

Spokane Public Schools

**Annual Performance Report
for
Pride Prep Charter School**

School Year 2020-2021



ANNUAL PERFORMANCE REPORT FOR PRIDE PREP CHARTER SCHOOL

Introduction

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

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

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

This report is based on the 2020-21 school year. With the Washington state court ruling in September 2015, each of Spokane's charter schools operated much of the 2015-16 school year under the structure of Alternative Learning Experience (ALE) Schools, overseen by the Mary Walker School District. It is generally accepted that the 2016-17 school year was the first full year schools were operating as charter schools, thus the first annual performance report is based on that year.

Due to COVID 19 and the cancellation of state assessments in Spring of 2020 and 2021, Academic Performance data is not available to be presented for the 2020-21 school year.

At the time of this report, the accountability audit conducted by the State Auditor's Office is not yet completed for the 2020-21 school year. The 2020-21 independent financial audit is completed, and results are incorporated into this report.

PRIDE PREP CHARTER SCHOOL PERFORMANCE SUMMARY 2020-21

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

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

Due to COVID 19 and the cancellation of state assessments in Spring of 2020 and 2021, Academic Performance data is not available to be presented for the 2020-21 school year.

<i>INDICATORS AND MEASURES</i>	<i>MEETS STANDARD?</i>
<i>ACADEMIC PERFORMANCE 2020-21</i>	
State and Federal Accountability	N/A 2020-2021 (Incomplete assessment data)
Geographic Comparisons	N/A 2020-2021 (Incomplete assessment data)
Comparison to Schools Serving Similar Students	DOES NOT MEET STANDARD
School-Specific Goals	EXCEEDS STANDARD
<i>FINANCIAL PERFORMANCE 2020-21</i>	
Near-Term Financial Health	MEETS STANDARD
Financial Sustainability	MEETS STANDARD
<i>ORGANIZATIONAL PERFORMANCE 2020-21</i>	
Education Program Compliance (including services for special populations)	MEETS STANDARD
Financial Management and Oversight	MEETS STANDARD
Governance and Reporting	MEETS STANDARD
Students, Parents, and Employee Rights and Requirements	MEETS STANDARD
School Environment	MEETS STANDARD
Additional Obligations (if applicable)	N/A

SCHOOL OVERVIEW

<i>SCHOOL NAME</i>	Pride Prep Charter School
<i>GRADES SERVED</i>	6,7,8,9,10,11, and 12
<i>SCHOOL ADDRESS</i>	811 East Sprague Avenue, Suite A Spokane, WA 99202
<i>SCHOOL CONTACT INFORMATION</i>	Brenda McDonald, Head of School brenda@prideschools.org (509) 309-7680
<i>SCHOOL WEBSITE</i>	www.prideprepschool.org
<i>NEIGHBORHOOD LOCATION</i>	East Central
<i>AREAS SERVED</i>	Spokane and Vicinity
<i>LEADERSHIP 2020-21</i>	Board Chair: Ian Field Superintendent: Brenda McDonald Administrative Team: Brian Via- High School Crystal Oliver- Middle School Nicky Jones- Director of Curriculum and Instruction Suzette Wilson- Office Manager
<i>SCHOOL MISSION</i>	To prepare a diverse range of students for a life of learning in post-secondary education, citizenship, and leadership.
<i>TOTAL STUDENT ENROLLMENT IN 2020-21</i>	722

Enrollment by Student Demographics

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

Subgroup	Pride Prep	
	Enrollment	% of Total Enrollment
<i>Gender (Percent of October Enrollment)</i>		
Female	323	44.7%
Gender X	11	1.5%
Male	388	53.7%
<i>Race/Ethnicity (Percent of October Enrollment)</i>		
American Indian/Alaskan Native	26	3.6%
Asian	11	1.5%
Black/African American	39	5.4%
Hispanic/Latino of any race (s)	85	11.8%
Native Hawaiian / Other Pacific Islander	3	0.4%
Two or More Races	59	8.2%
White	499	69.1%

Growth by Student Demographics

Due to COVID 19 and the cancellation of state assessments in Spring of 2020 and 2021, Academic Performance data is not available to be presented for the 2020-21 school year.

I. ACADEMIC PERFORMANCE

This section provides an overview of the school's performance in the year reviewed on a variety of academic measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

Due to COVID 19 and the cancellation of state assessments in Spring of 2020 and 2021, Academic Performance data is not available to be presented for the 2020-21 school year.

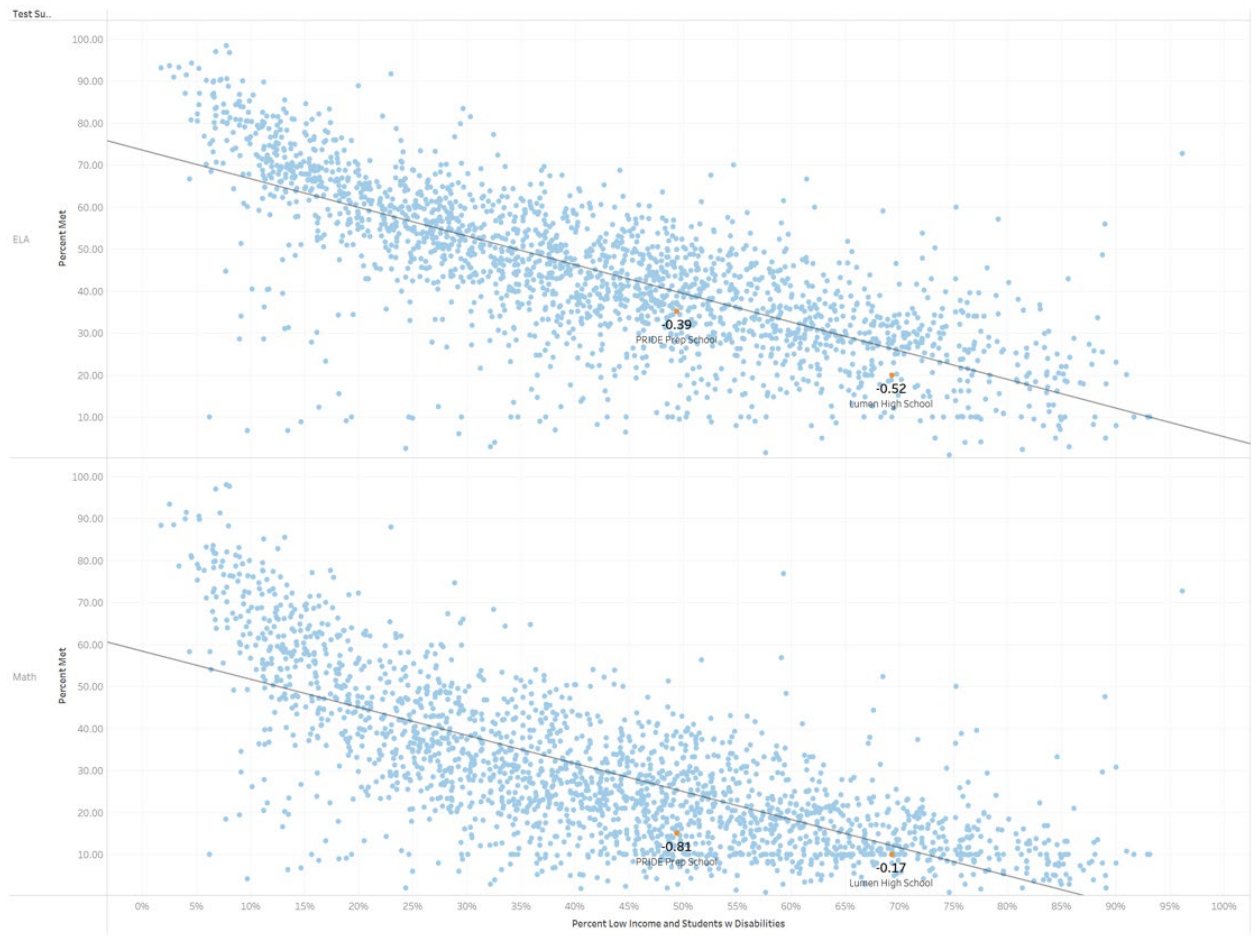
<i>INDICATORS AND MEASURES</i>	<i>MEETS STANDARD?</i>	<i>NOTES</i>
<i>STATE AND FEDERAL ACCOUNTABILITY</i>		
All Students Framework score	N/A 2020-2021 (Incomplete assessment data)	
Subgroup Framework score	N/A 2020-2021 (Incomplete assessment data)	
<i>GEOGRAPHIC COMPARISONS</i>		
Proficiency comparison to district	DOES NOT MEET STANDARD	
Growth comparison to district	N/A 2020-2021 (Incomplete assessment data)	
Subgroup Proficiency comparison to district	FALLS FAR BELOW STANDARD	
Subgroup Growth comparison to district	N/A 2020-2021 (Incomplete assessment data)	
EL Progress comparison to district	N/A 2020-2021 (Incomplete assessment data)	
Subgroup EL Progress comparison to district	N/A 2020-2021 (Incomplete assessment data)	
Regular Attendance comparison to district	FALLS FAR BELOW STANDARD	
Subgroup Regular Attendance comparison to district	FALLS FAR BELOW STANDARD	
<i>COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS</i>		
Proficiency comparison to schools statewide serving similar students	DOES NOT MEET STANDARD	
<i>SCHOOL-SPECIFIC GOALS</i>		
Mission-Specific Academic Goal(s)	EXCEEDS STANDARD	

<i>INDICATORS AND MEASURE DETAILS</i>	<i>SCORE</i>
<i>STATE AND FEDERAL ACCOUNTABILITY</i>	
All Students Framework score	N/A
<p>The Framework combines as many as nine indicators (such as attendance, and proficiency on state tests in math and English language arts) into a 1-10 score. The school's score then determines the state supports for the school to improve.</p>	
Subgroup Framework score	N/A
<p>Framework scores for each applicable subgroup applied to the charter methodology rubric and averaged for a final rubric score out of 100.</p>	
<i>GEOGRAPHIC COMPARISONS</i>	
Proficiency comparison to district	Charter Average Proficiency: 25.2% Comparison Average Proficiency: 35.45%
<p>Charter proficiency is compared to the resident district and applied to the charter methodology rubric (carried out separately for ELA and Math). Rubric scores are then averaged for a final rubric score.</p>	
Growth comparison to district	N/A
<p>Charter growth is compared to the resident district and applied to the charter methodology rubric (carried out separately for ELA and Math). Rubric scores are then averaged for a final rubric score.</p>	
Subgroup Proficiency comparison to district	Charter Average Proficiency: 19.3% Comparison Average Proficiency: 25.3%
<p>Proficiency scores for each applicable subgroup are compared to the resident district and applied to the charter methodology rubric (carried out separately for ELA and Math). Rubric scores are then averaged for a final rubric score.</p>	
Subgroup Growth comparison to district	N/A
<p>Growth scores for each applicable subgroup are compared to the resident district and applied to the charter methodology rubric (carried out separately for ELA and Math). Rubric scores are then averaged for a final rubric score.</p>	
EL Progress comparison to district	N/A
Subgroup EL Progress comparison to district	N/A
Regular Attendance comparison to district	Charter Regular Attendance: 68.6% Comparison Regular Attendance: 83.1%
<p>Regular attendance is defined as having, on average, less than two absences per month. It doesn't matter if the absences are excused or unexcused. An absence is defined as missing more than half the school day. This measure includes students that were enrolled for at least 90 days at any given school. The regular attendance rate is compared against the resident district and applied to the charter methodology rubric.</p>	

Subgroup Regular Attendance comparison to district	Charter Average Regular Attendance: 66.6% Comparison Avg. Regular Attendance: 78.0%
Regular attendance (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score.	
<i>COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS</i>	
Proficiency comparison to schools statewide serving similar students	Charter Average Proficiency: 25.2% Average Expected Proficiency: 35.57%
Regression analysis used to compare each school's actual performance to its predicted performance, based on the enrollment of students eligible for free and reduced-price lunch (FRL) and students with disabilities (SWD). This is a method of statistical analysis that provides an estimate of expected performance based on different student and/or school characteristics. This approach allows the resident district to see whether charter schools are performing better, worse, or about the same as we would expect schools serving the same mix of students. *See Figure A below.	
<i>SCHOOL-SPECIFIC GOALS 2020-2021</i>	
Mission-Specific Academic Goal(s):	
1. 70% of all PRIDE Students in grades 8 (community project) and 10 (personal project) who began the school year at PRIDE will successfully complete their community or personal project.	By June 2021, 85% of students who were hybrid completed their personal projects.
2. 85% of students will participate in either a hybrid or virtual program, successfully passing courses.	90% of students who attended courses 90% of the time (virtually or hybrid) successfully passed courses.

Figure A

Indicator 3 – Proficiency compared to similar FR and Students with Disabilities – 2020-2021



II. FINANCIAL PERFORMANCE

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

Near-Term Measures

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

Sustainability Measures

- **Total Margin** measures a school’s revenues compared to its expenses—i.e., did the school operate at a surplus or deficit in the given time period?
- **Debt to Asset Ratio** compares the school’s financial liabilities to its assets.
- **Cash Flow** indicates the trend in the school’s cash balance over a period of time (similar to Days Cash on Hand, but indicating long-term vs. near-term sustainability).

YEAR 4: 2020-21	FY 20-21 VALUE	MEETS STANDARD?	RATING STANDARD
<i>NEAR-TERM MEASURES</i>			
1.a. Current Ratio	3.40	MEETS STANDARD	Current Ratio is greater than or equal to 1.0
1.b. Unrestricted Days Cash on Hand	81	MEETS STANDARD	60 Days Cash
1.c. Enrollment Variance	101%	MEETS STANDARD	Enrollment Variance equals or exceeds 95%
1.d. Debt Default	N/A	MEETS STANDARD	No evidence of default
<i>SUSTAINABILITY MEASURES</i>			
2.a. Total Margin	9.97%-Current 0.17%- 3Yr	MEETS STANDARD	Total Margin and Most Recent Year is positive
2.b. Debt to Asset Ratio	0.72	MEETS STANDARD	Debt to Asset Ratio is less than .90
2.c. Cash Flow	\$1,664,033 \$1,649,254	MEETS STANDARD	Each Year and Multi-Year Cash Flow is Positive

III. ORGANIZATIONAL PERFORMANCE

Charter schools are required to meet certain regulatory requirements and responsibilities as established by applicable state and federal law and their charter contracts. This section reports the school's overall performance in the year reviewed in fulfilling legal requirements and fiduciary/public stewardship responsibilities, and other measures relevant to organizational health and performance.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
<i>EDUCATION PROGRAM</i>		
1.a. Implementing the material terms of the education program as defined in the current charter contract	MEETS STANDARD	
1.b. Complying with applicable education requirements	MEETS STANDARD	
1.c. Protecting the rights of students with disabilities	MEETS STANDARD	
1.d. Protecting the rights of English Language Learner (ELL) students	MEETS STANDARD	
<i>FINANCIAL MANAGEMENT AND OVERSIGHT</i>		
2.a. Meeting financial reporting and compliance requirements	MEETS STANDARD	
2.b. Following Generally Accepted Accounting Principles (GAAP)	MEETS STANDARD	
<i>GOVERNANCE AND REPORTING</i>		
3.a. Complying with governance requirements	MEETS STANDARD	
3.b. Holding management accountable	MEETS STANDARD	
3.c. Complying with reporting requirements	MEETS STANDARD	
<i>STUDENT AND EMPLOYEE RIGHTS AND REQUIREMENTS</i>		
4.a. Protecting the rights of all students	MEETS STANDARD	
4.b. Meeting recurrent enrollment requirements	MEETS STANDARD	
4.c. Meeting teacher and other staff credentialing requirements	MEETS STANDARD	
4.d. Respecting employee rights	MEETS STANDARD	
4.e. Completing required background checks	MEETS STANDARD	
<i>SCHOOL ENVIRONMENT</i>		
5.a. Complying with facilities and transportation requirements	MEETS STANDARD	
5.b. Complying with health and safety requirements	MEETS STANDARD	
5.c. Handling information appropriately	MEETS STANDARD	
<i>ADDITIONAL OBLIGATIONS</i>		
6.a. Complying with all other obligations	N/A	