well as providing support for staff and students.

PRIDE has a number of community partnerships that will continue. PRIDE partners with the following groups:

- Elson S Floyd College of Medicine
- Whitworth University
- Gonzaga University
- East Side Business Association
- Riverkeepers
- East Central Community Center and MLK Center
- Inland Chess
- Second Harvest and Downriver church
- Crosswalk
- Spokane Conservation District
- Union Gospel Mission
- City of Spokane

Governance Plan

Governing Body

PRIDE Schools is governed by a 501c(3) board of directors. Currently there are five board members. Most recently we had a board member resign due to being elected to the MEAD School board and a second board member who ended her term having been on the board since its original authorization date. That board member has since been appointed to the WA State Charter Commission Board of Directors.

Governing Board Composition

As an operating school board and no longer a start-up board, the composition of the governing board has evolved as board members end their term or resign. New board members are interviewed by members of the board and the Superintendent. The Board of Directors vote on new board members. As PRIDE has hired entities to provide expertise in fiscal management, human relations, and retained an attorney, we have focused on recruiting high quality board members who are dedicated to the Spokane community, focused on equity and excellence in education, and who can provide leadership around development. PRIDE currently has expertise in finance, legislative advocacy, education, marketing/development, and entrepreneurship.

Business and Financial Services

There are no substantive changes to the business and financial services model. Detailed here are the services and expertise associated with various categories.

Budget

ESD 101 provides fiscal expertise to the Board of Directors and Superintendent.

Financial Management

Fiscal Management is provided by the organization with support by ESD 101. PRIDE Schools employs a business manager and contracts with ESD 101 for all services. To provide PRIDE Schools with more expertise regarding financial oversight and forecasting, PRIDE Schools signed a contract with Joule Growth Partners in June 2020.

Facilities

PRIDE Schools leases property from WEB Property management at E. 811 Sprague in Spokane, WA. PRIDE retains a long-term lease with WEB for the facility and is the sole occupant in the building.

Transportation

PRIDE Schools contracts with Harlow Bus Company to provide busing to all students who live within Spokane School District boundaries. Students who reside outside of this area can drive to a bus stop within the boundaries. PRIDE Schools has nine active bus routes and over 400 students currently enrolled to ride the bus in 2020/21.

Insurance

PRIDE Schools is insured with the Non-Profit Insurance Program (NPIP).

Food Service

PRIDE Schools provides on-site meal preparation in our commercial kitchen.

Exhibit A
Student, Staffing, and Governing Board membership and turnover Information

Student Enrollment and Turnover

	2016 - 17	2017 - 18	2018 - 19	2019 - 20
Number	252	438	525	580
Departures during school year	12	31	34	43
Departures at end of school year	6	12	29	20

Explanation of Student Turnover
<p>Approximately 30-35 student departures at the end of the year are largely grade 8 students wanting to move to more comprehensive high schools with more sports and music programs.</p> <p>Departures in 2017-18 and 2018-19 were largely due to moving toward an IB program and families not feeling that it was a good fit.</p>

Staffing and Staff Turnover (Exhibit A Con't)

	2016 - 17		2017 - 18		2018 - 19		2019 - 20	
Administrators								
Number and FTEs	2	2.0 FTE	2	2.0 FTE	3	3.0 FTE	4	4.0 FTE
Departures during school year	0		0		0		0	
Departures at end of school year	0		0		0		0	
Teachers								
Number and FTEs	11	11.0 FTE	21	21.0	34	34.0 FTE	39	39.0 FTE
Departures during school year	0		2	2.0 FTE	2	2.0 FTE	3	3.0 FTE
Departures at end of school year	0		7	7.0 FTE	0		2	1.5 FTE
Other Staff								
Number and FTEs	7	6.5 FTE	21	18.5	13	13.0 FTE	16	16.0 FTE
Departures during school year	0		2	2.0 FTE	4	4.0 FTE	2	1.5 FTE
Departures at end of school year	0		1	1.0 FTE	0		2	2.0 FTE

Explanation of Staff Turnover	
Departures in 2017-18:	2 mid-year certificated reductions and performance concerns 4 end- year certificated moved to west side of state 1 end- year certificated had baby and decided to stay home 1 end- year certificated left for personal reasons 1 end- year certificated left due to performance concerns 2 mid-year classified positions were reductions in staffing 1 end-year classified moved to west side of state
Departures in 2018-19	2 certificated mid-year were performance concerns 4 classified mid-year due to reduction in staff
Departures in 2019-20	3 mid-year certificated positions were reduced 2 end of year certificated positions were reduced 1.5 and 2.0 classified positions were reduced

Governing Board Membership and Turnover (Exhibit A Con't)

School Year	Total Membership	Members Joining	Members Departing
2016-17	6	0	0
2017-18	7	1	0
2018-19	6	0	1
2019-20	5	1	2

Explanation of Board Member Turnover	
2018-19	Board member departure due to running and being elected to MEAD school board
2019-20	Board member departure- met terms of bylaws and rotated off- now appointed to WA State Charter Commission and one member left due to travel schedule and missing too many meetings

PRIDE Schools Charter School

Renewal Budget Template

Lead Applicant Name:

Contact Email:

Contact Phone:

School District:

Renewal Year One:

School Days:

Brenda McDonald

brenda@prideschools.org

509.994.6234

Spokane School District

2021-22

180

PRIDE Schools Charter School

ENROLLMENT and STUDENT POPULATION

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
ENROLLMENT										
Kindergarten										
1st Grade										
2nd Grade										
3rd Grade										
4th Grade										
5th Grade										
6th Grade	100.00	100.00	100.00	100.00	100.00					
7th Grade	125.00	125.00	125.00	125.00	125.00					
8th Grade	125.00	125.00	125.00	125.00	125.00					
9th Grade	90.00	90.00	90.00	90.00	90.00					
10th Grade	90.00	90.00	90.00	90.00	90.00					
11th Grade	90.00	90.00	90.00	90.00	90.00					
12th Grade	80.00	80.00	80.00	80.00	80.00					
Total Elementary Enrollment										
Total Middle School Enrollment	350.00	350.00	350.00	350.00	350.00					
Total High School Enrollment	350.00	350.00	350.00	350.00	350.00					
Total Enrollment	700.00	700.00	700.00	700.00	700.00					
Change in Net Enrollment from Prior Year						[700.00]				

STUDENT POPULATION

	45.00%	45.00%	45.00%	45.00%	45.00%	45.00%	45.00%	45.00%	45.00%	45.00%
STUDENT POPULATION										
Free and Reduced Price Lunch Student %										
* This % is auto-calculated based on the %s entered in rows 61 & 64 below										
Student Count Qualifying for Free or Reduced Lunch	315.00	315.00	315.00	315.00	315.00					
TBIP K-12 %	0.00%	0.00%	0.00%	0.00%	0.00%					
TBIP 7-12 %	0.00%	0.00%	0.00%	0.00%	0.00%					
TBIP Exited %	0.00%	0.00%	0.00%	0.00%	0.00%					
TBIP (K-6) FTE										
TBIP (7-12) FTE										
TBIP Exited FTE										
Highly Capable Program?	No	No	No	No	No					
Special Education Students %	13.50%	13.50%	13.50%	13.50%	13.50%					
Actual Special Education Student Count (SPED)	94.50	94.50	94.50	94.50	94.50					
Student Transportation	95.00%	95.00%	95.00%	95.00%	95.00%					
Student Transportation Count	665.00	665.00	665.00	665.00	665.00					
K-3 Ratio Student to Teacher Ratio	17.00	17.00	17.00	17.00	17.00					
FEDERAL REVENUE										
Average Daily Membership %	100.00%	100.00%	100.00%	100.00%	100.00%					
Average Daily Membership (ADM)	700.00	700.00	700.00	700.00	700.00					
Average Daily Attendance %	90.00%	90.00%	90.00%	90.00%	90.00%					
Average Daily Attendance (ADA)	630.00	630.00	630.00	630.00	630.00					
English Language Learner %	0.00%	0.00%	0.00%	0.00%	0.00%					
English Language Learner Count (ELL)										
% Student Qualifying for Free Lunch	30.00%	30.00%	30.00%	30.00%	30.00%					

PRIDE Schools Charter School
Located in Spokane School District
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

Description of Assumptions

SUMMARY	YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26
Total Revenue	8,178,738	8,318,674	8,432,882	8,549,307	8,667,991
Total Expenses	8,094,072	8,038,866	8,077,233	8,214,911	8,356,749
Net Income	84,646	279,787	395,559	334,396	271,241
Revenue Per Pupil	11,684	11,884	12,047	12,213	12,383
Expenses Per Pupil	11,563	11,484	11,482	11,736	11,993

YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26
290,000	300,000	300,000	300,000	300,000

REVENUE	YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26
1000 - LOCAL TAXES					
1100 - Local Property Tax					
1900 - Other Local Taxes					
Custom LOCAL TAXES					
TOTAL LOCAL TAXES					
2000 - LOCAL SUPPORT - NON-TAX					
2200 - Sale of Goods, Supplies, & Services - Unassigned					
2500 - Gifts, Grants, and Donations (Local)					
Custom LOCAL SUPPORT - NON-TAX					
TOTAL LOCAL SUPPORT - NON-TAX					
3000 - STATE REVENUE - GENERAL PURPOSE					
3100 - Apportionment	5,695,143	5,794,027	5,872,846	5,952,153	6,033,477
3123 - Special Education - General Apportionment	131,356	112,844	114,374	115,939	117,522
Custom STATE REVENUE - GENERAL PURPOSE					
TOTAL STATE REVENUE - GENERAL PURPOSE	5,826,499	5,906,871	5,987,220	6,068,092	6,150,999
4000 - STATE REVENUE - SPECIAL PURPOSE					
4121 - Special Education - State	778,493	786,523	799,648	810,578	821,715
4155 - Learning Assistance	202,890	206,739	209,668	213,163	216,724
4365 - Transitional Bilingual					
4174 - Highly Capable	5,152	5,152	5,152	5,152	5,152
4198 - School Food Service	591,220	606,001	621,151	636,679	652,596
4199 - Transportation - Operations					
Custom STATE REVENUE - SPECIAL PURPOSE					
TOTAL STATE REVENUE - SPECIAL PURPOSE	1,577,756	1,606,914	1,635,619	1,665,572	1,696,138
5000 - FEDERAL REVENUE - GENERAL PURPOSE					
5200 - General Purpose Direct Fed. Grants - Unassigned					
Title I	169,557	171,253	172,866	174,695	176,442
Title II	19,070	19,280	19,453	19,647	19,844
Title III					
IDEA Funding	117,890	119,069	120,260	121,463	122,677
CSP					
Total 5200 - General Purpose Direct Fed. Grants - Unassigned	306,517	309,592	312,579	315,805	319,963
Custom FEDERAL REVENUE - GENERAL PURPOSE					
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	306,517	309,592	312,579	315,805	319,963
6000 - FEDERAL REVENUE - SPECIAL PURPOSE					
6100 - Special Purpose - OSP (Unassigned)	193,965	195,905	197,864	199,843	201,841
6198 - School Food Services					
Free Breakfast Reimbursement					
Reduced Breakfast Reimbursement					
Paid Breakfast Reimbursement					
Free Lunch Reimbursement					
Reduced Lunch Reimbursement					
Paid Lunch Reimbursement					
Snack Reimbursement					
Total 6100 - School Food Services	193,965	195,905	197,864	199,843	201,841
Custom FEDERAL REVENUE - SPECIAL PURPOSE					
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE	193,965	195,905	197,864	199,843	201,841
7000 - OTHER SCHOOL DISTRICTS					
7100 - Program Participation, Unassigned					
Custom OTHER SCHOOL DISTRICTS					
TOTAL OTHER SCHOOL DISTRICTS					
8000 - OTHER ENTITIES					
8100 - Governmental Entities					
8200 - Private Foundations					

Food Service/Donation/Sale of goods/Rate

PRIDE Schools Charter School
Located in Spokane School District
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

Description of Assumptions:

	YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26
SUMMARY					
Total Revenue	8,178,738	8,318,673	8,437,882	8,549,307	8,667,991
Total Expenses	8,094,092	8,038,864	8,037,373	8,214,911	8,396,749
Net Income	84,646	279,787	395,509	334,396	271,241
Revenue Per Pupil	11,684	11,884	12,047	12,213	12,383
Expenses Per Pupil	11,563	11,484	11,462	11,736	11,995

	YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS	150,000	150,000	150,000	150,000	150,000
INSTRUCTIONAL PERSONNEL COSTS	170,000	89,150	91,481	95,768	96,112
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	140,000	73,500	75,338	77,221	79,151
INSTRUCTIONAL PERSONNEL COSTS	70,000	71,750	73,544	75,382	77,267
Other - Administrative	414,249	364,605	394,120	404,075	414,178
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	544,249	769,105	794,583	800,447	816,709

Executive Management	150,000	150,000	150,000	150,000	150,000
Instructional Management	170,000	89,150	91,481	95,768	96,112
Deans, Directors & Coordinators	140,000	73,500	75,338	77,221	79,151
CFO / Director of Finance	70,000	71,750	73,544	75,382	77,267
Operational / Business Manager	414,249	364,605	394,120	404,075	414,178
Administrative Staff	544,249	769,105	794,583	800,447	816,709
Other - Administrative	1,796,000	1,842,950	1,889,024	1,936,249	1,984,655
Teachers - Regular	348,000	356,700	365,618	374,758	384,127
Substituting Teachers	224,800	230,420	236,181	242,085	248,137
Teaching Assistants	-	-	-	-	-
Specialty Teachers	-	-	-	-	-
Aides	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-
Other - Instructional	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	2,370,800	2,430,070	2,490,827	2,552,092	2,616,920

Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	156,900	160,823	164,843	168,964	173,188
Other - Non-Instructional	316,900	360,823	364,843	368,964	373,188
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	3,271,800	3,150,898	3,440,348	3,522,504	3,606,816

PAYROLL TAXES AND BENEFITS	6.20%	6.20%	6.20%	6.20%	6.20%
Social Security - % of Total Payroll	215,261	208,320	213,295	218,395	223,623
Medicare - % of Total Payroll	1,458	1,458	1,458	1,458	1,458
State Unemployment	50,343	48,720	49,884	51,076	52,299
Worker's Compensation Insurance	47,214	48,394	49,604	50,844	52,115
Custom Other Tax #1	33,566	33,517	34,318	35,138	35,979
Custom Other Tax #2	752,700	755,330	770,437	785,846	801,563
Health Insurance	503,483	507,757	514,789	527,170	539,684
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	-	-	-	-	-
Custom Fringe #1	1,402,626	1,537,028	1,632,309	1,698,369	1,765,282
Custom Fringe #2	5,074,575	4,957,036	5,072,548	5,190,873	5,312,079
TOTAL PAYROLL TAXES AND BENEFITS	8,094,092	8,038,864	8,037,373	8,214,911	8,396,749

CONTRACTED SERVICES					
Accounting / Audit	32,800	33,600	34,461	35,322	36,205
Legal	3,167	3,246	3,411	3,496	3,496
Overnight Fee (3%)	295,530	300,577	304,894	309,346	313,887
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	58,066	59,518	61,006	62,531	64,094
Payroll Services	96,350	98,759	101,228	103,758	106,352
Special Ed Services	-	-	-	-	-

TOTAL PERSONNEL TAX & BENEFIT EXPENSES	1,402,626	1,537,028	1,632,309	1,698,369	1,765,282
TOTAL PERSONNEL TAX & BENEFIT EXPENSES	5,074,575	4,957,036	5,072,548	5,190,873	5,312,079

ADMINISTRATIVE STAFF PERSONNEL COSTS	150,000	150,000	150,000	150,000	150,000
INSTRUCTIONAL PERSONNEL COSTS	170,000	89,150	91,481	95,768	96,112
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	140,000	73,500	75,338	77,221	79,151
INSTRUCTIONAL PERSONNEL COSTS	70,000	71,750	73,544	75,382	77,267
Other - Administrative	414,249	364,605	394,120	404,075	414,178
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	544,249	769,105	794,583	800,447	816,709
INSTRUCTIONAL PERSONNEL COSTS	1,796,000	1,842,950	1,889,024	1,936,249	1,984,655
Teachers - Regular	348,000	356,700	365,618	374,758	384,127
Substituting Teachers	224,800	230,420	236,181	242,085	248,137
Teaching Assistants	-	-	-	-	-
Specialty Teachers	-	-	-	-	-
Aides	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-
Other - Instructional	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	2,370,800	2,430,070	2,490,827	2,552,092	2,616,920
NON-INSTRUCTIONAL PERSONNEL COSTS	-	-	-	-	-
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	156,900	160,823	164,843	168,964	173,188
Other - Non-Instructional	316,900	360,823	364,843	368,964	373,188
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	3,271,800	3,150,898	3,440,348	3,522,504	3,606,816
PAYROLL TAXES AND BENEFITS	6.20%	6.20%	6.20%	6.20%	6.20%
Social Security - % of Total Payroll	215,261	208,320	213,295	218,395	223,623
Medicare - % of Total Payroll	1,458	1,458	1,458	1,458	1,458
State Unemployment	50,343	48,720	49,884	51,076	52,299
Worker's Compensation Insurance	47,214	48,394	49,604	50,844	52,115
Custom Other Tax #1	33,566	33,517	34,318	35,138	35,979
Custom Other Tax #2	752,700	755,330	770,437	785,846	801,563
Health Insurance	503,483	507,757	514,789	527,170	539,684
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	-	-	-	-	-
Custom Fringe #1	1,402,626	1,537,028	1,632,309	1,698,369	1,765,282
Custom Fringe #2	5,074,575	4,957,036	5,072,548	5,190,873	5,312,079
TOTAL PAYROLL TAXES AND BENEFITS	8,094,092	8,038,864	8,037,373	8,214,911	8,396,749
TOTAL PERSONNEL TAX & BENEFIT EXPENSES	5,074,575	4,957,036	5,072,548	5,190,873	5,312,079

Enter the % of Total Payroll; line below will auto calculate

Enter the % of Total Payroll; line below will auto calculate

Per eligible employee cost with yearly inflation

Assumes slight increases in contribution rates

Audit costs

4% for Spokane

Back office support

PRIDE Schools Charter School
 Located in Spokane School District
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

Description of Assumptions

	YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26
SUMMARY					
Total Revenue	8,178,738	8,318,672	8,432,881	8,549,307	8,667,971
Total Expenses	8,094,091	8,038,885	8,037,313	8,214,311	8,386,749
Net Income	84,646	279,787	395,569	334,996	271,241
Revenue Per Pupil	11,884	11,884	11,884	12,211	12,383
Expenses Per Pupil	11,563	11,484	11,432	11,736	11,892

	YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26
Tuition Services (i.e. Title I)	60,475	61,987	63,537	65,125	66,753
Tuition services	94,350	94,556	96,570	98,343	101,827
Custom Contracted Services #3	-	-	-	-	-
TOTAL CONTRACTED SERVICES	658,639	652,214	665,112	678,837	692,635

Running start

PRIDE Schools Charter School
Located in Spokane School District
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

Discussion of Assumptions

SUMMARY	YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26
Total Revenue	8,178,736	8,314,674	8,432,867	8,549,307	8,667,931
Total Expenses	8,094,092	8,034,866	8,037,323	8,214,911	8,396,749
Net Income	84,646	279,787	395,539	334,396	271,241
Revenue Per Pupil	11,664	11,884	12,047	12,213	12,383
Expenses Per Pupil	11,583	11,484	11,482	11,736	11,935

YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26
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	YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26
SCHOOL OPERATIONS					
Board Expenses	1,584	1,623	1,664	1,705	1,748
Classroom / Teaching Supplies & Materials	89,739	91,982	94,282	96,639	99,055
Special Ed Supplies & Materials	9,218	9,488	9,684	9,916	10,175
Textbooks / Workbooks	15,375	15,759	16,153	16,557	16,971
Supplies & Materials other					
Equipment / Furniture	12,669	12,986	13,310	13,643	13,984
Telephone	36,951	37,875	38,822	39,792	40,787
Technology	79,800	79,623	67,366	64,827	60,605
Student Testing & Assessment	19,065	19,542	20,090	20,531	21,044
Field Trips	16,892	17,314	17,747	18,191	18,646
Transportation (Student)	591,220	606,091	621,151	636,679	652,596
Student Services - other	15,375	15,759	16,153	16,557	16,971
Office Expense	26,294	27,054	27,790	28,423	29,134
Staff Development	20,500	21,033	21,539	22,076	22,628
Staff Recruitment					
Student Recruitment / Marketing	29,748	30,492	31,254	32,035	32,836
School Meals / Lunch	92,250	94,556	96,920	99,343	101,827
Travel (Staff)	5,279	5,411	5,546	5,685	5,827
Fundraising					
Dues and memberships	14,863	15,234	15,615	16,005	16,405
Custom Operations #2					
Custom Operations #3					
TOTAL SCHOOL OPERATIONS	1,070,920	1,092,671	1,114,985	1,137,817	1,161,240
FACILITY OPERATION & MAINTENANCE					
Insurance	17,280	17,713	18,155	18,609	19,074
Janitorial Services	10,558	10,931	11,302	11,669	12,034
Building and Land Rent / Lease	854,760	871,855	889,292	907,076	925,220
Repairs & Maintenance	15,725	16,068	16,420	16,780	17,150
Equipment / Furniture	21,115	21,643	22,184	22,739	23,307
Security Services					
Utilities	65,600	67,240	68,921	70,644	72,410
Vehicles	1,594	1,623	1,654	1,705	1,748
Tech equipment	66,615	68,291	69,998	71,748	73,542
Loan payments	258,712	265,712	272,712	279,712	286,712
	1,309,958	1,336,866	1,364,434	1,392,385	1,420,816
TOTAL FACILITY OPERATION & MAINTENANCE					
RESERVES / CONTINGENCY					
TOTAL EXPENSES	8,094,092	8,034,866	8,037,323	8,214,911	8,396,749
NET OPERATING INCOME (before Depreciation)	84,646	279,787	395,539	334,396	271,241
DEPRECIATION & AMORTIZATION					
NET OPERATING INCOME (including Depreciation)	84,646	279,787	395,539	334,396	271,241

Phone & Internet
 Tech equipment rentals
 Equal to funding (revenue expected to be higher than)

2% yearly increase

Tech equipment rentals

APPENDIX C
ARTICLES OF INCORPORATION AND BYLAWS

603 347 589

FILED
SECRETARY OF STATE

NOVEMBER 6, 2013

STATE OF WASHINGTON

11/06/13 2527479-

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Id: 2637577

**ARTICLES OF INCORPORATION
OF
PRIDE PREP SCHOOLS**

The undersigned, acting as an incorporator under the provisions of the Washington Nonprofit Corporation Act, Chapter 24.03 RCW, hereby adopts and executes the following Articles of Incorporation.

**ARTICLE I
NAME**

The name of the corporation shall be PRIDE Prep Schools (hereinafter referred to as the "Corporation").

**ARTICLE II
EFFECTIVE DATE**

The Corporation shall be effective upon filing by the Secretary of State.

**ARTICLE III
DURATION**

The Corporation shall have perpetual existence.

**ARTICLE IV
PURPOSES**

The Corporation is organized exclusively for religious, charitable, scientific, literary, or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code (the "Code"), or any corresponding section of any future federal tax code.

The specific purpose of the Corporation is to provide education to students in the state of Washington in any combination of grades ranging from kindergarten through grade twelve (12).

The Corporation is further organized to do any and all lawful activities which may be necessary, useful or desirable for the furtherance, accomplishment, fostering or attainment of the foregoing purposes.

**ARTICLE V
POWERS**

Subject to such limitations and conditions as may be prescribed by law, or in these Articles of Incorporation or the Corporation's Bylaws, the Corporation shall have all powers which are now or hereafter conferred by law upon a corporation organized for the purposes set forth above, and as are necessary or incidental to the power so conferred and to the accomplishment of its purposes.

ARTICLE VI LIMITATIONS

All references to sections of the Code shall include those sections as they may later be amended, or the corresponding provisions of any subsequently enacted federal tax laws.

(a) The Corporation shall have no capital stock, and no part of its net earnings shall inure to the benefit of any director or officer of the Corporation, or any private individual, except that, to the extent allowed by the Code, the Corporation is authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its purposes.

(b) The Corporation shall not carry on any propaganda, or otherwise attempt to influence legislation, except as permitted for corporations of like status under the Code.

(c) The Corporation shall not publish or distribute any statements or otherwise participate or interfere in any political campaign on behalf of any candidate for public office, except as permitted for corporations of like status under the Code.

(d) If the Corporation becomes a private foundation within the meaning of section 509 of the Code, so long as its private foundation status continues the following provisions shall apply in the management of its affairs:

(1) The Corporation shall distribute its income in a manner as to avoid the tax imposed by Section 4942 of the Code;

(2) The Corporation shall not engage in any act of "self-dealing" (as defined in Section 4941(d) of the Code) which would give rise to any liability for the tax imposed by section 4941(a) of the Code;

(3) The Corporation shall not retain any "excess business holdings" (as defined in Section 4943(c) of the Code) which would give rise to any liability for the tax imposed by section 4943(a) of the Code;

(4) The Corporation shall make investments in a manner as to avoid the tax imposed by Section 4944 of the Code; and

(5) The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

(f) Notwithstanding any other provision of these Articles, the Corporation shall not engage in activities not permitted by an organization exempt under Section 501(c)(3) of the Code, or an organization to which contributions are deductible under Section 170(c)(2) of the Code.

**ARTICLE VII
BOARD OF DIRECTORS**

The management of the Corporation will be vested in a Board of not less than three (3) directors. The number, qualifications, terms of office, manner of election, time and place of meeting, and powers and duties of the Directors shall be prescribed in the Bylaws of the Corporation. The authority to make, alter, amend or repeal the Bylaws, as well as the authority to amend the Articles of Incorporation, is vested in the Board of Directors, and may be exercised at any regular or special meeting of the Board.

The names and addresses of the initial Directors who will manage the affairs of the Corporation until their successors are elected and qualified, are as follows:

1. Brenda McDonald
c/o Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134
2. Cory Yost
c/o Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134
3. Ryan Yahne
c/o Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134
4. Kim McKenna
c/o Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134

**ARTICLE VIII
DISTRIBUTION UPON DISSOLUTION**

Upon the winding up and dissolution of the Corporation, the assets remaining after payment of, or provision for, payment of all debts and liabilities of the corporation shall be distributed by the Board of Directors to one or more organizations having similar purposes and qualifying for exemption under section 501(c)(3) of the Code.

**ARTICLE IX
DIRECTOR LIABILITY LIMITATIONS**

A director or officer shall have no liability to the Corporation for monetary damages for conduct as a director or officer, except for acts or omissions that involve intentional misconduct by the director or officer, or a knowing violation of law by the director or officer, or for any

transaction from which the director or officer will personally receive a benefit in money, property or services to which the director or officer is not legally entitled. If the Washington Nonprofit Corporation Act is hereafter amended to authorize corporate action further eliminating or limiting the personal liability of director or officers, then the liability of a director or officer shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended. Any repeal or modification of this Article shall not adversely affect any right or protection of a director or officer of the corporation existing at the time of such repeal or modification for or with respect to an act or omission of such director or officer occurring prior to such repeal or modification.

ARTICLE X INDEMNIFICATION

Section 1. Right to Indemnification.

Each director, officer, employee, or agent of the corporation who is threatened to be made a party to or is otherwise involved (including, without limitation, as a witness) in any actual or threatened action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a director, officer, employee, or agent of the Corporation or he or she is or was serving at the request of the Corporation as a director, trustee, officer, employee or agent of another corporation or of a partnership, joint venture, trust or other enterprise, including service with respect to employee benefit plans, whether the basis of such proceeding is alleged action in an official capacity as a director, trustee, officer, employee or agent or in any other capacity while serving as a director, trustee, officer, employee or agent, shall be indemnified and held harmless by the corporation, to the full extent permitted by applicable law as then in effect, against all expense, liability and loss (including attorney's fees, judgments, fines, ERISA excise taxes or penalties and amounts to be paid in settlement) actually and reasonably incurred or suffered by such person in connection therewith, and such indemnification shall continue as to a person who has ceased to be a director, trustee, officer, employee or agent and shall inure to the benefit of his or her heirs, executors and administrators; provided, however, that except as provided in Section 2 of this Article with respect to proceedings seeking solely to enforce rights to indemnification, the Corporation shall indemnify any such person seeking indemnification in connection with a proceeding (or part thereof) initiated by such person only if such proceeding (or part thereof) was authorized by the board of directors of the corporation. The right to indemnification conferred in this Section 1 shall be a contract right and shall include the right to be paid by the Corporation the expenses incurred in defending any such proceeding in advance of its final disposition; provided, however, that the payment of such expenses in advance of the final disposition of a proceeding shall be made only upon delivery to the Corporation of an undertaking, by or on behalf of such director or officer, to repay all amounts so advanced if it shall ultimately be determined that such director or officer is not entitled to be indemnified under this Section 1 or otherwise.

Section 2. Right of Claimant to Bring Suit.

If a claim for which indemnification is required under Section 1 of this Article is not paid in full by the Corporation within sixty (60) days after a written claim has been received by the Corporation, except in the case of a claim for expenses incurred in defending a proceeding in advance of its final disposition, in which case the applicable period shall be twenty (20) days,

the claimant may at any time thereafter bring suit against the Corporation to recover the unpaid amount of the claim and, to the extent successful in whole or in part, the claimant shall be entitled to be paid also the expense of prosecuting such claim. The claimant shall be presumed to be entitled to indemnification under this Article upon submission of a written claim (and, in an action brought to enforce a claim for expenses incurred in defending any proceeding in advance of its final disposition, where the required undertaking has been tendered to the corporation), and thereafter the Corporation shall have the burden of proof to overcome the presumption that the claimant is not so entitled. Neither the failure of the Corporation (including its board of directors or independent legal counsel) to have made a determination prior to the commencement of such action that indemnification of or reimbursement or advancement of expenses to the claimant is proper in the circumstances nor an actual determination by the Corporation (including its board of directors or independent legal counsel) that the claimant is not entitled to indemnification or to the reimbursement or advancement of expenses shall be a defense to the action or create a presumption that the claimant is not so entitled.

Section 3. Non-exclusivity of Rights.

The right to indemnification and the payment of expenses incurred in defending a proceeding in advance of its final disposition conferred in this Article shall not be exclusive of any other right which any person may have or hereafter acquire under any statute, provision of the Articles of Incorporation, Bylaws, agreement, or vote of disinterested directors or otherwise.

Section 4. Insurance, Contracts and Funding.

The Corporation may maintain insurance to protect itself and any director, trustee, officer, employee or agent of the Corporation or another corporation, partnership, joint venture, trust or other enterprise against any expense, liability or loss, whether or not the Corporation would have the power to indemnify such person against such expense, liability or loss under RCW 24.03.043 of the Washington Nonprofit Corporation Act and RCW 23B.08.510 of the Washington Business Corporation Act, or any successor provision(s).

Section 5. Indemnification of Employees and Agents of the Corporation.

The Corporation may, by action of its board of directors from time to time, provide indemnification and pay expenses in advance of the final disposition of a proceeding to employees and agents of the Corporation with the same scope and effect as the provisions of this Article with respect to the indemnification and advancement of expenses of directors and officers of the corporation or pursuant to rights granted pursuant to, or provided by, the Washington Business Corporation Act, as applied to nonprofit corporations, or otherwise.

ARTICLE XI NO MEMBERS

The Corporation shall have no members.

**ARTICLE XII
BYLAWS**

Bylaws of the Corporation may be adopted by the Board of Directors at any regular meeting or any special meeting called for that purposes, so long as they are not inconsistent with the provisions of these Articles. The authority to make, alter, amend or repeal bylaws is vested in the Board of Directors and may be exercised at any regular or special meeting of the Board of Directors.

**ARTICLE XIII
REGISTERED OFFICE AND AGENT**

The registered office address and name of the registered agent of the Corporation is as follows:

Washington State Charter Schools Association
210 South Hudson Street
Seattle, WA 98134

**ARTICLE XIV
INCORPORATOR**

The name and address of the incorporator are as follows:

Ashley Raymond
Ashley Raymond, PLLC
651 Strander Blvd., Suite 215
Tukwila, WA 98188



Ashley Raymond, Incorporator
Dated: November 1, 2013

CONSENT TO APPOINTMENT AS REGISTERED AGENT

Washington State Charter Schools Association hereby consents to serve as registered agent in the state of Washington for PRIDE Prep Schools, a Washington nonprofit corporation. I understand that as agent for the Corporation, it will be my responsibility to accept service of process in the name of the Corporation; to forward all mail and license renewals to the appropriate officers of the Corporation; and to immediately notify the Office of the Secretary of State of my resignation or of any change in the address of the registered office of the corporation for which I am agent.

DATED: October 18, 2013

WASHINGTON STATE CHARTER SCHOOLS
ASSOCIATION

By: (Name) Marta Gay-Newberry
Its: (Position) Interim CEO

**BYLAWS
OF
PRIDE PREP SCHOOLS**

**ARTICLE I
CORPORATE OFFICE**

The principal office of PRIDE Prep Schools (the "Corporation") in the State of Washington shall be located at such place as the Board may from time to time designate (in its sole discretion). The Corporation may have such other offices, either within or without the State of Washington, as the business of the Corporation may require from time to time.

**ARTICLE II
PURPOSES**

The Corporation is organized and shall be operated for the following purposes:

(a) To engage exclusively in charitable and educational purposes within the meaning of Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code, including but not limited to the following areas: providing education to students in any combination of grades ranging from kindergarten through twelve (12) in the State of Washington.

(b) To engage in any and all other lawful purposes that are permitted by the Washington Nonprofit Corporation Act so long as such purposes do not otherwise violate or exceed those purposes permitted by a private foundation under the Internal Revenue Code.

**ARTICLE III
MEMBERS**

The Corporation shall have no members.

**ARTICLE IV
DIRECTORS**

Section 1. General Powers. The business and affairs of the Corporation shall be managed by the Board of Directors.

Section 2. Number, Tenure and Qualifications. The number of directors of the Corporation shall be not be less than three (3), nor more than fifteen (15). Subject to such limitation, the number of directors shall be fixed by these Bylaws, and may be increased or decreased from time to time by amendment to these Bylaws. No decrease shall have the effect of shortening the term of any incumbent director. In the absence of a bylaw fixing the number of directors, the number shall be the same as that stated in the articles of incorporation.

(a) **Term.** The term of office of each director shall be two (2) years, beginning upon such director's election. Each director shall hold office for the term for which he or she is elected and until his or her successor has been elected and qualified. No Director shall serve more than three (3) consecutive terms, after which he/she must take a minimum of two years off before being reconsidered for nomination as a Director. Directors need not be residents of the State of Washington. The directors constituting the initial Board of Directors shall be named in the Articles of Incorporation and shall hold office until the first annual election of directors. Thereafter, directors shall be elected at the annual meeting or a special meeting of the Board of Directors. Staggered terms may be set by resolution of the Board.

(b) **Non-Voting Members.** The Board may appoint such *ex officio* and other advisory non-voting members as the Board may authorize from time to time. All such additional advisory members of the Board shall serve in a non-voting capacity.

Section 3. Duties and Powers. The Board of Directors shall have control and management of the business and affairs of the Corporation. The directors shall in all cases act as a Board, regularly convened, and, in the transaction of business, the act of a majority present at a meeting except as otherwise provided by law, these Bylaws or the articles of incorporation shall be the act of the Board, provided a quorum is present. The directors may adopt such rules and regulations for the conduct of their meetings and the management of the Corporation as they may deem proper, not inconsistent with law or these Bylaws.

Section 4. Annual Meeting. The annual meeting of the Board of Directors, for the purpose of electing or appointing directors and officers and for the transaction of any other business which may come before the meeting, shall be held each year at a time and location designated by the Board of Directors.

Section 5. Regular Meetings. The Board of Directors may provide by resolution the time and place, either within or without the State of Washington, for the holding of additional regular meetings without other notice than such resolution.

Section 6. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chair at any time. The Chair or Secretary shall, upon a written request of at least one-half ($\frac{1}{2}$) the number of directors, call a special meeting to be held not more than seven (7) days after the receipt of such request. The Chair may fix any place, either within or without the State of Washington as a place for holding any special meeting of the Board of Directors.

Section 7. Meetings; Voting by Communications Equipment. Members of the Board of Directors (or others, as applicable) may participate in any by means of a telephone conference, Skype, or similar communications equipment permitting all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Section 8. Notice. Notice of any special Board meeting shall be given to each Director in writing, by personal communication, or via electronic communication with such Director not less than two days before the meeting. Notices in writing may be delivered or mailed to the Director at his or her address shown on the records of the Corporation. Neither

the business to be transacted at, nor the purpose of any special meeting need be specified in the notice of such meeting. Any director may waive notice of any meeting. The attendance of a director at any meeting shall constitute a waiver of notice of such meeting, except that where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

(a) Electronic Transmission. Notice in an electronic transmission is effective only with respect to those Directors that have consented, in the form of a record, to receive electronically transmitted notices and designated in such consent the address, location or system to which these notices may be electronically transmitted. A Director who has consented to receipt of electronically transmitted notices may revoke the consent by delivering a revocation to the Corporation in the form of a record. Furthermore, the consent is automatically revoked if the Corporation is unable to electronically transmit two (2) consecutive notices given by the Corporation, and this inability becomes known to the person responsible for giving notice. Notice provided in an electronic transmission is effective when it is electronically transmitted to an address, location or system designated by the recipient for that purpose.

Section 9. Quorum. Unless otherwise provided by bylaw, a majority of the number of directors shall constitute a quorum for the transaction of business at any regular or special meeting. In no event shall a quorum consist of less than one-third of the number of directors. A quorum, once attained at a meeting, shall be deemed to continue until adjournment notwithstanding a voluntary withdrawal of enough directors to leave less than a quorum. The act of the majority of the directors present at a meeting at which a quorum is present, unless otherwise provided by law, these Bylaws or the articles of incorporation, shall be the act of the Board of Directors. If less than a majority of the directors are present at any meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 10. Manifestation of Dissent. A director who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his dissent shall be entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

Section 11. Vacancies. Any vacancy occurring in the Board of Directors or any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office. Any directorship to be filled by reason of an increase in the number of directors shall be filled by the Board of Directors for a term of office continuing only until the next annual meeting of directors.

Section 12. Removal of Directors. At a directors' meeting called expressly for that purpose, one or more directors, or the entire Board of Directors, may be removed, with or without cause, by a vote of a majority of the disinterested directors.

Section 13. Resignation. A director may resign at any time by delivering written notice to the Board of Directors, its Chair, the President, or the Secretary. A resignation is effective when the notice is delivered unless the notice specifies a later effective date.

Section 14. Committees.

(a) **Delegation Generally.** The Board of Directors by resolution adopted by a majority of the Directors in office may designate and appoint a Committee which shall consist of two (2) or more directors and exercise such authority as the Board of Directors may specify in said resolution; provided that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the Bylaws; electing, appointing or removing any member of any such Committee or any Director or Officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the Corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such Committee. The designation and appointment of any such Committee and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual director of any responsibility imposed upon it or him or her by law.

(b) **Creation of Executive Committee.** The Board of Directors may, in its discretion, create and appoint an Executive Committee to manage the day-to-day affairs of the Corporation. If created, the Executive Committee shall be composed of: (1) the Corporation's officers; and (2) such other additional members (if any) that the Board appoints to the Executive Committee.

(c) **Other Committees.** The Board of Directors may create standing committees, delegate authority, and appoint chairpersons and members of those committees as required by the business of the Corporation. The Executive Committee (if created in accordance with subsection (b) above) also has the authority to create *ad hoc* committees and to appoint members to those committees from time to time as the need arises.

Section 15. Action by Board Without a Meeting; Electronic Voting. Subject to the provisions of the laws of the State of Washington, any action that is required or permitted to be taken at a meeting of the Board of Directors may be taken without such a meeting if approved by either (a) written consent; or (b) electronic voting.

(a) **Written Consent.** Any action required or which may be taken at a meeting of the Board of Directors may be taken without a meeting if the Board members holding at least the minimum number of votes that would be necessary to authorize or take such action at a meeting (at which all Board members entitled to vote on the action were present and voted), approve of the action. Such written consents may be given in two or more counterparts, each of which shall be deemed an original and all of which, taken together, shall constitute one and the same document. Any such written consent shall be inserted in the minute book of the Corporation.

(b) **Electronic Voting.** An action may be approved by electronic voting if the Board members holding the minimum number of votes that would be necessary to authorize or take action: (1) have consented to receive electronic notice in accordance with RCW 24.03.080; (2) all such consenting Board members are advised of the issue electronically and given a reasonable opportunity to evaluate the issue and discuss it over e-mail with other Board members; and (3) express their approval of the action in an e-mail address designated by the Board.

ARTICLE V COMPENSATION OF DIRECTORS

Directors shall receive no compensation for their service as Directors. However, by Board resolution, Directors may receive reimbursement for expenses of attendance, if any, for attendance at any regular or special meeting of the Board of Directors; provided, that nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefor, and provided that any such provision be allowed under the Internal Revenue Code.

ARTICLE VI OFFICERS

Section 1. Officers and Qualifications. The officers of this Corporation shall consist of a Chair, a Vice-Chair, a Secretary and a Treasurer, each of whom shall be elected by the Board of Directors at the time and in the manner prescribed by these Bylaws. Other officers and assistant officers and agents deemed necessary may be elected or appointed by the Board of Directors or chosen in the manner prescribed by these Bylaws. Any two (2) or more offices may be held by the same person, except the offices of Chair and Secretary. All officers and agents of the Corporation, as between themselves and the Corporation, shall have the authority and perform the duties in the management of the Corporation as provided in these Bylaws, or as determined by the resolution of the Board of Directors not inconsistent with these Bylaws.

(a) **Chair.** The Chair shall exercise the usual executive powers pertaining to the office of the president of the Board of Directors (within the meaning of RCW 24.03.125 *et seq.*). The Chair shall be an ex officio member of all councils and committees of the Corporation, and may delegate any of his or her duties to any other elected officer of the Corporation. The Chair of the Board shall, with advice of counsel, the vice chair, and the President, appoint all committee chairs.

(b) **Vice Chair.** In the absence or disability of the Chair, the Vice Chair shall act as Chair.

(c) **Secretary.** It shall be the duty of the Secretary to keep records of the proceedings of the Board of Directors, and when requested by the Chair to do so, to sign and execute with the Chair all deeds, bonds, contracts, and other obligations or instruments in the name of the Corporation (except to the extent that such authority has been delegated to another individual, such as the President of the Foundation).

(d) **Treasurer.** The Treasurer shall have the care and custody of and be responsible for all funds and investments of the Corporation, and shall keep regular books of

account. He or she shall cause to be deposited all funds and other valuable assets in the name of the Corporation in such depositories as may be designated by the Board of Directors. In general, he or she shall perform all of the duties incident to the office of Treasurer.

Section 2. Election and Term. All officers of the Corporation shall be elected annually by the Board of Directors at its regular annual meeting. If the election of officers is not held at such meeting, such election shall be held as soon thereafter as may be convenient. Each officer shall hold office until his successor has been duly elected and qualified, or until removed as hereinafter provided. As a general matter, an officer may serve in the same office for a maximum of two consecutive one-year terms. The Board may, by resolution and in its sole discretion, however, allow an officer to serve one additional one-year term if the needs of the Corporation will be best served thereby.

Section 4. Removal. Any officer or agent may be removed by the Board of Directors whenever in its judgment the best interest of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person removed. Election or appointment of an officer or agent shall not of itself create contract rights.

Section 5. Duties of Officers. The duties and powers of the officers of the Corporation shall be as follows and that shall hereafter be set by resolution of the Board of Directors:

Section 6. Compensation of Officers. Officers shall receive no compensation for their service as officers. However, by Board resolution, officers may receive reimbursement for expenses of attendance, if any, for attendance at any regular or special meeting of the Board of Directors; provided, that nothing herein contained shall be construed to preclude any officer from serving the Corporation in any other capacity and receiving compensation therefor, and provided that any such provision be allowed under the Internal Revenue Code.

ARTICLE VII INTERESTS OF DIRECTORS AND OFFICERS

Directors and officers shall disclose to the Board any financial interest which the Director or officer directly or indirectly has in any person or entity which is a party to a transaction under consideration by the Board. The interested Director or officer shall abstain from voting on the transaction.

**ARTICLE VIII
CHIEF EXECUTIVE OFFICER**

The Corporation may employ a Chief Executive Officer ("CEO") who shall be appointed, employed, and discharged by the Board. If employed, the CEO shall manage the affairs of the Corporation according to the policies, principles, practices and budget authorized by the Board, and shall be responsible for the management of personnel, finances, and programs. If Employed, the CEO shall be responsible for staff management including hiring, training, disciplinary action, and discharge. If employed, the CEO shall serve as an *ex-officio*, non-voting member of the Board. For the purposes of determining the number of Directors serving the Corporation, the CEO shall not be considered a member of the Board.

**ARTICLE IX
LIMITATION ON LIABILITY; INDEMNIFICATION**

Limitations on liability and indemnification of directors, officers, employees and agents of the Corporation shall be as set forth in the Articles of Incorporation.

**ARTICLE X
CONTRACTS, CHECKS, DEPOSITS AND FUNDS**

Section 1. Authorization. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 2. Funds. All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select, or as may be designated by any officer or officers or agent or agents of the Corporation to whom such power may be delegated by the Board of Directors.

Section 3. Acceptance of Gifts. The Board of Directors or any officer or officer or agent or agents of the Corporation to whom such authority may be delegated by the Board, may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

Section 4. Audits. Annually, or upon the request of any member of the Board of Directors, the accounts of the Corporation will be audited by a reputable Certified Public Accountant, whose report shall be submitted to each member of the Board.

Section 5. Bond. At the direction of the directors, any officer or employee of the Corporation shall be bonded. The expense of furnishing any such bond shall be paid by the Corporation.

**ARTICLE XI
FISCAL YEAR**

The Corporation's fiscal year shall be September 1-August 31.

**ARTICLE XII
WAIVER OF NOTICE**

Whenever under the provisions of these Bylaws or of any statute any director is entitled to notice of any regular or special meeting or of any action to be taken by the Corporation, such meeting may be held or such action may be taken without the giving of such notice, provided every director entitled to such notice in writing waives the requirements of these Bylaws in respect thereto.

**ARTICLE XIII
ADMINISTRATIVE PROVISIONS**

Section 1. Books and Records. The Corporation shall keep at its principal or registered office, or at the office of its legal representative, current and complete books and records and minutes of the proceedings of the Board of Directors and committees thereof, the names and addresses of all directors and officers, and correct and adequate records of accounts and finances.

Section 2. Rules. Unless otherwise determined by the Board of Directors, the rules of procedure at meetings of the Board of Directors of the Corporation shall be the rules contained in Roberts ' Rules of Order on Parliamentary Procedure, newly revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation, or with any resolution of the Board of Directors.

**ARTICLE XIV
AMENDMENTS**

These Bylaws may be altered, amended, repealed or new Bylaws adopted by a majority of the entire Board of Directors at a regular or special meeting of the Board.

The above and foregoing Bylaws of PRIDE Prep Schools, a Washington nonprofit Corporation are the Bylaws of this Corporation, adopted by the Board of Directors thereof on {date}.

**ARTICLE XV
CURRENT OFFICERS**

Chair. Ian Field

Vice Chair. Libuse Binder

Secretary/Treasurer. Ashley Erickson

DocuSigned by:

7158874D6753427

By: (name)

Its: Chair

APPENDIX D
BOARD ROSTER

Board Roster							
Board Position	Full Name	Address	Phone	Email	Term Start	Term End	
Chair	Ian Field	826 31st Ave E, Seattle, WA 98112	509.200.9328	ialfield@gmail.com	10/2016	10/2022	
Vice Chair	Libuse Binder	3701 S Hudson St #228, Seattle, WA 98118	206.890.2745	libusebinder@gmail.com	4/2018	4/2022	
Secretary/Treasurer	Ashley Erickson	826 31st Ave E, Seattle, WA 98112	509.720.7065	Ethelvn.uk@gmail.com	4/2021	4/2023	
Trustee	Brian Burrow	2222 W Gardner Ave, Spokane, WA 99201	509.362.1012	bwburrow@gmail.com	2/2017	2/2023	
Trustee	Luke Baumgarten	115 W 14 th Ave, Spokane, WA 99204	509.280.7873	luke@wearretreatment.com	4/2020	4/2022	
Trustee	Benji Wade	304 W Pacific Ave #210, Spokane, WA 99201	509.720.7060	benji@wearretreatment.com	8/2020	8/2022	

APPENDIX E
BOARD DISCLOSURES

Public Charter School Board Member Disclosure Form

Note: The purpose of this document is to provide disclosure. The Public Charter School ('the School') Board operates according to its own bylaws and applicable law in regard to conflicts of interest. This form is a public document and will be available at the School for inspection by other board members, the staff, or the community. In addition, a copy of the form will be sent to Spokane Public Schools. In carrying out their responsibilities, the law imposes on Board members the fiduciary duties of care, loyalty and obedience to the law.

Background

1. Full legal name: Luke Baumgarten

2. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Board.

Yes, I affirm.

3. Indicate whether you have ever been convicted or pled "no contest" of one or more of the following:

a. a misdemeanor related to honesty or trustworthiness, or

b. a felony.

Does not apply to me.

Yes

If the answer to this question is yes, please provide details of the offense, the date, disposition, etc., in the space below.

n/a

4. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or Commission attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me.

Yes

Board Member Disclosure Form (continued)

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family meets either of the following conditions:

- is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

- I/we do not know of any such persons.
- Yes

2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the Charter School Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's board or being employed by the School are conflicts for certain issues that should be disclosed.]

- None
- Yes. If yes, please provide additional information.

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- I/we do not know of any such persons.
- Yes

Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse or other immediate family members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

I/we have no such interest.

Yes

2. Indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business.

Yes

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, Luke Baumgarten, certify to the best of my knowledge and ability that the information I am providing to Spokane Public Schools in regard to my application to serve as a member of the board of directors of the PRIDE Prep Charter Public School is true and correct in every respect.

DocuSigned by:
Luke Baumgarten
Signature
80569667241F4BC

6/1/2021

Date

Public Charter School Board Member Disclosure Form

Note: The purpose of this document is to provide disclosure. The Public Charter School ('the School') Board operates according to its own bylaws and applicable law in regard to conflicts of interest. This form is a public document and will be available at the School for inspection by other board members, the staff, or the community. In addition, a copy of the form will be sent to Spokane Public Schools. In carrying out their responsibilities, the law imposes on Board members the fiduciary duties of care, loyalty and obedience to the law.

Background

1. Full legal name: Libuse Binder

2. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Board.

Yes, I affirm.

3. Indicate whether you have ever been convicted or pled "no contest" of one or more of the following:

- a. a misdemeanor related to honesty or trustworthiness, or
- b. a felony.

Does not apply to me.

Yes

If the answer to this question is yes, please provide details of the offense, the date, disposition, etc., in the space below.

N/A

4. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or Commission attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me.

Yes

Board Member Disclosure Form (continued)

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family meets either of the following conditions:

- is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

- I/we do not know of any such persons.
- Yes

2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the Charter School Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's board or being employed by the School are conflicts for certain issues that should be disclosed.]

- None
- Yes. If yes, please provide additional information.

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- I/we do not know of any such persons.
- Yes

Updated May 20, 2021

Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse or other immediate family members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

I/we have no such interest.

Yes

2. Indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business.

Yes

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, Libuse Binder, certify to the best of my knowledge and ability that the information I am providing to Spokane Public Schools in regard to my application to serve as a member of the board of directors of the PRIDE Prep Charter Public School is true and correct in every respect.

DocuSigned by:
Libuse Binder
Signature

6/2/2021

Date

Libuse Binder has been asked by the leadership team and the board president to consider stepping off the board to come on in a contractual supporting role for the leadership team. A consultant to support the leadership team's improvement is one of the conditional requirements for Pride's reauthorization. No decisions have been made, and Pride would put out an RFP for this contract. Libuse Binder would recuse herself from any board discussion or consideration of this potential consulting contract and understands that she would be required to submit a proposal and there would be no guarantee that the board and the superintendent would accept her proposal

Public Charter School

Board Member Disclosure Form

Note: The purpose of this document is to provide disclosure. The Public Charter School ('the School') Board operates according to its own bylaws and applicable law in regard to conflicts of interest. This form is a public document and will be available at the School for inspection by other board members, the staff, or the community. In addition, a copy of the form will be sent to Spokane Public Schools. In carrying out their responsibilities, the law imposes on Board members the fiduciary duties of care, loyalty and obedience to the law.

Background

1. Full legal name: *BRIAN WILLIAM BURROW*

2. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Board.

Yes, I affirm.

3. Indicate whether you have ever been convicted or pled "no contest" of one or more of the following:

- a. a misdemeanor related to honesty or trustworthiness, or
- b. a felony.

Does not apply to me.

Yes

If the answer to this question is yes, please provide details of the offense, the date, disposition, etc., in the space below.

4. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or Commission attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me.

Yes

Board Member Disclosure Form (continued)

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family meets either of the following conditions:

is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).

any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

I/we do not know of any such persons.

Yes

2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business.

Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the Charter School Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's board or being employed by the School are conflicts for certain issues that should be disclosed.]

None

Yes. If yes, please provide additional information.

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

I/we do not know of any such persons.

Yes

Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse or other immediate family members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

I/we have no such interest.

Yes

2. Indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business.

Yes

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, BRIAN WILLIAM BURROW, certify to the best of my knowledge and ability that the information I am providing to Spokane Public Schools in regard to my application to serve as a member of the board of directors of the PRIDE Prep Charter Public School is true and correct in every respect.



Signature

6/1/21

Date

Public Charter School Board Member Disclosure Form

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Background

1. Full legal name: Ashley Erickson

2. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Board.

Yes, I affirm.

3. Indicate whether you have ever been convicted or pled "no contest" of one or more of the following:

- a. a misdemeanor related to honesty or trustworthiness, or
- b. a felony.

Does not apply to me.

Yes

If the answer to this question is yes, please provide details of the offense, the date, disposition, etc., in the space below.

N/A

4. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or Commission attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me.

Yes

Board Member Disclosure Form (continued)

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family meets either of the following conditions:

- is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

- I/we do not know of any such persons.
- Yes

2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the Charter School Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's board or being employed by the School are conflicts for certain issues that should be disclosed.]

- None
- Yes. If yes, please provide additional information.

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- I/we do not know of any such persons.
- Yes

Updated May 20, 2021

Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse or other immediate family members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

I/we have no such interest.

Yes

2. Indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business.

Yes

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, Ashley Erickson, certify to the best of my knowledge and ability that the information I am providing to Spokane Public Schools in regard to my application to serve as a member of the board of directors of the PRIDE Prep Charter Public School is true and correct in every respect.

DocuSigned by:
Ashley Erickson
Signature
E9077A0071C74E2

6/2/2021

Date

Public Charter School Board Member Disclosure Form

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Background

1. Full legal name: Ian Field

2. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Board.

Yes, I affirm.

3. Indicate whether you have ever been convicted or pled "no contest" of one or more of the following:

- a. a misdemeanor related to honesty or trustworthiness, or
- b. a felony.

Does not apply to me.

Yes

If the answer to this question is yes, please provide details of the offense, the date, disposition, etc., in the space below.

NA

4. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or Commission attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me.

Yes

Board Member Disclosure Form (continued)

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family meets either of the following conditions:

- is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

- I/we do not know of any such persons.
- Yes

2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the Charter School Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's board or being employed by the School are conflicts for certain issues that should be disclosed.]

- None
- Yes. If yes, please provide additional information.

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- I/we do not know of any such persons.
- Yes

Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse or other immediate family members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

I/we have no such interest.

Yes

2. Indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.


I/we do not anticipate conducting any such business.

Yes

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, Ian Field, certify to the best of my knowledge and ability that the information I am providing to Spokane Public Schools in regard to my application to serve as a member of the board of directors of the PRIDE Prep Charter Public School is true and correct in every respect.

DocuSigned by:

Signature
E13F6E65-9AD4-47AA-B475-04CF3B293272

6/1/2021

Date

Public Charter School Board Member Disclosure Form

Note: The purpose of this document is to provide disclosure. The Public Charter School ('the School') Board operates according to its own bylaws and applicable law in regard to conflicts of interest. This form is a public document and will be available at the School for inspection by other board members, the staff, or the community. In addition, a copy of the form will be sent to Spokane Public Schools. In carrying out their responsibilities, the law imposes on Board members the fiduciary duties of care, loyalty and obedience to the law.

Background

1. Full legal name: Benji Wade

2. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Board.

Yes, I affirm.

3. Indicate whether you have ever been convicted or pled "no contest" of one or more of the following:

a. a misdemeanor related to honesty or trustworthiness, or

b. a felony.

Does not apply to me.

Yes

If the answer to this question is yes, please provide details of the offense, the date, disposition, etc., in the space below.

n/a

4. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or Commission attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me.

Yes

Board Member Disclosure Form (continued)

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family meets either of the following conditions:

- is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

- I/we do not know of any such persons.
- Yes

2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the Charter School Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's board or being employed by the School are conflicts for certain issues that should be disclosed.]

- None
- Yes. If yes, please provide additional information.

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- I/we do not know of any such persons.
- Yes

I am friends with a current employee, Tobias.

Updated May 20, 2021

Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse or other immediate family members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

I/we have no such interest.

Yes

2. Indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

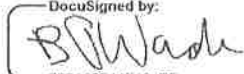
I/we do not anticipate conducting any such business.

Yes

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, Benji Wade, certify to the best of my knowledge and ability that the information I am providing to Spokane Public Schools in regard to my application to serve as a member of the board of directors of the PRIDE Prep Charter Public School is true and correct in every respect.

DocuSigned by:

Signature 783A95E1F184E5

6/3/2021

Date

APPENDIX F
CONFLICTS OF INTEREST POLICY



POLICY: CONFLICTS OF INTEREST

No school director or the superintendent shall be beneficially interested, directly or indirectly, in any contract made by, through or under the supervision of the director or superintendent, except as provided below:

- Any contract, purchase of materials or activity paid for from school funds if the total volume received by the district officer or his or her business does not exceed \$1,500.00 in any calendar month. The district shall maintain a list of all contracts covered under this paragraph and the list shall be available for public inspection and copying.
- An individual director may be designated as clerk and/or purchasing agent at the prevailing hourly wage.
- Prior to approval of the employment of a director or spouse of a school director or superintendent, the Board of Directors shall be advised of the number of other individuals who are qualified for and interested in the position(s) to be filled. The district shall not discriminate in any way against any applicant for a certified position or any certificated employee on the basis of a family relationship with a school director or the superintendent. All employment decisions shall be made on the basis of choosing the applicant which furthers the best interest of the school district.
- If a person is employed by the district under contract as a classified or certificated employee before his or her spouse becomes a director or superintendent, the contract can be renewed for further employment, provided that the terms of the contract are commensurate with the pay plan or collective bargaining agreement operating in the district for that position.
- A director may not vote on the authorization, approval or ratification of a contract in which he or she is beneficially interested and to which one of the exemptions described above applies.
- Whenever a director, or his or her spouse or dependent is employed by the district, the director shall refrain from participating in or attempting to influence any board action affecting the employment status of the director, spouse or dependent. Actions affecting employment status include, but are not limited to, hiring, establishing compensation and fringe benefits, setting working conditions, conducting performance evaluations, considering or imposing discipline and termination.

The superintendent shall maintain a log of any contract subject to this policy and annually or when a new director assumes office, shall inform the Board of the existence of all such contracts.

LEGAL REFERENCES:

RCW 28A.405.250	Certificated employees, applicants for certificated position, not to be discriminated against
RCW 28A.635.050	Certain corrupt practices of school officials-- Penalty
RCW 42.23.030	Interest in contracts prohibited--Excepted cases
RCW 42.23.040	Remote interests

APPENDIX G
EDUCATION SERVICE PROVIDER (ESP) AGREEMENT GUIDELINES

Education Service Provider (ESP) Contract Guidelines

1. The maximum term of an ESP agreement must not exceed the term of the Contract. After the second year that the ESP agreement has been in effect, the school must have the option of terminating the contract without cause or a financial penalty.
2. ESP agreements must be negotiated at 'arms-length.' The Contract school's board and ESP must have independent legal counsel to represent their interests in reaching a mutually acceptable management agreement.
3. No provision of the ESP agreement shall interfere with the Contract charter school board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Contract school. No provision of the ESP agreement shall prohibit the Contract school board from acting as an independent, self-governing public body, or allow decisions to be made other than in compliance with the Washington Sunshine Law.
4. An ESP agreement shall not restrict the Contract charter school board from waiving its governmental immunity or require a Contract charter school board to assert, waive or not waive its governmental immunity.
5. No provision of an ESP agreement shall alter the Contract charter school board's treasurer's legal obligation to direct that the deposit of all funds received by the Contract charter school be placed in the Contract charter school's account.
6. ESP agreements must contain at least one of the following methods for paying fees or expenses: 1) the Contract charter school board may pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Contract board; or 2) the Contract board may advance funds to the ESP for the fees or expenses associated with the Contract school's operation provided that documentation for the fees and expenses are provided for Contract charter school board ratification.
7. ESP agreements shall provide that the financial, educational and student records pertaining to the Contract school are Contract school property and that such records are subject to the provisions of the Washington Open Records Act. All Contract school records shall be physically or electronically available, upon request, at the Contract school's physical facilities. Except as permitted under the Contract and applicable law, no ESP agreement shall restrict the Authorizer access to the Contract school's records.
8. ESP agreements must contain a provision that all finance and other records of the ESP related to the Contract school will be made available to the Contract school's independent auditor.
9. The ESP agreement must not permit the ESP to select and retain the independent auditor for the Contract school.
10. If an ESP purchases equipment, materials and supplies on behalf of or as the agent of the Contract school, the ESP agreement shall provide that such equipment, materials and supplies shall be and remain the property of the Contract school.

11. ESP agreements shall contain a provision that if the ESP procures equipment, materials and supplies at the request of or on behalf of the Contract school, the ESP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.

12. ESP agreements must contain a provision that clearly allocates the respective proprietary rights of the Contract charter school board and the ESP to curriculum or educational materials. At a minimum, ESP agreements shall provide that the Contract school owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Contract school; or (ii) were developed by the ESP at the direction of the Contract school governing board with Contract school funds dedicated for the specific purpose of developing such curriculum or materials. ESP agreements may also include a provision that restricts the Contract school's proprietary rights over curriculum or educational materials that are developed by the ESP from funds from the Contract school or that are not otherwise dedicated for the specific purpose of developing Contract school curriculum or educational materials. All ESP agreements shall recognize that the ESP's educational materials and teaching techniques used by the Contract school are subject to state disclosure laws and the Open Records Act.

13. ESP agreements involving employees must be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the Contract school. If the ESP leases employees to the Contract school, the ESP agreement must provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Contract school or working on Contract school operations. If the Contract school is staffed through an employee leasing agreement, legal confirmation must be provided to the Contract charter school board that the employment structure qualifies as employee leasing.

14. ESP agreements must contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance for the Contract charter school board that is required according to the Contract. Insurance coverage must take into account whether or not staff at the school are employees of the ESP or the school.

15. Marketing and development costs paid by or charged to the Contract school shall be limited to those costs specific to the Contract school program, and shall not include any costs for the marketing and development of the ESP.

16. If the Contract school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not be a part of or incorporated into the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school.

APPENDIX H
EDUCATIONAL TERMS AND DESIGN ELEMENTS

Educational Program Terms and Design Elements

School Name:	PRIDE Schools
Mission:	The mission of PRIDE Schools is 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.
Objectives:	Prepare our diverse population to excel in college and careers and inspire students to improve their community and the world.
Goals:	80% of students will participate in service learning. 80% of 10 th graders will complete their personal project successfully.
Education Program Term #1:	Project-Based Learning: Project-based learning utilizes specific practices to engage all students, facilitate growth and mastery of core academic content and important skills tied to deeper learning, integrate the school with the community, showcase procedures and products to authentic audiences, and engage in meaningful assessment and reflection.
Education Program Term #2:	Global-Citizenship: Global citizenship focuses students toward thinking about multiple perspectives in their everyday lives, staying informed, thinking beyond ones' personal self, and taking action.
Education Program Term #3:	Relationship-based: Through advisory teachers are able to provide meaningful relationships with students that focus on social-emotional learning goals. Restorative practices are used to support students with learning to build community with one another.
Education Program Term #4:	Interdisciplinary: Units of instruction and projects are designed to support weaving multiple content areas into student learning experiences.
Instructional Hours and Days	180 days Monday-Thursday 7:55-3:30, Friday 7:55-12:30 pm.
Nationally Recognized Norm Referenced or Criterion Referenced Assessments Administered	NWEA MAP IB Internal and External Exams AP Exams (when applicable) PSAT/SAT Some State Interim Exams Required State Testing
Geographic Area Served:	Eastern Washington
School Location:	Spokane, WA
Grades Served at Capacity:	6-12
Enrollment at Capacity:	700
Virtual Program or Online Provider:	To Be Determined if necessary. PRIDE uses ManageBac and Teach to One as learning platforms.

Educational Service Provider:	ESD 101
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Note: The Education Terms are different from *school-specific measures* that you may develop as a part of your Academic Performance Framework because they focus on *process* rather than student *outcomes*. In other words, the school-specific academic performance measures focus on what students will *achieve*. By contrast, the Education Terms should capture the essentials of what students will *experience*.

APPENDIX I
PERFORMANCE FRAMEWORKS



ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework (APF) includes measures that allow Spokane Public Schools (SPS) to evaluate charter school academic performance. This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

For each measure in the framework, a charter school receives one of four ratings: “Exceeds Standard”, “Meets Standard”, “Does Not Meet Standard”, or “Falls Far Below Standard”.

Indicator	Measure	
1. State and Federal Accountability – Washington School Improvement Framework	1a.1. All Students Framework Score	
	1a.2. Subgroup Framework Scores	
2. Geographic Comparisons (District)	2a.1. Proficiency	2. Geographic Comparisons (District)
	2b.1. All Students Growth	2b.2. Subgroup Growth
	2c.1. Graduation Rate	2c.2. Subgroup Graduation Rate
	2d.1. EL Progress	2d.2. Subgroup EL Progress
	2e.1. Regular Attendance	2e.2. Subgroup Regular Attendance
	2f.1. 9 th Graders on Track (HS)	2f.2. Subgroup 9 th Graders on Track (HS)
	2g.1. Dual Credit (HS)	2g.2. Subgroup Dual Credit (HS)
3. Comparison to Schools Serving Similar Students (Regression)	3a. Proficiency	
	3b. Graduation rate	
4. School-Specific Goals	TBD (School specific)	

1. State and Federal Accountability

Released in March 2018, the Washington School Improvement Framework¹ identifies how schools can improve the education of all students. The Framework combines as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts) into a 1-10 score for all students and for each subgroup with a sufficient number of students to meet reporting requirements. The scores are based on up to three years of performance. The school's scores then determine the state supports for the school to improve.

1a.1 State Accountability: All Student WA School Improvement Framework Score
Is the charter school meeting performance expectations based on the state accountability system?
<i>Exceeds Standard:</i> <input type="checkbox"/> Charter school receives an all student Framework Score of 8, 9 or 10.
<i>Meets Standard:</i> <input type="checkbox"/> Charter school receives an all student Framework Score of 6 or 7.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Charter school receives an all student Framework Score of 4 or 5.
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Charter school receives an all student Framework Score of 1, 2 or 3.

1a.2 State Accountability: Subgroup WA School Improvement Framework Score
Are students in subgroups in the charter school meeting performance expectations based on the state accountability system?
<i>Exceeds Standard:</i> <input type="checkbox"/> Charter school receives subgroup Framework Score of 8, 9 or 10.
<i>Meets Standard:</i> <input type="checkbox"/> Charter school receives subgroup Framework Score of 6 or 7.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Charter school receives subgroup Framework Score of 4 or 5.
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Charter school receives subgroup Framework Score of 1, 2 or 3.

¹ More information is available at the [OSPI website](#).

2. Geographic Comparisons

Charter schools are compared to schools in the surrounding district that serve the same grades. The district comparison provides a comparison to the schools that charter school students might otherwise attend.

District comparison measures compare the charter school's performance to district schools serving the same grades as the charter school. Charter schools are rated based on the difference between the charter school and average district performance.

2a.1. Proficiency comparison to district

How are charter school students performing on state assessments compared to the district in which the school is located?

Exceeds Standard:

School proficiency rate is 10 or more percentage points above the district average.

Meets Standard:

School proficiency rate is equal to or is up to 9 percentage points above the district average.

Does Not Meet Standard:

School proficiency rate is up to 9 percentage points below the district average.

Falls Far Below Standard:

School proficiency rate is 10 or more percentage points below the district average.

2a.2. Subgroup Proficiency comparison to district

How are charter school students in subgroups performing on state assessments compared to the district in which the charter is located?

Exceeds Standard:

School subgroup proficiency rate is 10 or more percentage points above the district average.

Meets Standard:

School subgroup proficiency rate is equal to or is up to or equal to 9 points above the district.

Does Not Meet Standard:

School subgroup proficiency rate is up to or equal to 9 percentage points below the district average.

Falls Far Below Standard:

School subgroup proficiency rate is 10 or more percentage points below the district average.

2b.1. All Students Growth comparison to district

Are charter school students meeting growth expectations compared to the district in which the school is located? (based on subgroup median growth percentiles (MGPs))

Exceeds Standard:

School MGP is 5 or more points above the district median.

Meets Standard:

School MGP is equal to or up to 4 percentage points above the district median.

Does Not Meet Standard:

School MGP is up to 4 points below the district median.

Falls Far Below Standard:

School MGP is 5 or more points below the district median.

2b.2. Subgroup Growth comparison to district

Are charter school student subgroups meeting growth expectations compared to the student subgroups in the district in which the charter is located? (based on subgroup median growth percentiles (MGPs))

Exceeds Standard:

School subgroup MGP is 5 or more points above the district median.

Meets Standard:

School subgroup MGP is equal to or up to 4 points above the district median.

Does Not Meet Standard:

School subgroup MGP is up to or equal to 4 points below the district median.

Falls Far Below Standard:

School subgroup MGP is 5 or more points below the district median.

2c.1. Graduation Rate comparison to district

How are charter school student graduation rates compared to the district in which the charter is located?

Exceeds Standard:

Charter school graduation rate is 10 or more percentage points above the district average.

Meets Standard:

Charter school graduation rate is equal to or up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school graduation rate is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school graduation rate is 10 or more percentage points below the district average.

2c.2. Subgroup Graduation Rate comparison to district

How do charter school student subgroup graduation rates compared to the district graduation rates in which the charter is located?

Exceeds Standard:

Charter school subgroup graduation rate is 10 or more percentage points above the district average.

Meets Standard:

Charter school subgroup graduation rate equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school subgroup graduation rate is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school subgroup graduation rate is 10 or more percentage points below the district average.

2d.1. EL Progress comparison to district

How is charter school student EL progress compared to the district in which the charter is located?

Exceeds Standard:

Charter school performance is 10 or more percentage points above the district average.

Meets Standard:

Charter school performance equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school performance is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school performance is 10 or more percentage points below the district average.

2d.2. Subgroup EL Progress comparison to district

How does charter school student subgroup EL progress compare to the district in which the charter is located?

Exceeds Standard:

Charter school subgroup performance is 10 or more percentage points above the district average.

Meets Standard:

Charter school subgroup performance equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school subgroup performance is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school subgroup performance is 10 or more percentage points below the district average.

2f.1. 9th Grade on Track (HS) comparison to district

How do charter school student 9th grade on track (HS) rates compare to the district in which the charter is located?

Exceeds Standard:

Charter school performance is 10 or more percentage points above the district average.

Meets Standard:

Charter school performance equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school performance is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school performance is 10 or more percentage points below the district average.

2f.2. Subgroup 9th Grade on Track (HS) comparison to district

How do charter school student subgroup 9th grade on track (HS) rates compare to the district in which the charter is located?

Exceeds Standard:

Charter school subgroup performance is 10 or more percentage points above the district average.

Meets Standard:

Charter school subgroup performance equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school subgroup performance is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school subgroup performance is 10 or more percentage points below the district average.

2g.1. Dual Credit (HS) comparison to district

How are charter school student dual credit (HS) rates compared to the district in which the charter is located?

Exceeds Standard:

Charter school performance is 10 or more percentage points above the district average.

Meets Standard:

Charter school performance equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school performance is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school performance is 10 or more percentage points below the district average.

2g.2. Subgroup Dual Credit (HS) comparison to district

How do charter school student subgroup dual credit (HS) rates compare to the district in which the charter is located?

Exceeds Standard:

Charter school subgroup performance is 10 or more percentage points above the district average.

Meets Standard:

Charter school subgroup performance equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school subgroup performance is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school subgroup performance is 10 or more percentage points below the district average.

3. Comparison to Schools Serving Similar Students

Measures evaluating charter schools against schools statewide serving similar student populations use regression analysis, a method of statistical analysis that provides an estimate of expected performance based on different student and/or school characteristics. This approach allows Spokane Public Schools to see whether charter schools are performing better, worse, or about the same as we would expect schools serving the same mix of students.

3a. Proficiency comparison to schools serving similar students
How are charter school students performing on state assessments compared to schools serving similar students?
<i>Exceeds Standard:</i> <input type="checkbox"/> Charter school proficiency rate exceeds expected performance (effect size $\geq .30$)
<i>Meets Standard:</i> <input type="checkbox"/> Charter school proficiency rate meets or slightly exceeds expected performance (effect size 0 to .29)
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Charter school proficiency rate is lower than expected performance (effect size -0.01 to -.29)
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Charter school proficiency rate falls far below expected performance (effect size $\leq -.30$)
For information on rationale for effect size thresholds, see <i>Statistical Power Analysis for the Behavioral Sciences</i> , Cohen (1988).

3b. Graduation rate comparison to schools serving similar students
How did the charter school graduation rate compare to schools serving similar students statewide?
<i>Exceeds Standard:</i> <input type="checkbox"/> Charter school graduation rate exceeds expected performance (effect size $\geq .30$)
<i>Meets Standard:</i> <input type="checkbox"/> Charter school graduation rate meets or slightly exceeds expected performance (effect size 0 to .29)
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Charter school graduation rate is lower than expected performance (effect size -0.01 to -.29)
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Charter school graduation rate falls far below expected performance (effect size $\leq -.30$)
For information on rationale for effect size thresholds, see <i>Statistical Power Analysis for the Behavioral Sciences</i> , Cohen (1988).

4. School-Specific Goals

4a. Did the charter school meet its school-specific academic goals?

Note: Specific metric(s) and target(s) must be developed and agreed upon by the charter school and the authorizer.

Exceeds Standard:

The charter school exceeded its school-specific academic goal(s).

Meets Standard:

The charter school met its school-specific academic goal(s).

Does Not Meet Standard:

The charter school did not meet its school-specific academic goal(s).

Falls Far Below Standard:

The charter school fell far below its school-specific academic goal(s).

NACSA Financial Performance Framework Adopted by Spokane Public Schools Charter School Authorizer

Financial Performance Framework

1. Near-Term Measures

Measure 1a Current Ratio: Current Assets divided by Current Liabilities
Meets Standard: <input type="checkbox"/> Current Ratio is greater than or equal to 1.1 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's) <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>
Does Not Meet Standard: <input type="checkbox"/> Current Ratio is between 0.9 and 1.0 or equals 1.0 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 and one-year trend is negative
Falls Far Below Standard: <input type="checkbox"/> Current ratio is less than or equal to 0.9
Measure 1b Unrestricted Days Cash: Unrestricted Cash divided by ((Total Expenses minus Depreciation Expense) / 365)
Meets Standard: <input type="checkbox"/> 60 Days Cash or <input type="checkbox"/> Between 30 and 60 Days Cash and one-year trend is positive <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>
Does Not Meet Standard: <input type="checkbox"/> Days Cash is between 15–30 days or <input type="checkbox"/> Days Cash is between 30–60 days and one-year trend is negative
Falls Far Below Standard: <input type="checkbox"/> Fewer than 15 Days Cash
Measure 1c Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget
Meets Standard: <input type="checkbox"/> Enrollment Variance equals or exceeds 95 percent in the most recent year
Does Not Meet Standard: <input type="checkbox"/> Enrollment Variance is between 85–95 percent in the most recent year
Falls Far Below Standard: <input type="checkbox"/> Enrollment Variance is less than 85 percent in the most recent year

Measure 1d
Default

Meets Standard:

School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

Does Not Meet Standard:

Not applicable

Falls Far Below Standard:

School is in default of loan covenant(s) and/or is delinquent with debt service payments

2. Sustainability Measures

Measure 2a

Total Margin: Net Income divided by Total Revenue

Aggregated Total Margin: Total Three-Year Net Income divided by Total Three-Year Revenues

Meets Standard:

Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive
or

Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive

Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.

Does Not Meet Standard:

Aggregated Three-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"

Falls Far Below Standard:

Aggregated Three-Year Total Margin is less than or equal to -1.5 percent
or

The most recent year Total Margin is less than -10 percent

Measure 2b

Debt to Asset Ratio: Total Liabilities divided by Total Assets

Meets Standard:

Debt to Asset Ratio is less than 0.9

Does Not Meet Standard:

Debt to Asset Ratio is between 0.9 and 1.0

Falls Far Below Standard:

Debt to Asset Ratio is greater than 1.0

Measure 2c

Cash Flow:

Multi-Year Cash Flow = Year 3 Total Cash – Year 1 Total Cash

One-Year Cash Flow = Year 2 Total Cash – Year 1 Total Cash

Meets Standard:

Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year

or

Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive

Note: Schools in their first or second year of operation must have positive Cash Flow.

Does Not Meet Standard:

Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"

Falls Far Below Standard:

Multi-Year Cumulative Cash Flow is negative

Measure 2d

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense + Lease Payments) / (Annual Principal, Interest, and Lease Payments)

Meets Standard:

Debt Service Coverage Ratio is equal to or exceeds 1.1

Does Not Meet Standard:

Debt Service Coverage Ratio is less than 1.1

Falls Far Below Standard:

Not Applicable

Indicator 1: Near-Term Measures

Current Ratio

Definition: The current ratio depicts the relationship between a school's current assets and current liabilities.

The current ratio measures a school's ability to pay its obligations over the next 12 months. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

Data source

Audited balance sheet

Measure 1a Current Ratio: Current Assets divided by Current Liabilities
<p>Meets Standard:</p> <p><input type="checkbox"/> Current Ratio is greater than or equal to 1.1 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)</p> <p><i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Current Ratio is between 0.9 and 1.0 or equals 1.0 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 and one-year trend is negative</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Current ratio is less than or equal to 0.9</p>

Basis for target level

The general rule of thumb for a current ratio is that it should be a minimum of 1.0. An upward trend of a current ratio that is greater than 1.0 indicates greater financial health, hence the greater than or equal to 1.1 target to meet standard. A current ratio that is less than or equal to 0.9 is a serious financial health risk, based on common standards.

Unrestricted Days Cash

Definition: The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash.

The unrestricted days cash ratio tells authorizers whether or not the school has sufficient cash to meet its cash obligations. Depreciation expense is removed from the total expenses denominator because it is not a cash expense. This critical measure takes on additional importance in states and localities where the timing of school payments is irregular and/or can be delayed.

Data source

Audited balance sheet and income statement. Note that if cash is restricted due to legislative requirements, donor restrictions, or other reasons, the restriction should be listed in the audit.

Measure 1b

Unrestricted Days Cash: Unrestricted Cash divided by [(Total Expenses minus Depreciation Expense) / 365]

Meets Standard:

- 60 Days Cash
or
 Between 30 and 60 Days Cash and one-year trend is positive

Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.

Does Not Meet Standard:

- Days Cash is between 15–30 days
or
 Days Cash is between 30–60 days and one-year trend is negative

Falls Far Below Standard:

- Fewer than 15 Days Cash

Basis for target level

At least one month of operating expenses cash on hand is a standard minimum measure of financial health of any organization. Due to the nature of charter school cash flow and the sometimes-irregular receipts of revenue, a 60-day threshold was set for schools to meet the standard. Still, schools showing a growing cash balance from prior years and who have enough cash to pay at least one month's expenses are also financially stable enough and show positive trending, therefore meeting the standard. If a school has fewer than 15 days of cash on hand, it will not be able to operate for more than a few weeks without another cash inflow and is at high risk for immediate financial difficulties.

Enrollment Variance

Definition: Enrollment variance tells authorizers whether or not the school is meeting its enrollment projections. As enrollment is a key (often *the key*) driver of revenues, variance is important to track the sufficiency of revenues generated to fund ongoing operations.

The enrollment variance depicts actual versus projected enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. Although enrollment is not the singular driver of revenues for a school, it is highly correlated at a minimum. As school budgets are generally designed to match expenses with projected revenues, a poor enrollment variance is a substantial indicator of potential financial issues. It is critical to capture this information as early in the school year as possible to determine whether an authorizer may need to take action or intervene in some way.

Schools fewer than five years old may have greater fluctuations in their enrollment numbers because they have not yet established themselves in the community. However, mature schools with large, unexplained fluctuations in enrollment numbers may be in financial distress if they are not able to adjust accordingly. Often, financially stable schools will purposefully underestimate enrollment so that they may budget more conservatively.

Many authorizers use enrollment variance as a way not only to evaluate a charter school's financial health, but also to monitor how savvy the school's board and management are at forecasting. Thus, while enrollment variance is a primary measure of financial health, it can also be seen as a secondary measure for organizational aptitude.

Data source

- Projected enrollment—Charter school board-approved enrollment budget for the year in question
- Actual enrollment

Measure 1c Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget
<p>Meets Standard:</p> <input type="checkbox"/> Enrollment Variance equals or exceeds 95 percent in the most recent year
<p>Does Not Meet Standard:</p> <input type="checkbox"/> Enrollment Variance is between 85–95 percent in the most recent year
<p>Falls Far Below Standard:</p> <input type="checkbox"/> Enrollment Variance is less than 85 percent in the most recent year

Basis for target level

Enrollment variance of less than 85 percent indicates that a significant amount of funding on which a school set its expense budget is no longer available, and thus the school is at a significant financial risk. Schools that achieve at least 95 percent of projected enrollment generally have the operating funds necessary to meet all expenses and thus are not at a significant risk of financial distress.

Debt Default

Definition: Debt default indicates whether or not a school is meeting debt obligations or covenants.

Each authorizer can determine the exact application of this definition. Authorizers may consider a school in default only when it is not making payments on its debt, or when it is out of compliance with other requirements in its debt covenants. Additionally, a school that has exceeded the state maximum debt limit, if the limit exists, or a school that is holding employee 403b contributions to aid cash flow could be considered in default. This metric addresses whether or not a school is meeting its loan covenants and/or is delinquent with its debt service payments. A school that cannot meet the terms of its loan may be in financial distress.

Data source

Notes to the audited financial statements

Measure 1d Default
<p>Meets Standard:</p> <input type="checkbox"/> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments
<p>Does Not Meet Standard:</p> <input type="checkbox"/> Not applicable
<p>Falls Far Below Standard:</p> <input type="checkbox"/> School is in default of loan covenant(s) and/or is delinquent with debt service payments

Basis for target level

Schools that are not meeting financial obligations, either through missed payments or violations of debt covenants, are at risk of financial distress. Debt environments do vary from state to state, so authorizers should individually determine if violations of debt covenants should be considered a qualification for falling below or far below standards.

Indicator 2: Sustainability Measures**Total Margin and Aggregated Three-Year Total Margin**

Definition: Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources.

The total margin measures whether a school operates at a surplus (more total revenues than expenses) or a deficit (more total expenses than revenues) in a given time period. The total margin is important to track, as schools cannot operate at deficits for a sustained period of time without risk of closure. Though the intent of a school is not to make money, it is important for charters to build, rather than deplete, a reserve to support growth or sustain the school in an uncertain funding environment.

The aggregated three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations on the single-year total margin indicator. The performance of the school in the most recent year, however, is indicative of the sustainability of the school, thus the school must have a positive total margin in the most recent year to meet the standard.

Data source

Three years of audited income statements

Measure 2a

Total Margin: Net Income divided by Total Revenue

Aggregated Total Margin: Total Three-Year Net Income divided by Total Three-Year Revenues

Meets Standard:

- Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive
or
 Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive

Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.

Does Not Meet Standard:

- Aggregated Three-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"

Falls Far Below Standard:

- Aggregated Three-Year Total Margin is less than or equal to -1.5 percent
or
 The most recent year Total Margin is less than -10 percent

Basis for target level

General preference in any industry is that total margin is positive, but organizations can make strategic choices to operate at a deficit for a year for a large operating expenditure or other planned expense. The targets set allow for flexibility over a three-year timeframe in the aggregate total margin but require a positive total margin for the most recent year to meet standard. A margin in any year of less than -10 percent or an aggregate three-year total margin less than or equal to -1.5 percent is an indicator of financial risk.

Debt to Asset Ratio

Definition: The debt to asset ratio measures the amount of liabilities a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations.

The debt to asset ratio compares the school's liabilities to its assets. Simply put, the ratio demonstrates what a school owes against what it owns. A lower debt to asset ratio generally indicates stronger financial health.

Data source

Audited balance sheet

<p>Measure 2b Debt to Asset Ratio: Total Liabilities divided by Total Assets</p>
<p>Meets Standard: <input type="checkbox"/> Debt to Asset Ratio is less than 0.9</p>
<p>Does Not Meet Standard: <input type="checkbox"/> Debt to Asset Ratio is between 0.9 and 1.0</p>
<p>Falls Far Below Standard: <input type="checkbox"/> Debt to Asset Ratio is greater than 1.0</p>

Basis for target level

A debt to asset ratio greater than 1.0 is a generally accepted indicator of potential long-term financial issues, as the organization owes more than it owns, reflecting a risky financial position. A ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities, and the implied balance in the equity account.

Cash Flow

Definition: The cash flow measure indicates a school's change in cash balance from one period to another.

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand but indicates long-term stability versus near-term. Since cash flow fluctuations from year to year can have a long-term impact on a school's financial health, this metric assesses both multi-year cumulative cash flow and annual cash flow. The preferred result is greater than zero. Similar to total margin, this measure is not intended to encourage amassing resources instead of deploying them to meet the mission of the organization, but rather to provide for stability in an uncertain funding environment.

Data source

Three years of audited balance sheets

Measure 2c

Cash Flow:**Multi-Year Cash Flow = Year 3 Total Cash – Year 1 Total Cash****One-Year Cash Flow = Year 2 Total Cash – Year 1 Total Cash***Meets Standard (in one of two ways):*

- Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year
or
 Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive

*Note: Schools in their first or second year of operation must have positive cash flow.**Does Not Meet Standard:*

- Multi-Year Cumulative Cash Flow is positive, but trend does not “Meet Standard”

Falls Far Below Standard:

- Multi-Year Cumulative Cash Flow is negative

Basis for target level

A positive cash flow over time generally indicates increasing financial health and sustainability of a charter school.

Debt Service Coverage Ratio

Definition: The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

This ratio measures whether or not a school can pay the principal and interest due on its debt based on the current year’s net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.

Data source

- Net income: audited income statement
- Depreciation expense: audited cash flow statement
- Interest expense: audited cash flow statement and/or income statement
- Annual principal and interest obligations: provided from the school

Measure 2d

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense + Lease Payments)/(Annual Principal, Interest, and Lease Payments)*Meets Standard:*

- Debt Service Coverage Ratio is equal to or exceeds 1.1

Does Not Meet Standard:

- Debt Service Coverage Ratio is less than 1.1

Falls Far Below Standard:

- Not Applicable

Basis for target level

Debt Service Coverage Ratio is commonly used as a debt covenant measure across industries. A ratio of 1.1 or greater is industry standard for identifying organizations healthy enough to meet obligations and generate a surplus.

Glossary A: Terms Used in the Financial Performance Framework

Assets: A probable future economic benefit obtained or controlled by a particular entity as a result of past transactions or events. These economic resources can be tangible or intangible.

Audit: A systematic collection of the sufficient, competent evidential matter needed to attest to the fairness of management's assertions in the financial statements or to evaluate whether management has efficiently and effectively carried out its responsibilities. The auditor obtains this evidential matter through inspection, observation, inquiries, and confirmations with third parties.

Balance Sheet: A financial statement that discloses the assets, liabilities, and equities of an entity at a specified date in conformity with generally accepted accounting principles (GAAP). Also referred to as the Statement of Financial Position or Statement of Net Assets.

Basis of Accounting: This refers to the methodology and timing of when revenues and expenditures or expenses are recognized in the accounts and reported in the financial statements.

Cash Basis: A basis for accounting whereby revenues are recorded only when received, and expenses are recorded only when paid without regard to the period in which they were earned or incurred.

Consultant: An independent individual or entity contracting with an agency to perform a personal service or render an opinion or recommendation according to the consultant's methods and without being subject to the control of the agency except as to the result of the work. The agency monitors progress under the contract and authorizes payment.

Current Assets: Resources that are available, or can readily be made available, to meet the cost of operations or to pay current liabilities.

Current Liabilities: Those obligations that are payable within one year from current assets or current resources.

Current Ratio: A financial ratio that measures whether or not an entity has enough resources to pay its debts over the next 12 months. It compares an entity's current assets to its current liabilities and is expressed as follows: $\text{current ratio} = \text{current assets} \div \text{current liabilities}$.

Debt: An obligation resulting from the borrowing of money or from the purchase of goods and services. Debts of the entity include bonds, accounts payable, and other liabilities.

Debt Service: The cash that is required for a particular time period to cover the repayment of interest and principal on a debt. Debt service is often calculated on a yearly basis.

Debt Service Default: Occurs when the borrower has not made a scheduled payment of interest or principal.

Debt Service Coverage Ratio: Also known as "debt coverage ratio," is the ratio of cash available for debt servicing to interest, principal, and lease payments.

Debt to Asset Ratio: A financial ratio that measures the proportion of an entity's assets that are financed through debt. It compares an entity's total assets to its total liabilities and is measured by dividing the total liabilities by the total assets. If the ratio is less than one, most of the entity's assets are financed through equity. If the ratio is greater than one, most of the entity's assets are financed through debt.

Financial Audit: An audit made by an independent external auditor for the purpose of issuing an audit opinion on the fair presentation of the financial statements of the entity in conformity with Generally Accepted Accounting Principles.

Fiscal Period: Any period at the end of which an entity determines its financial position and the results of its operations.

GAAP: Refer to Generally Accepted Accounting Principles.

General Fund: The general fund is used to account for the general financial activities of the entity when reporting under governmental accounting. The general fund is used for funds not required to be accounted for in another account.

Generally Accepted Accounting Principles (GAAP): These are the uniform minimum standards for financial accounting and reporting. They govern the form and content of the financial statements of an entity. GAAP encompass the conventions, rules, and procedures necessary to define accepted accounting practice at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures. The primary authoritative body on the application of Generally Accepted Accounting Principles (GAAP) to state and local governments is the Governmental Accounting Standards Board.

Governmental Accounting: The composite activity of analyzing, recording, summarizing, reporting, and interpreting the financial transactions of a governmental entity.

Income Statement: A financial statement that shows revenues and expenditures of an entity at a specified date in conformity with Generally Accepted Accounting Principles (GAAP). Also referred to as the Statement of Activities and Changes in Net Assets or the Statement of Activities.

Indicator: General category of financial performance.

Interest Payable: A liability account reflecting the amount of interest owed by the entity. In governmental funds, interest is to be recognized as an expenditure in the accounting period in which it becomes due and payable, and the liability is to be recorded as interest payable at that time. In proprietary and trust funds, interest payable is recorded as it accrues, regardless of when payment is actually due.

Interim Financial Statement: A financial statement prepared before the end of the current fiscal period and covering only financial transactions during the period to date.

Liabilities: Probable future sacrifices of economic benefits, arising from present obligations of a particular entity to transfer assets or provide services to other entities in the future as a result of past transactions or events. The term does not include encumbrances.

Margin: The difference between revenues and expenses. The margin can refer to the gross margin (operating revenues less operating expenses) or the total margin (see Total Margin).

Measure: General means to evaluate an aspect of an indicator.

Metric: Method of quantifying a measure.

Net Assets: The difference between assets and liabilities.

Net Income: A term used in accounting for proprietary funds to designate the excess of total revenues and operating transfers in divided by total expenses and operating transfers out for an accounting period.

Principal: The amount of the loan excluding any interest.

Statement of Activities: A government-wide financial statement that reports the net (expense) revenue of its individual functions. An objective of using the net (expense) revenue format is to report the relative financial burden of each of the reporting government's functions on its taxpayers.

Statement of Cash Flows: A GAAP financial statement for proprietary funds that provides relevant information about the cash receipts and cash payments of a government during a period. It categorizes cash activity as resulting from operating, noncapital financing, capital financing, and investing activities.

Statement of Activities and Changes in Net Assets: The financial statement that is the GAAP operating statement for pension and investment trust funds. It presents additions and deductions in net assets held for pension benefits and investment pool participants. It reconciles net assets held at the beginning and end of the financial period, explaining the relationship between the operating statement and the balance sheet.

Statement of Net Assets: A government-wide financial statement that reports the difference between assets and liabilities as net assets, not fund balances or equity. Assets are reported in order of liquidity, or how readily they are expected to be converted to cash and whether restrictions limit the government's ability to use the resources. Liabilities are reported based on their maturity, or when cash is expected to be used to liquidate them. Net assets are displayed in three components: invested in capital assets, net of related debt; restricted; and unrestricted.

Target: Threshold that signifies success for a specific measure.

Total Margin: Total revenues less total expenses.

Glossary B: Other Useful Accounting Terms

Accounting Period: Any period of time designated for which financial statements are prepared.

Cost Accounting: The method of accounting that provides for accumulating and recording of all the elements of cost incurred to accomplish a purpose, to carry on an activity or operation, or to complete a unit of work or a specific job.

Deficit: 1) The excess of the liabilities and reserves of a fund over its assets. 2) The excess of expenditures over revenues during an accounting period or, in the case of proprietary funds, the excess of expenses over revenues during an accounting period.

Fund Balance: In governmental funds, this is the difference between fund assets and fund liabilities. Governmental fund balances should be segregated into reserved and unreserved amounts.

Long-Term Obligations: Those obligations expected to mature at some future date and therefore not expected to be liquidated with currently existing resources or current assets. The long-term liabilities of specific enterprise, internal service, and trust funds are to be accounted for through those funds. All other un-matured, general, long-term liabilities are to be accounted for in the General Long-Term Obligations Subsidiary Account.

Modified Accrual Basis: The basis of accounting under which expenditures, whether paid or unpaid, are formally recognized when incurred against the account, but revenues are recognized only when they become both measurable and available to finance expenditures of the current accounting period. All governmental funds use the modified accrual basis of accounting.

Operating Budget: A plan of current expenditures and the proposed means of financing them. The operating budget is the primary means to ensure that the financing, acquisition, spending, and service delivery activities of the entity are controlled.

Operating Expenses: Proprietary fund expenses that are directly related to the fund's principal operations.

Operating Income: The excess of proprietary fund operating revenues over operating expenses.

Operating Revenue: Proprietary fund revenues that are directly related to the fund's principal operations. They consist primarily of user charges for goods and services.

Operating Statement: The financial statement disclosing the financial results of operations of a governmental unit during an accounting period in conformity with Generally Accepted Accounting Principles (GAAP).

Reserved Fund Balance: Those portions of fund balance that are not appropriated for expenditure or that are legally segregated for a specific future use.

Restricted Assets: Assets whose use is subject to constraints that are either a) externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or b) imposed by law through constitutional provisions or enabling legislation.

Restricted Net Assets: One of the three components of net assets reported in government-wide and proprietary fund financial statements. Net assets should be restricted when constraints are placed on net asset use either 1) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or 2) imposed by law through constitutional provisions or enabling legislation.

Single Audit: A financial, internal control, and compliance audit of a nonfederal entity administering federal assistance awards including the financial statements of the entity.

Statement of Changes in Fiduciary Net Assets: The fund financial statement that presents information about the changes in net assets for each fiduciary fund.

Statement of Fiduciary Net Assets: The fund financial statement that presents information about the assets, liabilities, and net assets for each fiduciary fund type.

Statement of Revenues, Expenditures, and Changes in Fund Balance: The financial statement that is the Generally Accepted Accounting Principles (GAAP) operating statement for governmental funds. It presents the inflows, outflows, and balances of current financial resources. It reconciles fund balance at the beginning and end of the financial period, explaining the relationship between the operating statement and the balance sheet.

Statement of Revenues, Expenses, and Changes in Fund Net Assets or Fund Equity: The financial statement that is the Generally Accepted Accounting Principles (GAAP) operating statement for proprietary funds. It distinguishes between operating and non-operating revenues and expenses, and separately presents revenues from capital contributions and additions to the principal of permanent and term endowments, special and extraordinary items, and transfers. It reconciles fund net assets or fund equity at the beginning and end of the financial period, explaining the relationship between the operating statement and the balance sheet/statement of net assets.

Unreserved Fund Balance: Unreserved fund balance is that portion of governmental fund equity that is neither legally segregated for a specific future use nor unavailable for appropriation. It may be either designated or undesignated. Designations may be established to indicate tentative plans for financial resource utilization in a future period. Unreserved, undesignated fund balance is available for appropriation.

Unrestricted Net Assets: One of the three components of net assets reported in government-wide and proprietary fund financial statements. It represents that portion of net assets that is neither restricted nor invested in capital assets (net of related debt).

Spokane Public Schools Organizational Performance Framework

Introduction

Spokane Public Schools (SPS or the District) developed this draft Organizational Performance Framework (OPF) in collaboration with the National Association of Charter School Authorizers (NACSA). The document presented here is an SPS-modified version of an exemplar that the Washington Charter School Commission had adopted. SPS staff and NACSA will continue to work together to modify this draft, as necessary, to best meet the needs of the District.

The starting point was NACSA's Core OPF, which is based on NACSA's Principles & Standards and experience from the field (RCW 28A710.170). NACSA has reviewed publically available information related to Washington State charter law to align NACSA's Core OPF with Washington's laws, rules, regulations, the SPS model charter contract, and SPS policies incorporated in the charter contract. This draft serves as a guidance document and provides detailed legal references to ensure alignment between the SPS OPF and legal requirements.

The purpose of the Organizational Performance Framework is to communicate to the charter school and public the compliance-related standards that all charter schools authorized by SPS must meet. The Organizational Framework lists the standards which align to state and federal law, rules, regulations, and the charter contract that charter schools are required to meet.

SPS's Organizational Performance Framework is intended to lay out the legal requirements for charter schools. It is designed to treat all charter schools as though they are the same only in terms of meeting minimum legal and ethical requirements. This enables charter schools to retain the flexibility and autonomy to be different in the ways that matter most for a school's mission, vision, and educational program. The expectations set out in the Organizational Framework derive from state and federal law as well as the operating terms in the charter application. Of the three frameworks, the Organizational Framework is most closely aligned with the charter contract in terms of documenting operational expectations such as special education, accounting practices, reporting requirements, and the like.

One of SPS's core responsibilities with respect to charter schools is to protect the public interest, and the Organizational Framework is a primary lever for carrying out this responsibility. It enables SPS to ensure that charter schools are respecting rights of students, staff, and families within the schools as well as the interests of the general public in ensuring that charter schools meet the legal obligations that state and federal legislatures have determined should apply.

The central premise of charter school autonomy is that the authorizer will articulate the expected outcomes and the school will have maximum flexibility to determine the best way to achieve those outcomes. In other words, the authorizer articulates the ends and the school decides the means of getting there. Whereas the Academic and Financial Frameworks focus almost exclusively on results, the Organizational Framework inevitably mandates process. Whether it is meeting requirements for recurring enrollment or ensuring that the facility meets



applicable health and safety codes, the Organizational Framework is the place where the school becomes externally accountable for how it operates.

SPS intends to maximize school operational autonomy by articulating the base set of state and federal laws, rules and regulations with regard to legal, operational, and ethical expectations that are common to all public schools. Everything else related to school operations can remain within the school's purview to manage, control, and change as school leadership sees fit.

The Organizational Framework is not intended to incorporate SPS's process for monitoring and holding schools accountable against these requirements. The Organizational Framework establishes the standards; SPS's evaluation/review process is a secondary process that stipulates reporting and compliance review procedures.

SPS is developing an evaluation/review process that will determine whether a school is meeting each expectation and how best to evaluate a school's overall organizational effectiveness. Some measures in the Organizational Performance Framework require periodic monitoring to ensure compliance, while others will be analyzed annually during site visits. There are a number of ways SPS will collect data to evaluate a charter school's organizational performance and effectiveness in order to determine a school's rating on each measure as well as a rating for the framework as a whole.

Additionally, while SPS provides oversight to charter schools, many of the state and federal program compliance requirements will be monitored and/or audited by OSPI and SAO program staff. Charter schools will be required to submit to SPS, OSPI, and SAO program review and audit reports so that all agencies may work in collaboration regarding state and federal compliance.

Rating Scale

For each measure a school receives one of two ratings.

Meets Standard: The school materially meets the expectations outlined per state and/or federal laws, rules and regulation, or the charter contract

Does Not Meet Standard: The school failed to implement the program in the manner described; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer

Ratings will be determined through SPS's quality assurance on-site and desk reviews. Additionally, the charter school board's signed assurances and school contract will be reviewed for evidence of compliance. All schools are obligated to comply with all state and federal public school reporting and compliance requirements as monitored by OSPI and the SAO.



Organization Framework Indicators and Measures:

1. Education Program
 - a. Material Terms of the Charter Contract
 - b. Education Requirements
 - c. Students with Disabilities Rights
 - d. English Language Learner Rights

2. Financial Management and Oversight
 - a. Financial Reporting and Compliance
 - b. Generally Accepted Accounting Principles

3. Governance and Reporting
 - a. Governance Requirements
 - b. Management Accountability
 - c. Reporting Requirements

4. Students, Parents, and Employees
 - a. Rights of Students
 - b. Recurrent Enrollment
 - c. Teacher and Staff Credentials
 - d. Employee Rights
 - e. Background Checks

5. School Environment
 - a. Facilities and Transportation
 - b. Health and Safety
 - c. Information Management

6. Additional Obligations
 - a. All Other Obligations

1. EDUCATION PROGRAM

1.a. Material Terms of the Charter Contract

Overview: The Education Program section assesses the school's adherence to the material terms of its proposed education program. As a legal term, something is "material" if it is relevant and significant. For purposes of defining educational program accountability, SPS will consider whether the information would be relevant and significant to decisions about whether to renew, non-renew, or revoke a charter.

In particular, this indicator assesses the school's education-program-related requirements as established in law and through the school's charter school application. Once an approved school becomes operational, SPS expects the educational program to be reasonably consistent with the one proposed in the application. This expectation, sometimes called "fidelity to the program," is important because the school was approved on the premise that the educational program specifically proposed was likely to be successful.

The other consideration is that SPS needs to be able to vouch for the school being what it purports to be. Families and their children will choose to attend based, in part, on the school's description of its program. The public will believe that the program is being implemented as advertised. Thus, part of SPS's public accountability role is to ensure that the school is being reasonably accurate in how it presents itself.

This measure does not evaluate the performance of the school, which is the focus of the Academic Performance Framework. This measure only addresses the program itself, the organization's fidelity to that program, and organizationally whether the school is appropriately notifying SPS of and gaining approval for major changes to the education program.

1a. Is the school implementing the material terms of the education program as defined in the current charter contract?

Meets Standard

The school implemented the material terms of the education program in all material respects, and the education program in operation reflects the material terms as defined in the charter contract, or amendments thereto.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

1.b. Education Requirements

Overview: Some elements of a public school's education program are fixed in law and may not be waived for charter schools. This measure evaluates the school's adherence to education requirements, such as content standards. Spokane School District Charter Authorizing Policy No. 4197, Sec. IV.B.

1b. Is the school complying with applicable education requirements?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter agreement relating to education requirements, including but not limited to:

- Providing a basic education including instruction in the essential academic learning requirements. RCW 28A.710.040 (2)(b); RCW 28A.150.210; RCW 28A.655.070; Spokane School District Charter Authorizing Policy No. 4197, Sec. IV.B.a; SPS 2015 Sample Charter School Contract Sec. 6.B.2.

- Cooperation in development of and compliance with non-academic components of annual performance targets. RCW 28A.655.110
- Instructional days or minutes requirements, as applicable. RCW 28A.150.220
- Graduation requirements. RCW 28A.230.090; WAC 180.51.067; SPS 2015 Sample Charter School Contract Sec. 6.B.7 and 6.D
- Participation in state assessments developed under RCW 28A.655.070, RCW 28A.710.040(2)(b); Spokane School District Charter Authorizing Policies No. 4197, Sec. IV.B.b. and No. 4421; SPS 2015 Sample Charter School Contract Sec. 6.B.2, 6.G, AND 9.B
- Implementation of mandated programming as a result of state or federal funding (e.g. IDEA, McKinney - Vento Homeless Assistance Act, Title III)

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

1.c. Students with Disabilities Rights

Overview: Charter schools must follow state and federal special-education laws and provide a high-quality learning environment for all students. In addition to an evaluation of how well a school is educating students with special needs (a component of the Academic Performance Framework), the Organizational Performance Framework includes an evaluation of how well the school is meeting its legal obligations regarding services to these students and protecting their rights under state and federal law. The elements within this measure include but are not limited to requirements for access and identification of students with disabilities, appropriate staffing, proper management and implementation of Individualized Education Plans (IEP) and Section 504 plans, and appropriate use of categorical funds. The OSPI provides resources to assist schools in meeting their obligations. In addition to the Common Schools Manual, the OSPI website identifies applicable laws and regulations and provides links to those laws.¹ It also includes an on-line resource library to provide guidance and professional development materials.² The U.S. Department of Education also provides guidance and resources.³

1c. Is the school protecting the rights of students with disabilities?

Meets Standard

Consistent with the school's status as a Local Education Agency (LEA) for purposes of special education, the school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract (including but not limited to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, RCW 28A.155, RCW 28A.710.040, Spokane School District Charter Authorizing Policy No. 4197, Sec. IV.B.a, SPS 2015 Sample Charter School Contract Sec. 6.I and 9.B, and the school's local policies and procedures governing the education of students with disabilities, as approved by OSPI) relating to the treatment of students with identified disabilities and those suspected of having a disability. Areas for compliance include but are not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate development and implementation of Individualized Education Plans and Section 504 plans
- Operational compliance, including provision of services in the least restrictive environment and

¹ <https://www.k12.wa.us/SpecialEd/LawsProcedures.aspx>

² <https://www.k12.wa.us/SpecialEd/ResourceLibrary/default.aspx>

³ <http://idea.ed.gov/explore/home>

appropriate inclusion in the school's academic program, assessments (with appropriate accommodations), and extracurricular activities

- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or Section 504 plans
- Appropriate use of all available, applicable funding

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

1.d. English Language Learner (ELL) Student Rights

Overview: Similar to their responsibilities regarding special education, charter schools must follow state and federal laws governing access and services for students who are English Language Learners (ELLs). In addition to an evaluation of how well a school is educating ELL students (a component of the Academic Performance Framework), the Organizational Performance Framework includes an evaluation of how well the school is meeting its legal obligations regarding services to these students and is protecting their rights under state and federal law. The elements within this measure include but are not limited to requirements for access and identification of ELL students, testing, exit and tracking requirements, support provision, and communication with family members in their native languages. The OSPI provides resources to assist schools in meeting their obligations through the State Transitional Bilingual Instruction Program (STBIP).⁴ In addition to the Common Schools Manual, the OSPI website identifies applicable laws and regulations and provides links to those laws.⁵ It also includes an on-line resource library to provide guidance and professional development materials.⁶ The U.S. Department of Education also provides guidance and resources.⁷

1d. Is the school protecting the rights of English Language Learner (ELL) students?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract (including but not limited to Title III of the Elementary and Secondary Education Act [ESEA] as amended by the No Child Left Behind Act, U.S. Department of Education authorities, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), RCW 28A.180, Spokane School District Charter Authorizing Policy No. 4197, Sec. IV.B.a, and SPS 2015 Sample Charter School Contract Sec. 6.H and 9.B) relating to requirements regarding English Language Learners (ELLs). Areas for compliance include but are not limited to:

- Equitable access and opportunity to enroll
- Required policies related to the service of ELL students
- Compliance with native-language communication requirements
- Proper steps for identification of students in need of ELL services, including administering the Washington English Language Proficiency Test
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

⁴ <http://www.k12.wa.us/MigrantBilingual/BilingualProgram.aspx>

⁵ <http://www.k12.wa.us/MigrantBilingual/TBIP-Guidelines.aspx>

⁶ <http://www.k12.wa.us/MigrantBilingual/BilingualProgram.aspx>

⁷ <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

2. FINANCIAL MANAGEMENT AND OVERSIGHT

2.a. Financial Reporting and Compliance

Overview: The financial reports included in this measure are used as a basis for the analysis of a school's financial viability (i.e., Financial Performance Framework) and financial management (see Measure 2b below). The purpose of this measure is to determine whether the school is submitting accurate and timely information to SPS. Charter schools are public organizations that use public funds, and SPS is the entity charged with ensuring that schools are responsible stewards of those funds.

2a. Is the school meeting financial reporting and compliance requirements?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to financial reporting and compliance requirements (e.g., submits reports on time or within a reasonable grace period), as required by RCW 28A.710.040 (2)(e) and SPS 2015 Sample Charter School Contract Sec. 15 and 16, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), quarterly or other periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an Education Service Provider. WAC 108-30-040 (1)(c) and (3)-(4); Spokane School District Policies beginning at 6000; SPS 2015 Sample Charter School Contract Sec. 15.A, 15.D., 15.E., 15.H, and 15.K
- Appropriate financial controls, (e.g., internal control procedures for cash receipts, cash disbursements, and purchases). Spokane School District Policy No. 6020; SPS 2015 Sample Charter School Contract Sec. 15.B
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable. RCW 28A.710.180(4); SPS 2015 Sample Charter School Contract Sec. 15.C
- On-time submission and completion of the state auditor's office audit and corrective action plans, if applicable. RCW 28A.710.180(4); SPS 2015 Sample Charter School Contract Sec. 15.H
- All policies and requirements issued by the Office of Superintendent of Public Instruction and Washington State Auditor's office concerning accounting for public school districts in the state of Washington. SPS 2015 Sample Charter School Contract Sec. 15.F
- The public school budget and accounting requirements, the Accounting Manual for School Districts, and the Administrative Budgeting and Financial Reporting Handbook. Spokane School District Policy Nos. 6000 and following; SPS 2015 Sample Charter School Contract Sec. 15.F
- Annual inventory of current assets. SPS 2015 Sample Charter School Contract Sec. 4.J

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

2.b. Financial Management and Oversight (GAAP)

Overview: Critical to an organization's health and stability is its ability to manage its finances well. SPS has a responsibility to protect the public's interest and must evaluate the extent to which the charter school is responsibly managing its finances.

Auditors evaluate an organization's financial statements and processes against Generally Accepted Accounting Principles (GAAP). Schools that do not meet these standards will have findings in their financial audits. Findings may be considered deficient, significant, or material. Material weaknesses are findings that are considered more severe because there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented or detected and corrected on a timely basis.

Finally, audits may include a "going concern disclosure," which is a paragraph in the auditor's opinion. Organizations that are considered a "going concern" are, in the opinion of the auditor, financially viable to operate for at least one year. If an audit includes a paragraph with a "going concern disclosure" then the auditor has concerns about the organization's viability.

2b. Is the school following Generally Accepted Accounting Principles (GAAP)?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations (including but not limited to RCW 28A.710.040 (2)(e), Spokane School District Policy No. 4197, Sec. IV.B.e, and No. 6020, and SPS 2015 Sample Charter School Contract Sec. 4.F, 15.A, and 15.F) as evidenced by an annual independent audit, including but not limited to:

- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weakness⁸
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report⁹

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

3. GOVERNANCE AND REPORTING

3.a. Governance Requirements

Overview: Charter school boards hold fiduciary responsibility for the charter schools they oversee and must comply with applicable governance requirements.

3a. Is the school governing board complying with governance requirements?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:

- Board policies, including those related to oversight of an Education Service Provider (ESP), if applicable. SPS 2015 Sample Charter School Contract Sec. 4.A, 5.B, and 9.I
- Board bylaws. SPS 2015 Sample Charter School Contract Sec. 4.B
- Open meetings laws. RCW 28A.710.040 (2)(h); RCW 42.30; Spokane School District Charter Authorizing Policy No. 4197, Sec. IV.B.h; SPS 2015 Sample Charter School Contract Sec. 4.K, 9.B and 9.D
- Maintenance of public records. RCW 28A.710.040 (2)(h); RCW 42.56; Spokane School District Charter Authorizing Policy No. 4197, Sec. IV.B.h; SPS 2015 Sample Charter School Contract Sec. 4.H and 9.B
- Contracting for services. Spokane School District Policy Nos. 6112 and 6210; SPS 2015 Sample Charter School Contract Sec. 5.A, 5.B and 9.I

⁸ For definitions and discussions of these accounting terms of art see Accounting Manual for Public School Districts in the State of Washington, Appendix A- Glossary of Terms.

http://www.k12.wa.us/safs/ins/acc/1213/SDAM_1213_Complete.pdf

⁹ For additional information regarding these terms of art see Accounting Manual for Public School Districts in the State of Washington, Appendix B- Notes to the Financial Statements.

http://www.k12.wa.us/safs/ins/acc/1213/SDAM_1213_Complete.pdf

- Code of ethics, including conflicts of interest. SPS 2015 Sample Charter School Contract Sec. 4.B, 4.E, 4.G, 9.B. and 9.I
- Board composition and/or membership rules. SPS 2015 Sample Charter School Contract Sec. 4.C
- Appropriate managerial procedures (e.g., a checking account, adequate payroll procedures, and an organizational chart). SPS 2015 Sample Charter School Contract Sec. 4.F
- Required Statement of Assurances

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

3.b. Management Accountability

Overview: The central role of the charter school board is to responsibly delegate the work of actualizing the board's vision and mission. To that end, the board has a responsibility to oversee and hold accountable the charter school management, whether it chooses to contract with a management organization or hire an individual or management team.

3b. Is the governing board holding the school management team accountable?

Meets Standard

The governing board materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to oversight of the school management team, including but not limited to:

- (For schools contracting with education service providers [ESPs]) the school governing board is maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the ESP. SPS 2015 Sample Charter School Contract Sec. 5.B
- (For schools not contracting with ESPs) the school governing board is conducting oversight of the school management team that includes holding it accountable for performance expectations that may or may not be agreed to under a written performance agreement. WAC 108-30-020 (5)(d)
- (For all schools) the school governing board's willingness and skill in identifying issues with the school management team, taking corrective action, and implementing any corrective actions imposed by the authorizer. WAC 108-30-020 (5)(d)

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

3.c. Reporting Requirements

Overview: Reports from schools are required in order to allow SPS to monitor and evaluate the school's academic and operational performance and form the basis for renewal recommendations. SPS, in order to effectively evaluate charter school performance, must receive reports from the charter schools. Additionally, charter schools are responsible to other entities, including OSPI, for certain reporting requirements. Many reporting requirements may be fixed in law while others are outlined in the charter contract or are required for monitoring purposes (e.g., required reports for

intervention). This measure includes broad categories of reports.

3c. Is the school complying with reporting requirements?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to SPS, state, and/or federal authorities (e.g. Spokane School District Charter Authorizing Policy No. 4197, Sec. IV.B. and SPS 2015 Sample Charter School Contract Sec. 9.B), including but not limited to:

- Annual performance report. RCW 28A.710.040 (2)(f); RCW 28A.655.110; WAC 108-30-040 (1); Spokane School District Charter Authorizing Policy No. 4197 Sec. IV.B.f; SPS 2015 Sample Charter School Contract Sec. 8.B
- Data, documentation, or other evidence to establish compliance with the performance framework and terms of the charter contract. WAC 108-30-040 (1); SPS 2015 Sample Charter School Contract Sec. 9.O
- Attendance and enrollment reporting. RCW 28A.710.220 (1); Spokane School District Policy No. 3120; SPS 2015 Sample Charter School Contract Sec. 11.F
- Compliance and oversight. 26 U.S.C. 501(c)(3); WAC 108-30-040 (1); SPS 2015 Sample Charter School Contract Sec. 9.N and 9.O
- Notification of crisis situations. SPS 2015 Sample Charter School Contract Sec. 9.M
- Corrective action plans if applicable. WAC 108-30-040 (1)
- Additional information required by the authorizer. WAC 108-30-040 (1), (3) and (5); SPS 2015 Sample Charter School Contract Sec. 9.O and 20

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

4. STUDENTS, PARENTS, AND EMPLOYEES

4.a. Rights of Students

Overview: Charter schools must protect the rights of the students they serve. SPS has a responsibility to ensure that the charter school is in compliance with a range of state and federal requirements from admissions policies to protections of students' civil rights.

4a. Is the school protecting the rights of all students?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment). RCW 28A.710.050; WAC 108-30-020 (5)(b); Spokane School District Policy No. 3120; SPS 2015 Sample Charter School Contract Sec. 11.A
- Appropriate handling of student information that could be used in discriminatory ways or otherwise contrary to law. FERPA, 20 U.S.C. 1232(g); RCW 28A.710.040 (2)(a); WAC 108-30-020 (5)(b); SPS 2015 Sample Charter School Contract Sec. 4.I and 9.B
- Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction. RCW 28A.710.040(2)(a); WAC 392-400-215; Spokane School District Charter Authorizing Policy No. 4197.IV.B; SPS 2015 Sample Charter School Contract Sec. 9.B and 9.C
- McKinney - Vento Homeless Assistance Act.¹⁰ 42 U.S.C. §§11431 through 11435; SPS 2015 Sample Charter School Contract Sec. 9.B
- State nondiscrimination laws,¹¹ including RCW 49.60, (general prohibition on discrimination); RCW 28A.642 (prohibition of discrimination in public schools); WAC 392-190 (Equal Education Opportunity); RCW 28A.640 (sexual equality) Spokane School District Charter Authorizing Policy No. 4197. IV.B.a; SPS 2015 Sample Charter School Contract Sec. 9.B and 9.E
- Conduct of discipline (discipline hearings and suspension and expulsion policies and practices). WAC 108-30-020 (5)(c); SPS 2015 Sample Charter School Contract Sec. 6.J

Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1c.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

4.b. Recurrent Enrollment

¹⁰ The Office of Homeless Education at the OSPI provides guidance and resources to assist schools in complying with the requirements of the law. <http://www.k12.wa.us/HomelessEd/default.aspx>

¹¹ See the OSPI publication [Prohibiting Discrimination in Washington Public Schools: Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC](#) Published February 2012

¹² See the OSPI AYP Frequently Asked Questions and other AYP resources on the OSPI website: [AYP FAQ](#)

Overview: Charter schools are required by Washington law to have indicators, measures and metrics related to year-to-year recurrent enrollment. SPS defines "recurrent enrollment" as the number of students continuing to be enrolled in the school from one year to the next expressed as a percentage of the total number of students eligible to continue their enrollment at the school.

4b. Does the school's recurrent enrollment rate indicate equitable access to the school?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to state certification requirements as required. Recurrent enrollment rates are not significantly lower than the SPS average.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

4.c. Teacher and Staff Credentials

Overview: Public schools must employ appropriately qualified and credentialed staff including administrative, teaching, and educational support staff as required by law. For schools that receive Title II funding, staff must meet Highly Qualified Teacher and Paraprofessional requirements.

4c. Is the school meeting teacher and other staff credentialing requirements?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to state certification requirements as required in RCW 28A.410.025 (with exceptions specified in RCW 28A.150.203(7)) including, but not limited to, RCW 28A.710.040(2)(c), Spokane School District Charter Authorizing Policy No. 4197, Sec. IV.B.c, SPS 2015 Sample Charter School Contract Sec. 6.E, and Title II of the No Child Left Behind Act.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

4.d. Employee Rights

Overview: Charter schools must follow applicable employment law. Note that allegations of violations of employee rights may not be evidence of noncompliance.

4d. Is the school respecting employee rights?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including but not limited to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, Title VII of the Civil Rights

Act of 1964, and chapter RCW 28A.642 and 640, RCW 28A.710.040 (1)(a), Spokane School District Charter Authorizing Policy No. 4197, Sec. IV.B.a, SPS 2015 Sample Charter School Contract Sec. 9.E, 18.C. and 18.E.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

4.e. Background Checks

Overview: Charter schools must conduct background checks to ensure the safety of students and employees in the school.

4e. Is the school completing required background checks?

Meets Standard

- h. The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract, including but not limited to RCW 28A.400.303, relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable). RCW 28A.710.040 (2)(d), RCW 28A.400.303; Spokane School District Charter Authorizing Policy No. 4197, Sec. IV.B.d; SPS 2015 Sample Charter School Contract Sec. 9.J and 15.D.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

5. SCHOOL ENVIRONMENT

5.a. Facilities and Transportation

Overview: SPS must ensure that the school's physical plant is safe for occupancy as a school and that the school complies with laws related to the provision of transportation services.

5a. Is the school complying with facilities and transportation requirements?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation (e.g. SPS 2015 Sample Charter School Contract Sec. 13), including but not limited to:

- Transportation. RCW 28A.160; RCW 46.61.380; WAC 392-141; WAC 392-142 through 392-145; SPS 2015 Sample Charter School Contract Sec. 9.L
- Title II of the Americans with Disabilities Act. 42 U.S.C. 12131; SPS 2015 Sample Charter School Contract Sec. 11.B and 11.H
- Viable certificate of occupancy or other required building use authorization.
- Health code, safety code, and fire code requirements. WAC 246-366 (health and safety code); WAC 51-54A (building and fire code); SPS 2015 Sample Charter School Contract Sec. 11.H
- Maintaining and documenting requisite insurance coverage. Spokane School District Policy No. 6530; SPS 2015 Sample Charter School Contract Sec. 22

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

5.b. Health and Safety

Overview: Charter schools must meet state and federal health and safety requirements related to health services and food services.

5b. Is the school complying with health and safety requirements?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services (RCW 28A.710.040 (2)(a), Spokane School District Charter Authorizing Policy No. 4197 Sec. IV.B.a, and SPS 2015 Sample Charter School Contract Sec. 9.B, 9.J, and 9.K) including but not limited to:

- Unsafe conditions and potential hazards. WAC 246-366-140¹²
- Health and screening requirements. RCW 28A.210
- Immunization. WAC 392-380
- Reporting of child abuse. RCW 26.44.030; SPS 2015 Sample Charter School Contract Sec. 9.J
- Accident prevention.
- Notification of criminal conduct to law enforcement. SPS 2015 Sample Charter School Contract Sec.

¹² This provision requires OSPI and the state Department of Health to create a guide to good safety practices in public schools. See [Health and Safety Guide for K-12 Schools in Washington](#), Second Ed., January 2003.

9.K, 9.M, and 18.D

- School Safety plans (crisis management and response plans). RCW 28A.320.125; SPS 2015 Sample Charter School Contract Sec. 9.J
- Appropriate nursing services and dispensing of pharmaceuticals, if applicable.¹³
- Food service requirements, if applicable. WAC 246-366-130
- Other district services, if applicable

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

5.c. Information Management

Overview: Both charter school boards and school management must appropriately handle sensitive information, which often includes student-level data protected under federal law. Additionally, charter school boards may receive requests for documentation from parents, community members, other stakeholders and/or the media and must comply with the Public Records Act.

5c. Is the school maintaining and handling information appropriately?

Meets Standard

The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the maintaining and handling of information, (e.g., RCW 42.56 and SPS 2015 Sample Charter School Contract Sec. 4.i).

- Proper and secure maintenance of education records. FERPA, 20 U.S.C. 1232(g); 34 C.F.R. §99.33; RCW 42.56; RCW 28A.710.040 (2)(a); RCW 28A.605.030; WAC 108-30-020(5)(b); WAC 392-500; WAC 392-415-050 and the following provisions; Spokane School District Policy No. 3400; SPS 2015 Sample Charter School Contract Sec. 9.B and 9.G.
- Compliance with Public Records Act. RCW 42.56; RCW 28A.710.040 (2)(h); Spokane School District Charter Authorizing Policy No. 4197, Sec. IV.B.h and No. 6802; SPS 2015 Sample Charter School Contract Sec. 4.H and 9.B
- Transferring of student records. RCW 28A.195.070; RCW 28A.225.330; WAC 392-415-100; Spokane School District Policy No. 3400; SPS 2015 Sample Charter School Contract Sec. 9.G and 11.D
- Proper and secure maintenance of testing material. RCW 28A.635.040; WAC 181-87-060; SPS 2015 Sample Charter School Contract Sec. 9.B

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

¹³ See OSPI publication [Staff Model for the Delivery of School Health Services](#), April 2000 and [Washington State School Staff Health Training Guide](#), August 2012.

6. ADDITIONAL OBLIGATIONS

6.a. Additional Obligations

Overview: Designed to be a “catch-all,” this measure ensures that the school is held accountable to obligations that are not explicitly stated in the Organizational Framework but that the school is held accountable to through some other account. Additionally, this captures any new requirements that may come after both parties agree to the performance agreements. Spokane School District Charter Authorizing Policy No. 4197, Sec. IV.i

6a. Is the school complying with all other obligations?

Meets Standard

The school materially complies with all other legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:

- Mission specific goals that the school agreed to in its charter contract. WAC 108-30-020(3)(f) and (5)(a); WAC 108-30-020 (5)(f)
- Intervention requirements by the authorizer. RCW 28A.710.180; WAC 108-30-040(1)(e) and (3)-(5)
- Revisions to federal or state laws, state regulations, or WSCSC policy. RCW 28A.710.040 (2)(i) and (3); WAC 108-30-020 (5)(g); SPS 2015 Sample Charter School Contract Sec. 8.D and 9.A.
- Court orders and consent decrees, if applicable

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

APPENDIX J
CURRICULUM REVIEW PLAN

Curriculum Review Plan

PRIDE Schools

Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the student population.

Curriculum and Instructional Design

Describe the framework for instructional design that both reflects the needs of the student population and ensures all students meet or exceed the state standard. Include a description of how the school developed a curriculum that is culturally responsive and free of bias (i.e., racial, gender, etc.)

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

The PRIDE learning environment is structured to be inclusive of all students and is classroom based. Class size is approximately 25. Students have instruction in core content areas, changing instructors throughout the day. Project-based learning using an IB Framework is key to the curriculum design for all courses. Rubrics and regular formative assessment to provide students with opportunities to master content.

The learning environment provides 1:1 technology. In addition to 1:1 technology, students frequently use other innovative tools to complete projects.

All students take Spanish in grades 6-8 with most students continuing with Spanish in grades 9 and 10. All students in grades 6-8 take computer science.

Project work is typically interdisciplinary, providing more opportunity for students to review and master key content, skills, and processes.

Students take part in an advisory program that provides SEL instruction and support. Advisory also focuses on supporting students with career and college goals and actions.

2. Provide an overview of the curriculum, a sample course scope and sequence for one subject in each grade level that the school serves. In addition, identify course outcomes and demonstrate alignment with applicable state standards.

Attached

3. Summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula are appropriate and effective for the targeted students.

PRIDE Schools has chosen to work with the International Baccalaureate (IB) to guide our curriculum for several reasons. The first being that the curriculum guide is set up so that there is a focus on allowing students to dive deeper into topics and issues they find interesting. While there is less of a focus on breadth of knowledge, there is a significant emphasis on depth and mastery of concepts and skills necessary to learn. Recent studies comparing IB's Middle Years Program (MYP) to the General Certificate of Secondary Education (GCSE) found that the two programs had comparable end results for students. Test type, length, and cognitive demand from students are comparable for both programs. This lends itself well to inquiry driven project-based learning that occurs at PRIDE Schools. Students are able to dive deep into topics/concepts that they are interested in while still showing they've mastered the required skills to graduate high school and attend competitive colleges around the country.

Another benefit of the IB curriculum guide is that there is room for interdisciplinary learning to occur. While a challenge at first, this style of teaching and learning allows teachers to be truly collaborative and for students to internalize their learning on a deeper level. This also helps students work more consistently on highly valued skills of collaboration, critical thinking, communication, and creativity which will benefit students in college and beyond. Numerous studies have been done that show how much more a student learns and remembers when they are taught in a more interdisciplinary style. That is what our projects are focused on, incorporating science, history, language arts, and more together to help students transfer their knowledge and skills from one discipline to another.

This all supports the mission statement we stand behind at PRIDE, especially the first sentence: The mission of PRIDE Schools is to honor the diversity and capacity of people through innovative education design. We know we need to offer additional educational avenues for students to follow that will still help them meet state benchmarks and be successful. We strive to build a curriculum and school where students can truly be themselves and use their own identity to drive their educational path using our teachers as guides and mentors. We see the success of this model with our graduating seniors and other excelling students both at the middle and high school level. Students at our schools find their confidence and direction in life.

4. Describe the primary instructional strategies that the school expects teachers to use and why they are well-suited for the student population. Describe the methods and systems teachers have for providing differentiated instruction to meet the needs of all students (including Highly Capable, IEP, 504, ELL, etc.)

PRIDE is a full inclusion school. Project based learning provides an opportunity for teachers to adapt curriculum materials, instructional strategies, and intervention to help support mastery of content by all students. Inclusive project-based curriculum allows our staff to meet a wide-range of abilities in their classrooms. Teachers provide a clear objective for the day, written plans for students to follow, and entry/exit slips to assess mastery of the daily objective. Teachers use small group instruction to provide additional support or accelerated instruction to students.

The use of exemplar work and providing rubrics allow students to set goals, get feedback, make revisions, reflect and adjust their work. This methodology of teaching allows students grow and show mastery of content and process.

The special education team provides support to general education teachers. When units of study are developed, special education staff help provide reading materials that are at varied levels and create graphic organizers, etc. that can be used by all students. Additionally, intervention time is provided for students to have support with content courses and/or acceleration as needed.

5. Describe the curriculum adoption or development process that has taken place.

Teachers worked in core content teams to create a 6-12th grade scope and sequence. Teachers then worked on grade level unit plans that were reviewed by all content teachers. Core content was submitted to IB for feedback and teachers went through a revision process.

PRIDE Schools underwent a rigorous IB Certification process for its MYP 6-10th grade program and the DP program 11th and 12th grade. IB authorizers were on campus on two different occasions to audit curriculum, observe teaching, and meet with stakeholders. Final units and the scope and sequence were audited during that time.

Each spring, content staff evaluate their curriculum and make revisions to units based on summative assessment data and student feedback. Revisions are approved by the IB Coordinator/Director of Curriculum.

APPENDIX K

ANNUAL MONITORING CHECKLIST OF REQUIRED DOCUMENTATION

Annual Monitoring Checklist of Required Documentation

Documentation to be provided to SPS Authorizer to monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Frameworks or Contract. Documentation requirements may be modified as needed and agreed upon, pending State legislature and OSPI timelines and/or audit recommendations.

#	Framework	Required Documents
1	Academic Achievement	Mission Specific Goals
2	Academic Achievement	School Calendar
3	Academic Achievement	Student Transfers/Exit/Drop Out Report
4	Academic Achievement	Mission Specific Goals and Performance Target Review
5	Financial	Annual Proposed Budget
6	Financial	Annual Year-End F-196 Report
7	Financial	Annual Rolling Five (5) Year Enrollment Projection (includes Notification of Enrollment Projection Change of More than 10%, if applicable)
8	Financial	Draft Budget and F-203 Enrollment Projection for the next fiscal year
9	Financial	Draft Projected Enrollment List for the next fiscal year (Student First and Last Name, SSID, Grade Level, Address and Last School Attended)
10	Financial	Monthly Financial Reports (Budget Status, Trial Balance, Cash Flow)
11	Financial	Independent Financial Audit Report
12	Organizational	501c3 Status and Evidence of timely filing of Form 990
13	Organizational	Annual Evidence of Insurance
14	Organizational	Annual Fire Inspection
15	Organizational	Annual Health/Safety Inspection (including Food Permits and Assembly Permits if applicable)
16	Organizational	Authorization to Expend Funds
17	Organizational	Board Resumes - Current Board Members
18	Organizational	Board Roster and Contact Info
19	Organizational	Building Capacity Certificate of Occupancy and Assembly Permit (if applicable)
20	Organizational	Certification - Filing of Personal Financial Affairs Statements - Current Board Members
21	Organizational	Certification and Roster of Criminal Records Checks
22	Organizational	Conflict of Interest Disclosure - Current Board Members
23	Organizational	Emergency Contact Information
24	Organizational	Employee Handbook
25	Organizational	Certification of completion of Superintendent and Certificated Staff Evaluations
26	Organizational	Annual Staffing Report (template provided by authorizer)
27	Organizational	Independent Performance Audit Report (if applicable in current year)
28	Organizational	Lease/Facility Agreement
29	Organizational	Notification of Litigation List (if applicable)
30	Organizational	Recurrent Enrollment Report by Grade Level
31	Organizational	Safe School Plan
32	Organizational	School Board Meeting Schedule
33	Organizational	School Complaint Process
34	Organizational	Special Education Policies and Procedures
35	Organizational	SRHD Self-Reinspection and Permits
36	Organizational	Slate Auditors Office Accountability Audit Report
37	Organizational	Performance Audit (if applicable per State of Washington requirements)
38	Organizational	Training on Child Abuse and Neglect Reporting
39	Organizational	Training on McKinney Vento Homeless Education
40	Organizational	Summary of feedback from parents and community members obtained under RCW 28A 655 115
41	Organizational	Evidence of compliance with screening and intervention requirements under RCW 28A.320.260 Dyslexia Interventions

APPENDIX L
ENROLLMENT POLICY AND PROCEDURE



POLICY: ENROLLMENT

The superintendent shall develop procedures for enrolling students, recording attendance behavior, as well as counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate in writing whether or not the student has any history of placement in a special education program; any past, current or pending disciplinary actions; any history of violent behavior or convictions, adjudications or diversion agreements related to a violent offense, a sex offense, inhaling toxic fumes, a drug offense, a liquor violation, assault, kidnapping, harassment, stalking or arson; any unpaid fines or fees from other schools; and any health conditions affecting the student's educational needs. If the district receives information that a student has a history of disciplinary actions, criminal or violent behavior, or other behavior that indicates the student could be a threat to the safety of staff or students, the student's teachers and building security personnel shall be informed.

The school district shall not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. The request for enrollment may be made by the student, parent or guardian.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, staff shall be diligent in maintaining such records.

Qualifications of Attendance:

A. Age of Admission

Attending the schools of the district shall be recognized as a right and responsibility for those who meet the requirements prescribed by law. Every resident of the district who satisfies the minimum entry age requirement and is less than 21 years of age has the right to attend the district's schools until he/she completes high school graduation requirements. Children of age 8 and less than age 18 are required by law to attend a public school, an approved private school or educational center, unless they are receiving approved home-based instruction. Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent shall exercise his/her authority to grant exceptions when he/she determines that the student:

1. Is lawfully and regularly employed; and
2. Has permission of a parent; or
3. Is emancipated pursuant to Chapter 13.64 RCW; or
4. Is subject to one of the other exceptions to compulsory attendance.

A resident student who has been granted an exception retains the right to enroll as a part-time student and shall be entitled to take any course, receive any ancillary services and take or receive any combination of course and ancillary services which is offered by a public school to full-time students.

B. Verification of Age

Age of a child being presented for entrance to the kindergarten or first grade program of the district shall be confirmed by a birth certificate or other legal document.

C. Admission of Students Aged Twenty-One or Older

A student aged 21 or older may enroll in a school in the district under the following conditions:

1. There is available space in the school and program which the student shall attend;
2. Tuition is prepaid;
3. The student provides his/her own transportation;
4. The student resides in the state of Washington; and
5. In the judgment of the superintendent, no adult education program is available at reasonable costs and the district's program is appropriate to the needs of the student.

D. Placement of Students on Admission

The decision of where to place a student seeking admission to the district rests with the principal. Generally students meeting the age of admission requirements or transferring from a public or approved private school shall be placed in kindergarten or first grade, or the grade from which they transferred. The principal shall evaluate the educational record and assessments of all other students to determine their appropriate placement. A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

CROSS REFERENCES:

Board Policy 2255	Alternative Learning Experience Programs
Board Policy 2080	Comprehensive Student Assessment System
Board Policy 2121	Student Drug, Chemical, and Alcohol Use/Abuse Program
Board Policy 2108	Remediation Programs
Board Policy 3114	Part-time, Home-based, or Off-campus Students
Board Policy 3121	Compulsory Attendance
Board Policy 3122	Excused and Unexcused Absences

LEGAL REFERENCES:

WAC 392-121-182	Alternative learning experience requirements
WAC 392-169-022	Running Start student — Definition
RCW 28A.225.010	Attendance mandatory – Age – Person having custody shall cause child to attend public school – When excused
RCW 28A.225.020	School’s duties upon juvenile’s failure to attend school
RCW 28A.225.160	Attendance age eligibility
RCW 28A.225.220	Adults, children from other districts, agreements for attending school – Tuition
WAC 180-39	Uniform Entry Qualifications
WAC 392-134-010	Attendance rights of part-time public school students
WAC 392-137	District policies – Procedure and criteria for release of resident students and admission of nonresident students



PROCEDURES: ENROLLMENT

Enrollment

Enrollment and attendance records shall be maintained in each school building. At the conclusion of the year, the enrollment and attendance information shall be recorded on the student's permanent record card.

The attendance registers shall remain in the school building for a period of five years, after which time they shall be sent to the district office to be destroyed.

Annually each school shall report to the district actions taken to reduce any student's absenteeism following the student's fifth absence in one month or tenth absence in one year. The district shall report this information annually to the superintendent of public instruction:

- A. The number of enrolled students and the number of unexcused absences;
- B. The number of enrolled students with ten or more unexcused absences in a school year or five or more unexcused absences in a month;
- C. A description of any programs or schools developed to serve students who have had five or more absences in a month or ten in a year including information about the number of students in the program or school and the number of unexcused absences of students during and after participation in the program. The reports shall also describe any placements in an approved private nonsectarian school or program or certified program under a court order.
- D. The number of petitions filed by a school or a parent with the juvenile court.

The information in these reports shall not disclose the names or other identification of the students or parents.

For purposes of enrollment count, a "full-time equivalent student" shall be:

Grade 6-10: 25 hours or more per week or five hours or more for 180 scheduled days;

Grade 11-12: 25 hours or more per week or five hours or more for 180 scheduled days; the equivalent in a combination of high school, community college and/or vocational-technical institute courses; or the equivalent in an alternative school program.

Alternative Learning Experiences: Full-time equivalency will be determined by documentation of all hours of learning activities pursuant to WAC 392-121-182(4).

Normal class change/passing time may be counted as part of this requirement. Noon intermission, however, is excluded.

No student may be counted on any school's or program's enrollment report who has been absent consecutively from school for two consecutive monthly enrollment report days (first of the month) until attendance is resumed.

Procedures for handling excused and unexcused absences are defined in 3122P (Excused and Unexcused Absences).

APPENDIX M
ENROLLMENT PROJECTION

Rolling 5-Year Enrollment Projection

Enrollment Projections. The School shall provide rolling five (5) year enrollment projections to the Authorizer prior to December 1st of each year as identified on Appendix M. As stated in Section 11(B), if the School wishes to enroll more than the maximum number of students, it shall, before exceeding this number, provide evidence satisfactory to the Authorizer that it has the capacity to serve the larger population. Moreover, if the School exceeds 10% of the projected enrollment for any year, the School must notify the Authorizer in writing by December 1st for the upcoming school year. Any plan to enroll 10% or more of the projected enrollment will require an amendment to this Contract.

Original Application Enrollment Projection (Revised for 2016-17 Contract Maximum=300)																
School Year:	Grade Level												Total	Minimum	Maximum	
	K	1	2	3	4	5	6	7	8	9	10	11				12
2015-16														120	95%	110%
2016-17														300	114	192
2017-18														300	285	330
2018-19														480	371	429
2019-20														570	456	528
2020-21														640	542	627
2021-22														650	618	715
2022-23														640	608	704
2023-24														640	608	704
2024-25														640	608	704
2025-26														0	0	0
2026-27														0	0	0

*Instructions: Provide your 5-Year Enrollment Projection in the yellow highlighted cells.
Print the projection and upload a copy, signed by an authorized representative, to Charter Tools by the due date.
Grade level changes or changes that result in exceeding the currently approved enrollment by more than 10% will require a board approved contract amendment.*

Projected - Rolling Five (5) Year Enrollment Projection - 2021-22 through 2025-26														
School Year:	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
2015-16							76	75						151
2016-17							79	78	79					237
2017-18							107	100	100	96				398
2018-19							100	104	105	92	94			493
2019-20							95.29	109.25	102.02	86.54	89.56	64.83		547.49
2020-21							90	118.5	139	119	94	82.98	64.68	702.16
2021-22							80	110	120	120	95	90	85	700
2022-23							80	110	120	120	95	90	85	700
2023-24							80	110	120	120	95	90	85	700
2024-25							80	110	120	120	95	90	85	700
2025-26							80	110	120	120	95	90	85	700
2026-27														0

Charter School Name:	PRIDE Prep			
Charter School Enrollment				
Notes:	This reflects a distribution that is more aligned with historic enrollments			
Date of Enrollment Projection:	6/14/21			
Authorized Signature:	<i>[Signature]</i>	Title:	<i>Superintendent</i>	
Charter Authorizer:	Spokane Public Schools			
Authorizer Notes:				
Approval Date:	6/16/2021			
Authorized Signature:	<i>Candy Coleman</i>	Title:	<i>Chief Finance & Business Services Officer</i>	

APPENDIX N
STATEMENT OF ASSURANCES

Statement of Assurances

This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: PRIDE Prep are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
2. The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with Spokane Public Schools;
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
 - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
 - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
 - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
 - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
 - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLB provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
 - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
 - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
 - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
 - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq).
4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
6. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;
7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;

8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;
9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;
11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;
12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;
13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;
14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;
15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records), RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);
17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;
18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);
19. The School shall comply with the employee record check requirements in RCW 28A.400.303;
20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
21. The School shall comply with the annual performance report under RCW 28A.655.110;
22. The School shall be subject to the performance improvement goals adopted by the state board of education under RCW 28A.305.130;
23. The School shall comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;
24. The School shall be subject to and comply with all legislation governing the operation and management of charter schools;
25. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract;

26. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations;
27. The School shall be subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;
28. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any student regardless of his or her location of residence;
29. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;
30. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;
31. The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;
32. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;
33. The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;
34. The School shall meet any reasonable requirements or conditions imposed by Spokane Public Schools, including but not limited to requirements or conditions to monitor the progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;
35. The School shall comply with, and fully participate in, any activity by SPS that SPS deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;
36. The School shall comply with any corrective actions or sanctions imposed upon it by SPS pursuant to Chapter 28A.710 RCW;
37. The School shall comply with all renewal and nonrenewal actions required of it by SPS or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;
38. The School shall comply with any nonrenewal of termination actions imposed by SPS pursuant to Chapter 28A.710 RCW and duly adopted rules of SPS;
39. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;
40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;
41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;
42. The School shall indemnify and hold harmless SPS and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;
43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.

44. The School will notify families of current and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt.

45. Charter school board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.

46. All of the information submitted in the Renewal Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.

47. All of the information contained in the Renewal Application reflects the original work of the Applicant; no portion of the Renewal Application was copied or plagiarized.

48. These assurances are made by the charter school board through its duly authorized representative. The charter school board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

Pride Schools

NAME OF SCHOOL



SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

June 2, 2020

DATE



Ian Field

NAME OF DULY AUTHORIZED REPRESENTATIVE

APPENDIX O
ORGANIZATIONAL CHART

